



ACADEMIC PLANNING

FY 2024-25

PRIORITIES:

Academic Assessment – Preparation for the HLC Focused Visit
(November 2025)

Academic Master Planning / Program and Facilities
Development

Faculty Credentialing

Strategic Planning / Meeting Student Needs

ACCREDITATION & ASSESSMENT

HLC Focused Visit: Nov. 17-18, 2025

Focused visit: HLC reviewers will focus *mainly* on the area where we got dinged in 2023 -- Criterion 4.B, or assessment of student learning.

Reviewers may look at other areas if they come up.





CONCERNS THAT MUST BE ADDRESSED BY THE 2025 VISIT

- Clarification and refinement of the current assessment processes to ensure faculty and staff understand the processes sufficiently to engage in meaningful assessment of student learning outcomes.
- Evidence of substantial involvement of faculty in refinement and implementation of assessment processes.
- Evidence of systematic acceptance and implementation of faculty-approved assessment plans in each of the areas of institutional, general education, and program learning outcomes.
- Evidence of analysis/discussion of student learning outcome data.
- Evidence of use of SLO data to inform changes in each of the areas of academic programs, general education, and co-curricular units.
- Evidence of linkage between assessment data and budgeting, where appropriate.
- Ongoing professional development in assessment for all faculty to develop the necessary tools to promote a culture of continuous improvement through assessment.

HLC FOCUSED VISIT TIMELINE



**FALL
2024**

- May 13 & 14, 2025
- **Assessment Days - Full AY analysis**
 - Program Level
 - Gen Ed

**SPRING
2025**

**SUMMER
2025**

- May 30, 2025
- **Full Assessment Report - Closing The Loop!**

**FALL
2025**

- August 2025
- **Evidence of implementation**
- October 20, 2025
- **Focused Visit Report Due**
- October - November
- **Visit Prep**
- November 17 & 18, 2025
- **HLC Focused Visit**

- August 5, 2024
- **Convocation**
- August 16, 2024
- **Linking assessment to Canvas**
- August 28, 2024
- **Draft of Academic Assessment Plan**
- September 30, 2024
- **Approved Academic Assessment Plan**
- December 17 & 18, 2024
- **Assessment Days - 1st analysis of data**

ACADEMIC MASTER PLAN



Academic Plan Discussion Questions



On both an “Institutional” and “Academic School” level, four basic question areas need to be answered.

Who Are DC’s Intended/ Future Students?

What do they need to know, value, and be able to do in the future?

Full-time vs Part-time Students

Dual Credit/ Concurrent Enrollment & Recruitment

In-person Vs. Online Instruction & Degree Programs *(Current & Future)*

What image or “brand” does Diné College and each “Academic School” wish to project to students & faculty?

Research Programs?

Student Experiences & Support Services

What new instructional programs and services are needed?

Who are the future faculty? How does DC recruit, train, and support them?

What programs and services need to be updated to serve students adequately & appropriately?

What barriers to degree /certificate completion exist at Diné College?

What might be done to address those barriers?

Are current teaching strategies in line with the latest research concerning student learning?

Do all instructional programs provide a guided pathway to transfer and/or viable career progression?

How will Diné College and each “Academic School” know it is successful?

Institution-wide measurable learning outcomes & competencies *(Academic Assessment)*

How often are Academic Schools evaluating degree programs & graduation rates by program?

Is DC achieving equitable outcomes for all students?

What should DC look like in 2030? In 2035? How do we get there?

PROGRAM AND FACILITIES GROWTH – FROM 2021 PLAN

School of Diné Studies and Education:

- Bachelor of Arts in Early Childhood Education
- Master of Arts in Education
- Minor in Navajo Studies

School of Science, Technology, Engineering & Math:

- Bachelor of Science in Environmental Sciences
- Master of Science in Public Health

School of Arts and Humanities:

- Master's degree launched by 2026
- Bachelor of Arts in English (collaboration with SDSE)
- Certificate in Interdisciplinary Religious Studies (collaboration with SDSE)

School of Business and Social Science:

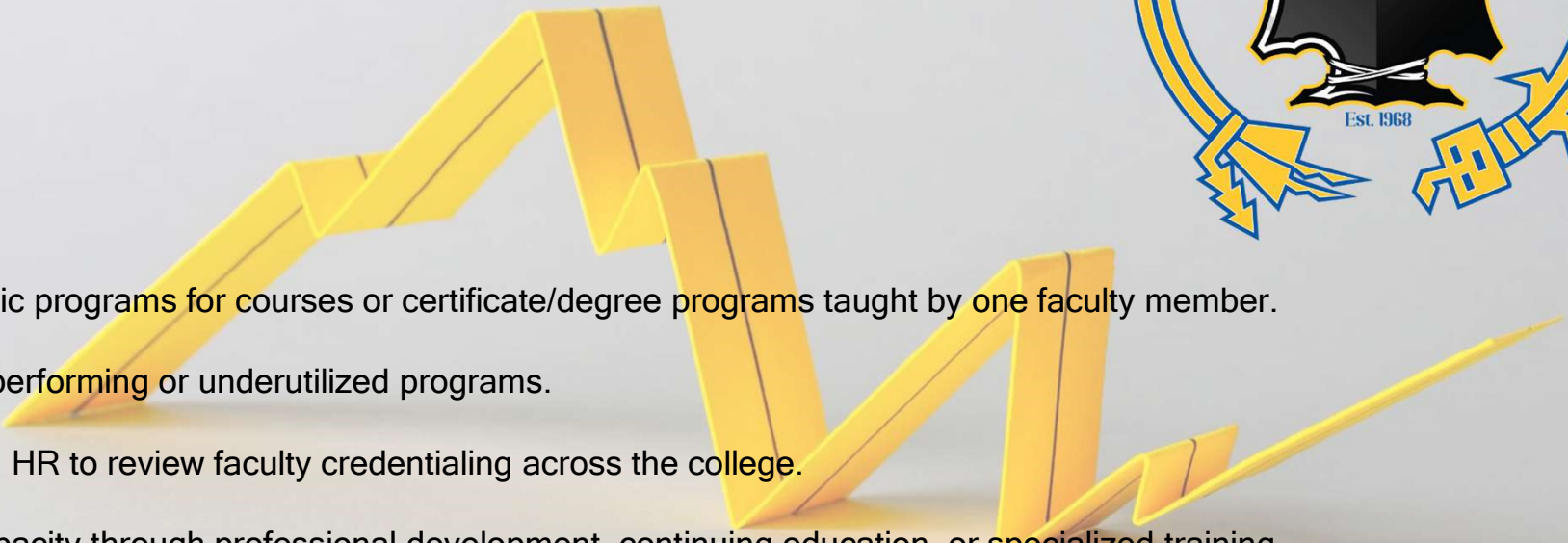
- Master of Business Administration
- Master of Arts in Psychology (collaboration with SDSE)

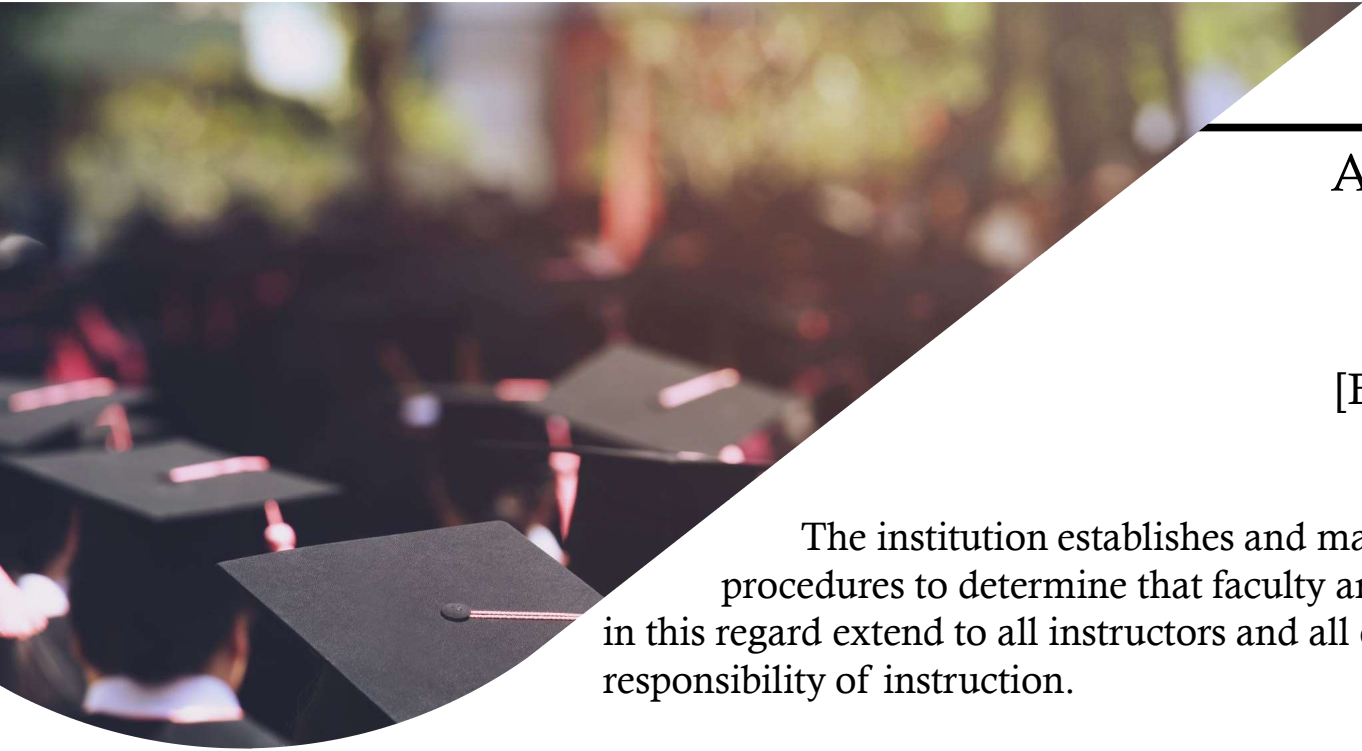
As Part of the 2024-2028 Academic Master Plan the following goals/ priorities have been identified by each Academic School.

| School Name: | | | | |
|----------------|---------------------------------------|--|--|--|
| Goal/ Priority | How <u>and</u> when to be Implemented | Person(s) Responsible for Implementation | Does this Goal/ Priority Impact Facilities (Y/N) | If facilities will be impacted by this Goal/Priority, what changes are needed? |
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |

Program Review and Faculty Credentialing: A Model for Continuous Improvement



- 
1. Review academic programs for courses or certificate/degree programs taught by one faculty member.
 2. Evaluate underperforming or underutilized programs.
 3. Collaborate with HR to review faculty credentialing across the college.
 4. Build human capacity through professional development, continuing education, or specialized training.
 5. Expand research opportunities for all faculty.
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Assumed Practice B.2: Faculty Roles and Qualifications

[Effective November 2023]

The institution establishes and maintains reasonable policies and procedures to determine that faculty are qualified. The institution's obligations in this regard extend to all instructors and all other entities to which it assigns the responsibility of instruction.

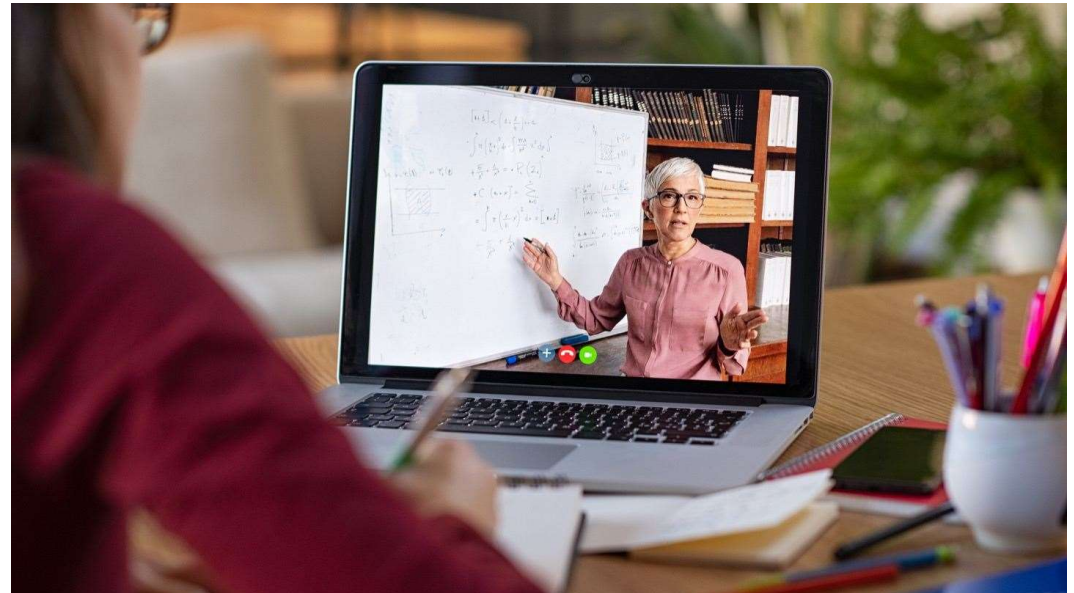
Pursuant to this Assumed Practice, faculty should participate substantially in the establishment of institutional policies and procedures for faculty qualifications.

HLC Guidelines:

| Benchmark | Examples of Evidence |
|--|---|
| <ul style="list-style-type: none">• All instructors must be appropriately qualified | <ul style="list-style-type: none">• Published statement of faculty expectations and minimum qualifications to teach specific courses |
| <ul style="list-style-type: none">• Instructors must be evaluated regularly | <ul style="list-style-type: none">• Annual faculty evaluations• Annual credential review |
| <ul style="list-style-type: none">• Instructors must be current in their disciplines | <ul style="list-style-type: none">• Transcripts or other official credentials showing continuing education• Documentation of professional development plans• Discipline-specific conferences• Evidence of funding/resources for PD |

HLC'S EXPECTATIONS FOR ONLINE TEACHING

- Evidence that learning goals are consistent across all modes and locations
- Documentation that faculty are trained in the Learning Management System
- Documentation of evaluations of online courses
- Evidence that faculty are credentialed to teach online
- Evidence of “substantive and regular interaction with students” (including accessibility during stated hours)
- Evidence that compares the quality of instruction in online courses vs. what students receive in the F2F environment



QUALITY MATTERS CERTIFICATION

| | Number | Percent of total |
|---------------------------------------|--------|------------------|
| Full-time Faculty | 53 | 100 |
| Fully QM certified | 17 | 32 |
| Teaching F2F only | 16 | 30 |
| Teaching online without certification | 20 | 38 |



STRATEGIC PLANNING / MEETING STUDENT NEEDS

Six Year Enrollment By Semester



Considered “Full-Time”

Full Time—a student carries 12 or more credits per semester and must complete 24 credits in an academic year.

Three-quarter time—a student carries 9-11 credits per semester and must complete 18 credits in an academic year.

Considered “Part-Time”

Half-time—a student carries 6-8 credits per semester and must complete 12 hours in an academic year.

Part-time — a student carries 5 or less credits per semester and must complete credits in an academic year.

| Enrollment Type By Location: 2018/19 - 2023/24 SY | 2018/19 | | | 2018/19 | | | 2019/20 | | | 2019/20 | | | 2020/21 | | | 2020/21 | | |
|--|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2018/19 Fall | | | 2018/19 Spring | | | 2019/20 Fall | | | 2019/20 Spring | | | 2020/21 Fall | | | 2020/21 Spring | | |
| | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total |
| Chinle | 14 | 52 | 66 | 19 | 61 | 80 | 19 | 62 | 81 | 22 | 51 | 73 | 0 | 34 | 34 | 0 | 24 | 24 |
| Crownpoint | 6 | 17 | 23 | 3 | 19 | 22 | 15 | 17 | 32 | 11 | 16 | 27 | 0 | 4 | 4 | 0 | 4 | 4 |
| Shiprock | 67 | 101 | 168 | 60 | 99 | 159 | 58 | 85 | 143 | 39 | 62 | 101 | 91 | 95 | 186 | 68 | 83 | 151 |
| Tsaile | 608 | 331 | 939 | 514 | 245 | 759 | 605 | 304 | 909 | 517 | 315 | 832 | 567 | 448 | 1,015 | 485 | 485 | 970 |
| Tuba City | 108 | 115 | 223 | 86 | 112 | 198 | 81 | 136 | 217 | 56 | 91 | 147 | 44 | 74 | 118 | 30 | 37 | 67 |
| Window Rock | 39 | 61 | 100 | 31 | 57 | 88 | 22 | 59 | 81 | 28 | 49 | 77 | 4 | 8 | 12 | 0 | 3 | 3 |
| Total per Semester | 842 | 677 | 1,519 | 713 | 593 | 1,306 | 800 | 663 | 1,463 | 673 | 584 | 1,257 | 706 | 663 | 1,369 | 583 | 636 | 1,219 |
| | Part-Time % 45% | | | Part-Time % 45% | | | Part-Time % 45% | | | Part-Time % 46% | | | Part-Time % 48% | | | Part-Time % 52% | | |
| | Full-Time % 55% | | | Full-Time % 55% | | | Full-Time % 55% | | | Full-Time % 54% | | | Full-Time % 52% | | | Full-Time % 48% | | |

| Enrollment Type By Location: 2018/19 - 2023/24 SY | 2021/22 | | | 2021/22 | | | 88 | | | 2022/23 | | | 2023/24 | | | 2023/24 | | |
|--|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|
| | 2021/22 Fall | | | 2021/22 Spring | | | 2022/23 Fall | | | 2022/23 Spring | | | 2023/24 Fall | | | 2023/24 Spring | | |
| | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total |
| Chinle | 0 | 0 | 0 | 0 | 0 | 0 | Closed | | | Closed | | | Closed | | | Closed | | |
| Crownpoint | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 4 | 0 | 4 | 4 | 11 | 21 | 32 |
| Shiprock | 90 | 119 | 209 | 76 | 115 | 191 | 84 | 151 | 235 | 38 | 113 | 151 | 117 | 51 | 168 | 71 | 159 | 230 |
| Tsaile | 529 | 490 | 1,019 | 380 | 465 | 845 | 572 | 650 | 1,222 | 579 | 788 | 1,367 | 847 | 742 | 1,589 | 494 | 734 | 1,228 |
| Tuba City | 32 | 44 | 76 | 43 | 60 | 103 | 50 | 41 | 91 | 31 | 46 | 77 | 39 | 36 | 75 | 33 | 71 | 104 |
| Window Rock | 0 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 1 | 1 | 1 | 14 | 15 |
| Total per Semester | 652 | 663 | 1,315 | 499 | 640 | 1,139 | 706 | 843 | 1,549 | 648 | 956 | 1,604 | 1,003 | 834 | 1,837 | 610 | 999 | 1,609 |
| | Part-Time % 50% | | | Part-Time % 56% | | | Part-Time % 54% | | | Part-Time % 60% | | | Part-Time % 45% | | | Part-Time % 62% | | |
| | Full-Time % 50% | | | Full-Time % 44% | | | Full-Time % 46% | | | Full-Time % 40% | | | Full-Time % 55% | | | Full-Time % 38% | | |

Time to Complete

14%

100% COMPLETION TIME

16.5%

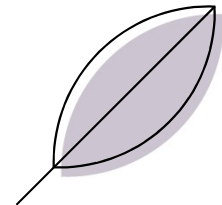
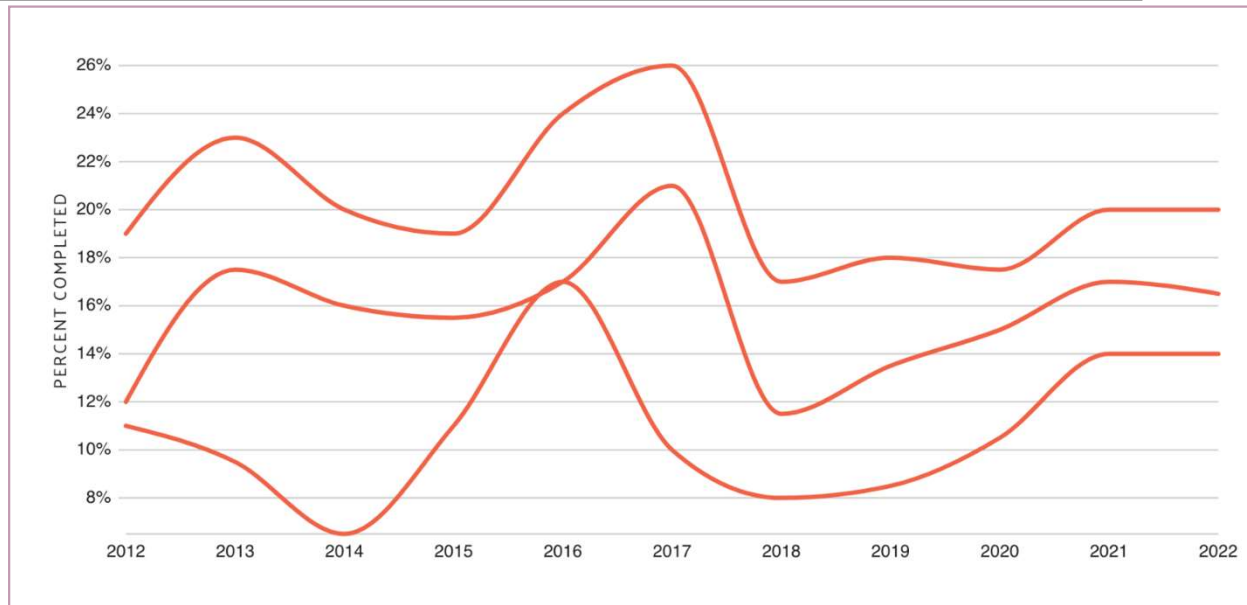
150% COMPLETION TIME

In 2022, 14% of students graduating from Tribal Colleges completed their program within 100% "normal time" (i.e. 4 years for a 4-year degree). Comparatively, 16.5% completed their degrees within 150% of the normal time, and 20% within 200%.

The following chart shows these completion rates over time compared to the average for the Carnegie Classification group.

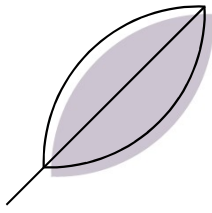
Graduation rate is defined as the percentage of full-time, first-time students who received a degree or award within a specific percentage of "normal time" to completion for their program.

Data from [the Integrated Postsecondary Education Data System \(IPEDS\) Graduation Rates](#).



2024 - 2025 Advisement Checklist
Bachelor of Science Degree

| | | | | | | | | | |
|---|--|---------------|-----------------|--|--|-----|---------------|-----------------|--------------|
| Agricultural Science (120 credits) | | | | STUDENT: _____ | | | | ID: _____ | |
| | | | | ADVISOR: _____ | | | | DATE: _____ | |
| GENERAL EDUCATION CORE REQUIREMENTS (40-41 hrs) | | | | Upper Division Requirements (32-33 hrs) | | | | | |
| COURSE NO. & TITLE | | Credit | Transfer | Grade | COURSE NO. & TITLE | | Credit | Transfer | Grade |
| COMMUNICATIONS (6 hrs) | | | | Third Year Fall | | | | | |
| ENG 101 College Composition I | | 3.0 | | | AGR 323 Mushrooms and Molds | | 3.0 | | |
| ENG 102 College Composition II | | 3.0 | | | AGR 363 Soils, Hydrology and Crops | | 3.0 | | |
| | | | | Total: 6 hrs | | | | | |
| HUMANITIES (6 hrs) Std must take 2 courses with different prefixes | | | | Third Year Spring | | | | | |
| <i>Art History (ARH); COM 121; ENG 212, ENG 213, ENG 231, ENG 233, ENG 234, ENG 241, ENG 297; LIB 110; Humanities (HUM); THR 101; THR 102</i> | | | | AGR 300 Farm & Management Bookkeeping | | 3.0 | | | |
| | | 3.0 | | | AGR 313 Agricultural Genetics <i>or</i> BIOL 320 Genetics | | 3.0/4.0 | | |
| | | 3.0 | | | AGR 325 AgroEcology | | 3.0 | | |
| | | | | | NAS 316 Indig Relatn beyond death, Nonhuman Anim | | 3.0 | | |
| | | | | Total: 12-13 hrs | | | | | |
| MATHEMATICS (4 hrs) Mth 110 or greater | | | | Fourth Year Fall | | | | | |
| MTH 110 College Algebra | | 4.0 | | | AGR 433 Plant Pathology | | 3.0 | | |
| | | | | AGR 493 Food Safety & HACCP | | 4.0 | | | |
| NAV | | 3.0/4.0 | | | AGR 498 Senior Thesis I | | 2.0 | | |
| NIS 111 Foundations of Navajo Culture | | 3.0 | | | | | | | |
| NIS 221 Navajo History to Present | | 3.0 | | | | | | | |
| | | | | Total: 9 hrs | | | | | |
| | | | | Fourth Year Spring | | | | | |
| (2) LABORATORY SCIENCES (9 hrs) | | | | AGR 411 Conservation Planning | | 3.0 | | | |
| BO 181 General Biology I | | 4.0 | | | AGR 499 Senior Thesis II | | 2.0 | | |
| CHM 151 General Chemistry I | | 5.0 | | | | | | | |
| | | | | Total: 5 hrs | | | | | |
| SOCIAL & BEHAVIORAL SCIENCES (6 hrs) | | | | Any Year Summer | | | | | |
| <i>Choice of one (HST) HST 101, HST 102, HST 135, HST 136 and one from ANT, ECO, NAS, POS, PSY, SOC, SSC, SWO</i> | | | | | | | | | |
| HST | | 3.0 | | | | | | | |
| | | 3.0 | | | | | | | |
| General Education Credits: 40-41 hrs | | | | Advisor Signature: _____ | | | | | |
| | | | | Expected Graduation Date: _____ | | | | | |



In-person Vs. Online Learning Analysis



Data Analysis for the Courses Listed was from Fall Semesters 2018 – Fall 2022 only and Spring Semester 2023. It included data based on which campus the courses were offered and # of sections, # of students that passed the course & # of students that failed the course, if the course was “in-person”, hybrid (combination of in-person and online), or 100% online, ITV, etc. (synchronous or asynchronous)

ANT 111 Introduction to Cultural Anthropology

ARH 110 Art Appreciation*

ARH 211 Survey of Native American Art

BIO 181 General Biology I

BUS 142 Business Math

CHM 151 General Chemistry I

COM 121 Speech Communication

ECO 111 Introduction to Economics

ENG 101 College Composition I

ENG 102 College Composition II

ENV 101 Introduction to Environmental Science

HUM 105 Introduction to Logic and Critical Thinking

MTH 100 Intermediate Algebra

MTH 110 College Algebra

MTH 114 College Mathematics/Quantitative Reasoning

MTH/PSY 213 Statistics

NAS 111 Introduction to Native American Studies

NAV 101 Navajo as a Second Language I

NAV 211 Navajo Literacy I

NIS 111 Foundations of Navajo Culture

NIS 221 Navajo History to Present

PHY 101 Fundamentals of Physics

POS 111 Introduction to Political Science*

PSY 111 Introduction to Psychology

PSY 211 Introduction to Navajo Psychology

PUH 111 Introduction to Public Health

SOC 111 Introduction to Sociology

** The courses in red text are courses that did not have any data for the time frame requested.*



In-person Vs. Online Learning Analysis

SUMMARY OF ALL DATA PROVIDED

| Dine College | Beginning COVID | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------|-----------------|----------|------------|------------------|-------------|-----------------|----------|------------|------------------|------------|-----------------|------------|------------------|------------|-----------------|------------|-------------|------------------|------------|-----------------|-----------|------------|------------------|-------------|-----------------|------------|------------|------------------|
| | Fall 2018 | | | | | Fall 2019 | | | | | Fall 2020 | | | | Fall 2021 | | | | Fall 2022 | | | | Fall 2023 | | | | | | |
| Pass / Fail Rate Summary By Instruction Type & Semester: Summary Select Courses | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Withdraw | Incomplete? | No Code or Grade | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Incomplete | Withdraw | No Code or Grade |
| Synchronous (Face to Face) | 716 | 241 | 1 | 142 | 317 | 899 | 317 | 0 | 124 | 404 | 25 | 9 | 0 | 15 | 133 | 30 | 15 | 0 | 36 | 240 | 53 | 0 | 14 | 75 | 375 | 65 | 2 | 30 | 89 |
| Asynchronous (Online/Zoom) | 82 | 47 | 0 | 44 | 38 | 74 | 54 | 0 | 34 | 39 | 709 | 488 | 192 | 311 | 628 | 381 | 195 | 1 | 319 | 717 | 392 | 30 | 232 | 309 | 644 | 348 | 16 | 251 | 289 |
| Hybrid (F2F/Online) | 26 | 20 | 0 | 14 | 18 | 46 | 27 | 0 | 13 | 14 | 1 | 1 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals by Semester | 824 | 308 | 1 | 200 | 373 | 1019 | 398 | 0 | 171 | 457 | 735 | 498 | 195 | 337 | 761 | 411 | 210 | 1 | 355 | 957 | 445 | 30 | 246 | 384 | 1019 | 413 | 18 | 281 | 378 |
| # Students Remaining Less Withdraws, Audit & Incomp. | 1,132 | | | | | 1,417 | | | | | 1,233 | | | | 1,172 | | | | 1,402 | | | | 1,432 | | | | | | |
| Pass % by Semester | 72.8% | | | | | 71.9% | | | | | 59.6% | | | | 64.9% | | | | 68.3% | | | | 71.2% | | | | | | |

All Selected Courses were Categorized as:

Synchronous (Face to Face) - *should have been categorized as "In-Person"*

Hybrid (F2F/Online) – *Correct Categorization*

Asynchronous (Online/Zoom – *Data provided is mixed or missing making analysis of synchronous or asynchronous difficult.*

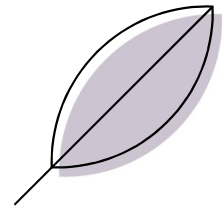


Online Learning at Diné College:

At least for lower-level courses (100-200 and Gen Ed), students perform poorly online.

Online enrollment is high, but student success is low.

This creates an unbalanced scale.



Beginning COVID

| Dine College | Fall 2018 | | | | | Fall 2019 | | | | | Fall 2020 | | | | Fall 2021 | | | | Fall 2022 | | | | Fall 2023 | | | | | | | | | |
|---|-----------|-----------------|-------|----------|------------------|-----------|-----------------|-------|----------|------------------|-----------|-----------------|----------|------------------|-----------|-----------------|----------|-------------|------------------|-----------|-----------------|-------|-----------|------------------|-----------|-----------------|------------|----------|------------------|---|---|--|
| | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Withdraw | Incomplete? | No Code or Grade | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Incomplete | Withdraw | No Code or Grade | | | |
| Pass / Fail Rate Summary By Instruction Type & Semester: General Biology BIO 181 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Synchronous (Face to Face) | 37 | 2 | 0 | 2 | 14 | 33 | 5 | 0 | 2 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Asynchronous (Online/Zoom) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 18 | 0 | 16 | 42 | 11 | 3 | 0 | 19 | 43 | 20 | 0 | 3 | 48 | 67 | 40 | 0 | 34 | 43 | | | |
| Hybrid (F2F/Online) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Totals by Semester | 37 | 2 | 0 | 2 | 14 | 33 | 5 | 0 | 2 | 15 | 36 | 18 | 0 | 16 | 42 | 11 | 3 | 1 | 19 | 43 | 20 | 0 | 3 | 48 | 67 | 40 | 0 | 34 | 43 | | | |
| # Students Remaining Less Withdraws, Audit & Incomp. | 39 | | | | | 38 | | | | | 54 | | | | 53 | | | | 63 | | | | 107 | | | | | | | | | |
| Pass % by Semester | 94.9% | | | | | 86.8% | | | | | 66.7% | | | | 79.2% | | | | 68.3% | | | | 62.6% | | | | | | | | | |

Beginning COVID

| Dine College | Fall 2018 | | | | | Fall 2019 | | | | | Fall 2020 | | | | Fall 2021 | | | | Fall 2022 | | | | Fall 2023 | | | | | | | | | |
|---|-----------|-----------------|-------|----------|------------------|-----------|-----------------|-------|----------|------------------|-----------|-----------------|----------|------------------|-----------|-----------------|----------|-------------|------------------|-----------|-----------------|-------|-----------|------------------|-----------|-----------------|------------|----------|------------------|--|--|--|
| | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Withdraw | Incomplete? | No Code or Grade | Grade A-C | Grade D & Below | Audit | Withdraw | No Code or Grade | Grade A-C | Grade D & Below | Incomplete | Withdraw | No Code or Grade | | | |
| Pass / Fail Rate Summary By Instruction Type & Semester: English 101/Composition I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Synchronous (Face to Face) | 46 | 27 | 0 | 7 | 30 | 53 | 16 | 0 | 7 | 23 | 0 | 0 | 0 | 0 | 36 | 20 | 13 | 0 | 16 | 102 | 33 | 0 | 8 | 39 | 115 | 16 | 0 | 2 | 10 | | | |
| Asynchronous (Online/Zoom) | 11 | 4 | 0 | 16 | 4 | 6 | 2 | 0 | 13 | 7 | 166 | 148 | 54 | 45 | 68 | 64 | 29 | 0 | 31 | 102 | 104 | 0 | 31 | 32 | 99 | 67 | 5 | 54 | 33 | | | |
| Hybrid (F2F/Online) | 9 | 2 | 0 | 5 | 5 | 21 | 18 | 0 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Totals by Semester | 66 | 33 | 0 | 28 | 39 | 80 | 36 | 0 | 27 | 37 | 166 | 148 | 54 | 45 | 104 | 84 | 42 | 1 | 47 | 204 | 137 | 0 | 39 | 71 | 214 | 83 | 5 | 56 | 43 | | | |
| # Students Remaining Less Withdraws, Audit & Incomp. | 99 | | | | | 116 | | | | | 314 | | | | 188 | | | | 341 | | | | 297 | | | | | | | | | |
| Pass % by Semester | 66.7% | | | | | 69.0% | | | | | 52.9% | | | | 55.3% | | | | 59.8% | | | | 72.1% | | | | | | | | | |

POSSIBLE SOLUTIONS AND STRATEGIES

Academics

1. Use external campuses to offer lower-level courses face-to-face.
2. Examine each program/degree to determine whether it should be offered F2F or online. Adjust for optimal student success (not faculty preference).
3. Explore best practices at other institutions.
4. Professional development for faculty to ensure quality of online courses/programs.

Student Affairs

1. Revamp New Student Orientation to include online learning; student-learning workshops that focus on online learning
2. Learning Center designates personnel to centralize online learning concerns and inquiries
3. In conjunction with Academics, research and investigate effective online teaching and learning strategies (including regular and substantive interaction); present professional development opportunities in collaboration with HR.

