Chattahoochee Valley Community College
2018 – 2023
Report on Measures of Student Success

Chattahoochee Valley Community College

Division of Strategic Initiatives

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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 2022: ADN 72.4%, PN 77.5%
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 Engagement Rates: To achieve 90% positive engagement or higher on the Student Engagement Survey.
12. Engagement with Enrollment Services: Student positive engagement 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.
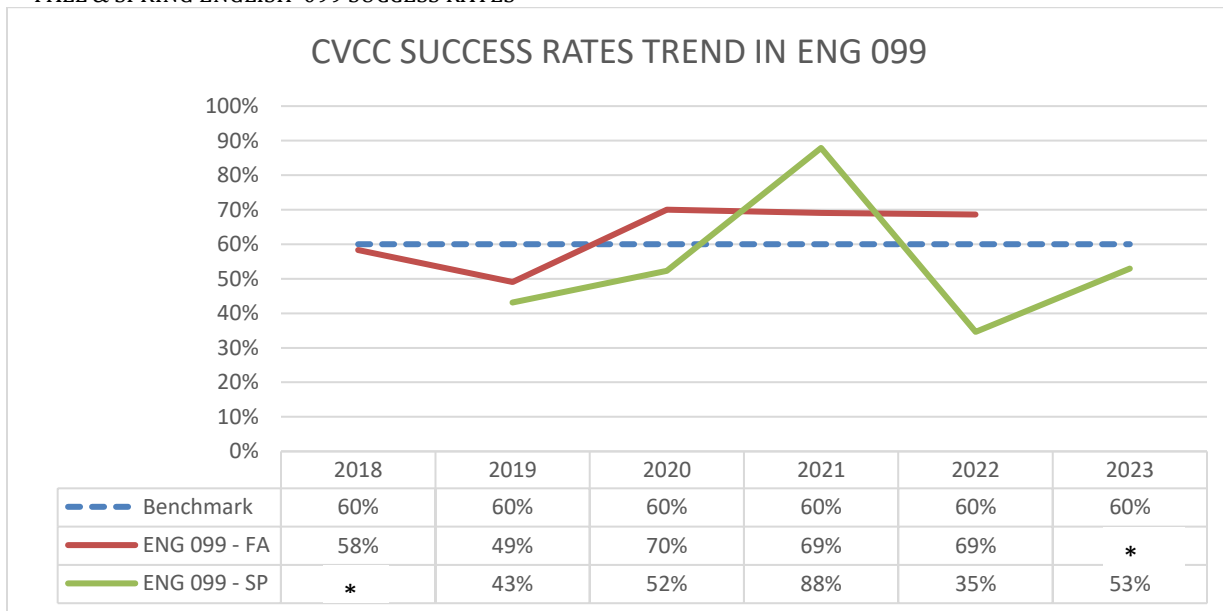
Benchmark: To meet or exceed the set benchmarks in each course.

Course	Benchmark*	Fall 2018 Success Rate	Fall 2019 Success Rate	Fall 2020 Success Rate	Fall 2021 Success Rate	Fall 2022 Success Rate
ENG099	60%	58↓	49↓	70↑	69↑	69↑
MTH098	60%	49↓	49↓	50↓	34↓	34↓
MTH099	60%	***	67↑	56↓	65↑	65↑

Course	Benchmark*	Spring 2019 Success Rate	Spring 2020 Success Rate	Spring 2021 Success Rate	Spring 2022 Success Rate	Spring 2023 Success Rate
ENG099	60%	43↓	52↓	88↑	35↓	53↓
MTH098	60%	47↓	60↑	52↓	36↓	47↓
MTH099	60%	68↑	80↑	79↑	49↓	40↓

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

FALL & SPRING ENGLISH 099 SUCCESS RATES

	2018	2019	2020	2021	2022	2023
Benchmark	60%	60%	60%	60%	60%	60%
ENG 099 - FA	58%	49%	70%	69%	69%	*
ENG 099 - SP	*	43%	52%	88%	35%	53%

*ENG 099 data SP 2018 and FALL 2023 are not in this reporting period.
Source: CVCC grade distribution report.

FALL & SPRING MATH 098 SUCCESS RATES

CVCC SUCCESS RATES TREND IN MTH 098

	2018	2019	2020	2021	2022	2023
▬ ▬ Benchmark	60%	60%	60%	60%	60%	60%
▬▬ MTH 098 - FA	42%	49%	50%	34%	34%	*
▬▬ MTH 098 - SP	*	47%	60%	52%	36%	47%
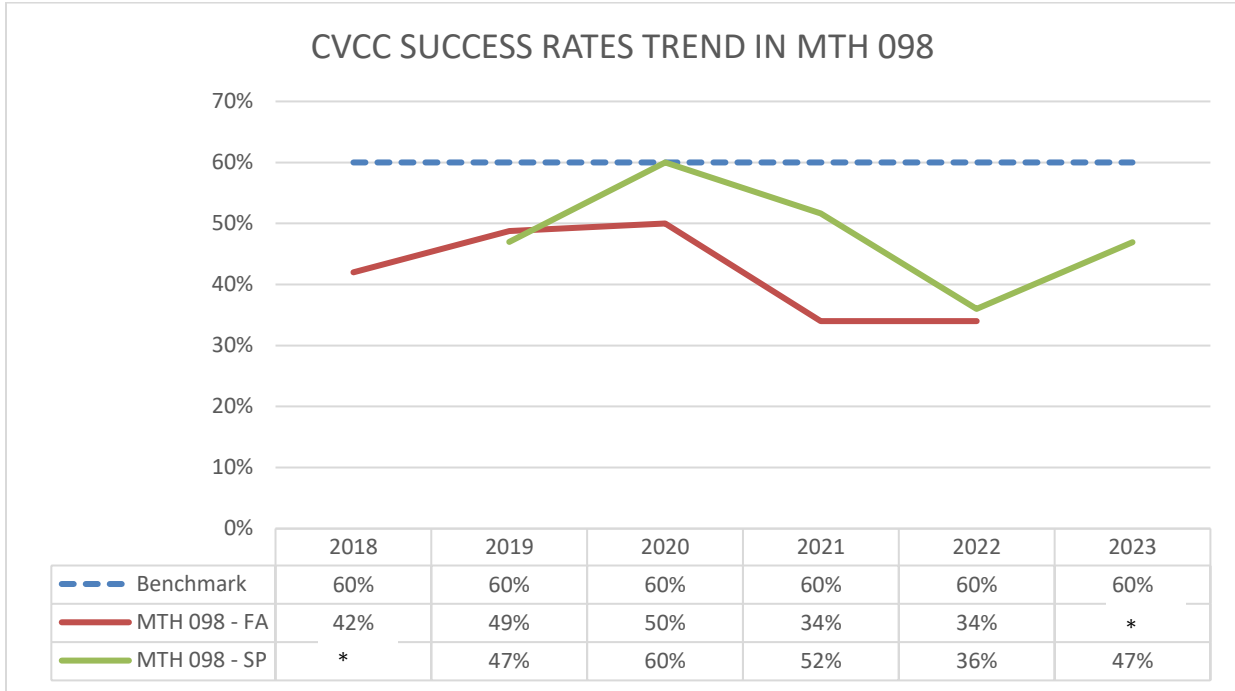
*MTH098 data SP 2018 and FALL 2023 are not in this reporting period.
Source: CVCC grade distribution report.

FALL & SPRING MATH 099 SUCCESS RATES

CVCC SUCCESS RATES TREND IN MTH 099

	2018	2019	2020	2021	2022	2023
▬ ▬ Benchmark	60%	60%	60%	60%	60%	60%
▬▬ MTH 099 - FA	49%	67%	56%	65%	65%	*
▬▬ MTH 099 - SP	*	68%	80%	79%	49%	40%
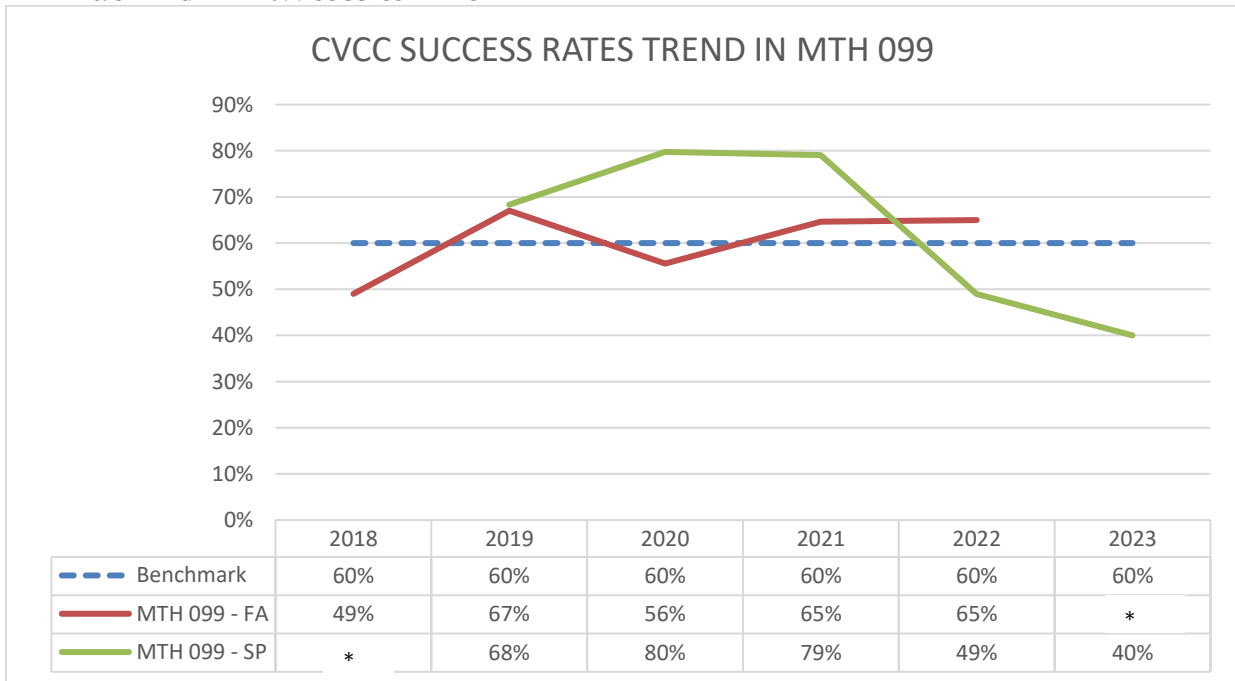
*MTH 099data SP 2018 and FALL 2023 are not in this reporting period.
Source: CVCC grade distribution report.

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%.

	2018	2019	2020	2021	2022
	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 2021 by COVID-19.
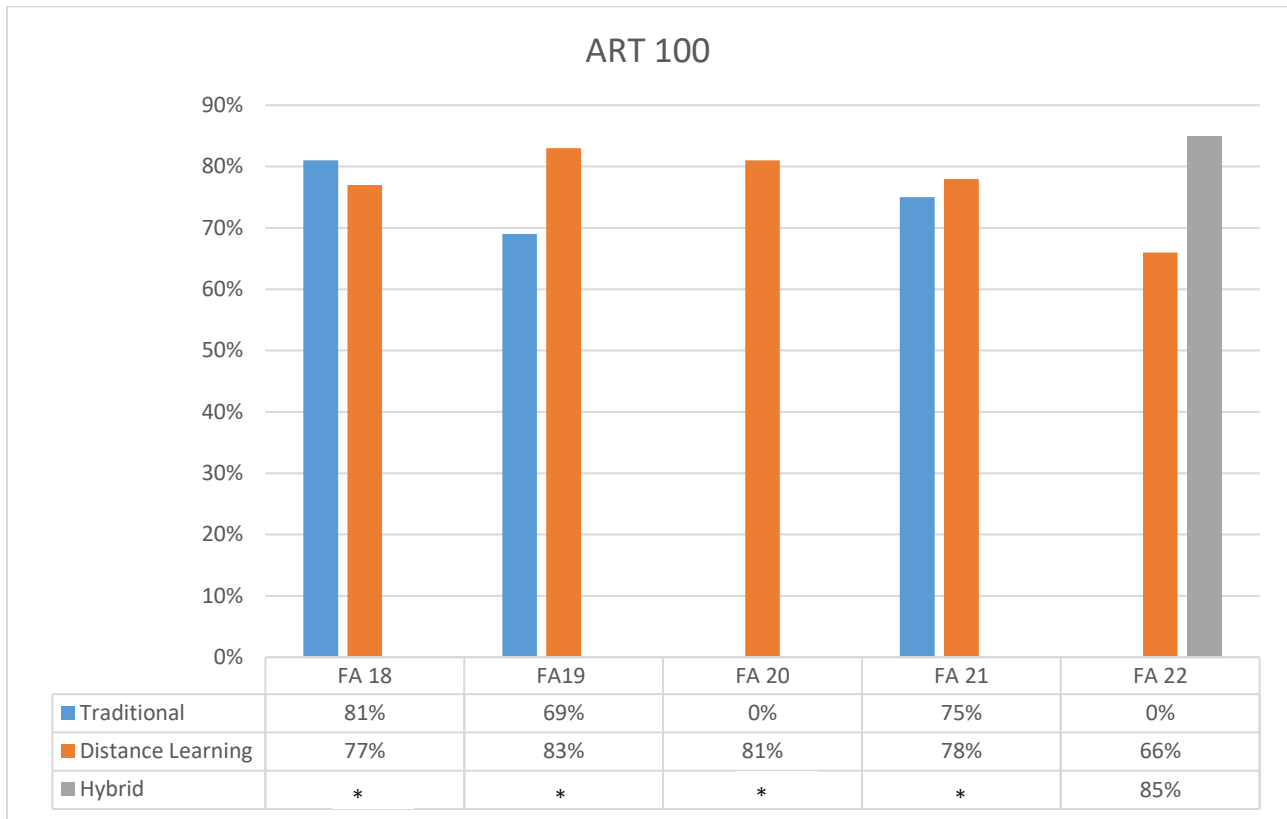
Source: IPEDS Data Feedback Reports

Benchmark: Students enrolled in distance learning courses will perform as well as students in the same course in a traditional setting. (Hybrid course started in Fall 2022.)
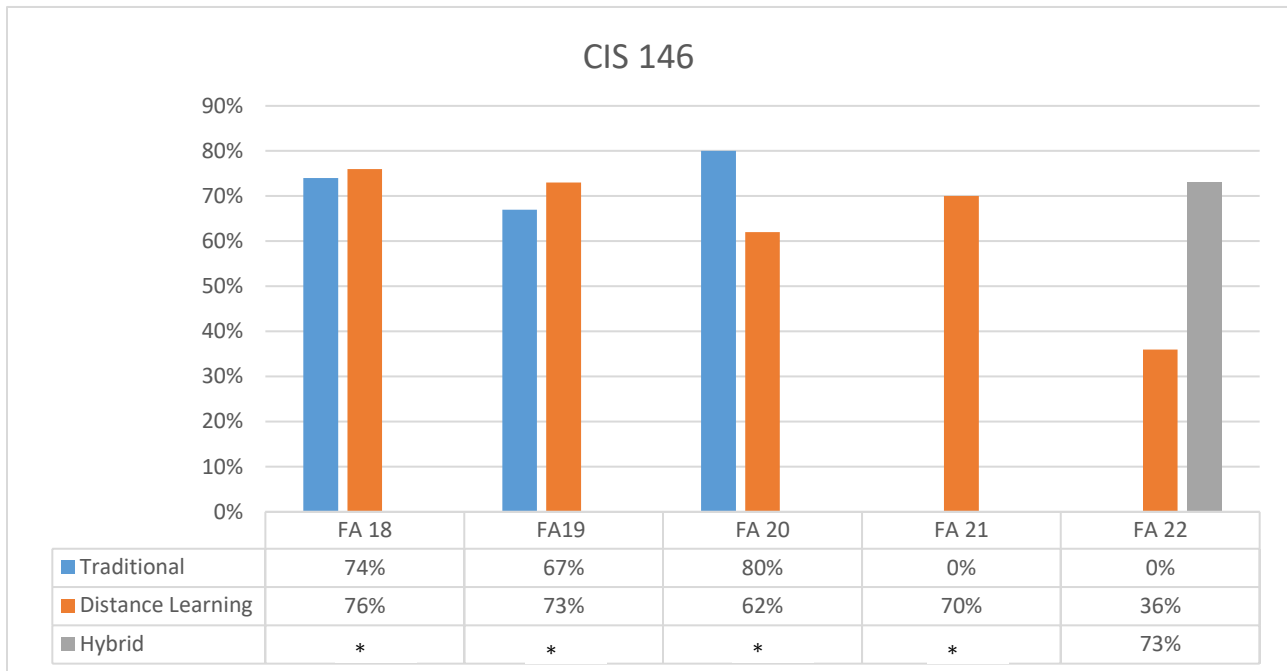
Student Success in Distance Learning Courses Compared to Traditional Counterparts

ART 100

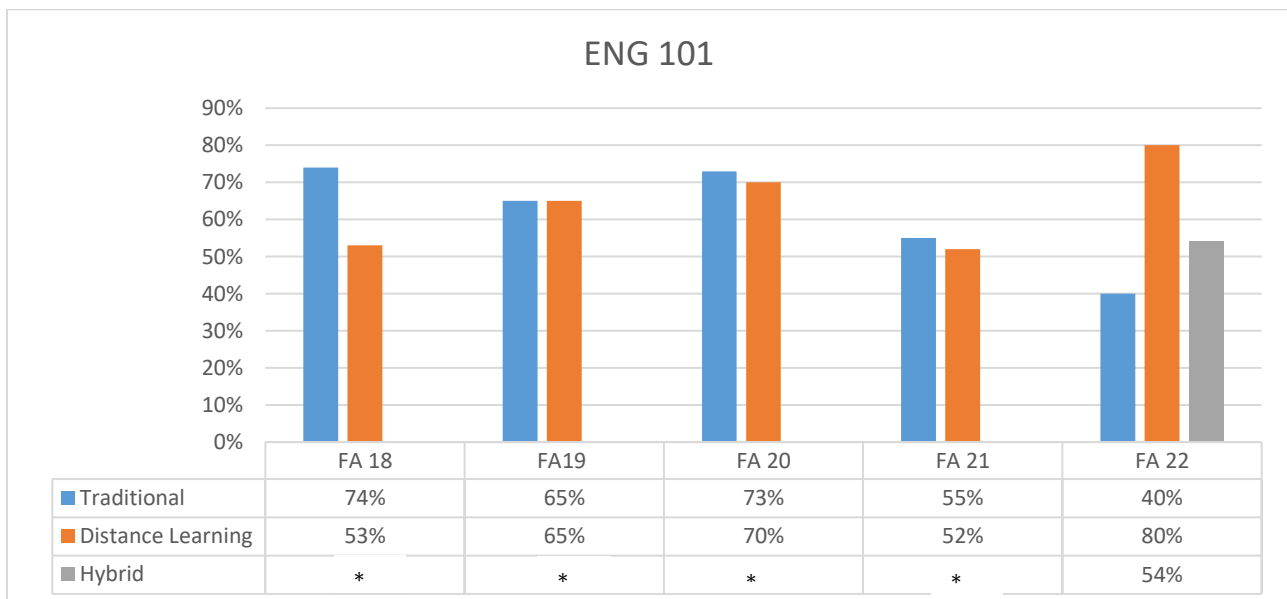|	FA 18	FA19	FA 20	FA 21	FA 22
■ Traditional	81%	69%	0%	75%	0%
■ Distance Learning	77%	83%	81%	78%	66%
■ Hybrid	*	*	*	*	85%

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

CIS 146

	FA 18	FA19	FA 20	FA 21	FA 22
■ Traditional	74%	67%	80%	0%	0%
■ Distance Learning	76%	73%	62%	70%	36%
■ Hybrid	*	*	*	*	73%

*This mode was not taught.

ENG 101

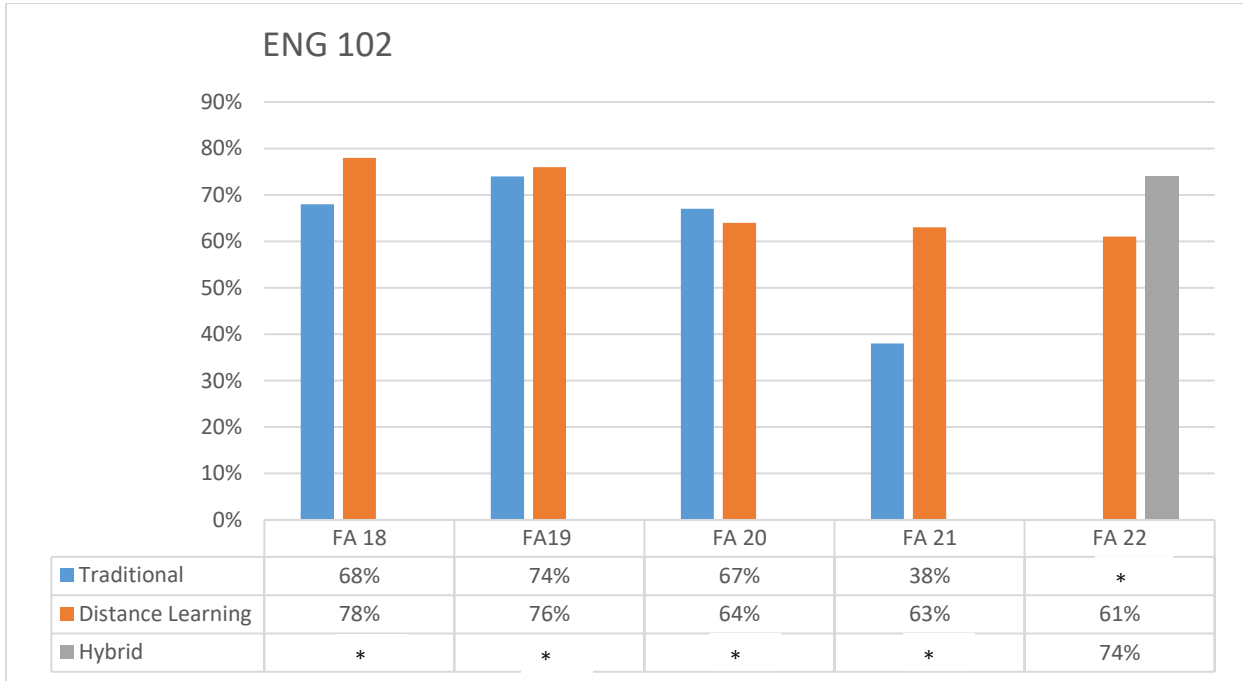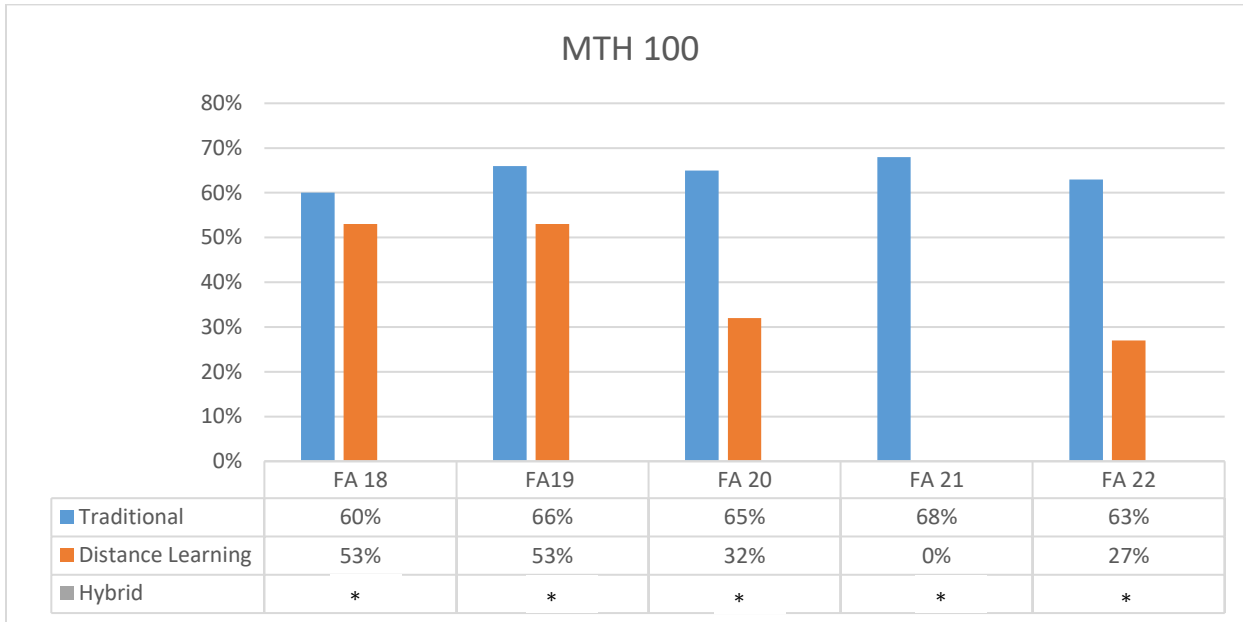|	FA 18	FA19	FA 20	FA 21	FA 22
■ Traditional	74%	65%	73%	55%	40%
■ Distance Learning	53%	65%	70%	52%	80%
■ Hybrid	*	*	*	*	54%

*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

ENG 102

	FA 18	FA19	FA 20	FA 21	FA 22
Traditional	68%	74%	67%	38%	*
Distance Learning	78%	76%	64%	63%	61%
Hybrid	*	*	*	*	74%

*This mode was not taught.

MTH 100

	FA 18	FA19	FA 20	FA 21	FA 22
Traditional	60%	66%	65%	68%	63%
Distance Learning	53%	53%	32%	0%	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.

5-Year Trend of General Education - Fall Course Success

	Benchmark	FA 2018	FA 2019	FA 2020	FA 2021	FA 2022
ART 100	75%	80%	79%	82%	73%	68%
BIO 103	75%	74%	87%	75%	59%	47%
CHM 111	75%	50%	100%	100%	67%	78%
CIS 146	75%	77%	79%	76%	75%	48%
ENG 102	75%	70%	87%	84%	58%	68%
HIS 201	75%	74%	88%	86%	61%	84%
HIS 202	75%	79%	98%	86%	56%	87%
MTH 100	75%	60%	75%	71%	67%	51%
MTH 112	75%	74%	77%	76%	67%	41%
MUS 101	75%	86%	96%	80%	67%	63%
PHS 111	75%	77%	94%	88%	75%	61%
SPH 107	75%	73%	89%	80%	59%	51%

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

5-Year Trend of General Education - Spring Course Success

	Benchmark	SP 2019	SP 2020	SP 2021	SP 2022	SP 2023
ART 100	75%	61%	85%	78%	78%	70%
BIO 103	75%	62%	85%	67%	75%	58%
CHM 111	75%	75%	82%	88%	89%	92%
CIS 146	75%	62%	85%	69%	79%	55%
ENG 102	75%	62%	91%	77%	78%	84%
HIS 201	75%	91%	90%	83%	72%	67%
HIS 202	75%	79%	95%	82%	83%	90%
MTH 100	75%	50%	79%	67%	56%	44%
MTH 112	75%	62%	89%	69%	65%	51%
MUS 101	75%	72%	81%	72%	72%	65%
PHS 111	75%	59%	83%	61%	78%	*
SPH 107	75%	64%	87%	65%	60%	48%

Source: ACCS (DAX) Grade Listing by Delivery Method Report
*PHS 111 was not offered.

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
2018-19	30%	89%	21%
2019-20	25%	65%	21%
2020-21	63%	86%	9%
2021-22	63%	*N/A	*N/A
2022-23	63%	*N/A	*N/A

*Modified to only assess major errors; therefore, no data for minor errors or documentation errors.

Public Speaking 107				
Academic Year	Mastery of Organization	Mastery of Verbal Interaction/ Body Language	Mastery of Use of Language	**Conclusion
2018-19	87%	85%	84%	*N/A
2019-20	85%	84%	85%	*N/A
2020-21	95%	25%	100%	90%
2021-22	*N/A	90%	*N/A	90%
2022-23	*N/A	85%	*N/A	85%

*Only assessing verbal citations and verbal/nonverbal communication in Speech.
**Conclusion added to the assessment in 2020-21.

MTH 100 Mastery			
Academic Year	Fall Semester	Spring Semester	Academic Year Totals
2018-19	55%	55%	55%
2019-20	50%	86%	64%
2020-21	63%	56%	60%
2021-22	56%	44%	50%
2022-23	56%	61%	59%

Source: CVCC grade distribution report.

MTH 112 Mastery			
Academic Year	**Fall Semester**	**Spring Semester**	**Academic Year Totals**
2018-19	47%	67%	57%
2019-20	55%	89%	77%
2020-21	63%	70%	66%
2021-22	53%	65%	59%
2022-23	65%	60%	63%

Table shows the overall breakdown of application results in the course through 2022. The average pass rate for the entire course is the new measure of success in 2023.

CIS 146				
Academic Year	Word	Excel	PPT	Overall
2018-19	87%	68%	77%	66%
2019-20	75%	70%	76%	67%
2020-21	72%	68%	84%	76%
2021-22	84%	93%	89%	79%
2022-23	*N/A	*N/A	*N/A	*N/A

*The average pass rates for students who completed the course with a B or above is 51% for Summer 2022, 41% for Fall 2022, and 52% for Spring 2023.

Science			
Academic Year	**Mastery of CHM111**	**Mastery of BIO103**	**Mastery of PHS111**
2018-19	58%	60%	71%
2019-20	68%	58%	87%
2020-21	58%	60%	71%
2021-22	60%	52%	33%
2022-23	63%	51%	17%

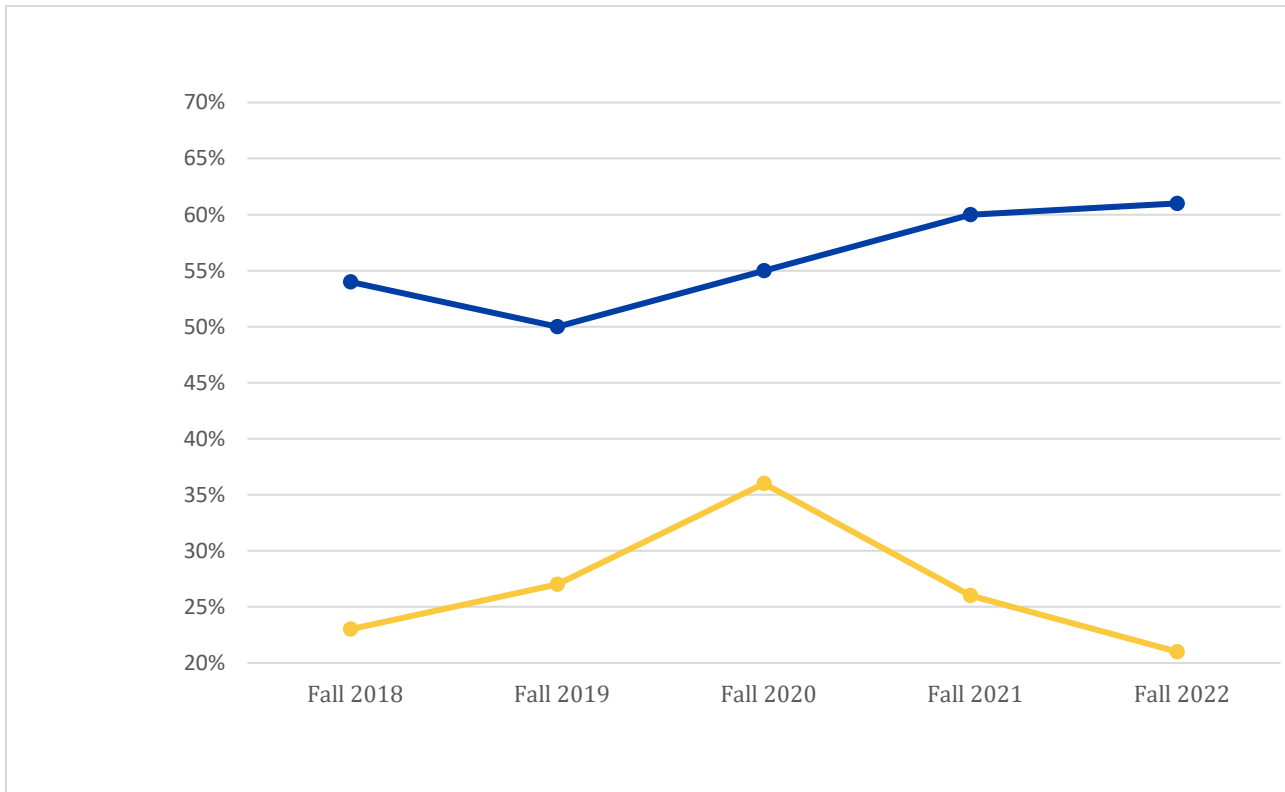Source: CVCC grade distribution report.

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 18	FA 19	FA 20	FA 21	FA 22
Full-time Students	50%	54%	50%	55%	60%	61%
Part-time Students	5%	23%	27%	36%	26%	21%

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

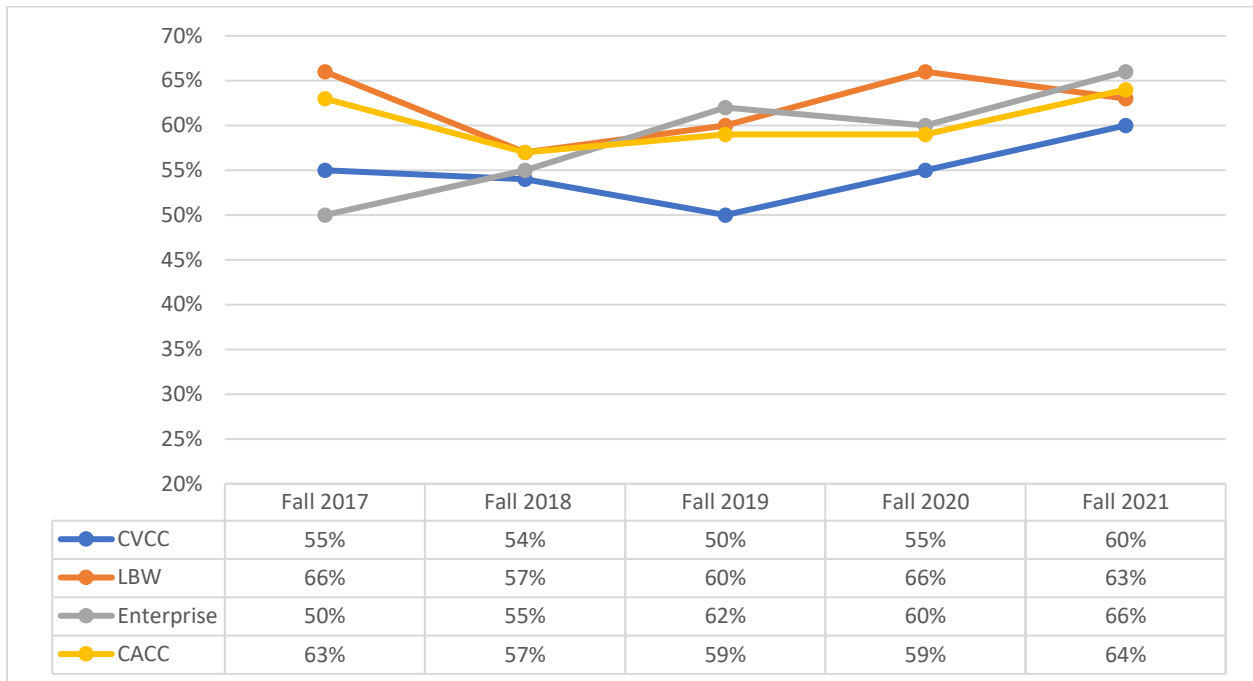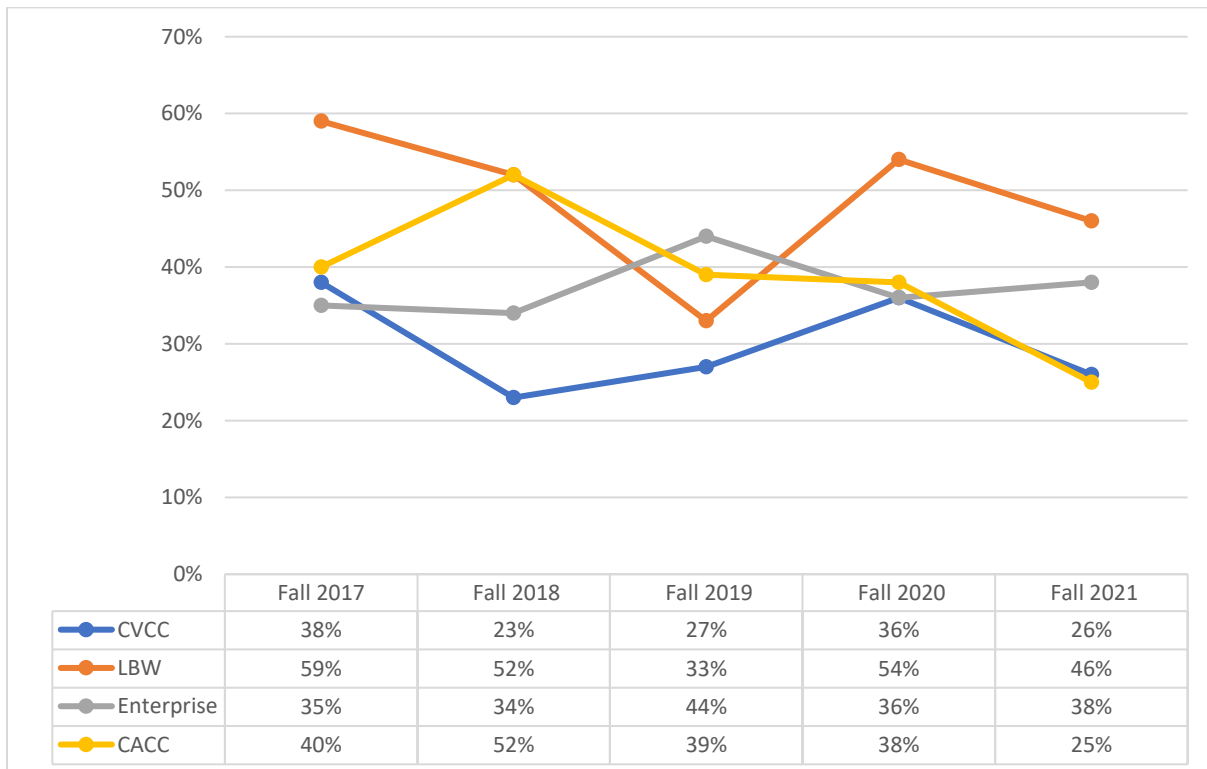## CVCC 5-Year Trend for Full-time and Part-time Retention

Source: IPEDS
https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=101028&goToReportId=6

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
CVCC	55%	54%	50%	55%	60%
LBW	66%	57%	60%	66%	63%
Enterprise	50%	55%	62%	60%	66%
CACC	63%	57%	59%	59%	64%

Source: IPEDS Institutional Profile, Data Feedback Report

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

|	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
CVCC	38%	23%	27%	36%	26%
LBW	59%	52%	33%	54%	46%
Enterprise	35%	34%	44%	36%	38%
CACC	40%	52%	39%	38%	25%

Institutional Effectiveness Measure 7

ACADEMIC TRANSFER

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

Academic Progress - Student Transferring to a University					
	2018	2019	2020	2021	2022
Alabama A&M University	0	0	0	0	0
Alabama State University	0	0	0	0	0
Athens State University	0	0	0	1	0
Auburn University	25	32	23	24	27
Auburn University at Montgomery	8	9	9	9	11
Jacksonville State University	4	1	2	9	7
Troy University	25	21	28	29	24
The University of Alabama	4	4	7	8	9
University of Alabama in Birmingham	6	7	4	8	9
University of Alabama in Huntsville	3	1	1	0	2
University of Montevallo	3	0	0	0	1
University of North Alabama	2	1	0	0	0
University of South Alabama	2	1	2	1	1
University of West Alabama	0	0	3	2	0
Total	**76**	**80**	**79**	**91**	**91**

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

Transferring Universities
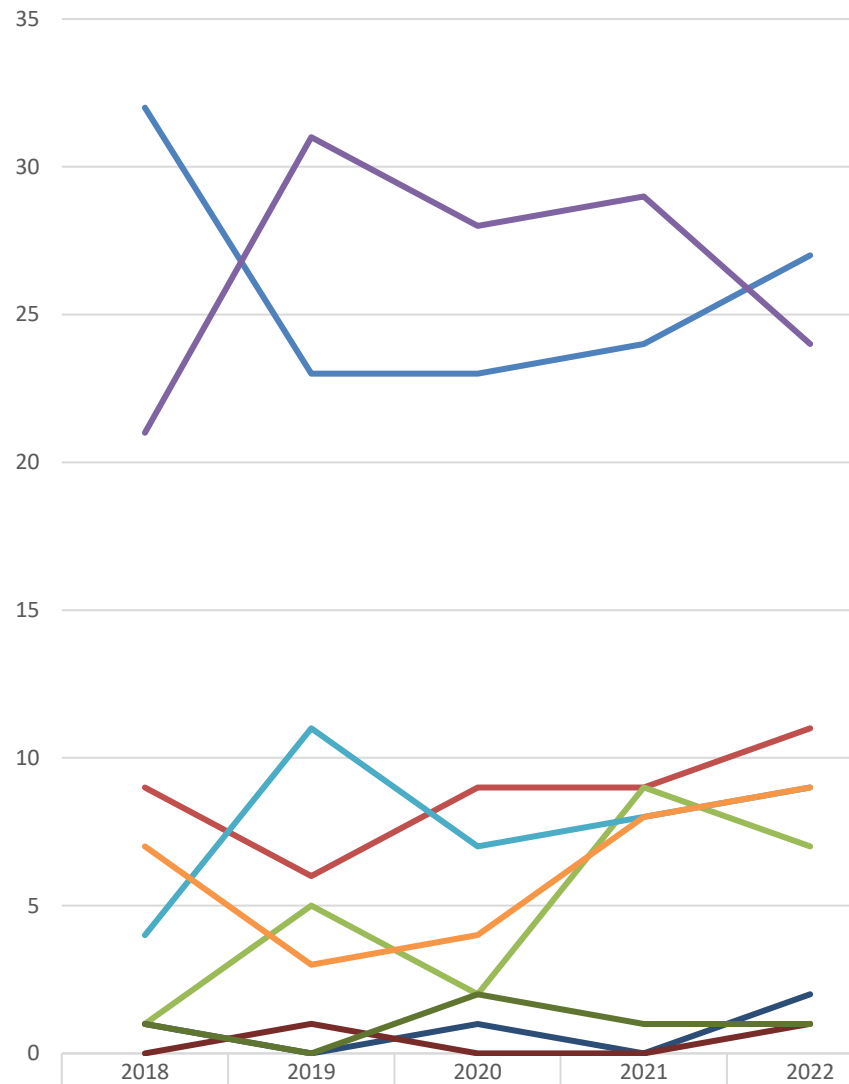
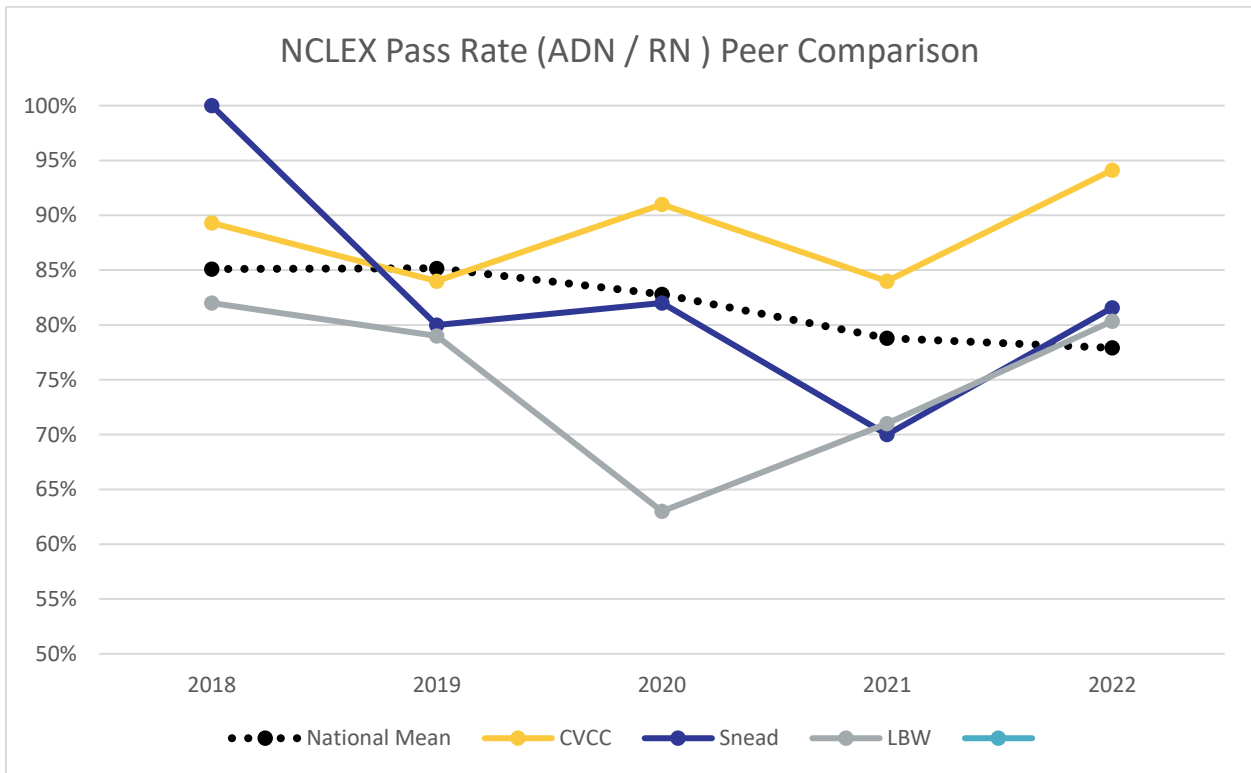|	2018	2019	2020	2021	2022
Auburn University	32	23	23	24	27
Auburn University at Montgomery	9	6	9	9	11
Jacksonville State University	1	5	2	9	7
Troy University	21	31	28	29	24
The University of Alabama	4	11	7	8	9
University of Alabama in Birmingham	7	3	4	8	9
University of Alabama in Huntsville	1	0	1	0	2
University of Montevallo	0	1	0	0	1
University of South Alabama	1	0	2	1	1

LICENSURE PASS RATES – ADN

Benchmark: To meet or exceed the national mean established by the NLNAC.
National Mean for 2022: ADN 77.91%

A D N / RN	2018	2019	2020	2021	2022
National Mean	85%	85%	83%	79%	78%
CVCC	89%	84%	91%	84%	94%
Snead	100%	80%	82%	70%	82%
LBW	82%	79%	63%	71%	80%

NCLEX Pass Rate (ADN / RN) Peer Comparison

Source: https://www.abn.alabama.gov/nursing-programs/#tab-lpn
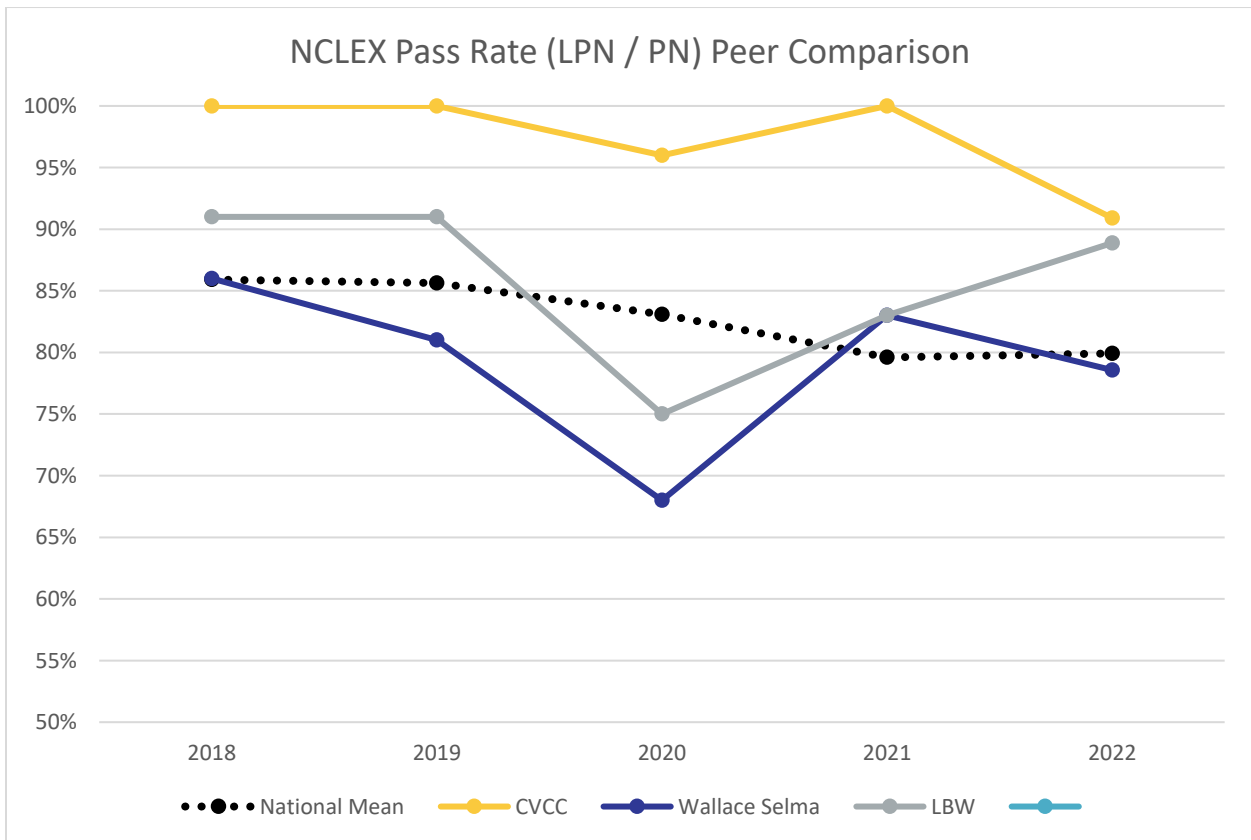Source: https://www.ncsbn.org/public-files/NCLEX_Stats_2022-Q4-PassRates.pdf

LICENSURE PASS RATES - LPN

Benchmark: To meet or exceed the national mean established by the NLNAC.
National Mean for 2022: PN 79.93%

L P N / PN	2018	2019	2020	2021	2022
National Mean	86%	86%	83%	80%	80%
CVCC	100%	100%	96%	100%	91%
Wallace Selma	86%	81%	68%	83%	79%
LBW	91%	91%	75%	83%	89%

Source: NCLEX Quarterly Reports – Alabama Board of Nursing

NCLEX Pass Rate (LPN / PN) Peer Comparison

Source: https://www.abn.alabama.gov/nursing-programs/#tab-lpn
Source: https://www.ncsbn.org/public-files/NCLEX_Stats_2022-Q4-PassRates.pdf

EMT Basic Pass Rates (Calendar Year)

	2018	2019	2020	2021	2022
EMT Basic Pass Rates	54%	70%	79%	67%	60%

EMT Basic Pass Rates

90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

2018   2019   2020   2021   2022
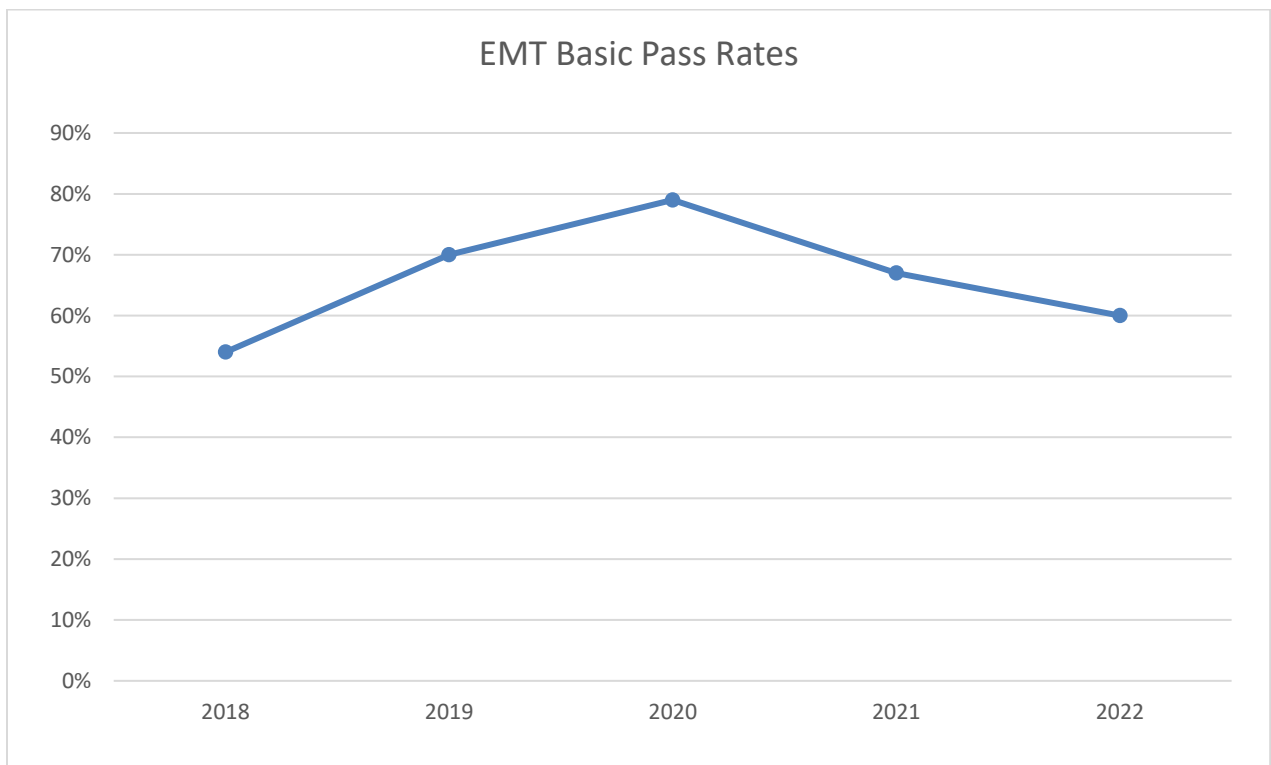
Source: National data registry (data provided by James Rider)

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

5-Year Trend of Alumni Working in Field

	2018	2019	2020	2021	2022
MOB	100%	100%	100%	75%	100%
ADN.	100%	100%	89%	96%	100%
LPN	38%	100%	100%	100%	100%
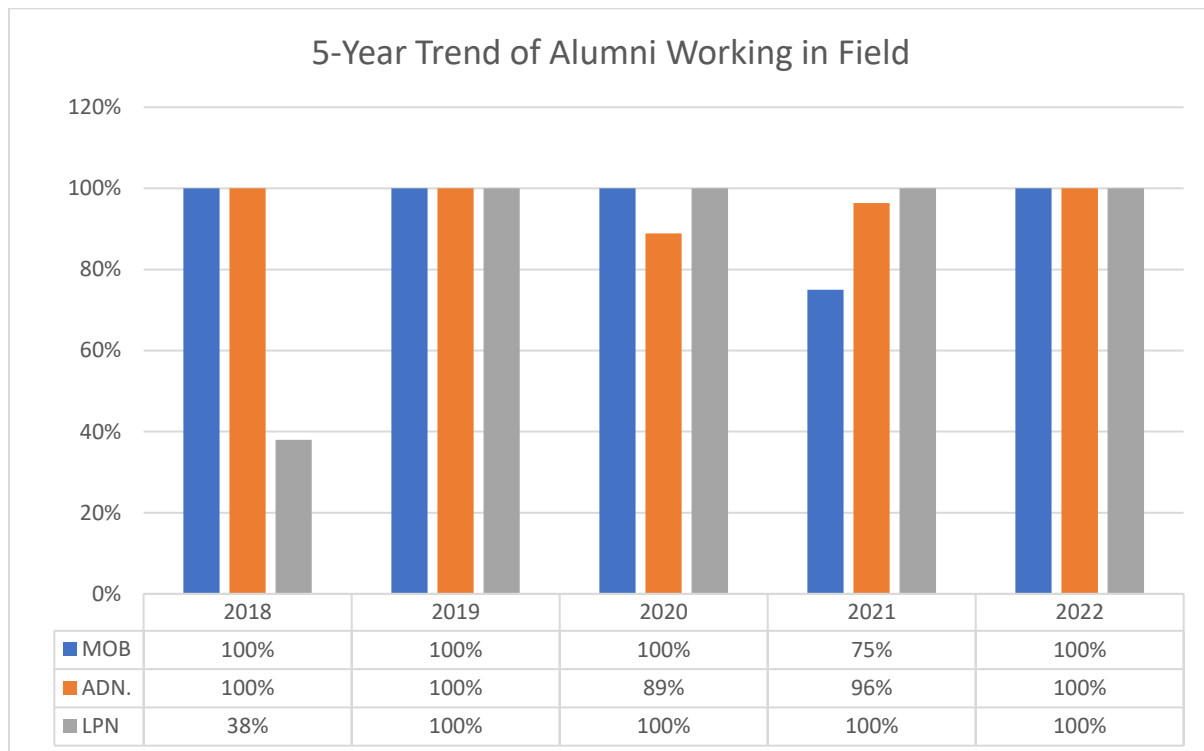
Percentage is based on number of surveys returned and the number of students who completed their education.
Source: CVCC Program Reviews and Alumni Survey

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 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%

Fall 2021							
	A	**B**	**C**	**D**	**F**	**Total**	**Success**
ART 100	29	27	7	5	22	90	76%
BIO 103	26	33	33	23	13	128	90%
CIS 146	48	28	11	8	21	116	82%
ENG 101	58	43	40	14	48	203	76%
HIS 101	7	7	13	11	25	63	60%
HIS 201	26	22	9	5	12	74	84%
MTH 100	34	29	38	12	35	148	76%
MUS 101	48	12	8	1	27	96	72%
PSY 200	23	20	22	13	22	100	78%
SPH 107	35	28	18	14	51	146	65%

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

Fall 2020							
	A	B	C	D	F	Total	Success
ART 100	40	33	24	8	23	128	82%
BIO 103	7	27	32	12	26	104	75%
CIS 146	50	28	13	8	31	130	76%
ENG 101	45	44	31	19	30	169	82%
HIS 101	7	18	14	10	24	73	67%
HIS 201	22	27	9	7	11	76	86%
MTH 100	13	27	21	13	30	104	71%
MUS 101	58	22	11	5	24	120	80%
PSY 200	14	41	39	13	21	128	84%
SPH 107	27	48	31	3	27	136	80%

Fall 2019							
	A	B	C	D	F	Total	Success
ART 100	29	19	18	3	18	87	79%
BIO 103	18	32	61	34	21	166	87%
CIS 146	106	33	11	16	43	209	79%
ENG 101	45	80	78	20	43	266	84%
HIS 101	17	20	15	11	6	69	91%
HIS 201	24	20	17	5	9	75	88%
MTH 100	33	61	65	27	62	248	75%
MUS 101	76	29	13	3	5	126	96%
PSY 200	87	90	34	8	15	234	94%
SPH 107	47	56	45	19	20	187	89%

Fall 2018							
	A	B	C	D	F	Total	Success
ART 100	36	42	26	10	16	130	88%
BIO 103	17	31	46	14	10	118	92%
CIS 146	68	31	22	10	17	148	89%
ENG 101	39	103	109	48	51	350	85%
HIS 101	15	17	21	15	10	78	87%
HIS 201	25	24	21	5	14	89	84%
MTH 100	33	36	46	23	42	180	77%
MUS 101	91	23	6	4	13	137	91%
PSY 200	79	61	38	22	19	219	91%
SPH 107	26	48	24	4	16	118	86%

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

STUDENT ENGAGEMENT SURVEY/
ENGAGEMENT WITH ENROLLMENT SERVICES

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

Student Engagement Survey Analysis 2018 - 2023						
	18-19	**19-20**	**20-21**	**21-22**	**22-23**	**5 yr avg**
Admissions Services Quality	97%	95%	100%	100%	99%	98%
Registration Process Quality	97%	97%	100%	100%	98%	98%
Academic Advising Received	94%	94%	93%	94%	93%	94%
Transfer Counseling Quality	92%	92%	97%	98%	93%	94%
Financial Aid Counseling Quality	86%	93%	95%	97%	92%	93%
Scholarship Opportunities	92%	90%	96%	93%	93%	93%
Business Office Services Quality	98%	97%	96%	99%	98%	98%
Student Activities Variety	N/A	95%	*88%	100%	90%	93%
LRC Services Quality	10%	99%	100%	100%	100%	82%
Variety of Courses Offered	90%	88%	93%	97%	94%	92%
Scheduling of Classes Quality	91%	90%	94%	92%	94%	92%
Website	97%	91%	98%	94%	90%	94%
Social Media	95%	98%	100%	67%	92%	90%
Availability of Computer Resources	96%	96%	99%	94%	97%	96%
Tutorial Services Quality	98%	96%	94%	100%	94%	96%
Bookstore Quality	98%	94%	93%	97%	90%	94%
Classroom Facilities Satisfaction	97%	97%	100%	100%	98%	98%
College Safety Quality	95%	98%	100%	96%	93%	96%
Campus Upkeep/Maintenance	90%	88%	98%	97%	97%	94%
Counseling	97%	97%	93%	100%	94%	96%
Disability Services	97%	97%	97%	100%	91%	96%
Veteran Services	92%	92%	98%	98%	95%	95%
Career Planning Services	N/A	N/A	91%	95%	91%	92%

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

The following recommendations were developed and implemented for 2022-2023 by the Administrative Cabinet as a means for improving student success.

Recommendations for Improvement 2022-2023

1. Implement QEP, focus on increasing success rates, graduation rates, completion rates, and student success. Responsible Cabinet member: Dr. Taylor

The QEP is in the implementation stages. Associate Dean Vickie Williams is supervising the implementation, and Noura Wise-Nash was hired as the Director of the QEP and Student Success Coordinator. The SENSE student success coaches are assisting in the roles of student navigators. The QEP is on track and following the timelines identified in the QEP. Marketing efforts are expanding as we approach the Fall Semester, and COMPASS (QEP) will be introduced and advertised at the Fall Kickoff on August 5th.

2. Broaden/expand social media presence to other outlets (Tik-Toc, You Tube,) Responsible Cabinet member: Dr. Taylor.

The Governor has banned the use of Tik-Toc by state employees and state agencies. Our social media presence has been expanded on Facebook, Instagram, and Twitter. Our plans are to expand our presence on You Tube with videos from athletics through BEAM, and we currently have the Pirates Cove on You Tube as well as interviews with staff on specific programs that we offer at the College.

3. Visit how instructions are delivered. Responsible Cabinet members: N. Jackson/Mullin

Overall traditional courses demonstrated the most significant improvement in pass rates from fall to spring, while hybrid courses experienced a decline, and virtual courses showed a minor decrease.   More high enrollment Gen Ed courses are being offered in a traditional format with hybrid being the second-best option. Virtual courses will still be offered; however, pass rates for high enrollment courses will be evaluated each semester by modality to ensure the college is offering courses that enhance student success and increase graduation rates.

4. Early alert plan implementation. Revise and update SENSE teaching strategies and content. delivery. Responsible Cabinet member: Dr. Taylor

The early alert plan is in full implementation. The SENSE staff respond to all alerts and have received the first full year of data and are evaluating and assessing the data at this time. The SENSE program is in its fourth year of implementation and following all objectives from the Title III grant.

5. Increase the number of hybrid classes and reduce total online classes. Incorporate additional instructional strategies. (Synchronous vs Asynchronous) Responsible Cabinet member: N. Jackson

The distribution of course offerings seeks to leverage the strengths of different instructional modes to enhance student success and engagement.   The college's approach to offering multiple options is aimed at accommodating a diverse range of student preferences, needs, and circumstances.   As such, high enrollment General Education courses are offered in three formats with multiple sections in each modality to accommodate scheduling needs.

Fall, 2022 data reveals hybrid courses fared the best for pass rates in high enrollment Gen Ed courses. Comparatively, virtual courses experienced a 6% decrease in performance, suggesting that students may have faced some challenges or difficulties full online learning environments. Similarly, traditional classes had a larger decrease in performance, with a 17% drop.

15 hybrid options were offered for high enrollment Gen Ed courses
18 virtual options were offered for high enrollment Gen Ed courses
12 traditional options were offered for high enrollment Gen Ed courses

Pass rates for hybrid: 67%   Pass rates for traditional: 54% Pass rates for virtual: 63%

Spring 2023 data reveals the traditional options have the highest pass rate followed by virtual, and hybrid options have the lowest pass rate.

14 traditional options were offered for high enrollment Gen Ed courses (72% pass rate)
 7 hybrid options were offered for high enrollment Gen Ed courses (57% pass rate)
14 virtual options were offered for high enrollment Gen Ed courses (59% pass rate)

Analysis:

In the fall semester, hybrid courses had the highest pass rate (67%), followed by virtual courses (63%), and traditional courses (54%). In the spring semester, traditional courses had the highest pass rate (72%), followed by virtual courses (59%), and hybrid courses (57%).

Traditional courses showed a significant improvement in pass rates from fall to spring, with an increase of 18%. Hybrid courses had 10% decrease in pass rates from fall to spring, and virtual courses had a slight decrease in pass rates by 4%.

Virtual classes have an asynchronous and synchronous component. For courses that prove to be rigorous and challenging to teach 100% virtual, there is both a synchronous and asynchronous component, for courses such as Math and Biology may require a higher degree of engagement, interaction, and support.

Recommendations for Improvement 2023-2024

The following recommendations were developed and implemented for 2023-2024 by the Administrative Cabinet as a means for improving student success.

Recommendations for Improvement 2023-2024

1. Improve Graduation Rate by implementing the following strategies:
   - Sail through in Two
   - Fully implement COMPASS (QEP)

   Division Responsible: **Instruction/Student Affairs**

2. Improve Success Rates in Distance Learning

   Division Responsible: **Instruction**

3. Establish a Center for Instructional Excellence
   - Online instructional strategies
   - Traditional instructional strategies
   - Establish strategies for students to earn extra credit

   Division Responsible: **Instruction**

4. Improve General Education Pass Rates to meet the established the 75% benchmark.
   - Top 10 course

   Division Responsible: **Instruction**

5. Improve Retention Rates
   - Retain part-time students

   Division Responsible: **Instruction/Student Affairs**

6. Enhance EMT Certifications pass rates by incorporating an EMT Prep Course
   - Pass Rates Licensure
   - Expand evening classes/offering

   Division Responsible: **Instruction**

7. Expand evening classes/offering

   Division Responsible: **Instruction**

8. Implement targeted instructional training on how to improve completion rates in Top Ten Gen Ed courses; and examine pass rates for Top Ten Gen Ed courses by modalities.

   Division Responsible: **Instruction/Student Affairs**

9. Establish small business center in Workforce Training Center

   Division Responsible: **President/Workforce Development**

10. Enhance campus directional signage and beautification across campus
    - Evacuation diagrams
    - Install accessibility signage
    - Add strategic outdoor leisure setting

    Division Responsible: **Finance/Facilities**

11. Establish study rooms upstairs in LRC

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

12. Enhance vendor services across campus

    Division Responsible: **Finance/Facilities**

Conclusions

Conclusions:

After review of the *Report on Measures of Student Success* the cabinet identified the direct and indirect goals and outcomes measures to track effective 2023 – 2024. As such, the 2023 -2024 *Report on Measures of Student Success* will be 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. 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%.