Student Success Report 2019-2020

Criteria 1: Enrollment

GSCC reports enrollment by term to the Alabama Community College System utilizing the Data Access Exchange (DAX). College enrollment is tracked by term and by campus.

Threshold of Acceptability: 0% growth or loss

Goals (Benchmarks): *2% increase in College enrollment per year (overall)*
6,000 unduplicated fall headcount per year

Table 1: Three Year Unduplicated Enrollment

	2017-2018	2018-2019	2019-2020	Percent Change (last two years)
Gadsden State Overall				
Academic Programs				
Accounting Technology	81	75	70	-6.7%
Child Development	125	107	107	--
Computer Science Technology	224	206	125	-39.3%
General Studies	3060	2972	2205	-25.8%
Health Information Technology Management	35	17	21	23.5%
Human Services	82	62	68	9.7%
Liberal Arts	483	278	183	-34.2%
Marketing Management	81	58	41	-29.3%
Office Administration	288	257	218	-15.2%
Paralegal	60	75	72	-4.0%
Health Sciences				
Diagnostic Medical Sonography		35	48	37.1%
Emergency Medical Services	147	143	138	-3.5%
Medical Laboratory Technology	43	28	28	--
Practical Nursing	2*	1*	--	--
Registered Nursing	404	440	403	-8.4%
Radiologic Technology	38	33	41	24.2%
Surgical/Operating Room Technician	83	66	50	-24.2%
Therapeutic Massage	14	9	15	66.6%
Technical Programs				
Air Conditioning & Refrigeration	129	123	121	-1.6%
Auto Collision Repair Technology	52	52	43	-17.3%
Automotive Manufacturing Technology	16	13	5	-6.2%
Automotive Service Technology	30	24	29	20.8%
Carpentry	15	28	17	-39.3%
Civil Engineering/Mechanical Design Tech.	89	85	73	-14.1%
Cosmetology/Salon and Spa Management	131	150	107	-28.6%
Diesel Technology	44	45	41	-8.9%
Drafting and Design Technology	54	45	39	-13.3%
Electrical/ Industrial Automation Technology	287	284	284	--
Electronic Engineering Technology	159	134	98	-26.9%
Precision Machining	111	123	101	-17.9%
Realtime Reporting	31	35	17	-51.4%
Welding Technology	197	199	180	-9.5%

**The drastic change in Practical Nursing is due to the new Concept Based Curriculum.*

Data: Each fall, the College prepares an unduplicated enrollment report for the Alabama Commission on Higher Education (ACHE). The unduplicated enrollment for the past five fall semesters is illustrated in the table below.

Table 2: Unduplicated Fall Headcount

Unduplicated Fall Headcount					
Campus	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Wallace Drive	2767	2722	2774	3398	3107
Valley Street	144	89	97	104	76
East Broad	487	469	449	354	321
St. Clair	47	61	46	45	36
Ayers	965	864	743	494	215
McClellan	389	305	233	*	*
Cherokee	220	270	291	204	89
Dual	84	178	90	*	150
Distance	8	3	13	*	*
Totals	5111	4,961	4,736	4,599	3994

**McClellan Center closed; Dual/distance education are included in other campuses.*

Performance Results: Fall 2020 unduplicated headcount is 3994 – a 13% decrease from the previous year, which is well below the aspirational benchmark of 6,000 and the benchmark of level enrollment. However, the COVID-19 pandemic was a major contributing factor to decreased enrollment. HEERF student aid was released and additional online courses were added to encourage students to remain on track and re-enroll.

Criteria 2: Fall to Fall Retention Rate

Threshold of Acceptability: 56% for first-time, full-time and 43% for first-time, part-time (6% below previous national average)

Goals (Benchmarks): *Fall to Fall Retention (first-time, full-time) – 62%*
Fall to Fall Retention (first-time, part-time) – 49%

Performance Results: The retention rate of first-time, full-time students was 54% for those beginning in Fall 2019 and returning in Fall 2020.

The retention rate of first-time, part-time students was 38% for those beginning in Fall 2019 and returning in Fall 2020.

Data: Nationally the retention rate for the public two-year college sector of first-time, full-time freshmen to persist to the following fall was 62% and for part-time, first-time freshmen was 48.9%, which was used to establish the GSCC performance benchmarks. While the previous two years had shown level retention after a drop from the Fall 2017 to Fall 2018 full-time retention rate, the part-time retention rate had shown dramatic improvement in the last two years. However, the full-time and part-time rates both dropped. The full-time rate only dropped 1%, which is amazing given the COVID pandemic, but the part-time plunged 16% for part-time students. Gadsden State implemented additional supports including increased online advising and emergency aid to assist students.

The IPEDS fall-to-fall cohort retention rate for the past four complete academic years for GSCC is as follows:

Table 3: Cohort Fall-to-Fall Retention Rate

Student Status	2016-2017 to 2017-2018	2017-2018 to 2018-2019	2018-2019 to 2019-2020	2019-2020 to 2020-2021
Full-Time Student	59%	55%	55%	54%
Part-Time Student	36%	50%	54%	38%

Criteria 3: Graduation Rate and Transfer Rate

Threshold of Acceptability: 22% graduation rate and 15% transfer rate

Goal (Benchmark): Graduation Rate (first-time, full-time) – 24%

Performance Results: The graduation rate of first-time, full-time students was 27% for the Fall 2016 cohort within 150% of time to complete, meeting the goal and minimum threshold.

Goal (Benchmark): Transfer rate of 20%

Performance Results: The transfer rate of the Fall 2016 cohort was 17%, meeting the minimum threshold, but not the goal.

Data: Gadsden State reports the following completion and transfer data in the annual IPEDS survey of graduation rates:

Table 4: Overall Graduation and Transfer Out Rate

First Time, Full Time Students	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
Overall Graduation Rate	16%	20%	25%	27%
Transfer Out Rate	17%	20%	14%	17%

Gadsden State had implemented additional advising training and an Advisement Resource Center that contacts students not yet registered for the next semester in order to increase retention. While transfer had risen in prior years, the 2015 cohort dropped significantly. The transfer rate has started rebounding, but with COVID we are anticipating a drop for the next year.

Criteria 4: Representative Graduation Rate – 200% Graduation Rate

Threshold of Acceptability: 27%

Goal (Benchmark): Graduation Rate (first-time, full-time) at 200% - 30%

Performance Results: The graduation rate of first-time, full-time students was 34% for the Fall 2015 cohort within 200% of time to complete.

Data: Gadsden State reports the following completion data in the annual IPEDS survey of 200% graduation rates:

Table 5: Overall Graduation Rate

First Time, Full Time Students	2015 Cohort
Overall Graduation Rate	34%

Table 6: Graduation Rates by Race, Gender and Pell

Graduation Rates by Race, Gender and Pell (2015 Cohort)			
Race/Ethnicity	**Male**	**Female**	**With Pell**
American Indian or Alaska Native	0	0	0
Asian	63%	50%	41%

Graduation Rates by Race, Gender and Pell (2015 Cohort)			
Race/Ethnicity	**Male**	**Female**	**With Pell**
Black or African American	54%	18%	29%
Native Hawaiian or Other Pacific Islander	0	0	0
Two or More Races	16%	37%	45%
White	59%	37%	33%

While the overall graduation rate met both the threshold of acceptability and the benchmark, the desegrated results show stark differents between the genders in various racial categories. The numbers in the racial categories of American Indian/Alaska Native and Native Hawaiian typically have less than 5 total students in the cohort so the 0 is not alarming; however, the difference in multi-racial males and females are much more successful, which is the only race where that is true. The male multi-racila is the lowest graduation rate (16%) above 0. The drop in African American graduation rate been males and females is troubling as female graduating rates were only one-third of the male graduation rates. Additional data will be gathered to see if particular majors are contributing to the lower graduation rates or higher rates of developmental courses.

Criteria 5: Course Success Rate

Threshold of Acceptability: 55% pass rate in developmental courses

Goals (Benchmarks): *60% pass rate in Developmental English (ENR 094)*
60% pass rates in MTH 098

Performance Results: *The pass rate for ENR 098 was 64.17% in 2019-2020*
The pass rate for MTH 098 was 51.67*% in 2019-2020.*

Threshold of Acceptability: 20% or less of students will withdraw from MTH 098

Goal (Benchmark): 15% or less of students will withdraw from MTH 098

Performance Results: The benchmark was not made, but the threshold of acceptability was made. The withdrawal rate for 2019-2020 was 15.61%.

The first two institutional goals, directly address student achievement:

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.
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.

Data: Course completion and student outcomes are systematically collected and analyzed to determine student achievement. This information is also used to provide insight into opportunities to improve student achievement. An example of using course completion rates to improve student achievement is the professional development program implemented Fall 2016. This professional development focused on providing faculty mentors to those faculty with student course completion rates lower than the departmental average. Course completion rates were considered in three types of courses: (1) developmental; (2) general education; and (3) online instruction.

Math 098 pass rates and withdrawal rates are also the focus of the college's Quality Enhancement Plan (QEP) for SACSCOC accreditation. The QEP, "Your Math GPS", focuses on achieving a 60% pass rate, a 15% or less withdrawal rate and 90% of students progressing to the next college-level math class. Professional development, embedded tutors in the MTH 098 classes, and additional tools for success like workshops have been added to achieve these benchmarks by 2023.

Table 7: Developmental Course Completion

Course	Withdrawal Rate	[1]Success Rate
2018-2019		
ENR 094	8.21%	62.69%
MTH 098	20.88%	44.03%
2019-2020		
ENR 098	10.83%	64.17%
MTH 098	15.61%	51.67%

[1]*Successful = earned a passing grade of A, B, C, or S*

Threshold of Acceptability: 80% persistence rates in General Education

Goal (Benchmark): 85% persistence rates in General Education

Performance Results: Communications: Communications, Humanities/Fine Arts, Math and Social Sciences met the 85% benchmark; but Computer Science (79%) and Natural Sciences (83%) fell short of the 2019-2020 benchmark. Computer Science (79%) also fell short of the threshold of acceptability. Withdrawals by instructor are being tracked and examined as part of the annual faculty evaluation in order to try to pinpoint problems. COVID was a contributing factor in Spring when all course had to transition to remote learning.

Threshold of Acceptability: 65% pass rates in General Education courses

Goal (Benchmark): 70% pass rate in General Education courses

Performance Results: Communications, Humanities, Fine Arts, Math and Social Sciences met the 70% benchmark; but Computer Science (60%) and Natural Sciences (69%) fell short of the 2019-2020 benchmark. Computer Science also did not meet the threshold of acceptability.

Data: The following tables provide data relative to the rate at which Gadsden State students have successfully completed general education courses during the most recent three academic years 2017-2018, 2018-2019, and 2019-2020.

Instructional leadership courses, Blackboard and online course development through the Teaching Learning Center and a statewide success initiative has placed particular emphasis on improving course success rates. In addition, student success tools such as tutoring at all campuses and online tutoring have been expanded in order to increase student success.

Table 8: General Education Course Completion

General Education Core Area	Persistence %	% Successful*
2017-2018		
Communications	88.0%	71.4%
Computer Science	81.7%	63.8%
Humanities	85.1%	76.3%
Fine Arts	89.1%	69.8%
Math	80.9%	64.8%
Natural Sciences	82.6%	70.2%
Social Sciences	89.9%	72.0%

General Education Core Area	Persistence %	% Successful*
2018-2019		
Communications	74.0%	89.7%
Computer Science	81.1%	62.9%
Humanities	87.1%	78.9%
Fine Arts	91.5%	72.5%
Math	83.3%	66.3%
Natural Sciences	83.0%	69.46%
Social Sciences	90.2%	74.16%
2019-2020		
Communications	89.45%	84.07%
Computer Science	78.78%	60.32%
Humanities	90.99%	86.24%
Fine Arts	92.52%	76.19%
Math	85.70%	69.90%
Natural Sciences	82.97%	69.29%
Social Sciences	92.50%	78.05%

Source: DAXREG, (Successful= A, B or C)*
Communications: SPH, ENG 101, 102; Computer Science: CIS 146; Humanities: HUM, ENG 251,253, 261,262; Fine Arts: ART, MUS, THR; Math: MTH (100 or above); Natural Sciences: BIO, CHM, PHY, PHS, AST; Social Sciences: HIS, PSY, SOC

The persistence rate in the above tables calculates the rate based on the number of students who withdraw. The successful course completion rate is based on the number of students with a successful grade at the end of the semester.

Course Completion - Distance Education

Threshold of Acceptability: 80% persistence rates in Distance Education courses

Goal (Benchmark): 85% persistence rates in Distance Education courses

Performance Results: 89% of students in 2019-2020 persisted to the end of the semester in their Distance Education courses. The retention rates of students enrolled in courses delivered utilizing online instruction were over 86% for reporting years 2017-2018, 2018-2019, and 2019-2020, which met both the threshold of accountability and the benchmark.

Threshold of Acceptability: 75% pass rate in Distance Education courses

Goal (Benchmark): 80% pass rate in Distance Education courses

Performance Results: 74% of the students in 2019-2020 in Distance Education courses passed the course.

Data: Students enrolled in distance education courses demonstrated success rates comparable to all other students and higher persistence rates. However, the success rates did not meet the threshold or the benchmark for successful completion. Students were given longer to resolve the incomplete grades due to COVID but the already online students did persist better than the traditional students. Course persistence rates and success rates are currently being tracked by instructor in order to assist in identifying supports to be put in place or changes needed.

The following table depicts the data relative to the performance of Gadsden State students in courses delivered utilizing online instruction:

Table 9: Distance Education Student Performance*

	Student Registrations	Percent
2017-2018		
Enrolled	10720	
Persisted	9300	86.75%
Successful	7293	68.03%
2018-2019		
Enrolled	11560	
Persisted	10098	87.35%
Successful	7934	68.63%
2019-2020		
Enrolled	12777	
Persisted	11378	89.05%
Successful	9548	74.73%

**Distance education is online classes only. Hybrid and independent study are not included.*
Successful is A, B. C's divided by entrolled. Withdrawals are not removed from calculation of successful percentage.

Career and Technical Education

Threshold of Acceptability: *90% of Career Technical Education (CTE) concentrators attain technical skills*
60% of CTE concentrators receive an award or industry credential
70% of CTE concentrators remain enrolled or transfer to another college

Goals (Benchmarks): *95% of Career Technical Education (CTE) concentrators attain technical skills*
65% of CTE concentrators receive an award or industry credential
75% of CTE concentrators remain enrolled or transfer to another college

Data from Gadsden State Community College's Report on Career and Technical Education (Perkins Report) for 2017-2018,2018-2019, and 2019-2020 indicate that the College fulfills its mission and institutional goals (Goal 1) with respect to providing educational opportunities that prepare students for successful careers in professional and career technical fields. The Perkins Report shows a slight increase in the percentage of students attaining technical skills from 95.34% in 2018-2019 to 95.92% in 2019-2020, exceeding the benchmark of 94% and the threshold for acceptability of 90% for both years. The percentage of students receiving an award, industry or professional organization recognized credential also increased from 58.82% in 2018-2019 to 67.60% in 2019-2020 exceeding the 65% benchmark and the threshold of acceptability of 60%. The percentage of students remained enrolled or transferred to another post-secondary institution decreased slightly from 63.61% to 63.35%, remaining below the benchmark of 75% and threshold of acceptability of 70%. Additional emphasis has been placed on stackable credentials and student retention so that students earn awards or credentials as they move through their career and not wait until they earn a degree. Student retention has received new emphasis with academic coaching, increased tutoring, and faculty advisement. Due to the COVID-19 global pandemic and associated social distancing restrictions, the employment in field, military or apprenticeship rate was not tracked for 2019-2020.

Table 10: Perkins Report Data

Core Indicator	2018-2019 Actual	2018-2019 Targeted	2019-2020 Actual	2019-2020 Targeted
% of CTE concentrators attaining technical skills	95.34%	94%	95.92%	94%
% of CTE concentrators receiving an award, industry or professional organization recognized credential	58.82%	65%	67.60%	65%
% of CTE concentrators who remained enrolled or transferred to another post-secondary institution or 4-year college	63.61%	75%	63.35%	75%
% of CTE concentrators employed in field, military, or apprenticeship programs in the 2nd quarter following the term in which they left post-secondary	76.42%	73%	*	*

** Data not available for 2019-2020 due to COVID.*

Criteria 6: Achievement of Program Graduates: Performance on Licensing Examinations

Threshold of Acceptability (Agency standards):

- *Cosmetology (Salon and Spa Management) licensure pass rates will be 80% or greater*
- *Nursing (PN and RN) licensure pass rates will be 80% or greater*
- *Emergency Medical Services licensure pass rates will be 80% or greater*
- *Massage Therapy licensure pass rates will be 90% or greater*
- *Medical Laboratory Technician licensure pass rates will be 75% or greater over a 3-year period*
- *Radiology Technology licensure pass rate will be 75% or greater*
- *Diagnostic Medical Sonography licensure pass rate will be 60% or greater*

Goals (Benchmarks): Exceed minimum agency standards listed above by 5% or more

Performance Results: Gadsden State program completers in Cosmetology, PN, and Radiologic Technology passed the licensure exams at a rate exceeding their benchmarks. For the three year periods of 2017-2018 and 2018-2019, and 2019-2020 all Cosmetology graduates' (including esthetics) licensure rate was 100% (Table 11); Practical Nursing was 94% (Table 12); Radiologic Technology was 86% (Table 17); and Medical Laboratory Technology was 87% (Table 16), all exceeding their benchmarks. EMT licensure rate for the same time period was 80% (Table 14); and Paramedic licensure rate was 82% (Table 14) which is at or above the threshold for acceptability but not the benchmark. Three year rates for Therapeutic Massage struggled at 80% (Table 15) which does not meet the threshold of acceptability or the benchmark, and Registered Nursing only achieved 69% (Table 13), also failing to meet the threshold of acceptability and the benchmark. Diagnostic Medical Sonography exceeded the benchmark for first two years past graduation licensure with a 79% pass rate to date with 2019-2020 graduate testing ongoing through December 2021. This rate exceeded both the threshold and the benchmarks.

Massage Therapy is currently under college review to possibly switch to an associate in Exercise Science to give a more in-depth program than the current short certificate. The Nursing program is under an improvement plan due to the board scores.

Table 11: Cosmetology Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2017-2018	14	14	100%
2018-2019	5	5	100%
2019-2020	8	8	100%

Table 12: Practical Nursing Program Licensure Performance

Practical Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
FY 2018*	100	88	88%
CY2019*	76	73	96%
CY2020*	71	70	98.59%

**Results for 2018 are reported for fiscal year 10/1/27—9/3/18. Results for 2019 and 2020 are reported for the calendar year January—December.*

Table 13: Registered Nursing Program Licensure Performance

Registered Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
FY2018*	159	105	66%
CY2019*	162	116	71.6%
CY2020*	116	82	70.69%

**Results for 2018 are reported for fiscal year (FY) 10/1/27—9/3/18. Results for 2019 and 2020 are reported for the calendar year (CY) January—December.*

Table 14: Emergency Medical Technician Licensure Performance

Program	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2017-2018			
EMT	52	45	87%
Paramedic	22	21	96%
2018-2019			
EMT	48	35	73%
Paramedic	17	17	100%
2019-2020			
EMT	35	26	74%
Paramedic	26	19	73%

Table 15: Theraputic Massage Licensure Performance

Massage Therapy	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2017-2018	10	8	80%
2018-2019	9	8	88%
2019-2020	6	4	67%

Table 16: Medical Laboratory Technician Certification Performance

Medical Laboratory	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2017-2018	14	13	93%
2018-2019	12	10	83%
2019-2020	10	8	80%

Table 17: Radiologic Technology Licensure Performance

Radiologic Technology	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2017-2018	18	15	83%
2018-2019	15	12	80%
2019-2020	14	14	100%

Table 18: Diagonstic Medical Sonography Licensure Performance

Diagnostic Medical Sonography	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2018-2019	15	12	80%
2019-2020*	56	44	79%

**Preliminary data. Testing will continue through December 2021.*

Criteria 7: National Educational Examinations

Threshold of Acceptability: Within 5% of proficiency standards as compared to national standards in one or more levels of each of the four critical categories of reading, writing, mathematics and critical thinking

Goal (Benchmark): GSCC student performance will be within 1% of meeting the national average for proficiency of 2-year college students on the ETS Proficiency Profile

Performance Results: The following table demonstrates the GSCC performance in Math, English and Critical Thinking and the comparison to the 2019 Benchmark report for Associate degree colleges for freshmen. Gadsden State was below the benchmarks set for the academic period.

Data: Gadsden State students were well below the proficiency levels in Level 1 and 2 in reading, writing and mathematics but closed the gap significantly in critical thinking and Level 3 of reading, writing and mathematics. These results are surprising as the assessment is given early in the second semester of both English composition and math. Critical thinking is a recent addition as a general education competency and additional emphasis is being placed in this area among departments to increase the score. The numbers taking the exams in Spring 2020 was down due to COVID. With the decline of COVID as Fall 2020 starts, more classes should be in person to have more students to test with ETS and the importance of the exam can be stressed to the students who take the exams.

Skill Dimension	Proficiency Classification		
	Proficient	**Marginal**	**Not Proficient**
Reading, Level 1	36%	27%	37%
Reading, Level 2	15%	11%	74%
Critical Thinking	0%	5%	95%
Writing, Level 1	35%	41%	24%
Writing, Level 2	5%	22%	73%
Writing, Level 3	3%	8%	89%
Mathematics, Level 1	29%	28%	44%
Mathematics, Level 2	8%	21%	71%
Mathematics, Level 3	1%	3%	97%

Skill Dimension	Proficiency Classification		
	Gadsden State	National	Difference
Reading, Level 1			
Proficient	36%	57%	-21%
Marginal	27%	20%	7%
Not Proficient	37%	23%	14%
Reading, Level 2			
Proficient	15%	28%	-13%
Marginal	11%	19%	-8%
Not Proficient	74%	52%	22%
Critical Thinking			
Proficient	0%	2%	-2%
Marginal	5%	16%	-11%
Not Proficient	95%	81%	14%
Writing, Level 1			
Proficient	35%	51%	-16%
Marginal	41%	32%	9%
Not Proficient	24%	17%	7%
Writing, Level 2			
Proficient	5%	13%	-8%
Marginal	22%	32%	-10%
Not Proficient	73%	55%	18%
Writing, Level 3			
Proficient	3%	5%	-2%
Marginal	8%	19%	-11%
Not Proficient	89%	76%	13%
Mathematics, Level 1			
Proficient	29%	44%	-15%
Marginal	28%	29%	-1%
Not Proficient	44%	27%	17%
Mathematics, Level 2			
Proficient	8%	20%	-12%
Marginal	21%	24%	-3%
Not Proficient	71%	56%	15%
Mathematics, Level 3			
Proficient	1%	4%	-3%
Marginal	3%	11%	-8%
Not Proficient	97%	85%	12%