

2020-2021 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%
Bachelors Fall 2018	50%	9/20 = 45.0%
Bachelors Fall 2019	50%	2/12 = 16.7%
Bachelors Fall 2020	50%	2/10 = 20.0%

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%
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%

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's 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 2020	70%	BEAR: 15/25 = 60.0%
ENG 111: English Composition I	Spring 21	70%	BEAR: 3/5 = 60.0% Global: 5/8 = 62.5% All students: 8/13 = 61.5%
<i>ENG 112: English Composition II</i>	Fall 2020	70%	BEAR: 1/7 = 14.3%
<i>ENG 112: English Composition II</i>	Spring 21	70%	BEAR: 9/16 = 56.3%

Mathematics	Semester	Pass rate goal (Clinton College)	Pass rate achieved
MAT 121: College Math I	Fall 2020	70%	BEAR: 11/18 = 61.1%
MAT 121: College Math I	Spring 21	70%	BEAR: 4/4 = 100% Global: 6/6 = 100% All students: 10/10 = 100%
<i>MAT 122: College Math II</i>	Fall 2020	70%	BEAR: 10/19 = 52.6%
<i>MAT 122: College Math II</i>	Spring 21	70%	BEAR: 6/6 = 100%

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 short term (7.5 weeks) asynchronous online courses.

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

6. **Transfer out rates:** Clinton College did not collect these data in the year of record.

Part Two. 2020-2021 Assessment of Student Learning Outcomes by Academic Programs

Associate of Arts in Early Childhood Development

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
<p>Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood. <i>(Academic achievement, leadership)</i></p>	<p><i>EDU 102: Human Growth and development.</i> Students will score 80/100 or higher on the final exam.</p>	<p>Target not met. 50% of student met the target in spring 2021. Three students achieved the 80/100 target and three did not. Students continued to struggle with identifying the ways that educational theory become practice.</p>	<p>Create weekly practice quizzes and other assessment opportunities for students to show their understandings related to theory and practice. Explore techniques for increasing student engagement.</p>
<p>Students will identify effective school and community resources and strategies for building family and community relationships that support young children. <i>(Academic achievement, citizenship, leadership)</i></p>	<p><i>EDU 104: Exceptional Children.</i> Students will score 80/100 or higher on the final exam</p> <p><i>EDU 106: Family and Community Relations.</i> Students will score 80/100 or higher on the final exam.</p>	<p>EDU 104: Target not met. 20%, 2 out of 10 students in fall and spring combined scored 80/100 on the final exam</p> <p>EDU 106: Target not met. 20%, 1 out of 5 students in spring 2021 scored 80/100 on the final exam.</p>	<p>Create weekly practice quizzes and other assessment opportunities for students to show their understandings of stronger family-community relationships. Continue to find more useful and relevant videos for students to view and reflect upon. Review plans for instructional improvement throughout the semester when planning class sessions. Explore techniques for increasing student engagement.</p>
<p>Students will identify critical issues related to children’s learning and development in their families and communities. <i>(Academic achievement, citizenship, leadership, moral/spiritual development)</i></p>	<p><i>EDU 101: Introduction to Early Childhood –</i> Students will score 80/100 or higher on the final exam.</p> <p><i>EDU 106: Family and Community Relations.</i> Students will score 80/100 or higher on the final exam.</p>	<p>EDU 101: Target not met. 25%, 1 out of a total of 4 students in fall and spring combined scored 80/100 on the final exam</p> <p>EDU 106: Target not met. 20%, 1 out of 5 students in spring 2021 scored 80/100 on the final exam.</p>	<p>Bring back the assignment to search out and write about the work of Marian Wright Edelman in Early Childhood, e.g., Head start, the Children’s Defense Fund, and the Freedom Schools. That previous assignment got students very involved and interested. Review plans for instructional improvement throughout the semester when planning class sessions. Explore techniques for increasing student engagement.</p>

Associate of Science in Business Administration

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Students will demonstrate application of quantitative understanding to effective business planning and operations. (<i>Academic achievement</i>)	In BUS 204: Principles of Accounting I. At least 80% of students will earn 80/100 points or better on the midterm and final exam.	Target not met. 70% (7/10) of the students scored 80/100 or higher on the midterm. 70% (7/10) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how to calculate trial balances. They had weakness in understanding depreciation methods.	Use more examples of demonstrating depreciation methods.
	In BUS 206: Statistics and Quantitative Methods. At least 70% of the students in will score 80/100 or higher on the final exam.	Target is met. 80% (12/14) of the students scored 80/100 or higher on the midterm. 80% 12/14 cored 80/100 or higher on the final exam. The students' strongest area of understanding was how to calculate the mean, median, and mode. They had weakness in understanding standard deviations and variances.	Use more examples of problems with standard deviations and variances.
Students will demonstrate knowledge and behaviors necessary for functioning effectively in a business organization. (<i>Academic achievement, leadership, citizenship</i>)	In BUS 203: Principles of Management. At least 80% of the students will score at the "competent" level or above on each dimension of the rubric for the oral presentation on management.	Target not met. 48% (11/23) of the students scored 80/100 or higher on the midterm. 48% (11/23) scored 80/100 or higher on the final exam. The students' strongest area of understanding was organizing and leading. They had weakness in understanding of planning and controlling functions of management.	Use more class projects and demonstrations of how the planning and controlling functions are executed.
Students will demonstrate understanding of legal and ethical principles in business. (<i>Academic achievement, moral/spiritual development, leadership, citizenship</i>)	In BUS 202: Business Law I. Two assessments planned: At least 80% of the students will score 70 or higher on the mock trial and discussion. At least 80% of the students will score 60 or higher on Unit Exams: Unit 1 Exam: Legal Env. Unit 2 Exam: Torts Unit 3 Exam: Contracts Unit 4 Exam: Employment Law	Target met. 85% (12/14) of the students scored 80/100 or higher on the midterm. 85% (12/14) scored 80/100 or higher on the final exam. The students' strongest area of understanding was their understanding of the laws. They had weakness in understanding how to implement the laws in various case studies.	Use more case studies and live demonstrations of how the laws work.

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>70% of students will score 70% or higher on lecture and laboratory rubrics applied to a combination of worksheets, exams, and laboratory activities in <i>BIO103, BIO104, BIO210</i></p>	<p>This target was not met for non-majors or majors enrolled in <i>BIO103, 104</i> Target met for <i>BIO210</i> students</p>	<ol style="list-style-type: none"> 1. Work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. 2. Continue to use Bloom's Taxonomy in Biology to develop and increase students' meta-cognitive skills. 3. Continue to use rubrics. 4. Use remote just-in-time tutoring 5. Decompose test scores into major sections based on Bloom's Taxonomy, i.e., LOCS/HOCS for closer analysis of students' strengths and weaknesses in studying and test preparation.
<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>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: <i>BIO103A (Microscope Rubric) BIO 104A (Heart Dissection Rubric)</i></p>	<p>Target met for majors enrolled in <i>BIO104</i> for Heart Dissection Rubric Target not met for non-majors. Target met for majors enrolled in <i>BIO103A</i> Microscope Rubric Target not met for non-majors.</p>	<p>Add rubrics for Virtual Labs:</p> <ul style="list-style-type: none"> ○ HHMI ○ NCBIONET <p>Develop new rubrics for virtual/blended/ in class laboratory practicals.</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>70% of students will score 70% or higher on HOCS questions and chapter journal questions pertaining to moral and civic concepts and concerns in 103 and 104 majors</p>	<p>Target not met for majors and non-major on HOCS questions and chapter journal questions pertaining to moral and civic concepts.</p>	<p>Create journal group projects, i.e., Science cafes; Panels for moral and civic concerns</p> <p>Use <u>Group Mind-Mapping</u> Projects with 103 and 104 majors (Mind maps were used in <i>BIO210</i>)</p> <p>Create virtual "Making Space" projects to move students from LOCS to HOCS</p>

Associate of Arts in Liberal Arts

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Students will demonstrate intercultural knowledge. (<i>Academic achievement, citizenship</i>)	At least 70% of the students will score at or above the satisfactory level on identified elements of the assessment measures (paper, project, or exam)	Target met: In REL 219, 70% of the students scored satisfactory or above on the Final Exam.	This was the 1 st semester using the Brightspace LMS and we all were learning our way through it. A better assessment of improving results can be given the next time the course is taught after we have better learned the LMS.
		Target partially met. I wanted students to be able to apply legal concepts. Students demonstrated that they could apply the legal concepts. Students did not appear to know how the criminal justice system functioned.	Adding court observations may help if I am able to find a way for them to do it virtually through videos clips of live court sessions that are allowable.
Students will demonstrate effective communication skills (<i>Academic achievement, leadership</i>)	At least 90% of the students will score at or above the satisfactory level on all dimensions of the scoring rubric, Communications and Literature essay rubric.	Target partially met. The target was met for four out of the five dimensions of the rubric in ENG 203; about 89%. The target was not met for the dimension of <i>organization - structure, coherence, which is unity, and transition</i> , especially transition.	Keep <i>purpose and plan</i> in the rubric. Focus more instructional examples and practice in creating transitions. Provide more instructional examples and exercises for creating well-developed and variety of paragraphs.
	At least 70% of the students will score at or above the satisfactory level on identified elements of the assessment measures. Students assessed by scoring rubric. Paper, project, or exam in at least one other course (e.g., ENG 206, SPA 101, SPA 102)	Target partially met. In ENG 206, 60% of the students demonstrated understanding of the cultures explored in using credible sources in the final essay. Weaknesses demonstrated in language usage and clarity.	Control of mechanics and clarity in language usage – vocabulary and sentence variety and structure to be reinforced and practiced in different types of writing texts. Provide more exercises and practices of formal academic essays and research

Liberal Arts Continued from previous page

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Students will demonstrate the knowledge of task of theology, and doctrines of the Christian faith; as well as the development of moral reasoning (<i>Academic Achievement, Moral/spiritual growth</i>)	At least 70% of the students will score at or above the satisfactory level on identified elements of the assessment measures (paper, project, or exam in REL, 202).	Target met: At least 70% of the students scored satisfactory or above on the Final Exam.	This was the 1st semester using the Brightspace LMS and we all were learning our way through it. A better assessment of improving results can be given the next time the course is taught after we have better learned the LMS.
Students will demonstrate engagement with the arts through appreciation or application. (<i>Academic Achievement, Citizenship</i>)	At least 75% of the students will score at or above the satisfactory level on identified elements of the assessment measures (Paper, project, exam, performance, demonstration, or other presentation among choices of ART 101, MUS 202 or REL 211: Hymnology)	In MUS 202, 90% of students enrolled in ENSEMBLE across all sections met or exceeded the expectations for assessment. Some students required re-testing after their initial attempt, but the majority tested at the B+ grade level or higher on the first meeting.	The instructor will allow for more time to have a "practice test" before the actual exam to ease anxiety. In addition, students will be paired together to review course materials and test each other on content. The instructor will spend additional time teaching about the cultures of Africa and how it relates to music.

Associate of Arts in Religious Studies

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
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>	At least 80% of students will score a “B” or higher for their Final Grade.	Students performed above 80% on both their Midterm and Final exams.	Rearrange the modules in Brightspace to better reflect Blooms taxonomy.
<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>	At least 80% of students will score a “B” or higher for their Final Grade.	Eighty percent of the students performed above 80% on both their Midterm and Final exams.	Rearrange the modules in Brightspace to better reflect Blooms taxonomy.
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>	At least 80% of students will score a “B” or higher for their Final Grade.	Students performed above 80% on both their Midterm and Final exams.	Rearrange the modules in Brightspace to better reflect Blooms taxonomy.
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>	At least 80% of students will score a “B” or higher for their Final Grade.	Students performed above 80% on both their Midterm and Final exams.	Rearrange the modules in Brightspace to better reflect Blooms taxonomy.

Bachelor of Arts in Religious Studies

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
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>	At least 80% of students will score a “B” or higher for their Final Grade.	No assessment results because this course not taught during this year.	No changes to report
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>	At least 80% of students will score a “B” or higher for their Final Grade.	Students performed above 80% on both their Midterm and Final exams.	Rearrange the modules in Brightspace to better reflect Blooms taxonomy and review and evaluate the textbooks.
Students will demonstrate the ability to integrate religious knowledge across other academic disciplines.	At least 80% of students will score a “B” or higher for their Final Grade.	Students performed above 80% on both their Midterm and Final exams.	Rearrange the modules in Brightspace to better reflect Blooms taxonomy.

Bachelor of Science in Business Administration

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Students will be able to apply financial and quantitative understanding to effective business planning and operations. <i>(Academic achievement)</i>	In BUS 213: Principles of Accounting II. At least 80% of the students will score at least 80/100 on the final exam.	Target not met. 60% (6/10) of the students scored 80/100 or higher on the midterm. 60% (6/10) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how to do the balance sheets. They had weakness in understanding how to do financial ratios.	Use more problems dealing with financial ratio analyses.
	In BUS 306: Personal Finance Planning. At least 80% of the students will earn an overall score of at least 80/100 on the rubric for the oral presentation about their own personal finance planning project.	Target not met. 50% (7/14) of the students scored 80/100 or higher on the midterm. 57% (8/14) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how to balance budgets. They had weakness in understanding how to manage debt.	Use more examples of debt management and why the importance of the rate given affects what is paid out over the years, according to the number of years used.
	In BUS 309: Financial Management. At least 80% of the students will score at the "competent" level or higher on each rubric dimension of the oral presentation about financial management.	Target not met. 33.3% (5/15) of the students scored 80/100 or higher on the midterm. 73.3% (11/15) scored 80/100 or higher on the final exam. The students' strongest area of understanding was the use of cash and credit. They had weakness in understanding profitability and expenses.	Use more examples of profitability ratios and profit analyses, along with how expenses are recorded.

Business Administration Continued from previous page

Student Learning Outcomes (related to mission elements)	Targets	Results	Planned Changes
Students will be able to demonstrate knowledge, behaviors, and skills, including the use of technology, necessary for functioning effectively in a variety of business organizations. <i>(Academic achievement, leadership, citizenship)</i>	In BUS 212: Intro. to Entrepreneurship, at least 70% of the students will meet all expectations for a business plan.	Target is met. 90% (21/22) of the students scored 80/100 or higher on the midterm. 90% (21/22) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how to communicate the strategies implemented. They had weakness in understanding how to adjust for unexpected changes in the business environment.	Use more projects with changing business outcomes to simulate changes that occurs.
	In BUS 205: Principles of Marketing. At least 70% of the students will score 80/100 or higher on the marketing analysis project.	Target is met. 80% (8/10) of the students scored 80/100 or higher on the midterm. 80% (8/10) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how to promote and sell business products. They had weakness in understanding how to do market research.	Use more outcomes with market research demonstrations through projects using the data given and coming up with the expected outcomes.
	In BUS 307: Information Systems. At least 80% of the students will score at the "competent" level or higher on the rubric used for the oral presentation about information systems in business.	Target not met. 63% (5/8) of the students scored 80/100 or higher on the midterm. 88% (7/8) scored 80/100 or higher on the final exam. The students' strongest area of understanding was the collection of data. They had weakness in understanding how that data is to be used.	Use more examples of how managers and leaders of organization use the data given to make better decisions.

Business Administration Continued from previous page

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: Business Policy. 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.	Target is met. 90% (5/6) of the students scored 80/100 or higher on the midterm. 90% (5/6) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how the policies of organizations dictates its actions. They had weakness in understanding how the acquisitions of resources play a role in how the company goals are met.	Use more examples of acquisitions/mergers and case analyses.
	In BUS 405: Ethical and Legal Issues in Business. At least 70% of the students will score 80/100 or higher on the final exam.	Target is met. 100% (7/7) of the students scored 80/100 or higher on the midterm. 100% (7/7) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how the actions of organizational leaders could make a bad image for the company and its future dealings. They had weakness in understanding how unethical actions is not always criminal.	Use more examples of case analysis from companies that had to deal with these issues.
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 407: Internship in Business. 100% of the students will demonstrate understanding of competencies Knowledge, Skills Adaptability, and Other Characteristics (KSAO's) that promote professional skills and qualifications within their individual fields of interest. 100% of the students will complete three assessments to evaluate their: Job Knowledge, Personality, Emotional Intelligence, and Soft Skills.	Target met. 89% (8/9) of the students scored 80/100 or higher on the midterm. 89% (8/9) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how the business plan is constructed and used. They had weakness in understanding how to calculate the financial analyses.	Use more demonstrations with financial data and uses.

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. (<i>Academic achievement</i>)</p>	<p>75% of students will score 70% or higher on lecture and laboratory rubrics applied to a combination of worksheets, exams, and laboratory activities in <i>BIO103, BIO104, BIO210</i></p>	<p>Target not met for non-majors enrolled in BIO103, 104</p> <p>Majors enrolled in 103 and 104 surpassed the target.</p> <p>Target met for BIO210 students</p>	<ol style="list-style-type: none"> 1. Work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. 2. Continue to use Bloom's Taxonomy in Biology to develop and increase students' meta-cognitive skills. 3. Continue to use rubrics. 4. Use remote just-in-time tutoring 5. Decompose test scores into major sections based on Bloom's Taxonomy, i.e., LOCS/HOCS for closer analysis of students' strengths and weaknesses in studying and test preparation.
<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. (<i>Academic Achievement</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: <i>BIO103A (Microscope Rubric)</i> <i>BIO 104A (Heart Dissection Rubric)</i></p>	<p>Target met for majors enrolled in BIO104 for Heart Dissection Rubric Target not met for non-majors.</p> <p>Target met for majors enrolled in BIO103A Microscope Rubric Target not met for non-majors.</p>	<p>Add rubrics for Virtual Labs:</p> <ul style="list-style-type: none"> ○ HHMI ○ NCBIONET
<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. (<i>Academic Achievement</i>)</p>	<p>75% of students will score 70% or higher on HOCS questions and Chapter journal questions pertaining to moral and civic concepts and concerns in <i>BIO301</i></p>	<p>Target met: Course not taught due to no majors in the junior year yet.</p>	<p>Create journal group projects, i.e., science cafes; Panels for moral and civic concerns.</p>