

Student Success Report 2020-2021

Criteria 1: Fall to Fall Retention Rate

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

Performance Results: The retention rate of first-time, full-time students was 60% for those beginning in Fall 2020 and returning in Fall 2021.

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 63% 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 increased by 6% which is amazing given the COVID pandemic, but the part-time rate decreased by 5%. 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 1: Cohort Fall-to-Fall Retention Rate

Student Status	2017-2018 to 2018-2019	2018-2019 to 2019-2020	2019-2020 to 2020-2021	2020-2021 to 2021-2022
Full-Time Student	55%	55%	54%	60%

Criteria 2: Graduation 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 2018 cohort within 150% of time to complete, meeting the goal and minimum threshold.

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

Table 2: Overall Graduation Rate

First Time, Full Time Students	2016 Cohort	2017 Cohort	2018 Cohort
Overall Graduation Rate	25%	27%	27%

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.

Criteria 3: Key Student Completion Indicator – IPEDS 200% Graduation Rate

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

Performance Results: The graduation rate of first-time, full-time students was 31% for the Fall 2016 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 3: Overall Graduation Rate

First Time, Full Time Students	2016 Cohort
Overall Graduation Rate	31%

Table 4: Graduation Rates by Race, Gender and Pell

Graduation Rates by Race, Gender and Pell (2016 Cohort)			
Race/Ethnicity	Male	Female	With Pell
American Indian or Alaska Native	0	67%	50%
Asian	56%	33%	0
Black or African American	19%	26%	23%
Native Hawaiian or Other Pacific Islander	0	0	0
Two or More Races	31%	11%	14%
White	37%	31%	13%

Plans for Improvement:

While the overall graduation rate met the goal (benchmark), the desegregated results show stark differences 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 10 total students in the cohort, so the zeros in these categories are not alarming. However, the differences in other race/ethnicity categories show substantial differences in gender graduation rates. Black students, both male and female, did not meet the graduation rate with females graduating at a higher rate than men and students with Pell, but all categories did not meet the benchmark. There was a stark difference in the graduation rate of multiracial and Asian men and women, with men greatly outperforming. The largest racial category is White, and while both women and men met the goal, those with Pell performed at only 13%. Many measures have been put into place, particularly after COVID to help low-income students, which make up the majority of Gadsden State's students including drive-through days for food pantry assistance, laptops loans, and emergency aid to keep students enrolled. Targeted efforts on the college's HBCU campus for graduation and retention and the College's Student Support Services program, whose members are low-income, first-generation or both are helping to increase the graduation rate.

Criteria 4: Course Success Rate

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

Performance Results: The pass rate for ENR 098 was 70.83% in 2020-2021. The goal was made.
The pass rate for MTH 098 was 64.3% in 2020-2021.

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

Performance Results: The benchmark was made. The withdrawal rate for 2020-2021 was 9.71%.

The first two college 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. The course

Plans for Improvement: 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 95% 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 5: Developmental Course Completion

Course	Withdrawal Rate	¹ Success Rate
2019-2020		
ENR 098	10.83%	64.17%
MTH 098	15.61%	51.67%
2020-2021		
ENR 098	7.50%	70.83%
MTH 098	9.71%	64.3%

¹Successful = earned a passing grade of A, B, or C

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

Performance Results: Humanities, Fine Arts and Social Sciences met the 85% benchmark; but Communications (74%), Computer Science (81.1%), Math (83.3%) and Natural Sciences (83%) fell short of the 2019-2020 goal of 85%. Withdrawals by instructor are being tracked and examined as part of the annual faculty evaluation in order to try to pinpoint problems.

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

Performance Results: Communications, Humanities, Fine Arts and Social Sciences met the 70% benchmark; but Computer Science (62%), Math (62.06%) and Natural Sciences (63.99%) fell short of the benchmark.

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 2018-2019, 2019-2020 and 2020-2021

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 6: General Education Course Completion

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%
2020-2021		
Communications	91.23%	72.70%
Computer Science	84.31%	62.00%
Humanities	95.52%	84.73%
Fine Arts	94.15%	76.44%
Math	83.72%	62.06%
Natural Sciences	81.06%	63.99%
Social Sciences	94.05%	77.51%

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

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

Performance Results: 90.11% of students in 2020-2021 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 85% for reporting years 2018-2019, 2019-2020 and 2020-2021 which met the goal (benchmark).

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

Performance Results: 72.43% of the students in 2020-2021 in Distance Education courses passed the course.

Data: Students enrolled in distance education courses demonstrated success rates comparable to many other

students and higher persistence rates than three of the seven overall general education areas. However, the success rates did not meet the benchmark for successful completion.

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. Tutoring in-person and online are offered in all general education courses. The Teaching and Learning Center also provides assistance to students in using the online materials and reviews the online courses to make sure the courses have links to assistance and robust educational content.

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

Table 7: Distance Education Student Performance*

	Student Registrations	Percent
2018-2019		
Enrolled	11560	
Persisted	10098	87.35%
Successful	7934	68.63%
2019-2020		
Enrolled	12777	
Persisted	11378	89.05%
Successful	9548	74.73%
2020-2021		
Enrolled	16781	
Persisted	15122	90.11%
Successful	12156	72.43%

**Distance education is online classes only. Hybrid and independent study are not included.*

Successful is A, B, C's divided by enrolled. Withdrawals are not removed from calculation of successful percentage.

Criteria 5: Carl D. Perkins Career/Technical Performance Indicators

Goals (Benchmarks):

*61.5% of Career Technical Education (CTE) concentrators receiving an award, industry or professional organization recognized credential
72.2% (CTE) concentrators employed in military or apprenticeship programs in the 2nd quarter following the term in which they left ACCS
61.5% of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
24.3 % of CTE concentrators in career and technical education program and programs of study that lead to non-traditional fields*

Data from Gadsden State Community College's Report on Career and Technical Education (Perkins Report) for 2020-2021 indicates 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 core indicators and targets changed this year with Gadsden State seeing success in exceeding the targeted performance on one of the indicators and coming close to the two core indicators associated with the receiving an award or credential as shown in Table 8 below. The core indicator related to CTE concentrators in non-traditional fields continues to be difficult to achieve. Because of the difference between the actual performance and the targeted percentage, Gadsden State had to put measures in place to address its performance. The improvement plan follows Table 8.

Table 8: Perkins Report Data

Core Indicator	2020-2021	
	Actual	Targeted
% of CTE concentrators receiving an award, industry or professional organization recognized credential	57%	61.5%
% of CTE concentrators employed in field, military, or apprenticeship programs in the 2 nd quarter following the term in which they left post-secondary	81%	72.2%
% of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	57%	61.5%
Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	8.43%**	24.3%

**** Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

Improvement Plan:

Gadsden State Community College will host an event that will offer tape measure training to female high school students in the colleges service area. Each student that attends training will receive a “stackable credential”. This event will coincide with Women in Construction Week. March 6-12, 2022. Gadsden State will offer video promotional material as well as social media promotion.

Gadsden State Community College will host an event that will offer precision measurement training to female high school students in the colleges service area. Each student that attends training will receive a “stackable credential”. This event will coincide with Women in Manufacturing Week October 4-6, 2021.

Gadsden State Community College will host an event that will coincide with Women in Manufacturing Week October, 4-6 2021. This event will be marketed to area high school teachers during this event they will be informed of the many job opportunities for women in manufacturing

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

Goals (Benchmarks): Exceed or meet minimum agency standards listed below

- *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*

Performance Results: Gadsden State program completers in Cosmetology, Practical Nursing, Registered Nursing, EMT, and Diagnostic Medical Sonography passed the licensure exams at a rate meeting or exceeding their benchmarks. For 2020-2021, the Cosmetology licensure rate was 96 (Table 9a), while Esthetics was 100% (Table 9b), and Nail was 87.5% (Table 9c). Following are the 2020-2021 licensure rates for Health Science Programs: Practical Nursing was 100% (Table 10); Registered Nursing was 85% (Table 11); EMT was 86% (Table 12); Paramedic licensure rate was 85% (Table 12, and Radiologic Technology was 82% (Table 15) all of which met or exceeded their benchmarks. While Medical Laboratory Technology's pass rate for 2020-2021 was below the goal of 75% at 67% (Table 14), the benchmark is for a 3-year average which was 77.4% which did exceed the 3-year benchmark. EMT licensure rate for 2020-2021 was 86% (Table 12); and Paramedic licensure rate was 85% (Table 12) which is at or above the benchmark. Registered Nursing achieved the goal of 80%, with

a pass rate of 84.69% (Table 11), which is its highest pass rate in several years. The Nursing program, however, is still under an improvement plan until the three year average of board scores exceeds 80%. They could achieve this if the 2021-2022 scores also see an increase. In order to improve their scores, the Nursing program has changed its skills testing software and implemented remediation. The scores have been rebounding due to these efforts.

Diagnostic Medical Sonography exceeded the benchmark for the first three years past graduation licensure with a 80% pass rate to date with 2020-2021 graduate testing ongoing through December 2022. This rate exceeded both the threshold and the benchmarks.

The licensure rate for Therapeutic Massage struggled at 57% (Table 13) which does not meet the the benchmark. The Massage Therapy program consisting of a short certificate has struggled with pass rates for the last two year and is being considered for closure. Massage Therapy has been low-enrolled and failing to meet the Alabama Commission on Higher Education (ACHE) standards for program viability for three of the last four years. The college tried offering it through new scheduling formats and on other approved campuses, but the program continued to be a low-enrolled program.

Table 9a: Cosmetology Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2019-2020	21	19	90%
2020-2021	26	25	96%

Table 9b: Cosmetology (Esthetics) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2020-2021	3	3	100%

Table 9c: Cosmetology (Nail) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2020-2021	8	7	87.5%

Table 10: Practical Nursing Program Licensure Performance

Practical Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
2019*	72	70	97.22%
2020*	67	66	98.51%
2021*	32	32	100%

* Results are reported for the calendar year January—December.

Table 11: Registered Nursing Program Licensure Performance

Registered Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
2019*	161	116	72.05%
2020*	113	81	71.68%
2021*	98	83	84.69%

* Results are reported for the calendar year January—December.

Table 12: Emergency Medical Technician Licensure Performance

Program	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2018-2019			
EMT	48	35	73%
Paramedic	17	17	100%
2019-2020			
EMT	35	26	74%
Paramedic	26	19	73%
2020-2021			
EMT	42	36	86%
Paramedic	13	11	85%

Table 13: Therapeutic Massage Licensure Performance

Massage Therapy	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2018-2019	9	8	88%
2019-2020	6	4	67%
2020-2021	7	4	57%

Table 14: Medical Laboratory Technician Certification Performance

Medical Laboratory	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2018-2019	12	10	83%
2019-2020	10	8	80%
2020-2021	9	6	67%
3-yr average	31	24	77.4%

Table 15: Radiologic Technology Licensure Performance

Radiologic Technology	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2018-2019	15	12	80%
2019-2020	14	14	100%
2020-2021	22	18	82%

Table 16: Diagnostic 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	58	47	81%
2020-2021*	42	33	78%

*Preliminary data. Testing will continue through December 2022.

Criteria 7: National Educational Examinations

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: There is insufficient data available for 2020-2021 to evaluate GSCC student performance. Due to the transition to online testing and the continued effects of COVID, student participation was below the threshold for comparative data analysis.

Data: Unavailable for 2020-2021.