

Key Performance Indicators (KPIs) 2017-2018

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.

Benchmarks: 2% increase in College enrollment per year (overall)

Enrollment Target: 6,000 unduplicated fall headcount per year

Table 1: Three Year Unduplicated Enrollment

	2015-2016	2016-2017	2017-2018	Percent Change (last two years)
Gadsden State Overall				
Academic Programs				
Accounting Technology	85	82	81	-1.22%
Child Development	165	202	125	-38.12%
Computer Science Technology	175	153	224	+46.40%
General Studies	2432	3019	3060	+1.36%
Health Information Technology Management		5	35	+60%
Human Services	117	88	82	-6.82%
Liberal Arts	1320	794	483	-39.17%
Marketing Management	62	67	81	+20.90%
Office Administration	330	272	288	+5.88%
Paralegal	70	69	60	-13.04%
Health Sciences				
Emergency Medical Services	163	165	147	-10.91%
Medical Laboratory Technology	37	34	43	+26.47%
Practical Nursing	151	96	2*	-97.92%
Registered Nursing	307	323	404	+25.08%
Radiologic Technology	36	45	38	-15.56%
Surgical/Operating Room Technician	53	72	83	+15.28%
Therapeutic Massage	24	20	14	-30.00%
Technical Programs				
Air Conditioning & Refrigeration	114	126	129	+2.38%
Auto Collision Repair Technology	52	47	52	+10.63%
Automotive Manufacturing Technology	24	26	16	-38.36%
Automotive Service Technology	37	37	30	-18.91%
Carpentry	26	24	15	-37.50%
Civil Engineering/Mechanical Design Tech.	121	98	89	-9.18%
Cosmetology/Salon and Spa Management	121	138	131	-5.07%
Diesel Technology	44	44	44	No Change
Drafting and Design Technology	50	54	54	No Change
Electrical/ Industrial Automation Technology	257	281	287	+2.14%
Electronic Engineering Technology	156	153	159	+3.92%
Precision Machining	71	98	111	+13.27%
Realtime Reporting	29	32	31	-3.13%
Welding Technology	26	203	197	-2.96%

**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 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Wallace Drive	2707	2579	2767	2722	2774
Valley Street	166	161	144	89	97
East Broad	450	466	487	469	449
St. Clair	78	49	47	61	46
Ayers	1076	1013	965	864	743
McClellan	477	409	389	305	233
Cherokee	198	198	220	270	291
Dual	126	118	84	178	90
Distance	11	25	8	3	13
Totals	5289	5018	5111	4,961	4,736

Performance: Fall 2018 unduplicated headcount is 4,736 – a 4.5% decrease from the previous year, which is well below the aspirational benchmark of 6,000. Three campuses – Wallace Drive, Valley Street, and Cherokee – revealed increases in unduplicated headcount during this period.

Retention Rate

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

Performance: The retention rate of first-time, full-time students was 55% for those beginning in Fall 2017 and returning in Fall 2018.

Benchmark: Fall to Fall Retention (first-time, part-time) – 49%

Performance: The retention rate of first-time, part-time students was 50% for those beginning in Fall 2017 and returning in Fall 2018.

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. 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	2014-2015 to 2015-2016	2015-2016 to 2016-2017	2016-2017 to 2017-2018	2017-2018 to 2018-2019
Full-Time Student	56%	57%	59%	55%
Part-Time Student	45%	43%	36%	50%

Graduation Rate

Benchmark: Graduation Rate (first-time, full-time) – 20%

Performance: The graduation rate of first-time, full-time students was 20% for the Fall 2014 cohort within 150% of time to complete.

Benchmark: Transfer rate of 15%

Performance: The transfer rate of the Fall 2014 cohort was 20%.

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

Table 4: Overall Graduation and Transfer Out Rate

First Time, Full Time Students	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
Overall Graduation Rate	13%	20%	16%	20%
Transfer Out Rate	14%	11%	17%	20%

Course Success Rate

Benchmark: 60% pass rate in Developmental English (ENR 094)

Performance: The pass rate for ENR 094 was 74.59% in 2017-2018.

Benchmark: 60% pass rates in MTH 098

Performance: The pass rate for MTH 098 was 54.76% in 2017-2018.

Benchmark: 15% or less of students will withdraw from MTH 098.

Performance: The benchmark was not made. The withdrawal rate for 2017-2018 was 21.19%.

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.

Table 5: Developmental Course Completion

Course	Withdrawal Rate	¹ Success Rate
2016-2017		
ENG 092	12.90%	72.04%
ENG 093	10.00%	71.43%
MTH 090	17.15%	50.86%
MTH 098	19.39%	56.02%
RDG 084	15.38%	65.38%
RDG 085	4.26%	70.21%
2017-2018		
ENR 094	8.83%	74.59%
MTH 098	21.19%	54.76%

¹Successful = earned a passing grade of A, B, C, or S
 Benchmark: 85% persistence rates in General Education

Performance: Communications, Humanities/Fine Arts and Social Sciences met the 85% benchmark; but Computer Science (82%), Math (81%) and Natural Sciences (83%) fell short of the benchmark in 2017-2018.

Benchmark: 70% pass rate in General Education courses

Performance: Communications, Humanities/Fine Arts, Natural Sciences and Social Sciences met the 70% benchmark; but Computer Science (64%) and Math (65%) fell short of the benchmark in 2017-2018.

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: 2015-2016, 2016-2017, and 2017-2018.

Table 6: General Education Course Completion

General Education Core Area	Persistence %	% Successful*
2015-16		
Communications	87.2%	71.2%
Computer Science	81.2%	62.3%
Humanities	87.1%	74.6%
Fine Arts	89.5%	68.2%
Math	80.5%	64.9%
Natural Sciences	79.4%	62.8%
Social Sciences	88.2%	68.4%
2016-17		
Communications	87.9%	71.2%
Computer Science	81.8%	61.9%
Humanities	86.5%	77.4%
Fine Arts	91.1%	67.8%
Math	81.3%	64.9%
Natural Sciences	83.2%	68.2%
Social Sciences	88.2%	67.4%
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%

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

Benchmark: 85% persistence rates in Distance Education courses

Performance: % of the students in 2017-2018 persisted to the end of the semester in their Distance Education courses.

Benchmark: 80% pass rate in Distance Education courses

Performance: % of the students in 2017-2018 in Distance Education courses passed the course.

Data: Students enrolled in distance education courses demonstrated success rates comparable to all other students. The retention rates of students enrolled in courses delivered utilizing online instruction were over 85% for reporting years 2015-2016, 2016-2017, and 2017-2018. 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
2015-2016		
Enrolled	8864	
Persisted	7560	85.28%
Successful	5719	64.52%
2016-2017		
Enrolled	9473	
Persisted	8146	85.99%
Successful	6121	64.62%
2017-2018		
Enrolled	10720	
Persisted	9300	86.75%
Successful	7293	68.03%

**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.*

Career and Technical Education

Data from Gadsden State Community College's Report on Career and Technical Education (Perkins Report) 2016-2017 and 2017-2018 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 an improvement in the percentage of students attaining technical skills from 89.5% in 2016-2017 to 96.24% in 2017-2018. The percentage of students remained enrolled or transferred to another post-secondary institution also improved from 65.87% to 87.10%.

Table 8: Perkins Report Data

Core Indicator	2016-2017		2017-2018	
	Actual	Targeted	Actual	Targeted
% of CTE concentrators attaining technical skills	89.5%	90%	96.24%	90%
% of CTE concentrators receiving an award, industry or professional organization recognized credential	61.11%	60%	61.09%	60%
% of CTE concentrators who remained enrolled or transferred to another post-secondary institution or 4-year college	65.87%	77%	87.10%	77%
% of CTE concentrators employed in field, military, or apprenticeship programs in the 2 nd quarter following the term in which they left post-secondary	75.21%	79%	73.16%	79%

Achievement of Program Graduates: Performance on Licensing Examinations

Benchmarks:

- *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 Technologist licensure pass rate will be 75% or greater*

Performance: 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 2015-2016, 2016-2017 and 2017-2018, all Cosmetology graduates' (including esthetics) licensure rate was 98.2% (Table 9), which exceeds the 80% benchmark. EMT licensure rate for the same time period was 78.6%, which is below the benchmark of 80% (Table 12); and Paramedic licensure rate was 73.4% (Table 12), also below the benchmark. Nursing licensure rates for Practical Nursing were 92.8% (Table 10); and Radiologic Technology was 91.7% (Table 15). Medical Laboratory Technology licensure rate was below the benchmark in 2015-2016 at 67%, but met the benchmark in 2016-2017 at 80% and in 2017-2018 at 93%, with the three year average of 81.8% meeting the benchmark (Table 14). Therapeutic Massage struggled at 65.8% (Table 13), and Registered Nursing only achieved 77.2% (Table 11).

Table 9: Cosmetology Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2015-2016	18	17	94%
2016-2017	24	24	100%
2017-2018	14	14	100%

Table 10: Practical Nursing Program Licensure Performance

Practical Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
2015-2016	61	61	100%
2016-2017	61	57	93.4%
2017-2018	100	88	88%

Table 11: Registered Nursing Program Licensure Performance

Registered Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
2015-2016	83	76	91.6%
2016-2017	95	81	85%
2017-2018	159	103	65.4%

Table 12: Emergency Medical Technician Licensure Performance

Program	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2015-2016			
EMT	64	49	77%
Paramedic	15	12	80%
2016-2017			
EMT	58	43	74%
Paramedic	27	15	56%
2017-2018			
EMT	51	44	86%
Paramedic	22	20	91%

Table 13: Therapeutic Massage Licensure Performance

Massage Therapy	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2015-2016	15	8	53.3%
2016-2017	13	9	69.2%
2017-2018	10	8	80%

Table 14: Medical Laboratory Technician Licensure Performance

Medical Laboratory	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2015-2016	9	6	67%
2016-2017	10	8	80%
2017-2018	14	13	93%

Table 15: Radiologic Technology Licensure Performance

Radiologic Technology	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2015-2016	11	11	100%
2016-2017	19	18	95%
2017-2018	18	15	83%

National Educational Examinations

Benchmark: GSCC student performance will be comparable to the national average for 2-year college students on the ETS Proficiency Profile

Performance: Administered for the first time in 2019, the following table demonstrates the GSCC performance in Math, English and Critical Thinking and the comparison to the 2018 Benchmark report for Associate degree colleges for freshmen. Gadsden State met the benchmarks for Proficient in Critical Thinking, Reading Level 3 and Writing Level 3, but all of those benchmarks were 4% or less.

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	43%	22%	35%
Reading, Level 2	13%	18%	69%
Critical Thinking	1%	3%	96%
Writing, Level 1	32%	43%	25%
Writing, Level 2	5%	19%	76%
Writing, Level 3	5%	7%	89%
Mathematics, Level 1	25%	29%	46%
Mathematics, Level 2	7%	20%	73%
Mathematics, Level 3	2%	3%	95%

Skill Dimension	Proficiency Classification		
	Gadsden State	National	Difference
Reading, Level 1			
Proficient	43%	47%	-4%
Marginal	22%	23%	-1%
Not Proficient	35%	31%	4%
Reading, Level 2			
Proficient	13%	19%	-6%
Marginal	18%	19%	-1%
Not Proficient	69%	62%	7%
Critical Thinking			
Proficient	1%	1%	--
Marginal	3%	10%	-7%
Not Proficient	96%	89%	7%
Writing, Level 1			
Proficient	32%	42%	-10%
Marginal	43%	37%	6%
Not Proficient	25%	21%	4%
Writing, Level 2			
Proficient	5%	9%	-4%
Marginal	19%	27%	-8%
Not Proficient	76%	64%	12%
Writing, Level 3			
Proficient	5%	4%	1%
Marginal	7%	13%	-6%
Not Proficient	89%	83%	6%

Mathematics, Level 1			
Proficient	25%	37%	-12%
Marginal	29%	29%	--
Not Proficient	46%	33%	13%
Mathematics, Level 2			
Proficient	7%	15%	-8%
Marginal	20%	23%	-3%
Not Proficient	73%	63%	10%
Mathematics, Level 3			
Proficient	2%	2%	--
Marginal	3%	8%	-5%
Not Proficient	95%	89%	6%