



# Report on Measures of Student Success 2017-2022

**Chattahoochee Valley Community College**

Division of Strategic Initiatives

2602 College Drive

Phenix City, AL 36869

334-291-4900

[www.cv.edu](http://www.cv.edu)

## 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 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: 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. General Education Pass Rates: General education pass rates will meet or exceed the benchmarks year-over-year.
5. General Education Student Learning Outcomes: 2017-2018 percentages represent the Benchmark. Will meet or exceed Benchmark year-over-year.
6. 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.
7. Academic Progress: The number of students transferring to a 4-year institution will remain steady or increase.
8. Licensure and Certification Pass Rates: To meet or exceed the national mean established by the NLNAC. National Mean for 2021: ADN 82.4%, PN 79.6%
9. Employment Rates: the percent of CVCC CTE alumni finding work in their field of study will meet or exceed the established 75% threshold
10. 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.
11. Student Satisfaction Rates: To achieve 90% satisfaction or higher on the Student Satisfaction Survey.
12. Satisfaction with Enrollment Services: Student satisfaction with enrollment 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.

Remedial Course Success					
Course	Fall 2018 Success Rate	Fall 2019 Success Rate	Fall 2020 Success Rate	Fall 2021 Success Rate	Benchmark*
ENG099	58↓	49↓	70↑	69↑	60%
MTH098	49↓	49↓	50↓	34↓	60%
MTH099	***	67↑	56↓	65↑	60%

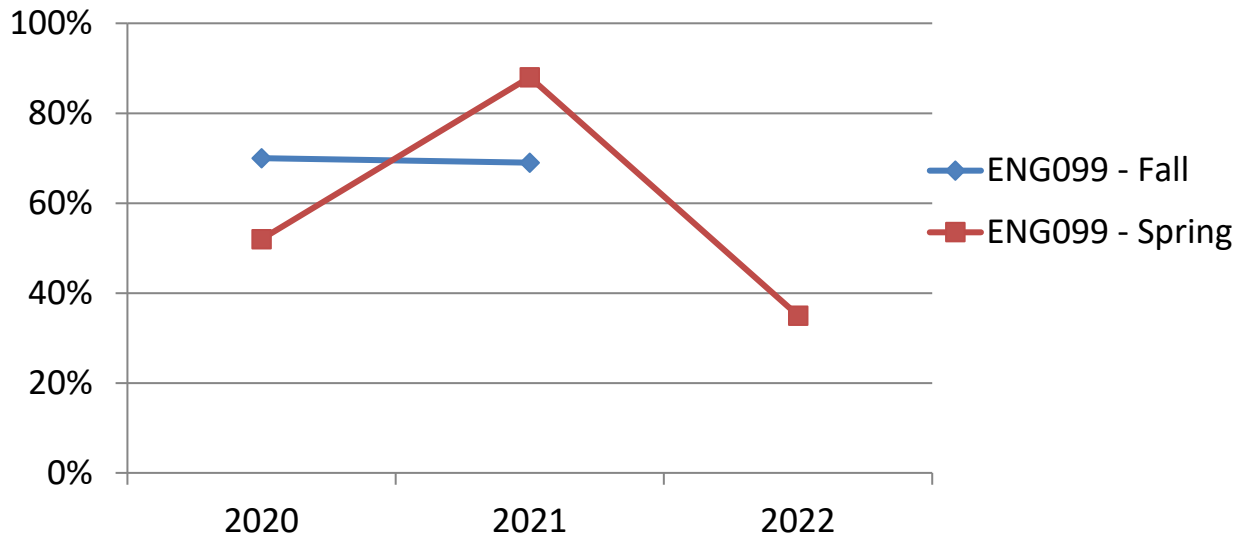
Course	Spring 2019 Success Rate	Spring 2020 Success Rate	Spring 2021 Success Rate	Spring 2022 Success Rate	Benchmark*
ENG099	43↓	52↓	88↑	35↓	60%
MTH098	47↓	60↑	52↓	36↓	60%
MTH099	68↑	80↑	79↑	49↓	60%

Source: CVCC grade distribution report. Course success is receiving a grade of "C or above" in remedial courses.

\* 21st Century Report

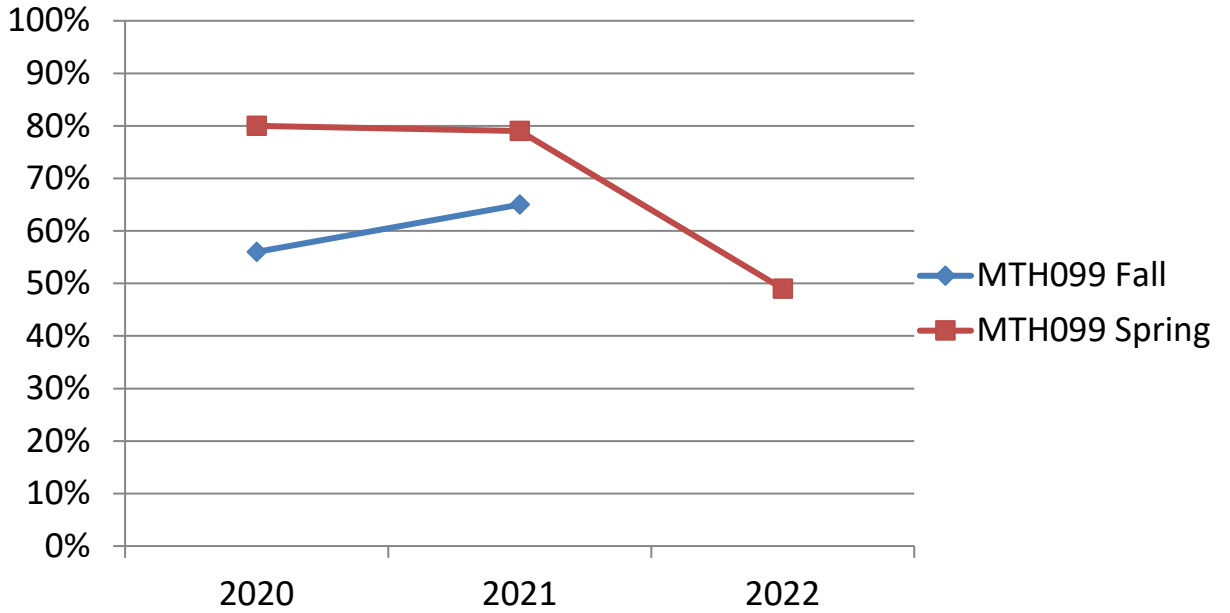
\*\*\* MTH099 was not taught

**3-Year Trend in CVCC Success Rates in English 093**



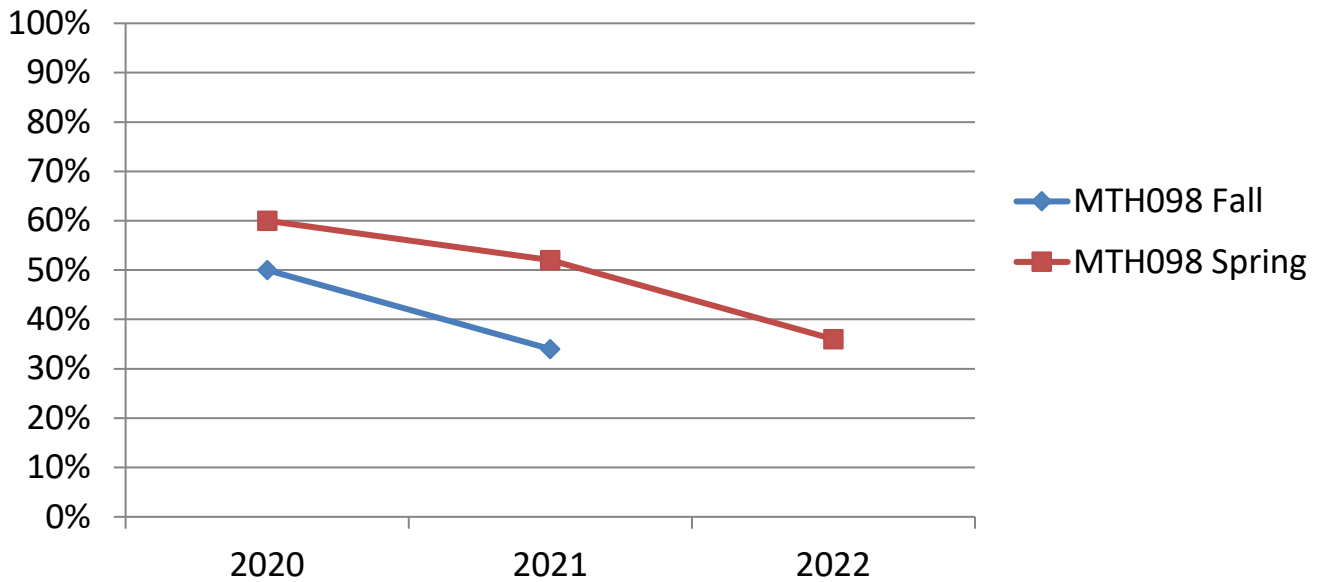
Source: CVCC grade distribution report.

### 3-Year Trend in CVCC Success in Math 099



Source: CVCC grade distribution report. MTH 090 is no longer being offered as of Fall 2018

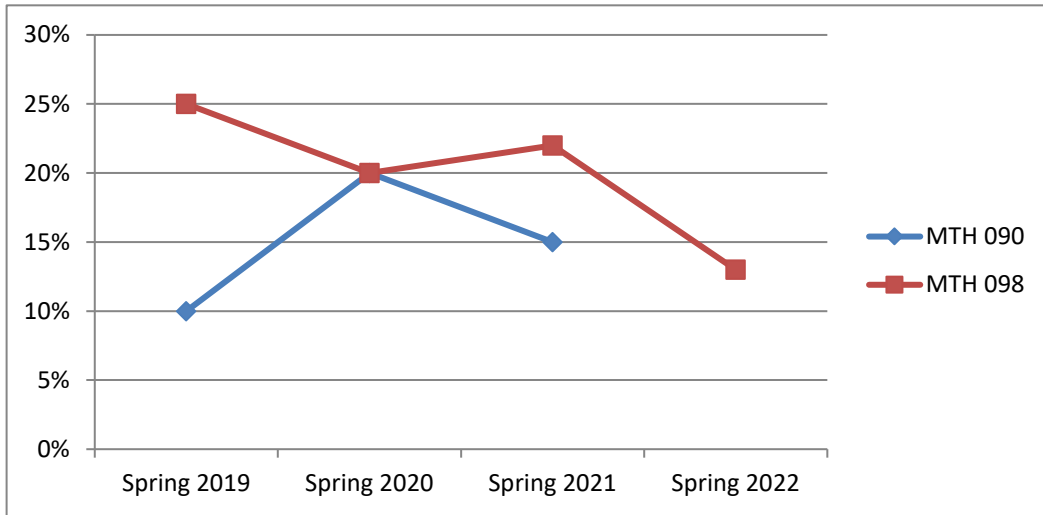
### 3-Year Trend in CVCC Success in Math 098 (092)



Source: CVCC grade distribution report.

### Developmental Math Graduation Rates

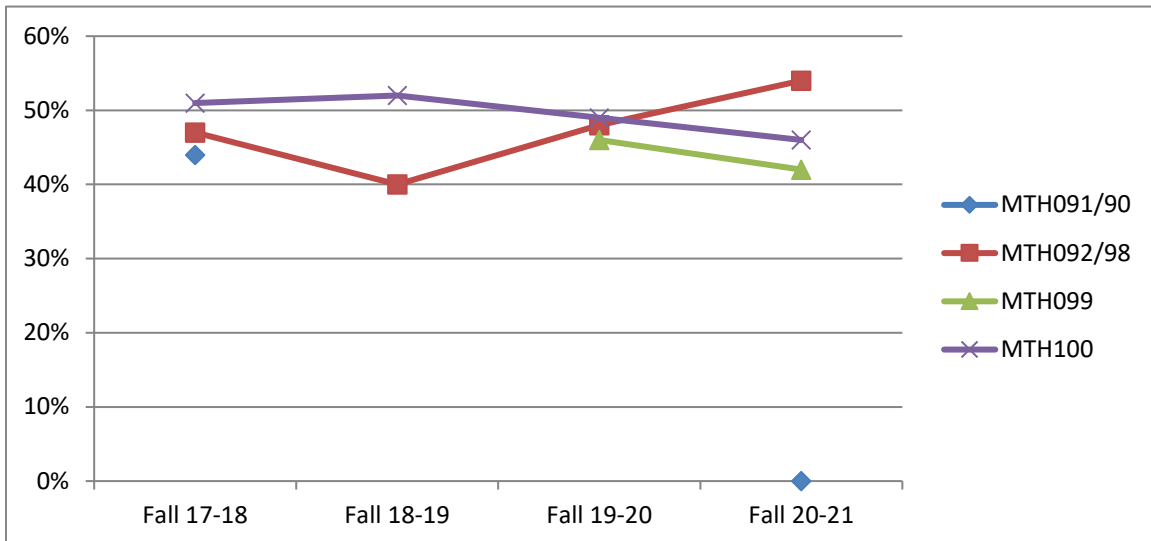
	Benchmark	Spring 19 (Fa15 Cohort)	Spring 20 (Fa16 Cohort)	Spring 21 (Fa17 Cohort)	Spring 22 (Fa18 Cohort)
<b>MTH 090</b>	12%	10%	20%	15%	**
<b>MTH 098</b>	13%	25%	20%	22%	13%



\*\* MTH 090 was no longer taught

### Fall-to-Fall Retention of Developmental Math and Math 100

	Benchmark	Fall 17-18	Fall 18-19	Fall 19-20	Fall 20-21
<b>091 (090)</b>	44%	44%			
<b>092 (098)</b>	47%	47%	40%	48%	54%
<b>099</b>				46%	42%
<b>100</b>	51%	51%	52%	49%	46%



Fall-to- fall retention is calculated by the first-term students in fall semester who are still here the following fall semester. MTH 091/090 No longer taught. MTH 099 will begin Fall 2019

Fall-to-Fall retention will meet or exceed Benchmarks.



Institutional Effectiveness Measure 2

*GRADUATION RATE*

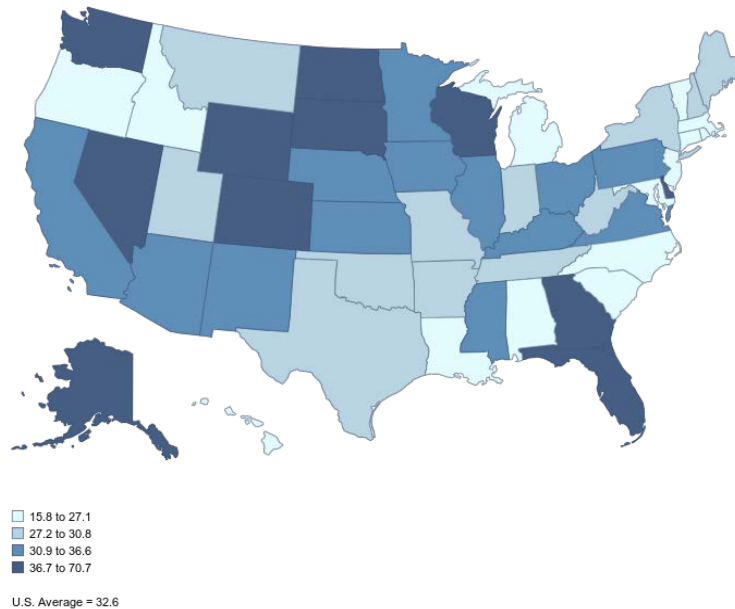
**Benchmark:** CVCC’s graduation rate will meet or exceed that of Alabama 2-year colleges of similar size, but will not fall below 20%

Cohort	2017 (2013 Cohort)	2018 (2014 Cohort)	2019 (2015 Cohort)	2020 (2016 Cohort)	2021 (2017 Cohort)
<b>CVCC 150% Graduation Rate</b>	11%	20%	20%	19%	22%

Peer Institutions	2017 (2013 Cohort)	2018 (2014 Cohort)	2019 (2015 Cohort)	2020 (2016 Cohort)	2021 (2017 Cohort)
<b>Lurleen B. Wallace</b>	31%	35%	34%	38%	33%
<b>Enterprise State</b>	15%	19%	19%	20%	26%
<b>Central Alabama</b>	22%	28%	28%	17%	19%

Source: IPEDS Data Feedback Reports

**Three-Year Graduation Rates for Associate Students – 2018**



Source: IPEDS, NCES

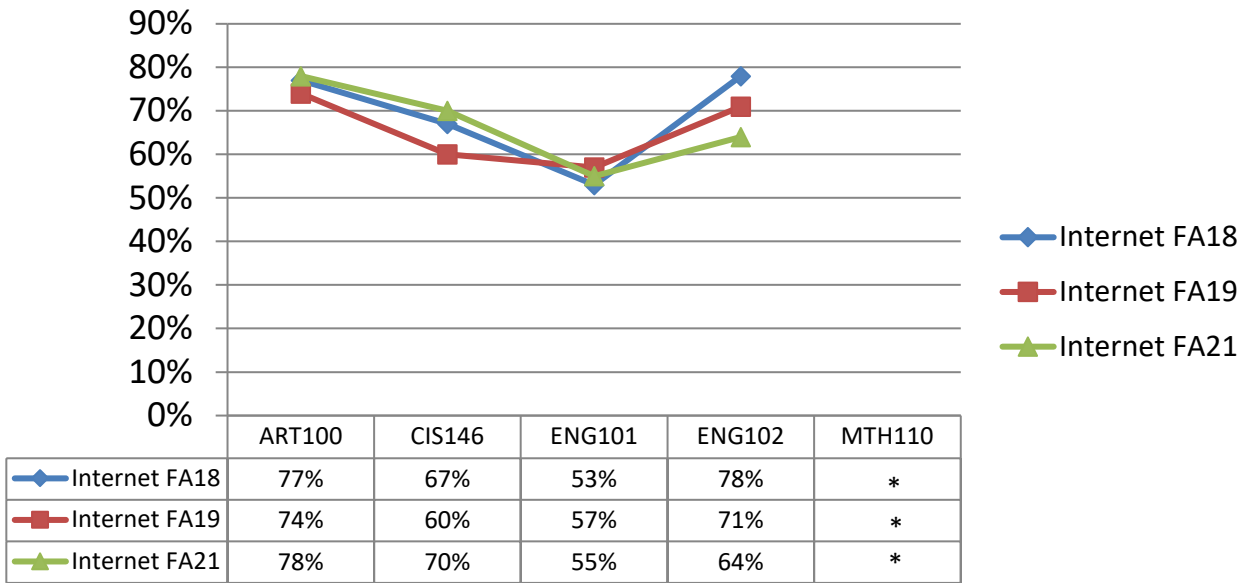
Source: HigherEdinfo.org

Institutional Effectiveness Measure 3

*SUCCESS RATES IN DISTANCE LEARNING*

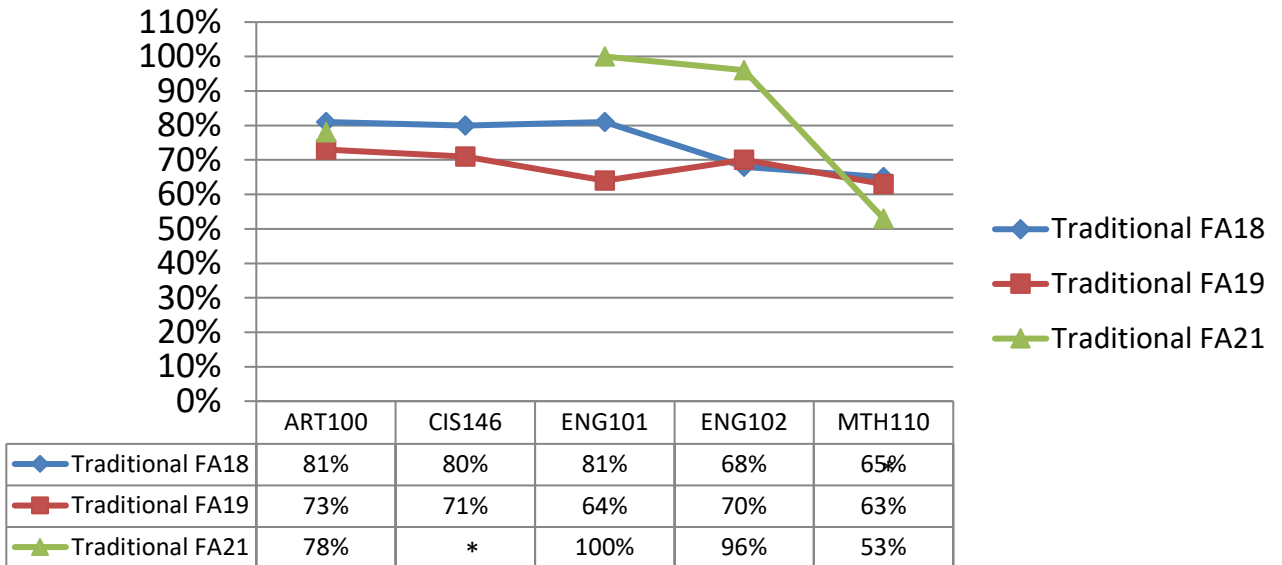
**Benchmark:** Students enrolled in distance learning courses will perform as well as students in the same course in a traditional setting.

**Student Success in Distance Learning Courses Compared to Traditional Counterparts**



Source: CVCC grade distribution report.

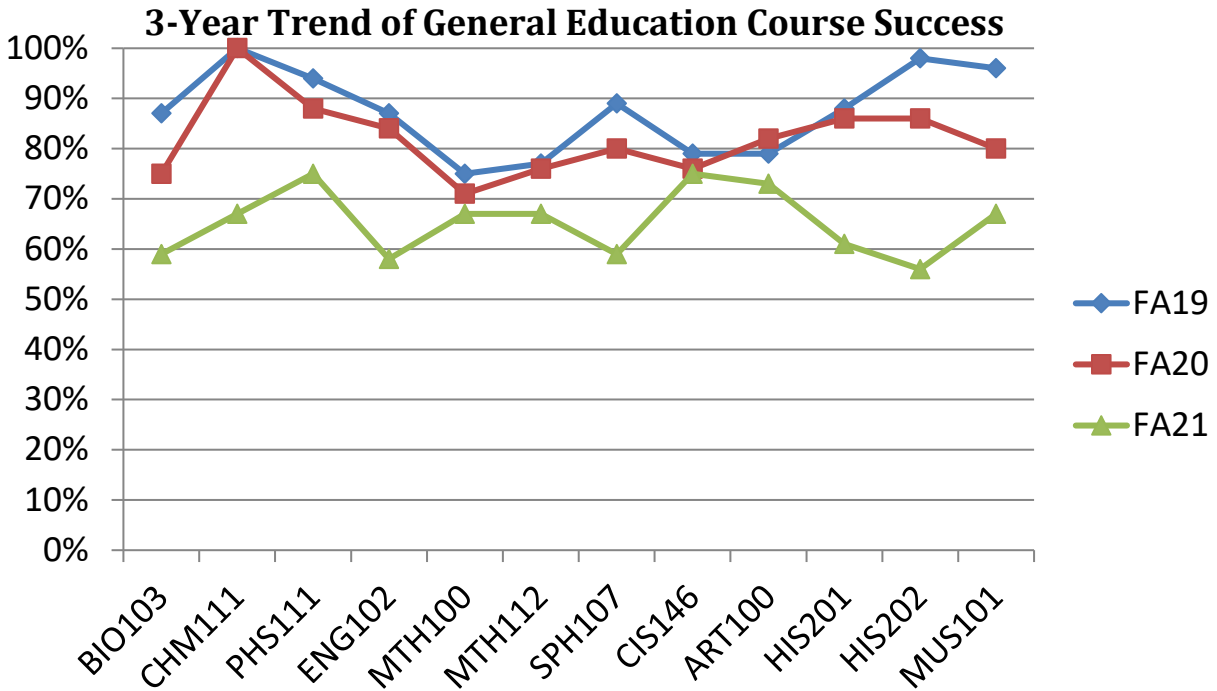
Success is a student completing the course with a grade of D or better. \*MTH110 was not taught in this format



Note: \*Not taught in this format

**\*\* ALL courses were online (Mid Spring 2020-Summer 2021) due to COVID. Will continue to track beginning Fall 2021**

*GENERAL EDUCATION PASS RATES*

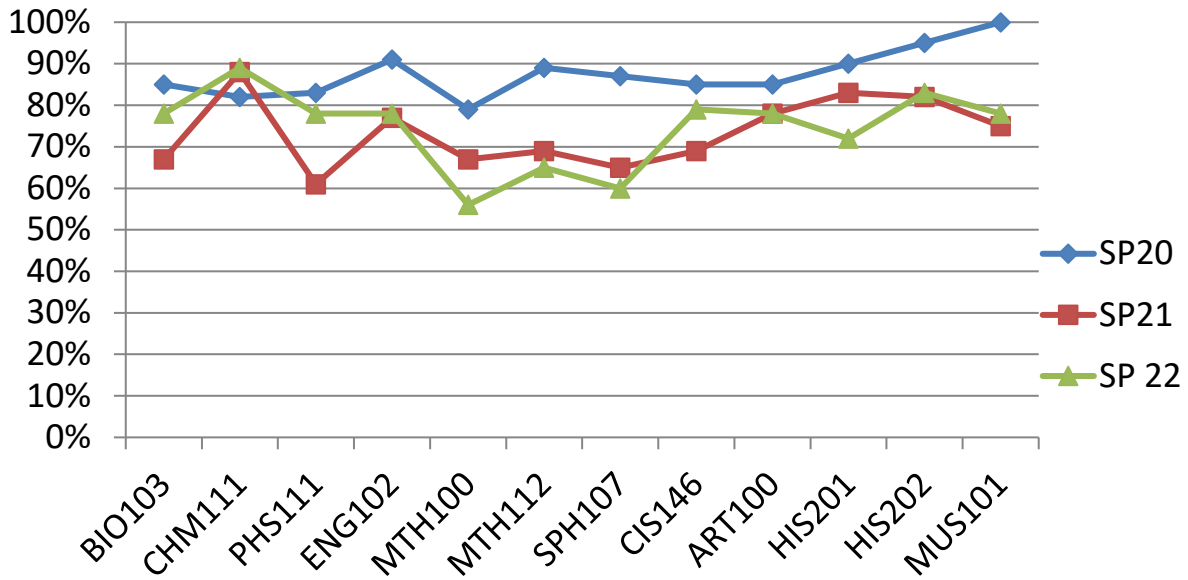


Source: CVCC grade distribution report. (Banner) Will meet or exceed Benchmark year-over-year.

	Benchmark	FA19	FA20	FA21
BIO103	80%	87%	75%	59%
CHM111	16%	100%	100%	67%
PHS111	77%	94%	88%	75%
ENG102	74%	87%	84%	58%
MTH100	70%	75%	71%	67%
MTH112	77%	77%	76%	67%
SPH107	72%	89%	80%	59%
CIS146	75%	79%	76%	75%
ART100	85%	79%	82%	73%
HIS201	75%	88%	86%	61%
HIS202	86%	98%	86%	56%
MUS101	88%	96%	80%	67%



### 3-Year Trend of General Education Course Success



Source: CVCC grade distribution report. (Banner) Will meet or exceed Benchmark year-over-year.

	Benchmark	SP20	SP21	SP22
BIO103	84%	85%	67%	75%
CHM111	87%	82%	88%	89%
PHS111	85%	83%	61%	78%
ENG102	73%	91%	77%	78%
MTH100	67%	79%	67%	56%
MTH112	73%	89%	69%	65%
SPH107	77%	87%	65%	60%
CIS146	78%	85%	69%	79%
ART100	83%	85%	78%	78%
HIS201	83%	90%	83%	72%
HIS202	83%	95%	82%	83%
MUS101	79%	100%	75%	78%

Institutional Effectiveness Measure 5

*GEN ED STUDENT LEARNING OUTCOMES – 3 YEAR*

2017-2018 percentages represent the Benchmark. Will meet or exceed Benchmark year-over-year.

ENG 101 and 102			
Academic Year	Commission of Major Errors	Commission of Minors Errors	Commission of Documentation Errors
2019-20	25%	65%	21%
2020-21	63%	86%	9%
2021-22	63%	N/A	N/A

Public Speaking 107				
Academic Year	Mastery of Organization	Mastery of Verbal Interaction/ Body Language	Mastery of Use of Language	*Conclusion
2019-20	85%	84%	85%	N/A
2020-21	95%	25%	100%	90%
2021-22	N/A	90%**	N/A	90%

MTH 100 Mastery			
Academic Year	Fall Semester	Spring Semester	Academic Year Totals
2019-20	50%	86%	64%
2020-21	63%	56%	60%
2021-22	56%	44%	50%

MTH 112 Mastery			
Academic Year	Fall Semester	Spring Semester	Academic Year Totals
<b>2019-20</b>	55%	89%	77%
<b>2020-21</b>	63%	70%	66%
<b>2021-22</b>	53%	65%	59%

CIS 146				
Academic Year	Word	Excel	PPT	Overall
<b>2019-20</b>	75%	70%	76%	67%
<b>2020-21</b>	72%	68%	84%	76%
<b>2021-22</b>	84%	93%	89%	79%

Science			
Academic Year	Mastery of CHM111	Mastery of BIO103	Mastery of PHS111
<b>2019-20</b>	68%	58%	87%
<b>2020-21</b>	58%	60%	71%
<b>2021-22</b>	60%	52%	33%

Institutional Effectiveness Measure 6

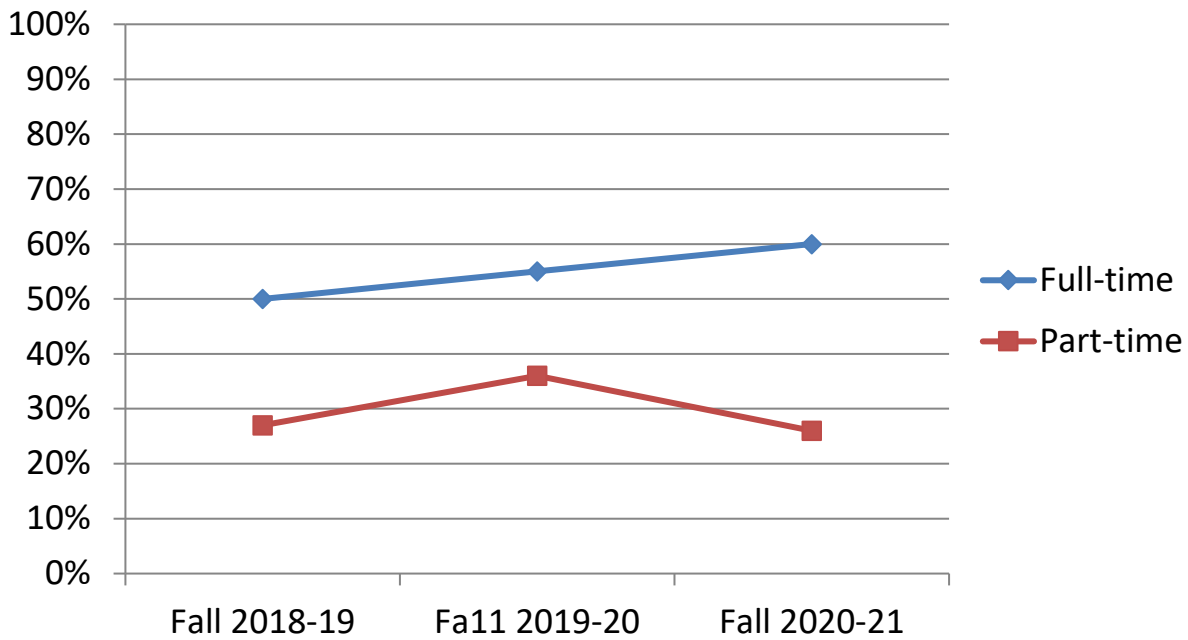
*Retention Rates (Full and Part-Time)*

**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 Rate	Benchmark*	Comparison Indicator
<b>Fall 2018-2019 (DAX DATA)</b>		
50% F/T	50%	↑
27% P/T	5%	↑
<b>Fall 2019-2020 (DAX DATA)</b>		
55% F/T	50%	↑
36%P/T	5%	↑
<b>Fall 2020-2021 (DAX DATA)</b>		
60% F/T	50%	↑
26% P/T	5%	↑

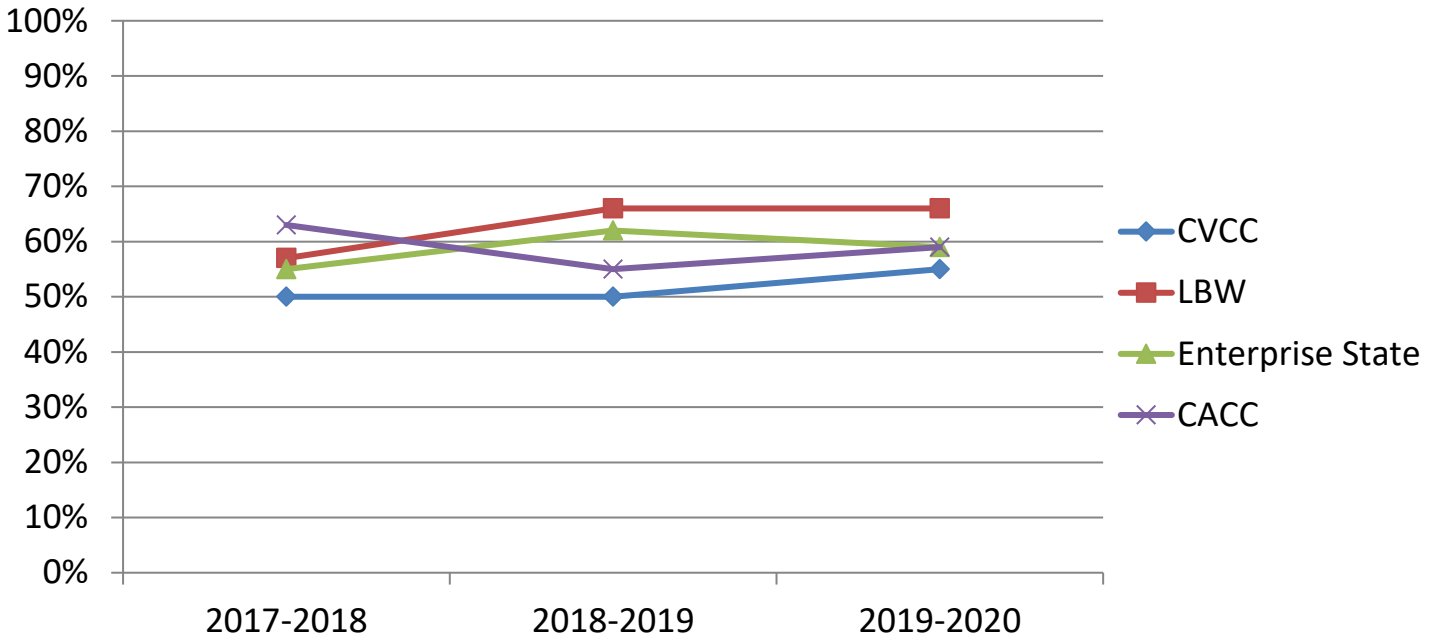
Source: IPEDS  
\*ACHE

**CVCC 3-Year Trend for Full-time and Part-time Retention**



Source: IPEDS  
<http://nces.ed.gov/ipeds/datacenter/SnapshotX.aspx?unitid=acabacabadb3>

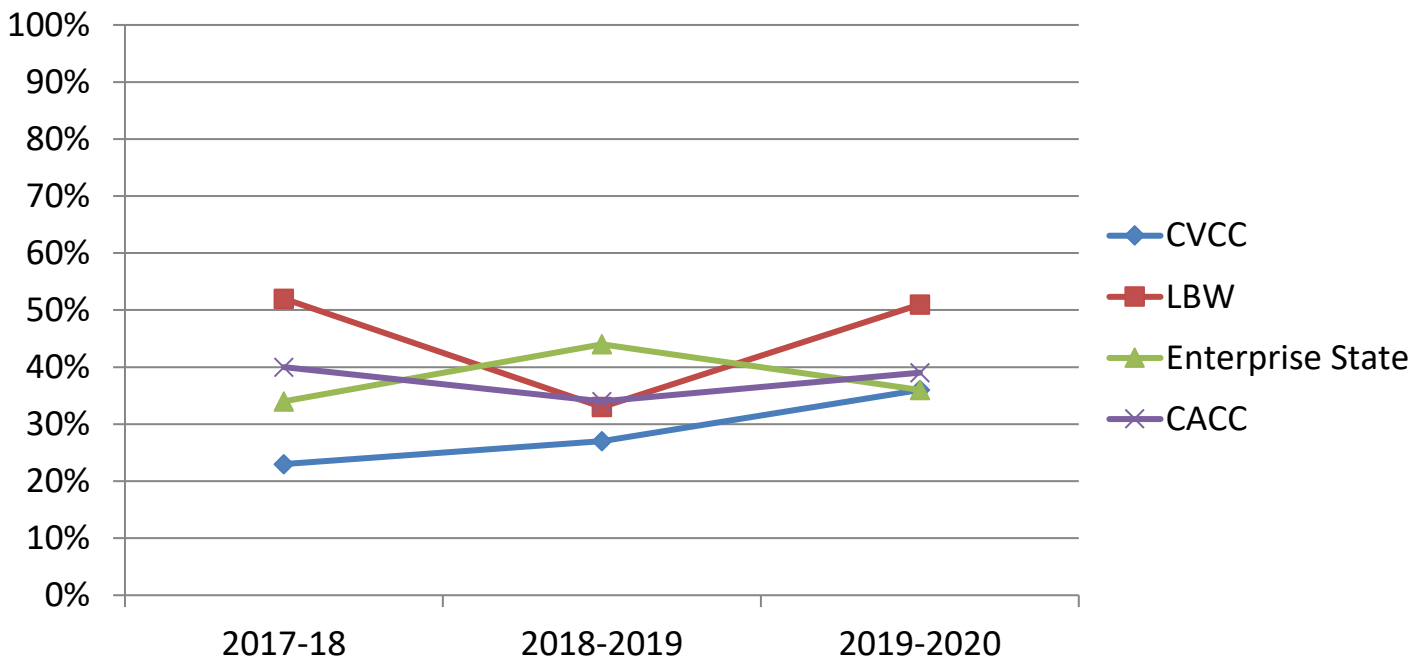
### 3-Year Trend for Full-time Retention Peer Group Comparison



	Fall 2017-2018	Fall 2018-2019	Fall 2019-2020
<b>CVCC</b>	50%	50%	55%
<b>LBW</b>	57%	60%	66%
<b>Enterprise State</b>	55%	62%	59%
<b>CACC</b>	63%	55%	59%

Source: IPEDS Institutional Profile, Data Feedback Reports

### 3-Year Trend for Part-time Retention Peer Group Comparison



	Fall 2017-2018	Fall 2018-2019	Fall 2019-2020
<b>CVCC</b>	23%	27%	36%
<b>LBW</b>	52%	33%	51%
<b>Enterprise State</b>	34%	44%	36%
<b>CACC</b>	40%	34%	39%

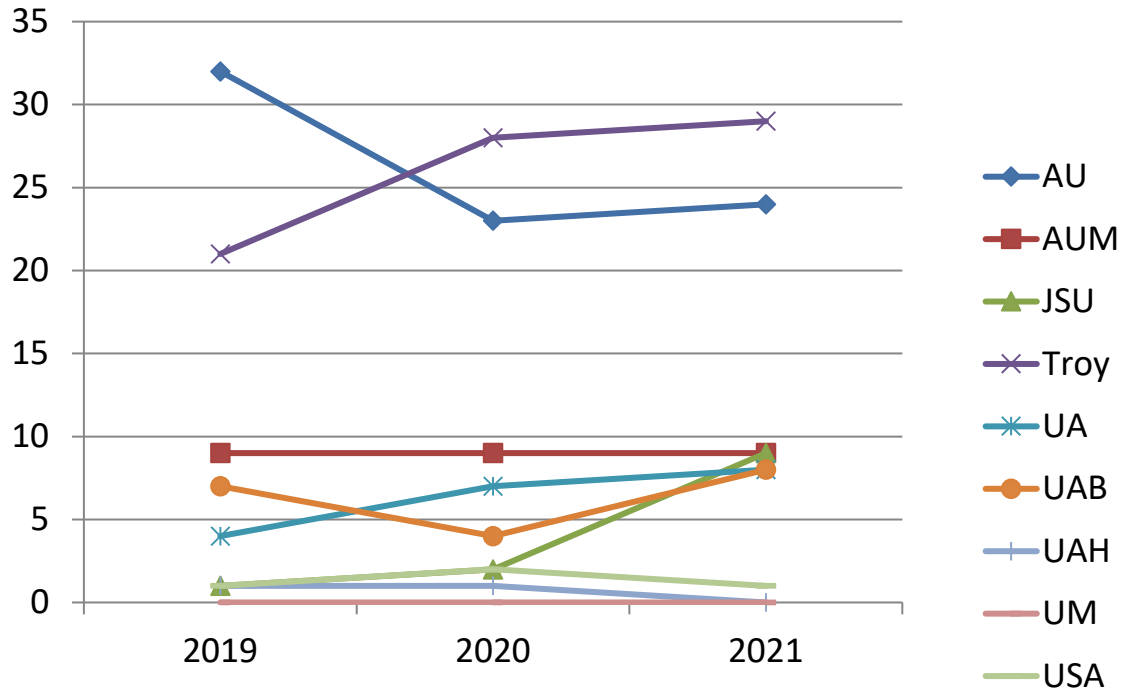
Source: IPEDS Institutional Profile, Data Feedback Reports



*ACADEMIC PROGRESS*

**Benchmark:** The number of students transferring to a 4-year institution will remain steady or increase.

**3-Year Trend of CVCC Students Transferring to a 4-Year Institution**



	2019	2020	2021
Auburn Univ	32	23	24
Auburn Univ Montgomery	9	9	9
Jacksonville State Univ	1	2	9
Troy	21	28	29
Univ Alabama	4	7	8
Univ Alabama Bham	7	4	8
Univ Alabama Huntsville	1	1	0
Univ Montevallo	0	0	0
Univ South Alabama	1	2	1

Source: ACHE

[http://www.ache.alabama.gov/Content/Abstract1314/Student-DB/8\\_Trans2Yr.pdf](http://www.ache.alabama.gov/Content/Abstract1314/Student-DB/8_Trans2Yr.pdf)

Institutional Effectiveness Measure 8

*LICENSURE PASS RATES*

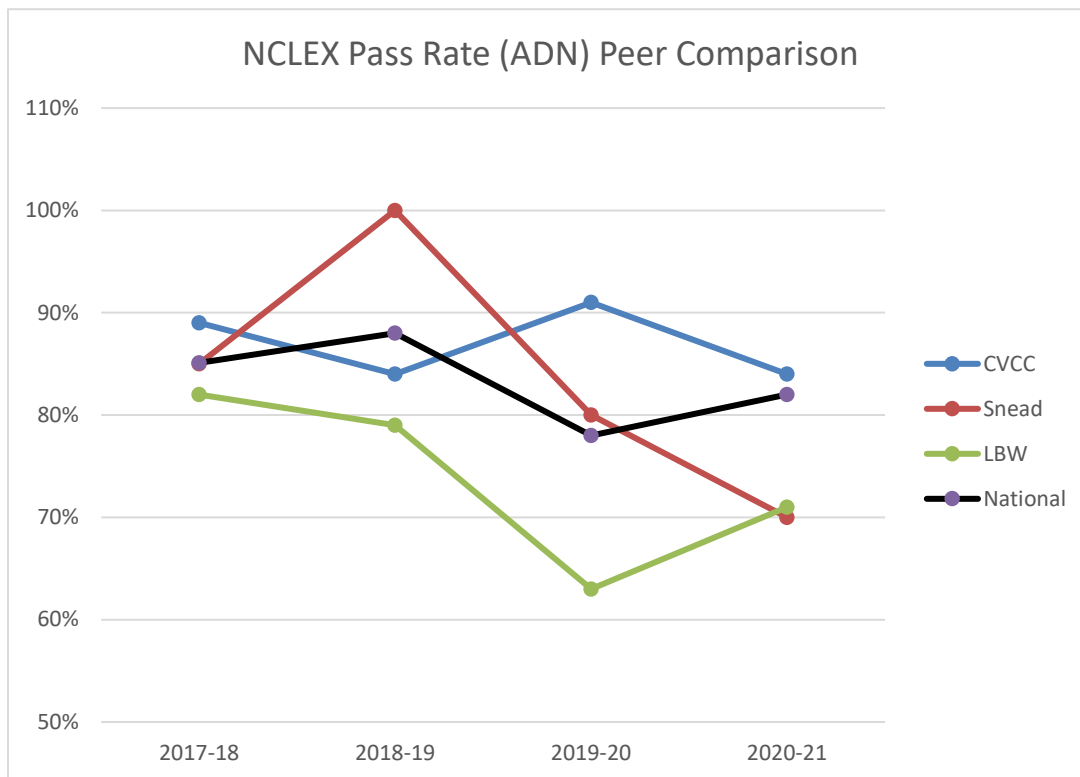
Benchmark: To meet or exceed the national mean established by the NLNAC.

National Mean for 2021: ADN 82.4%, PN 79.6%

	2017	2018	2019	2020	2021
<b>CVCC NCLEX Pass Rates (ADN)</b>	95.2%	89.3%	84%	91%	84%
<b>National Mean</b>	84.0%	85.1%	88.1%	86.5%	82.4%

Source: NCLEX Quarterly Reports – Alabama Board of Nursing

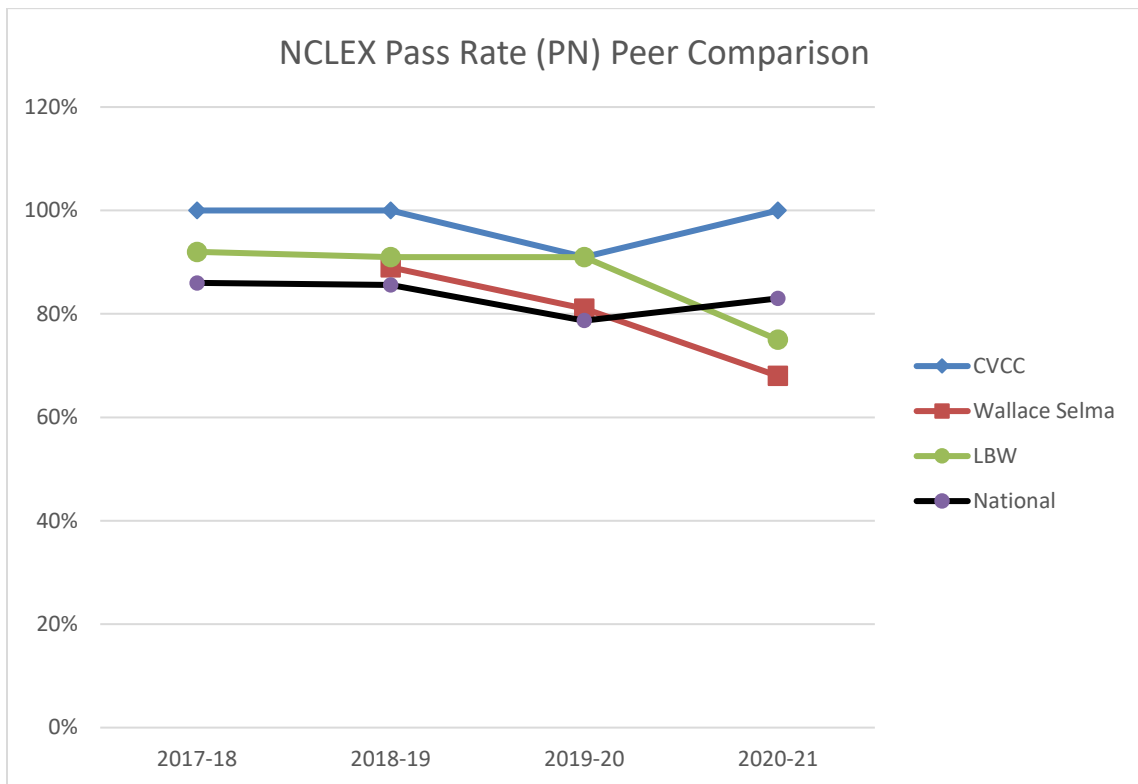
<b>Peer Pass Rates</b>					
	2017	2018	2019	2020	2021
<b>Snead</b>	85%	100%	80%	82%	70%
<b>LBW</b>	77%	82%	79%	63%	71%



NCLEX Pass Rates - PN					
	2017	2018	2019	2020	2021
<b>CVCC NCLEX Pass Rates (PN)</b>	100%	100%	100%	96%	100%
<b>National Mean</b>	83.6%	85.9%	83.5%	83.0%	79.6%

Source: NCLEX Quarterly Reports - Alabama Board of Nursing

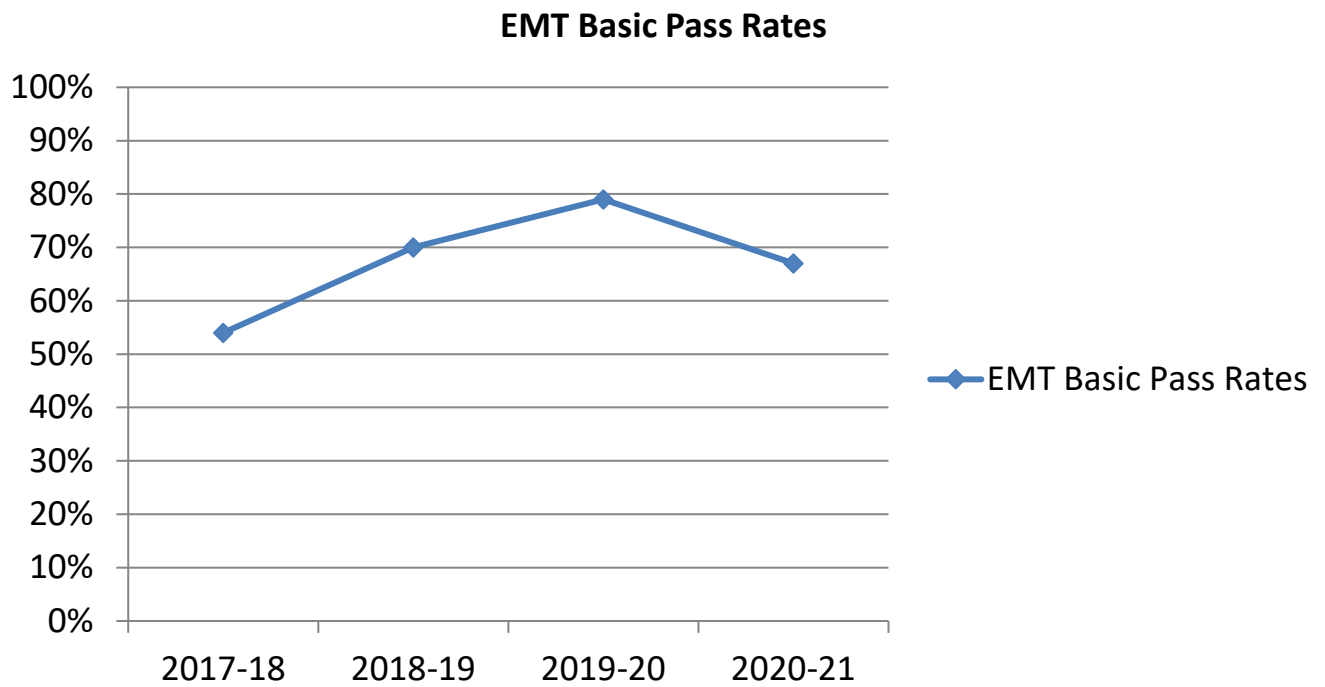
Peer Pass Rates					
	2017	2018	2019	2020	2021
<b>Wallace Selma</b>	-	86%	81%	68%	
<b>LBW</b>	92%	91%	91%	75%	83%



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### EMT Pass Rates - Basic

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>EMT Basic Pass Rates</b>	56%	54%	70%	79%	67%



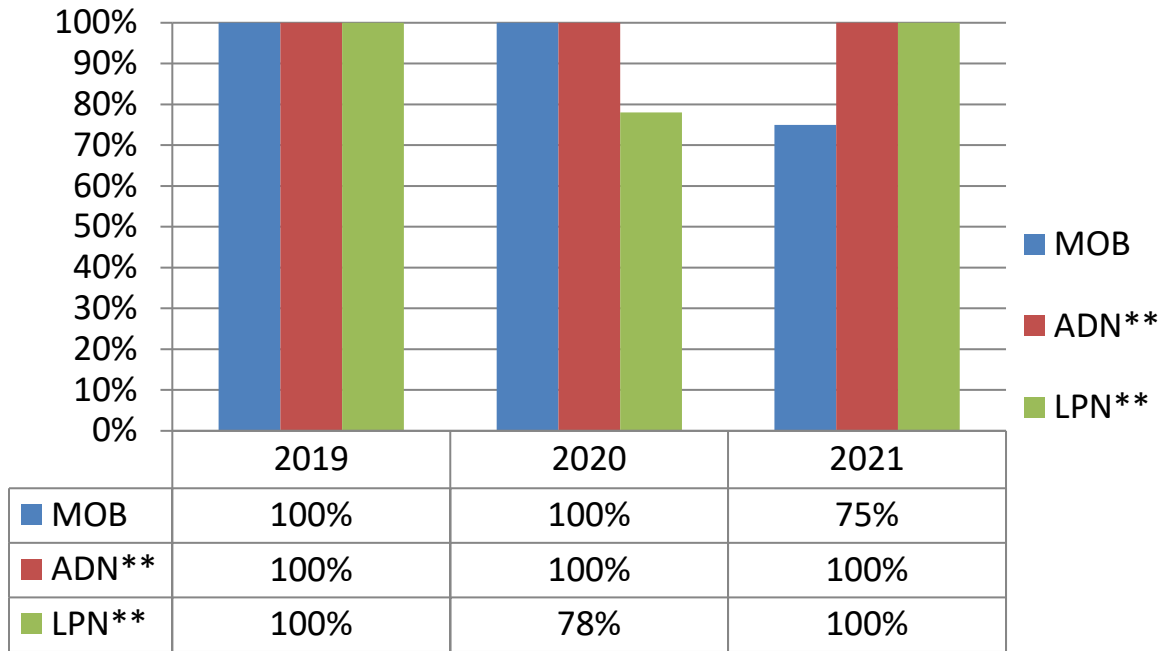
Source: CVCC Unit Plans

Institutional Effectiveness Measure 9

*EMPLOYMENT RATES*

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

**3-Year Trend of Alumni Working in Field**



Source: CVCC Program Reviews and Alumni Survey  
 \* Percentage includes students who continued their education  
 \*\* Percent based on number of surveys returned.

The ADN program will not have results but every other year due to the length of the program.

Institutional Effectiveness Measure 10

*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.

		Fall 2020					
Dept	Number	A	B	C	D	F	Success
ART	100	40	33	24	8	23	82%
BIO	103	7	27	32	12	26	75%
CIS	146	50	28	13	8	31	76%
ENG	101	45	44	31	19	30	82%
HIS	101	7	19	14	10	24	68%
HIS	201	22	27	9	7	11	86%
MTH	100	13	27	21	13	30	71%
MUS	101	58	22	11	5	24	80%
PSY	200	14	41	39	13	21	84%
SPH	107	27	48	31	3	27	80%

		Fall 2021					
Dept	Number	A	B	C	D	F	Success
ART	100	29	27	7	5	22	76%
BIO	103	26	33	33	23	13	63%
CIS	146	48	28	11	8	21	82%
ENG	101	58	43	40	14	48	88%
HIS	101	7	7	13	11	25	60%
HIS	201	26	22	9	5	12	63%
MTH	100	34	29	38	12	35	76%
MUS	101	48	12	8	1	20	76%
PSY	200	23	20	22	13	22	77%
SPH	107	35	28	18	14	51	65%

Success rates are calculated on a grade of D and above for total enrolled students who complete the course.



Institutional Effectiveness Measure 11

*STUDENT SATISFACTION RATES*

**Benchmark:** To achieve 90% satisfaction or higher on the Student Satisfaction Survey.

Student Satisfaction Survey Analysis 2020-2022

	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>3 yr avg</i>
Admissions Services Quality	95%	100%	100%	98%
Registration Process Quality	97%	100%	100%	99%
Academic Advising Received	94%	93%	94%	94%
Transfer Counseling Quality	92%	97%	98%	96%
Financial Aid Counseling Quality	93%	95%	97%	95%
Scholarship Opportunities	90%	96%	93%	93%
Business Office Services Quality	97%	96%	99%	97%
Student Activities Variety	95%	*88%	100%	94%
LRC Services Quality	99%	100%	100%	100%
Variety of Courses Offered	88%	93%	97%	93%
Scheduling of Classes Quality	90%	94%	92%	92%
Website	91%	98%	94%	94%
Social Media	98%	100%	67%	88%
Availability of Computer Resources	96%	99%	94%	96%
Tutorial Services Quality	96%	94%	100%	97%
Bookstore Quality	94%	93%	97%	95%
Classroom Facilities Satisfaction	97%	100%	100%	99%
College Safety Quality	98%	100%	96%	98%
Campus Upkeep/Maintenance	88%	98%	97%	94%
Counseling	97%	93%	100%	97%
Disability Services	97%	97%	100%	98%
Veteran Services	92%	98%	98%	96%

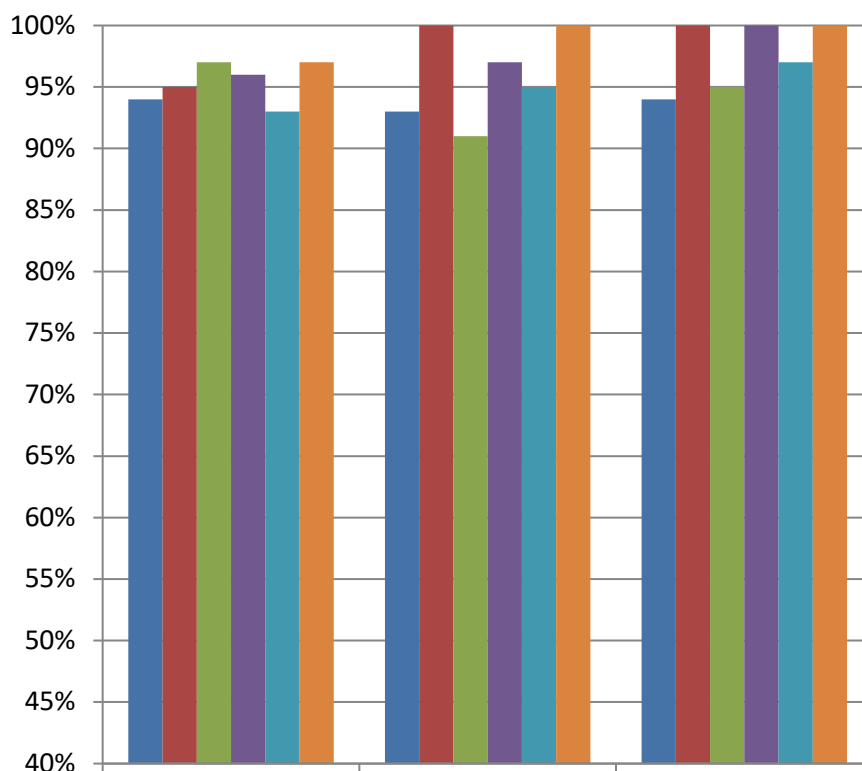
- Limited student activities were provided due to COVID-19 for 2021

Institutional Effectiveness Measure 12

*SATISFACTION WITH ENROLLMENT SERVICES*

**Benchmark:** Student satisfaction with enrollment services will meet or exceed the established benchmark of 90%.

**Satisfaction with Enrollment Services**



	2019-2020	2020-2021	2021-2022
■ Academic Advising	94%	93%	94%
■ Admissions	95%	100%	100%
■ Career Planning	97%	91%	95%
■ Disability Services	96%	97%	100%
■ Financial Aid	93%	95%	97%
■ Registration	97%	100%	100%

Source: Student Satisfaction Survey 2018-2019, 2019-2020, and 2020-2021.

## *Results of Recommendations for Improvement 2021-2022*

The following recommendations were developed and implemented for 2021-2022 by the Administrative Cabinet as a means for improving student success.

**1. Fully implement the Title III SENSE Grant to focus on student success measures (Persistence, Retention, and Graduation Rates). (Responsible Cabinet member: Dr. Taylor)**

To fully implement the Title III SENSE grant, a Student Success/Career Coordinator and two Academic Success Coaches have been hired to support persistence and retention initiatives along with academic support initiatives and goals to increase student completion rates. A SENSE Clerk has been hired to provide clerical support, thus filling all open positions in the SENSE program with the exception of the Retention Specialist. The Retention Specialist position was created to provide college wide support for retention efforts, and the position is expected to be filled prior to the end of this academic year, resulting the program being fully staffed. Academic and peer tutors were hired to expand services provided through the Tutoring Center. Through grant initiatives, a targeted cohort has been created of at-risk and first-time freshman students to identify and address challenges and barriers to student success. Student progress is tracked each semester. The Pirate Prep program is in its second year addressing new student onboarding and a seamless high school to college pipeline for students to successfully begin their academic journey. Texting services to all students have been provided through the SENSE program, and these services have improved and increased the communication flow with students. The Career Services Center works with students to begin exploring their goals toward a career before graduation with career planning and exploration tools. Professional development opportunities were provided to faculty to improve classroom engagement, student retention efforts, career awareness and academic mindset. Also, professional development opportunities were provided to Student Services staff. SENSE has addressed the specific tasks of the grant requirements and institutionalized the following student success measures:

- Early alert system
- Summer bridge program for incoming freshmen
- Success coaching program for at-risk students
- Faculty development on classroom engagement and student retention
- Career services center launched

**2. Revise the Strategic Enrollment Management Plan (SEM) to include activities for eliminating barriers to success. (Responsible Cabinet member: Dr. Taylor)**

The CVCC Strategic Enrollment Management Plan was extended to align with the CVCC Strategic Plan, which was extended to 2023. The Fall 2022 enrollment goal was adjusted to 1424 students, which was the enrollment prior to the pandemic (2018-19). This adjustment allowed the SEM Committee to focus on target areas impacted by Covid-19. The focus of the SEM Committee was on the development of specific strategies to increase enrollment and make pandemic-related adjustments to retention and student success plans. The following strategies and activities were added to the SEM Plan to assist in eliminating barriers to success.

- Updated Website
- Implementation of Target X CRM for recruiting and training for retention module
- Implementation of Mongoose (Cadence) texting platform to improve student communication flow
- SENSE Program full implementation
- Revision of Scholarship Applications to make more student friendly
- Community FAFSA Help Days
- FAFSA Fridays on Campus
- FAST Fridays on Campus
- Service Area School Visits by the Recruiting Team and the Dean of Students and Campus Services to assess, evaluate, and improve dual enrollment
- Increased Ambassadors Scholarship Awards to provide additional assistance to students
- Established updated Target X Communication Cycle
- Established specific processes to improve onboarding and matriculation
- Updated Financial Aid communications to make them more student friendly (eliminated jargon, passive voice)
- Provided professional development on classroom engagement and student retention
- Launched Career Services Center

- a. **Remove the required graduation application and incorporate an automatic award process. The application will only be for graduation ceremony participants.**

CVCC awards degrees and certificates upon completion of degree and certificate requirements. Students who are potential completers are identified by an Argos report. The Admissions Office staff manually evaluate each student's transcript to determine eligibility. If requirements are met, the student is awarded the degree and/or certificate(s). To participate in the graduation ceremony, students apply, pay the graduation fee, purchase a CVCC cap, gown, and hood from the third-party vendor that has a contract with the College, and receive a diploma and/or certificate, which is mailed directly to the student.

3. **Revise the College's on-board process.**

A new orientation format was developed that allowed new employees to complete specific forms and activities online, which resulted in employees being able to be set up in Banner prior to their first day of employment. This advance set-up enabled new employees to gain access to systems and the required new-hire training on their first day of employment. A more comprehensive Orientation Program and a Mentorship Program for new hires are in the process of being developed, with an expected implementation of Fall 2022.

4. **Continue a College focus on customer service excellence. (Responsible Cabinet member: ALL)**

CVCC had a seminar on Customer Service for Fall Development 2021 presented by Vice-Chancellor Olivier Charles. Student Services had a customer service workshop for professional development in their annual retreat.

5. **Director of Online Learning will implement training sessions to support faculty in online instruction. (Responsible Cabinet member: Dr. Calhoun)**

During the 2021-2022 period, training for faculty teaching online or hybrid classes covered the following topics:

- LMS (Blackboard)
- exam proctoring using Respondus Lockdown Browser and Monitor
- using the SmartEvals course evaluation tool
- using the Screencast-o-matic screen recorder tool

- using Microsoft 365
- using Teams, OneDrive, Bookings
- how to use CVCC online systems like Banner to submit required reports and grades

Training was developed and implemented in the following modes

Asynchronous training:

50 training videos developed. These are posted in our online Faculty Training class in Blackboard, so faculty can access the information on demand.

Synchronous training:

Implemented via Teams meetings. Topics covered: Bookings training to facilitate scheduling of advising sessions. Four workshops held on these dates: 4/7/2022, 4/8/2022, 4/13/2022, 4/14/2022.

Blackboard LMS training for new faculty. Four workshops held on these dates: 4/19/2022, 4/26/2022, 5/3/2022, 5/17/2022.

Ad hoc online meetings with individual faculty to solve their problems or train just-in-time/on demand.

Future training plans include creating interactive training modules for faculty, creating a new webpage on the CVCC site dedicated to online faculty resources, and implementing Friday workshops for faculty.

**6. Revise the CTE Advisory Council survey to ensure a means for assessing success in teaching and learning program delivery. This will ensure that subject matter experts provide input into program delivery. (Responsible Cabinet member: formerly Dr. Armstrong; currently Dr. Mullin)**

The Advisory Committee Survey was revised in fall 2021 and given to all CTE Advisory Committee members during the fall Advisory Committee meetings.



## *Recommendations for Improvement 2022-2023*

1. Implement QEP, focus on increasing success, rates, grad rates, completion rates, and student success. **Responsible Cabinet member: Dr. Taylor**
2. Broaden/expand social media presence to other outlets (Tik-Toc, Youtube,) **Responsible Cabinet member: Dr. Taylor**
3. Visit how instructions is delivered. **Responsible Cabinet members: N. Jackson/Mullin**
4. Early alert plan implementation. Revise and update SENSE teaching strategies and content delivery. **Responsible Cabinet member: Dr. Taylor**
5. Increase the number of hybrid classes and reduce total online classes. Incorporate additional instructional strategies. (Synchronous vs Asynchronous) **Responsible Cabinet member: N. Jackson**