

**GADSDEN STATE
COMMUNITY
COLLEGE**



**Institutional Effectiveness
Annual Report**

2015-2016

Amended August 2017

MISSION STATEMENT

Gadsden State Community College serves its diverse communities by offering quality academic education, workforce development, and adult education opportunities that are accessible and affordable and that foster lifelong learning and global awareness (Effective 2011 – March 2016).

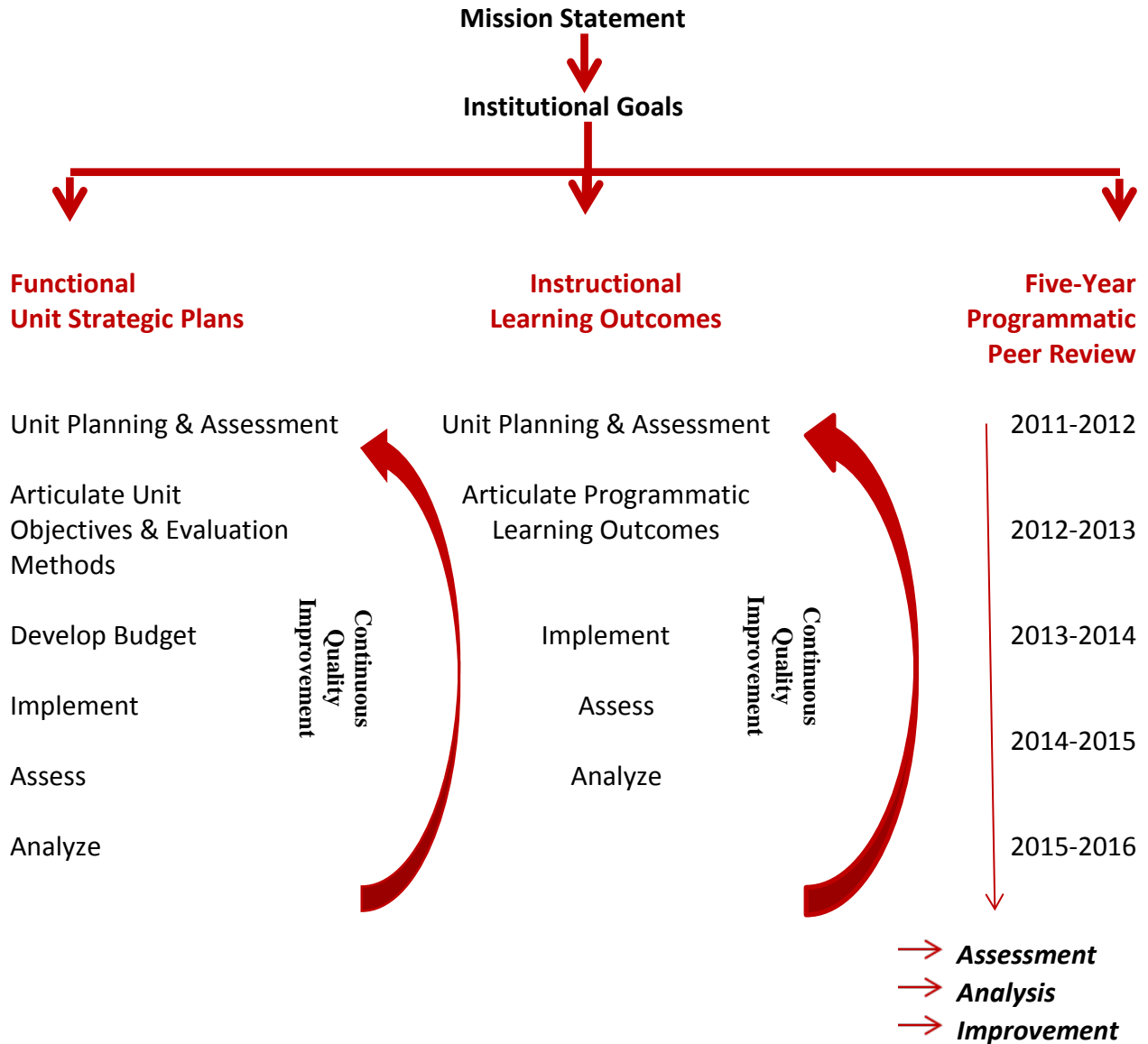
NEW MISSION STATEMENT

Gadsden State Community College is an affordable, accessible, & comprehensive community college that prepares our diverse student population for success through quality education, innovative workforce development & meaningful community engagement. We foster the development of lifelong learners by giving students the opportunities to develop skills that empower them to contribute to the social, cultural and economic life of our communities, our nation and our world (Effective April 2016).

INTRODUCTION

Gadsden State Community College is a two-year, multi-campus institution which provides educational opportunities for students who plan to further their education at a four-year institution as well as providing technical educational opportunities for students seeking an Associate in Applied Science, Certificate or Short-term Certificate. Each year the College offers degrees and certificates in [41 programs](#) and serves approximately 7,000 students. The College also provides educational and training opportunities to the citizens of Etowah, Calhoun, Cherokee, Cleburne and St. Clair counties through programs in adult basic education, workforce development, training for business and industry and skills training.

To meet the changing needs of the community, Gadsden State is committed to accountability and continuous quality improvement. [Systematic planning](#) and assessment procedures are in place to develop and evaluate programmatic offerings and effectiveness of instructional delivery. These include annual planning and evaluation at the unit level (Unit Strategic Planning) and assessment of student learning (Student Learning Outcomes).



The College demonstrates compliance with [ACCS Board of Trustees Policies](#) and regional accreditation agency ([SACS](#)) standards by engaging in a [five year cycle of Program Review](#). Furthermore, the College effectively seeks and responds to the needs of our students, faculty, and service area citizens by means of a comprehensive survey research program.

INSTITUTIONAL GOALS

1. Provide educational opportunities that include basic knowledge of general education core requirements, such as communications, humanities, social sciences, mathematics, natural sciences, and computer skills for certificate and degree programs.
2. Prepare students to perform successfully at transfer institutions.
3. Provide career and technical education that prepares students for employment, retrains existing employees, and promotes local and state workforce development initiatives while providing business and industry training that meets employer needs.
4. Maintain and expand a broad range of technologies in the delivery of innovative traditional and distance learning programs, student services, research and communication.
5. Provide adult education, continuing education and personal enrichment opportunities.
6. Establish, maintain and promote partnerships to respond to the needs of the community while improving community awareness of the College.
7. Provide students of varied backgrounds and abilities with the educational support services that will assist them in achieving educational and career goals.
8. Integrate diversity initiatives in the delivery of programs, student services, recruitment of faculty and staff, and community relations.

(Effective 2011 – March 2016)

INSTITUTIONAL GOALS

ADDENDUM:

In January of 2016, GSCC began reviewing its mission and goals as part of the accreditation process. In April of 2016, the revised goals were officially adopted by the College. This IE Report addresses the original goals, as they were in place for the majority of the year, and the 2016-2017 IE Report will address the newly revised goals. The following crosswalk compares the former goals adopted in 2011 with the revised goals adopted in April of 2016.

Table 1: Comparison of Institutional Goals

2011 Institutional Goals	2016 Institutional Goals	Explanation of Changes
1. Provide educational opportunities that include basic knowledge of general education core requirements, such as communications, humanities, social sciences, mathematics, natural sciences, and	1. Provide educational opportunities that prepare students for successful careers in professional and career technical fields in an increasingly global environment, retrain existing employees, and promote local and state workforce development initiatives that meet employer needs.	New goal derived from the revised College mission statement; emphasizes student success in career fields, the global environment of today's work world, and a focus on workforce development.

2011 Institutional Goals	2016 Institutional Goals	Explanation of Changes
computer skills for certificate and degree programs.		
2. Prepare students to perform successfully at transfer institutions.	2. Prepare students with foundational knowledge of general education core requirements, such as communications, humanities, social sciences, mathematics, natural sciences, and/or computer/technology skills, for certificate programs, associate degree programs, and successful transfer to four-year institutions.	Revision of goal to reflect an emphasis on the general education core and its importance for successful outcomes in all programs (certificate, associate degree, and/or transfer to a four-year institution).
3. Provide career and technical education that prepares students for employment, retrains existing employees, and promotes local and state workforce development initiatives while providing business and industry with a skilled workforce that meets employer needs.	3. Grow enrollment strategically by aligning educational offerings with market demands.	New goal highlighting the strategic emphasis on ensuring relevance and employability of graduates. The essence of the old goal was captured in current Goal #1.
4. Maintain and expand a broad range of technologies in the delivery of innovative traditional and distance learning programs, student services, research, and communication.	4. Maintain and expand a broad range of innovative technologies in the delivery of traditional and distance learning programs, student services, and state-of-the-art communication platforms.	Innovation is highlighted in this revised goal to ensure we maintain currency and relevance in the use of educational technologies and in how we communicate with students.
5. Provide adult education, continuing education, and personal enrichment opportunities.	5. Offer adult education, continuing education, and skills training programs that provide all students with opportunities to improve competencies, attain personal/professional goals, and achieve career/college readiness.	In attempting to address workforce needs and align all goals with the College mission, this revised goal speaks to basic educational credentials provided in adult education, additional skill sets that may be developed through continuing education, and skills training (non-credit) programs to retrain or retool the existing workforce.

2011 Institutional Goals	2016 Institutional Goals	Explanation of Changes
6. Establish, maintain, and promote partnerships to respond to the needs of the community while improving community awareness of the College.	6. Establish, maintain, and promote partnerships to respond to the needs of the community, improve education, and stimulate economic and workforce development.	Added emphasis on continuous improvements that may be realized through partnerships as well as the community college's significant role in economic and workforce development.
7. Provide students of varied backgrounds and abilities with the educational support services that will assist them in achieving educational and career goals.	7. Enhance student development and success through programs of faculty advising, academic support, and educational progression of degree and non-degree students, and through opportunities for social, cultural, and personal growth.	Provided specific clarification of the College's direction in educational support services that are holistic in nature and assist students academically, socially, culturally, etc.
8. Integrate diversity initiatives in the delivery of programs, student services, recruitment of faculty and staff, and community relations.	8. Foster a campus climate that respects diversity and creates a culture of inclusion evident in the delivery of programs and student services as well as in the recruitment of faculty and staff and the advancement of community relations.	Provided greater specificity of the College's intent to be inclusive in all educational and extracurricular arenas as well as operational decisions of the College. Our intent is to address the needs in our communities.

* 2011 Institutional Goals were cited in all Institutional Effectiveness Reports from 2012 through 2015. The 2015-2016 IE Report reflects the crosswalk of the new goals and the progress of the 2011 goals.

Additionally, in Spring 2016 the College formulated a new Strategic Plan for 2016-2019 to reflect more precisely the operational priorities of the College and to position the College for continuous quality improvement in instructional delivery, infrastructure, and institutional support. The 2016-2019 Strategic Plan was reviewed by the College community, revised based on this review, and implemented in Fall 2016.

The Institutional Goals serve as the foundation of the College's planning process. The three Strategic Plan goals are strategically linked to the Institutional Goals as shown in Table 2: Crosswalk of Institutional Goals (2016) and Strategic Plan Goals and Objectives (2016-2019).

Table 2: Crosswalk of Strategic Plan Goals and Objectives to Institutional Goals

Institutional Goals	Strategic Plan Goals/Objectives
1. Provide educational opportunities that prepare students for successful careers in professional and career technical fields in an	Goal 1: Objective 1.6 Identify, track, assess, and improve key performance indicators of student success by Summer 2017 and annually thereafter.

Institutional Goals	Strategic Plan Goals/Objectives
<p>increasingly global environment, retrain existing employees, and promote local and state workforce development initiatives that meet employer needs.</p>	
<p>2. Prepare students with foundational knowledge of general education core requirements, such as communications, humanities, social sciences, mathematics, natural sciences, and/or computer/technology skills, for certificate programs, associate degree programs, and successful transfer to four-year institutions.</p>	<p>Goal 1: Objective 1.5 Implement a unified college readiness plan by Spring 2017.</p> <p>Goal 3: Objective 3.1 Achieve and maintain accreditation/certification status where applicable.</p>
<p>3. Grow enrollment strategically by aligning educational offerings with market demands.</p>	<p>Goal 1: Objective 1.1 Implement a comprehensive enrollment management plan by Fall 2016.</p> <p>Goal 1: Objective 1.3 Expand dual enrollment by 20% annually.</p> <p>Goal 1: Objective 1.4 Explore, develop, and propose one or two new programs annually.</p>
<p>4. Maintain and expand a broad range of innovative technologies in the delivery of traditional and distance learning programs, student services, and state-of-the-art communication platforms.</p>	<p>Goal 1: Objective 1.2 Expand online offerings by 10% annually.</p> <p>Goal 2: Objective 2.3 Acquire and install a multi-service communication system by Spring 2017.</p> <p>Goal 3: Objective 3.5 Implement a comprehensive public relations plan that ensures effective and consistent College messaging for all constituencies by Fall 2016.</p>
<p>5. Offer adult education, continuing education, and skills training programs that provide all students with opportunities to improve competencies, attain personal/professional goals, and achieve career/college readiness.</p>	<p>Goal 1: Objective 1.5 Implement a unified college readiness plan by Spring 2017.</p>
<p>6. Establish, maintain, and promote partnerships to</p>	<p>Goal 3: Objective 3.3 Seek new sources of revenue from state and federal appropriations, grant</p>

Institutional Goals	Strategic Plan Goals/Objectives
<p>respond to the needs of the community, improve education, and stimulate economic and workforce development.</p>	<p>opportunities, and strategic partnerships with business and industry philanthropic groups (Ongoing).</p> <p>Goal 3: Objective 3.4 Conduct systematic review of all programs/areas for relevance and long-term viability every five years.</p>
<p>7. Enhance student development and success through programs of faculty advising, academic support, and educational progression of degree and non-degree students, and through opportunities for social, cultural, and personal growth.</p>	<p>Goal 1: Objective 1.1 Implement a comprehensive enrollment management plan by Fall 2016.</p> <p>Goal 1: Objective 1.7 Implement a GSCC master teacher recognition program by Fall 2016.</p> <p>Goal 1: Objective 1.8 Develop and implement a faculty advisement program by Fall 2016.</p> <p>Goal 1: Objective 1.10 Thirty percent of the faculty will successfully complete requirements of the Gadsden State master teacher recognition program by Spring 2019.</p>
<p>8. Foster a campus climate that respects diversity and creates a culture of inclusion evident in the delivery of programs and student services as well as in the recruitment of faculty and staff and the advancement of community relations.</p>	<p>Goal 1: Objective 1.9 Develop and implement a professional development series on customer service delivery for all employees by Spring 2017.</p> <p>Goal 2: Objective 2.1 Design and initiate implementation of a college-wide beautification plan by Spring 2017.</p> <p>Goal 2: Objective 2.2 Develop a plan to accomplish critical renovation projects by Summer 2019 with renovations to be completed at one-year intervals.</p> <p>Goal 2: Objective 2.4 Evaluate structure deployment of staff as well as work plans and quality of cleaning and preventative maintenance by support personnel by Summer 2016.</p> <p>Goal 2: Objective 2.5 Install appropriate signage for all buildings to include the name and function of each building by Summer 2017.</p> <p>Goal 2: Objective 2.6 Develop plans and seek financing for state-of-the-art science/general education buildings to be constructed at the Ayers and the Wallace Drive campuses by Summer 2019.</p>

Institutional Goals	Strategic Plan Goals/Objectives
	<p>Goal 3: Objective 3.2 Expand and enhance the Gadsden State professional development program for all employees in a manner that is timely and relevant, improves service delivery, builds a pathway for leadership succession, and advances instructional delivery by Spring 2017.</p> <p>Goal 3: Objective 3.5 Implement a comprehensive public relations plan that ensures effective and consistent College messaging for all constituencies by Fall 2016.</p>

GOAL 1: PROVIDE EDUCATIONAL OPPORTUNITIES THAT INCLUDE BASIC KNOWLEDGE OF GENERAL EDUCATION CORE REQUIREMENTS, SUCH AS COMMUNICATIONS, HUMANITIES, SOCIAL SCIENCES, MATHEMATICS, NATURAL SCIENCES, AND COMPUTER SKILLS FOR CERTIFICATE AND DEGREE PROGRAMS

WRITTEN COMMUNICATION

Gadsden State has implemented program assessments which include assessments of learning outcomes. The Department of Language and Humanities established that 90% of students who complete Written Composition will demonstrate proficiency in structure, content, and mechanics of written communication. Assessment results reveal 90% success in ENG 101 and 95% success in ENG 102. The division has determined to provide enrichment in the form of tutoring services. These services will be provided free of charge through the Cardinal Writing Center. Additional tutoring assistance is provided through the SmartThinking online tutoring initiative and the Peer Tutoring program.

ORAL COMMUNICATION

Faculty determined that 90% of students enrolled in Speech will demonstrate the ability to deliver a coherent speech acceptable in organization, eye contact, and delivery. Assessment results revealed that 88% of students demonstrated this competency at the “proficient” level as defined by a standardized assessment rubric.

HUMANITIES

Humanities courses will introduce students to the basic elements and major events in literature and the arts and humanities. Assessment of established learning outcomes indicate that 81% of students scored at a proficient level on a post-assessment writing sample. Additionally, the faculty determined that students in literature courses will demonstrate in writing the ability to interpret literary works and place them in cultural context. Post-assessment revealed that 93% of students scored at the proficient level.

SOCIAL SCIENCE

Student learning outcomes have been established in history and behavioral science courses. Students enrolled in history courses will be able to demonstrate a basic understanding of history at the knowledge level, the cause and effect of historical events and social trends, the passage of time and its impact on historical knowledge, and the effect of historical events on present events and society.

¹ Retrieved from Evaluation of Student Learning Outcomes: <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

Objective	Fall 2015	Spring 2016	Fall 2014	Spring 2015
Knowledge	93%	93%	85%	86%
Cause & Effect	89%	88%	92%	91%
Timelines	92%	91%	93%	91%
Relevance	92%	91%	87%	92%

Students enrolled in behavioral science courses, which include psychology and sociology, will be able to demonstrate an understanding of environment on human behavior, the process of human socialization throughout the life course, the application of theory on human development and behavior, and the process and importance of research in the social sciences.

Objective	Fall 2015	Spring 2016	Fall 2014	Spring 2015
Environment	78%	87%	81%	88%
Socialization	73%	82%	86%	81%
Theory	77%	86%	83%	83%
Research	78%	86%	89%	89%

MATHEMATICS

Of the students taking the end of term exam in the designated math courses (Math 100, 112, 116), the total mastery level was 82.2% for 2015-2016 (combined 100, 112, and 116) on the embedded questions. The total mastery level was 82.2% for combined Fall 2015, Spring 2016, and Summer 2016 (combined 100, 112, and 116) on the embedded questions. All mastery levels were at or above goal individually, and the compiled mastery level total was above the goal of 80%. The mastery level decreased 1.82% from the previous academic year from 84.02% for 2014-2015 annual total to 82.2% for 2015-2016.

Students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 87.16% for combined data for Fall 2015, Spring 2016, and Summer 2016. Data from the previous year for students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 89.40% for combined data for Fall 2014, Spring 2015, and Summer 2015. The mastery level decreased 2.24% from the academic year 2014-2015 to the academic year 2015-2016.

For students taking the final exam in the designated math course (MTH 116, Math Applications), the overall mastery level was 79.18% for combined data for Fall 2015, Spring 2016, and Summer 2016. This goal was also met during the evaluation of the Student Learning Outcomes for 2014-2015. The data from the previous annual report revealed that of the students taking the final exam in the designated math course related to this outcome, the overall mastery level was 81.08% for combined data for Fall 2014, Spring 2015, and Summer 2015. The mastery level data

show a decrease of 1.9% from the academic year 2014-2015 to the academic year 2015-2016 and an increase of 0.6% from the academic year 2013-2014 to the academic year 2014-2015. The division will continue monitoring the data and assisting students through the math lab and Peer Tutoring program.

NATURAL SCIENCE: BIOLOGICAL SCIENCE

Faculty determined that student learning outcome indicators for biological science include the demonstration of knowledge regarding life forms, specifically protists and bacteria and that students demonstrate knowledge of cell structure and function.

Results for the year revealed that 76% of students (Fall =80%; Spring 71%; Summer = no results) correctly answered practical laboratory questions that deal with bacteria and protists. Results revealed that 93% (Fall=97%; Spring=89%; Summer=no results) of students who attended and participated in the macroscopic and microscopic examination of bacteria and protist demonstrated knowledge of morphology and structures by representations in the lab report. Results for the year reveal that 72% of students (Fall=77%; Spring=67%; Summer=no results) correctly answered practical laboratory questions concerning all membranes and their transport processes.

Instructors will continue to improve student understanding of all membrane transport and continue incorporating Cyber-Ed Interactive Computer Modules and intensive review of the subject. In addition, laboratory practical questions concerning cell membranes and their transport processes were evaluated and revised to facilitate student understanding of the questions.

NATURAL SCIENCE: PHYSICAL SCIENCE

Students completing Physical Science courses demonstrated knowledge of the atmospheric effects of relative humidity. 97% of students (30 of 31) scored in the satisfactory range with the majority scoring 85% or better. Students performed well on the data collection sections and humidity calculations. Deficiencies were identified in student's math skills. To address the math aspects of the activity, specific examples will be given in the future to provide direction in setting up the more complex problems.

Students completing Physical Science courses demonstrated collegiate level knowledge of basic motion and configuration of the major planets in the solar system. 96% of students (27 of 28) scored in the satisfactory range, with the majority scoring better than 80%. This lab uses a sophisticated computer software imaging program that the students seem to enjoy. Use of technology definitely seems to enhance student learning for this topic and should be continued.

Students completing Physical Science courses were able to identify and describe the features of various minerals and rocks and distinguish between igneous, sedimentary, and metamorphic rocks. 97% of students (28 of 30 or 93% for minerals; 31 of 31 or 100% for rocks) scored in the satisfactory range, with most scoring in the 80%-100% range. Demonstrations and discussion of more involved procedures for identifying specific distinguishing properties for minerals and rocks have helped students feel more comfortable with their own use and interpretation of results. Also, an extensive library of rock images and other online resources have been made available to Physical Science students.

GOAL 2: PREPARE STUDENTS TO PERFORM SUCCESSFULLY AT TRANSFER INSTITUTIONS

Transfer Student Performance

Benchmark: GSCC student performance will be comparable with university native students and/or all transfer students.

Performance: GSCC students entering Auburn University in Fall 2014 had a 2.5 GPA in Fall 2015, which was very comparable to the 2.6 GPA for all transfers.

Gadsden State transfers to the University of Alabama had a higher GPA (3.01) in 300 level or above courses than other Alabama public two-year colleges (2.89) or other transfers (2.93).

UAB did not provide a GPA comparison to all native students except by individual course grades, so no comparison could be made.

Jacksonville State University transfers from Gadsden State were very comparable each term, but particularly in the latest term, Fall 2016, where the GSCC transfers had a GPA of 2.75, compared to a GPA of 2.79 for all transfers.

Data: Gadsden State provides opportunities for students interested in taking General Education courses to transfer to four-year colleges and universities. Gadsden State has obtained the transfer reports from University of Alabama, Auburn University, and University of Alabama—Birmingham (UAB), and Jacksonville State University and actively seeks feedback from other institutions in Alabama.

Gadsden State students who transferred to The University of Alabama (UA) for the terms Summer 2014-Spring 2015 earned an average GPA of 3.01 at UA in courses 300 level or above compared to a GPA of 2.89 earned by transfers from other Alabama public two year colleges and 2.93 GPA earned by all transfers.

Gadsden State students who transferred to Auburn University and started in Fall 2014 and continued through Spring 2015 earned an average 2.50 GPA. This is in comparison with all transfer students at AU that have an average GPA of 2.60.

Gadsden State students who transferred at least 24 semester hours but less than 60 semester hours to The University of Alabama – Birmingham (UAB) for the terms Summer 2014-Spring 2015 earned an average GPA of 2.68 at UAB compared to a GPA of 3.30 at GSCC.

Jacksonville State University provided data on transfer students entering their college each fall for the last five years, Table 4.1 (15). Gadsden State transfers were very comparable each term, but particularly in the latest term, Fall 2016, where the GSCC transfers had a GPA of 2.75, compared to a GPA of 2.79 for all transfers.

Institutions that provide data on students who complete coursework at Gadsden State and transfer to four-year institutions is depicted in the following tables:

Transfer Student Performance—Auburn University (Fall 2014-Spring 2015)

Number Transferred from GSCC to AU	Average AU GPA GSCC Students	Average AU GPA All Transfer Students
23	2.52	2.60

Transfer Student Performance—The University of Alabama (Summer 2014-Spring 2015) Performance in 300 Level or Above Courses

Transferred from	Number of Students	Average UA GPA
Gadsden State	74	3.01
Other Public Alabama Two-Year Colleges	2,332	2.89
Other Transfers	2,303	2.93

Transfer Student Performance—The University of Alabama—Birmingham (UAB) (Summer 2014-Spring 2015)

Credit Hours Transferred from GSCC	Number of Students	Average GSCC Transfer GPA	Average GSCC Student UA GPA
15-23	27	3.27	2.89
24-59	78	3.30	2.68
60 or more	50	3.42	2.90

Transfer Student Performance—Jacksonville State University (Fall 2014-Fall 2016) Academic Performance of GSCC transfers

Term	GSCC Transfers		Other Transfers		All Transfers	
	#	GPA	#	GPA	#	GPA
Fall 2014	146	2.75	512	2.87	656	2.84
Fall 2015	132	2.72	383	2.83	515	2.80
Fall 2016	160	2.75	459	2.81	619	2.79

Use of Results: With national testing in math and writing such as the CAAP, GSCC prepares and analyzes its general education courses to prepare students to transfer and succeed at the university level. GSCC uses the transfer data and the specific course pass rate data in order to evaluate and improve its general education courses.

GOAL 3: PROVIDE CAREER AND TECHNICAL EDUCATION THAT PREPARES STUDENTS FOR EMPLOYMENT, RETRAINS EXISTING EMPLOYEES, AND PROMOTES LOCAL AND STATE WORKFORCE DEVELOPMENT INITIATIVES WHILE PROVIDING BUSINESS AND INDUSTRY TRAINING THAT MEETS EMPLOYER NEEDS ¹

APPLIED TECHNOLOGIES

Applied Technologies Division at GSCC includes Auto Collision, Auto Mechanics, Carpentry, Cosmetology, Diesel, Masonry, and Welding. The programs comprising this area of instruction are all certified or in the final stages of seeking certification from national certification or accrediting agencies. Recognition as a nationally certified program is a strong indicator of educational quality. Program faculty work closely with Craft Advisory Boards for their area to ensure alignment with business and industry needs. Faculty carefully construct, assess, and analyze student learning in their areas as evidenced by the Student Learning Outcomes Reporting System, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>.

2015-2016			
Applied Technology Division Completers	CER	STC	Grand Total
AUTO SERVICE TECH	4	8	12
AUTO COLLISION	3	8	11
CARPENTRY		16	16
COSMETOLOGY/NAIL	40	0	40
DIESEL MECHANICS	5	10	15
MASONRY	6		6
WELDING	20	67	87

ENGINEERING TECHNOLOGIES

Engineering Technologies Division at GSCC includes Air Conditioning and Refrigeration Technology, Automotive Manufacturing Technology, Civil/Mechanical/Design Technology, Drafting and Design Technology, Engineering Technology, Industrial Automation Technology (including Electrical Technology) Machine Tool Technology. Program faculty work closely with Craft Advisory Boards for their area to ensure alignment with business and industry needs. Faculty carefully construct, assess, and analyze student learning in the areas as evidenced by the Student Learning Outcomes Reporting System, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>. This division has seen a significant increase in the number of awards conferred as a result of students earning both certificate and degree level awards.

2015-2016				
Engineering Technology Division Completers	AAS	CER	STC	Grand Total
AIR COND/REFRIGERATION TECHNOLOGY	19	9	28	56
AUTOMOTIVE MANUFACTURING	0	0	0	0
CIVIL/MECHANICAL/DESIGN TECHNOLOGY	10	10	35	55
DRAFTING AND DESIGN TECHNOLOGY	7	6	7	20
ELECTRICAL TECHNOLOGY	34	35	102	171
ELECTRONICS ENGINEERING TECHNOLOGY	31	28		59
INDUSTRIAL MAINTENANCE TECHNOLOGY	22	23	24	69
MACHINE TOOL TECHNOLOGY	8	12	15	38

HEALTH SCIENCE: REGISTERED NURSING

On the one year employer graduate RN survey, 98.99% of employer respondents (N=11) indicated the RN graduates were "Prepared," "Well Prepared," or "Very Well Prepared" in all categories assessed. In the following categories, respondents indicated that students were "Very Well Prepared" at a level of 60% or greater:

- Use computers to communicate information (72.7%),
- Maintain confidentiality of client information (72.7%),
- Follows policies and procedures of the employing institution (63.4%),
- Practices within legal, ethical, and professional parameters of nursing (72.7%)
- Assumes responsibility for self-direction, life-long learning, and professional growth (63.4%).

HEALTH SCIENCE: PRACTICAL NURSING

On the one year employer PN survey, 100% of employer respondents (N=5) reported graduates were "Prepared," "Well Prepared," or "Very Well Prepared" for all categories surveyed. Response rates by employers are excellent; 5 out of 6 employers surveyed responded. For the item regarding employment opportunities in Northeast Alabama for LPNs over the next three to five years, respondents indicated the following: Unknown (20%), Fair (20%), Good (40%), and Excellent (20%).

HEALTH SCIENCE COMPLETERS

Health Science Completers 2015-2016	AAS	CER	STC	Grand Total
ASSOCIATE DEGREE NURSING	84			84
EMERGENCY MEDICAL SERVICES	8			8
MASSAGE THERAPY TECHNOLOGY			14	14
MEDICAL LABORATORY TECHNOLOGY	15			15
NURSING ASSISTANT			8	8
PRACTICAL NURSING		67		67
RADIOLOGIC TECHNOLOGY	11			11
SURGICAL OPERATING ROOM TECHNICIAN			19	19
Grand Total	118	67	41	226

GOAL 4: MAINTAIN AND EXPAND A BROAD RANGE OF TECHNOLOGIES IN THE DELIVERY OF INNOVATIVE TRADITIONAL AND DISTANCE LEARNING PROGRAMS, STUDENT SERVICES, RESEARCH AND COMMUNICATION

Gadsden State's Teaching & Learning Center (TLC) offers a diverse selection of instructional technologies and professional development opportunities to meet the constantly evolving needs of students and faculty. The instructional technologies offered by the TLC include the following:

- Blackboard Learn – the college's learning management system
- Panopto – used for the creation and hosting of instructional videos
- Respondus 4.0, Lockdown Browser, and Monitor – used for the creation and proctoring of online exams
- TurnItIn – used for the prevention of student plagiarism and more efficient online grading

The TLC offered a variety of professional development opportunities during this cycle. The opportunities included a wide-range of topics that included a new employee orientation, basic and advanced Blackboard skills, use of the Respondus suite of exam software, use of Panopto for instructional video creation, and general best practices for classroom instruction.

The Teaching and Learning Center offered numerous professional development sessions on copying courses in Blackboard. This skill gives faculty more flexibility in the management of their courses within the learning management system. Historically, instructors had to request that the TLC copy their courses. After this series of professional development opportunities, instructors are now able to copy their own courses from one term to the next.

In addition to the series of professional development sessions, the TLC also created a series of guides and videos aimed at helping faculty and students with the myriad of instructional technology tools offered at Gadsden State. These videos and tools are available on the TLC's website. The videos that received the most response from faculty was the "Focus on the Faculty" video series. Each month, the TLC featured a different faculty member sharing teaching tips that they find successful.

Outside of the offerings of the TLC, the college's IT department maintains several additional software tools designed to further meet student and faculty needs. Students and faculty have access to Microsoft Office 365, Outlook Webmail, and a single sign-on access portal.

Beyond the professional development offerings, guides, and instructional videos, the TLC and college's IT department offer personalized one-on-one assistance to both students and faculty. Using the college's helpdesk, students and faculty can receive the technology assistance they need either virtually or in-person. The helpdesk can be accessed by email, telephone, or an online ticketing system.

GOAL 5: PROVIDE ADULT EDUCATION, CONTINUING EDUCATION AND PERSONAL ENRICHMENT OPPORTUNITIES

ADULT BASIC EDUCATION

Adult Education Services at Gadsden State seek to meet the state-mandated standards of performance as outlined in the Alabama Adult Education State Plan for FY 2015-2016. This plan proposed to increase student enrollment by 10% annually and to increase the number of Adult Education students earning a GED by 5% annually. Analysis of participation data revealed that the AE enrollment rate decreased 8% for this reporting period, which is similar to the decrease for the state as a whole. For the FY 2014-15 period, 603 students were enrolled. During this reporting period of FY 2015-16, there were 555 enrolled. AE students earning their GED credentials totaled 133, resulting in a 66.25% increase for this reporting period over that of 2014-2015 (80 GED's earned). This exceeded the goal of a 5% increase.

CONTINUING EDUCATION

The mission of Continuing Education is to serve the diverse and changing needs of the community by offering a broad range of non-credit courses responsive to individual, business, and community needs. 98% of workshop participants responded that participants are benefitting from the professional development classes. These classes have been very successful, and the demand for professional development classes has increased, demonstrating a need to further develop this area. Continuing Education met its goal of an overall increase of 3% in the number of participants. In 2015-2016, 1,491 students were served, which is an increase of 3% over the 2014-2015 total of 1,448. The results indicated an increase in both Professional Development and Camp Cardinal participants.

Through Camp Cardinal, Continuing Education provides quality opportunities for elementary school age children to continue their academic and personal growth when schools are not in session. An examination of evaluation forms from the parents of participants shows an overall 99% approval rating in all categories surveyed. The condition of the building is the only recurring negative response.

SKILLS TRAINING DIVISION

The mission of the Skills Training Division is to provide quality short-term, non-credit training specific to the needs of the diverse community at a reasonable cost. Program goals are to achieve an average rating of at least 85% from the Course and Instructor Evaluation Survey indicating that the students either "Strongly Agree" or "Agree" that they have an "overall satisfaction" with the courses and the instructor. Course and Instructor Evaluations collected resulted in a 94% favorable rating. The goal of providing quality short-term, noncredit training

specific to the needs of the diverse community at a reasonable cost was met. In FY2015-2016, the number trained was 389, which is an increase of 36% from the previous year with career technical training and employment skills training having with the largest numbers with 141 and 117 respectively.

The Skills Training Division has assessed the programs currently offered and have added new components to address the deficiencies noted in the Course and Instructor Evaluations.

GOAL 6: ESTABLISH, MAINTAIN, AND PROMOTE PARTNERSHIPS TO RESPOND TO THE NEEDS OF THE COMMUNITY WHILE IMPROVING COMMUNITY AWARENESS OF THE COLLEGE

The Gadsden State Community College Public Relations and Marketing Department is dedicated to executing a comprehensive plan to promote and advance the image of the College in support of its mission to provide affordable, accessible, and comprehensive education to a diverse student population for success through quality education, innovative workforce development, and meaningful community engagement. The Public Relations and Marketing Department provides leadership and expertise that enhances the quality and effectiveness of the College's communications projects and programs.

The success of the College's comprehensive advertising campaign was enhanced by the hiring of a new PR Director in May 2015 and a PR Specialist in October 2016. The addition of these two employees along with the continued collaboration of working with a full service marketing agency has proven to further increase the visibility, image, and branding of the College. Our goal is to make our logo and name recognizable and synonymous with a place to obtain a great education.

The Director and PR Specialist review all drafts of proposed printed, promotional, and marketing materials intended for distribution by the College using the approved Gadsden State Identity Guide policy and procedures. When the material has met the guidelines, an inventory of these items is filed as evidence of compliance. Plans are underway to update the Identity Guide that was first released in 2013 to serve as a tool for employees. Faculty and staff will be reminded annually of the marketing/recruitment policies and guidelines in an effort to continue to protect the College's brand and image. The Identity Guide may be accessed online at http://www.gadsdenstate.edu/sites/default/files/u23/GadsdenStateIdentityGuide_001.pdf.

The Department will continue to use all forms of media to communicate with the external community, students, faculty, and staff to build awareness of any College related events, activities, programs, and services. Internal communications will include monthly event calendars and announcements. External communications will include the distribution of news releases to the media, posting news on social media pages and College website, as well as the sponsorship of community events.

The continuous distribution of information to local and national media outlets continues to successfully promote the desired image and message of the College and the Alabama Community College System.

In continuing the Department's effort to promote awareness of Gadsden State, there were 2,581 media releases, feature stories and ads (printed/electronic/digital/online) recorded featuring Gadsden State during the 2015-2016 academic year. This information was obtained from the News information Monthly Report (NIMR) compiled and retained on file by the Public Relations and Marketing Department staff. Data compiled from the NIMR was collected from 137 different media sources throughout the year.

GOAL 7: PROVIDE STUDENTS OF VARIED BACKGROUNDS AND ABILITIES WITH THE EDUCATIONAL SUPPORT SERVICES THAT WILL ASSIST THEM IN ACHIEVING EDUCATIONAL AND CAREER GOALS

ADMISSIONS

One of the major goals for this year was to encourage students to complete or graduate. This objective has been met. The Graduation Transcript Evaluator met with 350 students in person at various student events, which was a 40% increase over last year. This resulted in a 2.5% increase in the number of graduates or completers. The Graduation Transcript Evaluator sent and received 5,000 emails, which was an 8% increase over last year.

Implementation of electronic transcript service has been delayed for this reporting period.

91% of students expressed satisfaction of services at the “satisfied” or “very satisfied” level resulting in the unit meeting the established goal.

ADVISING CENTER

The Advising Center seeks to promote programs presented in high school classroom presentations, college fairs, community agencies, community events, and campus tours. The goal is that prospective students will become more knowledgeable of Gadsden State's academic and technical programs and campus services. A survey of high school counselors was conducted during “Counselor Day,” in February 2015. Twenty-four counselors attended, with 22 (92%) rating the services as excellent and 2 (8%) as good. There were no responses indicating a negative satisfaction rating with the services provided.

The Gadsden State Advising Center currently manages several social media accounts in order to engage with GSCC students. The “Gadsden State Counseling and Advising” Facebook page currently has 185 followers, and the “Gadsden State Career Tech” Facebook page currently has 314 followers. The Advising Center created a new Facebook page entitled “Gadsden State FOCUS 2016,” which was specifically for its FOCUS (Freshman Opportunities for College and Unlimited Success) event for incoming freshmen in the summer of 2016. This page has 27 followers.

There is a “GSCC Career Tech” Twitter account, which is seamlessly connected to the “Gadsden State Career Tech” Facebook page. The highlight of all the GSCC Advising Center social media is the Twitter account “#GSFOCUS2016.” During the FOCUS event, students were encouraged to share their excitement, as well as their trepidation, in beginning their college journey by using the hashtag “#GSFOCUS2016.” This hashtag was mentioned 88 times in Twitter by students over the course of the 3-day FOCUS event. The Advising Staff always immediately followed up with the student who used the hashtag, replying to them with an encouraging message.

Eleven College Access/Preview Day events were held during the 2015-2016 academic year. A total of 330 prospective students attended. Out of the 330 attendees, 218 completed evaluations. 98% of those completing evaluations indicated they were satisfied with the event. "Excellent" ratings were indicated by 176 (80.7%) of the respondents, and 38 (17.4%) indicated a "Good" rating. An overall satisfaction rating of 4.79 out of 5.00 was obtained from prospective students.

FINANCIAL AID

More than 16 workshops were conducted throughout the GSCC service area in order to enhance communications with the College community in regard to financial aid opportunities. Locations include White Plains High School, Calhoun County Career Technical Center, Cleburne County High School, Gadsden State Cherokee, Pleasant Valley High School, Gadsden State Wallace Drive Campus, Talladega County Central High School, Gadsden State Valley Street Campus, Oxford High School, Glencoe High School, Gadsden City High School, Ragland High School, Ashville High School, Piedmont High School, Saks High School, Jacksonville High School, and other locations. Anecdotal feedback was positive, such as the following comment that the participants, "gained a great deal of valuable and pertinent information about college finances and valuable information regarding the new Prior-Prior year of completing FAFSA applications and how this pertains to students."

To further enhance communications, and in addition to posting information on Self Service Banner (SSB), the College website and Financial Aid pages were revamped this year (2015-2016). Anecdotal feedback has been positive. Over 62,700 hits were made during the 2015 calendar year. The average time spent on financial aid pages was 2 minutes 12 seconds. The Financial Aid Office also developed a flyer, explaining how to check student emails and SSB. There is no means to track demographic data on portal usage; however, based on reduced student calls and anecdotal feedback, the additional notifications were positive.

CAREER SERVICES

The mission of Career Services is to support the mission of the Institution's technical and academic programs by designing, implementing, and managing services, programs, and systems that meet the career development and employment needs of students. 729 students attended events and/or participated in various seminars or workshops sponsored by Career Services to integrate educational programming with securing in-field employment. The Career Services Office surveyed participants who connected with Career Services through job search activities, career services, and events using a "Career Satisfaction" survey administered to students. Evaluations were obtained by students who connected with Career Services at various events and activities. 729 students attended events and/or participated in various activities and were given surveys. 720 surveys were returned with a 99% overall satisfied rating.

Five employment fairs were offered throughout the year. Of the 648 students that attended, 497 returned surveys with 448 (98%) indicating that they were satisfied with the employment fair. Of the 92 employers that participated in the employment fairs, 92 of them submitted evaluations. 88 (or 96%) of the employers submitting evaluations were satisfied with the employment fairs.

The Career Services Offices also seeks to provide students an opportunity to connect with employers for potential long-term employment and career development through participation in the Cooperative Education work experience. 100% (6 of 6) of the Co-Op employers responded to the student work performance evaluations given to them by Career Services, exceeding the goal of 90%.

EDUCATIONAL TALENT SEARCH: AYERS CAMPUS

ETS seeks to identify and deliver services to diverse disadvantaged middle and high school students with the potential for postsecondary success and to remove barriers to increase postsecondary enrollment and success rate. New applications were accepted from 94 qualified students. Of the total participants served, 75% are low income and first generation participants. 100% of participants in grades 6-11 were promoted to the next grade. There were 90 senior participants. All of them graduated with a standard diploma. According to the National Student Clearinghouse, 73% of participants (66 out of 90) who graduated enrolled in a postsecondary institution.

EDUCATIONAL TALENT SEARCH: GADSDEN-ETOWAH

ETS seeks to identify and deliver services to diverse disadvantaged middle and high school students with the potential for postsecondary success and to remove barriers to increase postsecondary enrollment and success rate. 99% of non-senior program participants completed the current academic year and continued the next academic year at the next grade level. 96% of seniors served graduated during the project year with a regular secondary school diploma in the standard number of years. 96% of seniors served during the project year completed a rigorous secondary program of study and graduated during the project year with a regular secondary school diploma, in the standard number of years. 75% of participants who graduated with a regular secondary school diploma during the project year enrolled in an institution of higher education by the fall semester immediately following high school graduation or have received notification of acceptance from an institution of higher education by the fall semester immediately following high school but deferred enrollment until next academic semester (e.g. spring semester).

STUDENT SUPPORT SERVICES

Student Support Services seeks to provide supportive services to eligible students to increase their retention, transfer, and graduation rates. A computerized database is maintained on each of the participants. The status of whether the student returns, transfers, or graduates is tracked by the SSS staff. During the academic year 2015-2016, 81% of SSS students persisted. During the 2015-2016 school year, 40% of students graduated. Of those who graduated, 12% transferred. During the 2015-2016 academic year, 94% of SSS students were in good academic standing. SSS continues to monitor student retention to increase the number of students who persist from year to year. Student feedback and monitoring from tutoring and academic advisement is used to help increase student retention.

GOAL 8: INTEGRATE DIVERSITY INITIATIVES IN THE DELIVERY OF PROGRAMS, STUDENTS SERVICES, RECRUITMENT OF FACULTY AND STAFF, AND COMMUNITY RELATIONS

To integrate diversity initiatives in the delivery of programs, instructors are asked to include a component of diversity in their course content. To ensure more consistency in this initiative for students new to the College, the online presentation, *Welcoming Diversity*, is accessible as a component of Orientation 101, Orientation to College. For the purpose of promoting student involvement in diversity related programs and events, student representatives from the Student Government Association are included on the Internal Diversity Advisory Committee to offer recommendations for presentations that they feel are beneficial for students, faculty, and staff.

To improve the College's ability to increase the number of minority applicants for job vacancies, job announcements are advertised in The Gadsden Times and are also sent to the Human Resource Offices for HBCUs in the Southeast, the office for EEOC, the North Alabama Skills Training Center, the Alabama Department of Rehabilitation Services, the Etowah-Gadsden Branch of the NAACP, area churches, the external diversity advisory council, and the Alabama Community College System for distribution to its applicant pool. Job announcements are also placed on the College's webpage, the website for the Alabama Community College System, and IM DiversityInc.com.

In the promoting of dialogue for the College's diversity initiatives, the Director has established communication with targeted minority communities through her involvement with Big Brothers Big Sisters, the Carver Museum Foundation, and Alpha Kappa Alpha Sorority, Inc. Also, many of the organizations and agencies that employees are involved with as board and/or committee members have adopted diversity statements and initiatives, such as United Way, Calhoun County Chamber of Commerce Education Committee, Cherokee County Chamber of Commerce, Kiwanis, ACCSHRMA (Alabama Community College System Human Resources Management Association), and the Gadsden/Etowah Chamber of Commerce.