Key Performance Indicators (KPIs) – Updated October 2017

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.

Table 4.1 (1): Three Year Enrollment Totals by Campus (Duplicated)

Campus Headcounts	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017**
Wallace Drive	3296	3089	1642	3181	3056	1725	3360	2997	1725	3369
Valley Street	256	278	197	186	197	139	183	158	44	108
East Broad	590	543	356	631	554	399	675	542	353	596
St. Clair	78	46	56	49	48	43	47	44	53	61
Ayers	1471	1297	671	1393	1322	772	1404	1251	718	1339
McClellan	819	778	353	762	666	312	685	576	234	587
Cherokee	360	287	40	364	299	30	366	338	132	376
Exempt Dually Enrolled Sites	136	129		142	126		99	110		200

The number of students on this report is greater than total number of students enrolled, because students may take classes in more than one location. This report adds the students into every campus on which they are taking a class. The number of students per campus is unduplicated.

*** As of September 30, 2017*

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

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

Table 4.1 (2): Unduplicated Fall Headcount

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

∗ *As of 9/26/2017*

The average enrollment for the three-year period from, 2014-2015, 2015-2016, and 2016-2017 was distributed between the various campuses and sites as follows:

Table 4.1 (3): Three Year Average Term Enrollment by Campus

Campus	Average Fall Enrollment (Headcount)	Average Spring Enrollment (Headcount)	Average Summer Enrollment (Headcount)
Wallace Drive	3279	3047	2121
Valley Street	208	211	127
East Broad	632	549	369
St. Clair	58	46	51
Ayers	1423	1290	720
McClellan	755	579	300
Cherokee	363	308	67

Performance: Fall 2017 unduplicated headcount is currently 4,961 – a 1.8% increase from the previous year – but well below the aspirational benchmark of 6,000. Three campuses – Wallace Drive, East Broad, and Cherokee – revealed increases in unduplicated headcount during this period. Interestingly, credit hours production slightly exceeded prior year.

Retention Rate

Benchmark: Fall to Fall Retention (first-time, full-time) – 60%

Performance: The retention rate of first-time, full-time students was 59% for those beginning in Fall 2016 and returning in Fall 2017 (as of 10/5/2017).

Benchmark: Fall to Fall Retention (first-time, part-time) – 42%

Performance: The retention rate of first-time, part-time students was 36% for those beginning in Fall 2016 and returning in Fall 2017 (as of 10/5/2017).

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 60% and for part-time, first-time freshmen was 42%, 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 4.1 (4): Cohort Fall to Fall Retention Rate

Student Status	2013-2014 to 2014-2015	2014-2015 to 2015-2016	2015-2016 to 2016-2017	2016-2017 to 2017-2018
Full-Time Student	56%	56%	57%	59%
Part-Time Student	45%	45%	43%	36%

Graduation Rate

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

Performance: The graduation rate of first-time, full-time students was 16% for the Fall 2013 cohort within 150% of time to complete.

Benchmark: Transfer rate of 15%

Performance: The transfer rate of the Fall 2013 cohort was 17%.

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

Table 4.1 (5): Overall Graduation and Transfer Out Rate

First Time, Full Time Students	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
Overall Graduation Rate	14%	13%	20%	16%
Transfer Out Rate	15%	14%	11%	17%

Course Completion

Benchmark: 60% pass rate in Developmental English courses

Performance: Both Developmental English courses had pass rates over 60% in 2016-2017.

Benchmark: 55% pass rates in Developmental Math courses
Performance: The pass rate in Developmental Math courses decreased to rates below 50% in 2016-2017.

Benchmark: 80% of students will persist to completion of the Developmental course

Performance: The persistence rate for students enrolled in developmental courses was 83% in 2016-2017.

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 4.1 (6): Developmental Course Completion

Course	Persistence Rate (students who completed the term)	Percent of students enrolled in Developmental Education who were successful[1]
2014-15		
ENG 092	86%	47%
ENG 093	91%	66%
MTH 090	82%	40%
MTH 098	79%	42%
RDG 084	68%	42%
RDG 085	94%	54%

2015-16		
ENG 092	93%	58%
ENG 093	90%	77%
MTH 090	82%	54%
MTH 098	77%	56%
RDG 084	86%	42%
RDG 085	97%	71%
2016-17		
ENG 092	87%	67%
ENG 093	90%	68%
MTH 090	83%	40%
MTH 098	81%	46%
RDG 084	81%	63%
RDG 085	96%	57%

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

At Gadsden State, the overall successful completion rate for students enrolled in developmental courses for the three year period 2014-2015, 2015-2016, and 2016-2017 is 48%. The persistence rate for students enrolled in developmental courses was 83%. Of those retained, the successful completion rate was 58%.

Benchmark: 85% persistence rates in General Education

Performance: Communications, Humanities/Fine Arts, Communications and Social Sciences met the 85% benchmark, but Computer Science (82%) and Math/Natural Sciences (83%) fell short of the benchmark in 2016-2017.

Benchmark: 70% pass rate in General Education courses

Performance: All the areas met the 70% benchmark except for Computer Science (68%), which came close to the benchmark in 2016-2017.

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: 2014-2015, 2015-2016 and 2016-2017.

Table 4.1 (7): General Education Course Completion

General Education Core Area	Persistence %	% Successful*
2014-2015		
Communications	85%	68%
Computer Science	83%	67%
Humanities/Fine Arts	88%	76%
Math/Natural Sciences	79%	62%
Social Sciences	86%	73%

General Education Core Area	Persistence %	% Successful*
2015-16		
Communications	87%	72%
Computer Science	81%	67%
Humanities/Fine Arts	90%	74%
Math/Natural Sciences	80%	68%
Social Sciences	88%	75%
2016-17		
Communications	88%	73%
Computer Science	82%	68%
Humanities/Fine Arts	91%	75%
Math/Natural Sciences	83%	71%
Social Sciences	88%	74%

Source: DAXREG, (Successful= A, B or C in ENG101 and ENG102, Math classes)*
Communications: SPH, ENG 101, 102; Computer Science: CIS 146
Humanities and Fine Arts: HUM, ENG 251,253, 261,262, ART, MUS, THR
Math/Natural Sciences: MTH, 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.

Course Completion - Distance Education

Benchmark: 85% persistence rates in Distance Education courses

Performance: 86.21% of the students in 2016-2017 persisted to the end of the semester in their Distance Education courses.

Benchmark: 80% pass rate in Distance Education courses

Performance: 83.55% of the students in 2016-2017 who persisted 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 80% for reporting years 2014-2015, 2015-2016 and 2016-2017. The success rate of those retained was also above 75% in all three years. The following table depicts the data relative to the performance of Gadsden State students in courses delivered utilizing online instruction:

Table 4.1 (8): Distance Education Student Performance

	Student Registrations	Percent
2014-2015		
Enrolled	8072	
Persisted	6684	82.80%
Successful	5315	79.50%

	Student Registrations	Percent
2015-2016		
Enrolled	8325	
Persisted	7107	85.40%
Successful	5716	80.40%
2016-2017		
Enrolled	10236	
Persisted	8902	86.21%
Successful	7438	83.55%

Career and Technical Education

Data from Gadsden State Community College's Report on Career and Technical Education (Perkins Report) 2015-2016 and 2016-2017 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 completing a technical program of study or earning an industry recognized credential from 58.46% in 2015-2016 then to 61.11% in 2016-2017. The percentage of students employed in field, military or an apprenticeship also improved from 74.13% to 75.21%.

Table 4.1 (9): Perkins Report Data

Core Indicator	2015-2016		2016-2017	
	Actual	Targeted	Actual	Targeted
% of CTE concentrators attaining technical skills	94%	90%	89.5%	90%
% of CTE concentrators receiving an award, industry or professional organization recognized credential	58.46%	60%	61.11%	60%
% of CTE concentrators who remained enrolled or transferred to another post-secondary institution or 4-year college	87.10%	77%	65.87%	77%
% of CTE concentrators employed in field, military, or apprenticeship programs in the 2nd quarter following the term in which they left post-secondary	74.13%	79%	75.21%	79%

Job Placement Rates

Benchmark: 75% employed within 12 months of graduation (in-field)

Performance: For 2016-2017, 43% of graduates who responded to the survey were employed in-field.

Data: The college prepares students for careers to meet the needs of the workforce. The following table reflects the results of the Graduate Follow-Up survey.

Table 4.1 (10): Employment Status of Gadsden State Graduates

			EMPLOYED								UNEMPLOYED			
Year	#Students Surveyed	#StudentsResponding	# In-Field Related	Percentage	#Unrelated Field	Percentage	# Military	Percentage	Total # Employed	Percentage	# Seeking Work	Percentage	# Not Seeking Work	Percentage
2013-2014	860	150	52	35%	44	29%	1	1%	97	65%	32	21%	16	11%
2014-2015	903	59	33	56%	7	12%	0	0%	40	68%	5	8%	7	12%
2015-2016	703	96	41	43%	21	22%	0	0%	62	65%	11	12%	21	22%

Student Satisfaction with Educational Experience

Benchmark: 90% of students will respond "Excellent" or "Good" on items related to educational experience

Performance: The data reveals that 91% of students responding to the Graduate Follow-Up Survey rated the instructional quality of academic programs at Gadsden State as "Excellent" or "Good" over the most recent three year reporting period.

Data: The Graduate Follow Up Surveys also provide a picture of how satisfied students are with their educational experience at Gadsden State. The following table provides data for students' rating their experience at Gadsden State.

Table 4.1 (11): Student Satisfaction with Educational Experience at Gadsden State

			Rating of Instructional Quality in Program								Achievement of Intended Objective			
			Excellent		Good		Fair		Poor		Yes		No	
Year	# Students Surveyed	# Students Responding	Reponses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentge	Responses	Percentage
2013-2014	860	150	105	70%	37	24%	6	4%	1	>1%	136	90%	13	9%
2014-2015	903	59	30	51%	23	39%	6	10%	0	>1%	53	90%	6	10%
2015-2016	703	95	58	61%	24	25%	11	12%	2	2%	83	87%	12	13%

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 comparable GPA (2.96) in 300 level or above courses than other Alabama public two-year colleges (2.98) and with other transfers (3.00).

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

Jacksonville State University reported Gadsden State Student GPA transfer data that was comparable to GPA data for transfers from all other institutions.

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 The University of Alabama, Auburn University, University of Alabama at Birmingham (UAB), and Jacksonville State University and actively seeks feedback from other institutions in Alabama. Two of the universities have provided updated data for the recent year as noted below.

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 to The University of Alabama (UA) for the terms Summer 2016-Spring 2017 earned an average GPA of 2.96 at UA in courses 300 level or above compared to a GPA of 2.98 earned by transfers from other Alabama public two year colleges and 3.00 GPA earned by all transfers (Updated 10/5/2017).

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 2016-Spring 2017 earned an average GPA of 2.77 at UAB compared to a GPA of 3.26 at GSCC (Updated 10/5/2017).

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:

Table 4.1 (12): 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

Table 4.1 (13): Transfer Student Performance—The University of Alabama (Summer 2016-Spring 2017)

Number Transferred from GSCC to UA	Average UA GPA GSCC Students	Average UA GPA All Transfer Students
69	2.96	3.00

Table 4.1 (14): Transfer Student Performance—The University of Alabama–Birmingham (UAB) (Summer 2016-Spring 2017)

Number Transferred from GSCC to UAB	Average UAB GPA GSCC Students
160	2.64

Table 4.1 (15): Transfer Student Performance—Jacksonville State University (Fall 2014-Fall 2016) Academic Performance of GSCC transfers

Term	GSSC 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

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 Technologiest licensure pass rate will be 75% or greater*

Performance: Gadsden State program completers in Cosmetology, and PN pass the licensure exams at an acceptable rate. For the three year periods, 2014-2015, 2015-2016 and 2016-2017, all Cosmetology graduates' (including esthetics) licensure rate was 97.7%, Table 4.1 (16); EMT licensure rate for the same time period was 75.6%, which is below the benchmark of 80%, Table 4.1 (19); and Paramedic licensure rate was 75%, also below the benchmark. Nursing licensure rates for Practical Nursing were 100% in 2017, Table 4.1 (17), and Radiologic Technoloy was 95.8%, Table 4.1 (22). Medical Laboratory Technology fell short of the benchmark at 67% in 2015-2016, Table 4.1 (21). Therapeutic Massage achieved an 88% pass rate in 2016-2017, achieving the benchmark, Table 4.1 (20) and Registered Nursing achieved 85%, Table 4.1 (18).

Table 4.1 (16): Cosmetology Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2014-2015			
Cosmetology	30	30	100%
Esthetics	6	5	83%
Nails	3	3	100%
Instructor	5	5	100%
2015-2016			
Cosmetology	18	17	94%
2016-2017			
Cosmetology	24	24	100%

Table 4.1 (17): Practical Nursing Program Licensure Performance

Practical Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
2014-2015	56	54	96.4%
2016-2017	N/A	N/A	96.4%
2016-2017	N/A	N/A	100%*

*August 2017 results are pending

Table 4.1 (18): Registered Nursing Program Licensure Performance

Registered Nursing (NCLEX)	Number of Students	Number Passing Exam	Passing Percentage
2014-2015	133	96	72.2%
2015-2016			91.6%
2016-2017			85%

Table 4.1 (19) Emergency Medical Technician Licensure Performance

Program	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2014-2015			
EMT	46	35	76%
Paramedic	26	24	92%
2015-2016			
EMT	64	49	77%
Paramedic	15	12	80%
2016-2017			
EMT	58	43	74%
Paramedic	27	15	56%

Table 4.1 (20) Theraputic Massage Licensure Performance

Massage Therapy	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2014-2015	9	7	77%
2015-2016	16	16	100%
2016-2017	9	8	88%

Table 4.1 (21) Medical Laboratory Technician Licensure Performance

Medical Laboratory	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2013-2014	13	11	85%
2014-2015	18	14	78%
2015-2016	9	6	67%

Table 4.1 (22) Radiologic Technology Licensure Performance

Radiologic Technology	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2014-2015	18	17	94%
2015-2016	11	11	100%
2016-2017	19	18	95%

National Educational Examinations

Benchmark: GSCC student performance will be comparable to the national average for 2-year college students on the CAAP Exam

Performance: Administered for the first time in 2016, the following table demonstrates the GSCC students met the benchmark and were reasonably comparable to national averages.

Data: The final analysis for the GSCC IE process is comparison to a national benchmark. GSCC used the Collegiate Assessment of Academic Proficiency (CAAP) from ACT to compare the writing skills and math skills of students who have taken general education courses in these areas to the national average. Administered for the first time in 2016, the following table demonstrates the GSCC students met the benchmark and were reasonably comparable to national averages.

Table 4.1 (23): Student Performance on the Collegiate Assessment of Academic Proficiency (CAAP) Exam Compared to Performance of Other Public Two-Year College Students

2015-2016						
Topic	GSCC			Public Two-Year Colleges		
	Mean	S.D.	Number	Mean	S.D.	Number
Writing	61.4	4.9	110	61.0	4.9	20540
Mathematics	54.3	3.0	90	56.1	3.5	21971
2016-2017						
Topic	GSCC			Public Two-Year Colleges		
	Mean	S.D.	Number	Mean	S.D.	Number
Writing	59.2	5.0	97	60.8	4.8	12974
Mathematics	56.1	2.6	112	56.1	3.5	14189

Use of Results: The results in both years were very comparable to the national mean of all public two year colleges. The complete CAAP reports contained a score by each skill in both writing and mathematics. These comprehensive score reports were given to the Dean of Academic Programs and Services for distribution to the instructors so skills which scored below the national mean are being reviewed.

ACT, however, is discontinuing the CAAP exam, effective 1/1/2018. Gadsden State will search for a replacement.