

**GADSDEN STATE
COMMUNITY
COLLEGE**



**Institutional Effectiveness
Annual Report**

2013-2014

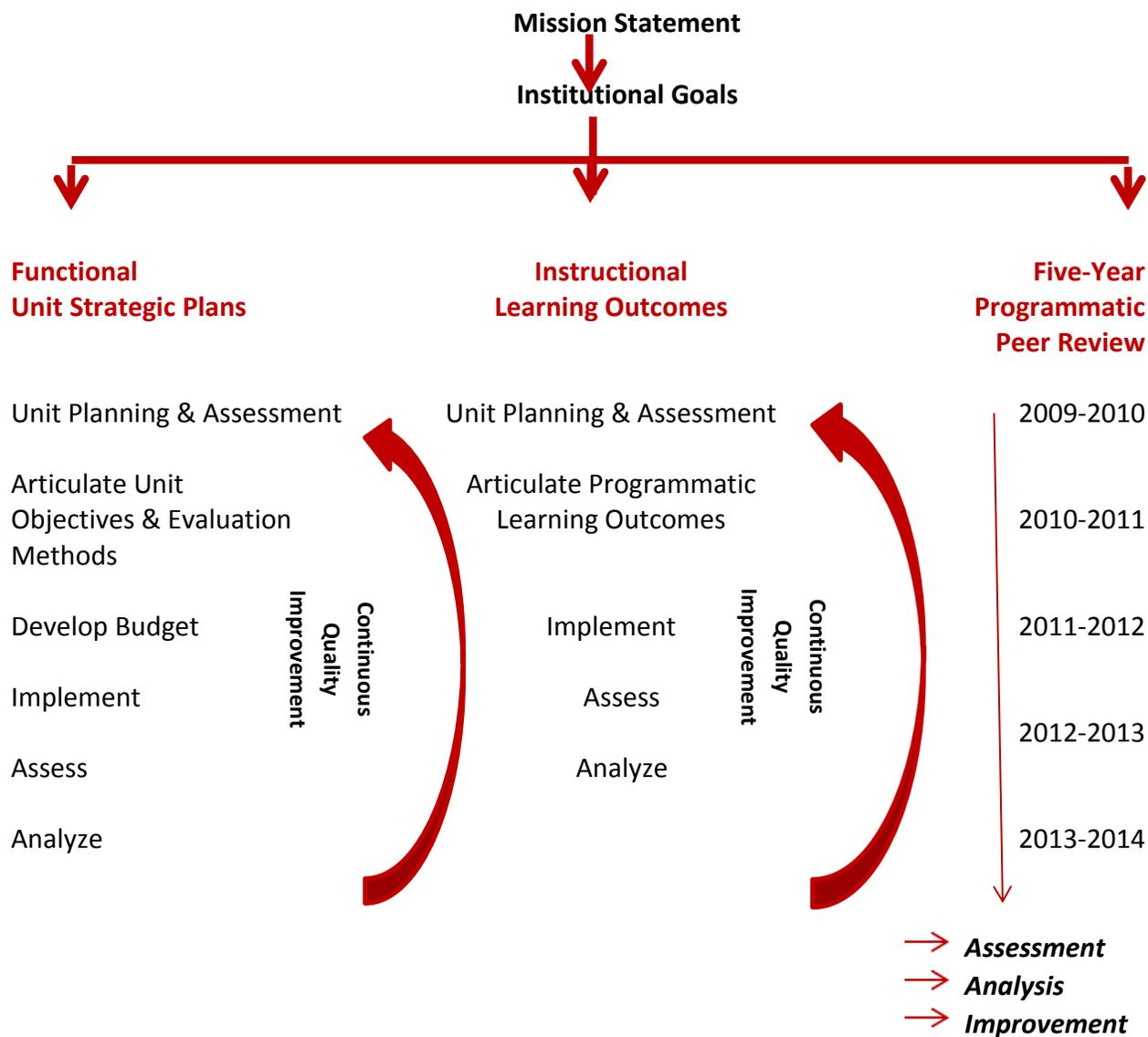
MISSION STATEMENT

The mission of Gadsden State Community College is to serve its diverse communities by offering quality academic education, workforce development, and adult education opportunities that are accessible, affordable, and that empower students to become lifelong learners.¹

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 Technology, Certificate or Short-term Certificate. Each year the College offers degrees and certificates in [41 programs](#) and serves over 10,000 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 skill 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).

¹ Approved by the State Board of Education, April 29, 2011.



The College demonstrates compliance with [State Board of Education 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 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

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 ²

WRITTEN COMMUNICATION

Proficiency in written communications is fundamental to success in both higher education and the workplace. The Language Arts faculty have determined that demonstration of clear and concise written communications is the learning objective best suited to assess this general education component. Using a standardized rubric to compare entry diagnostic essays with end of course essays relating to structure, content, and mechanics the faculty determined a goal of 90% percent proficiency. Assessment results revealed that 82% of students who completed the post-assessment demonstrated competency by scoring a rating of 3 or 4 on an exit writing sample. However, 20% of students in the original sample did not complete the assessment.

In order to increase student competency, the division will undertake the following measures: (1) make a student tutor available to students free of charge, (2) utilize grammar instructional software in composition classes, (3) increase the use of SmarThinking software, (4) standardize aspects of instruction, (5) explore the possibility of providing a campus Writing Center, and (6) investigate strategies to increase course completion.

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. A standardized [rubric](#) is used to demonstrate oral communication competency and it was determined that 91% of students who completed the post-assessment in speech courses demonstrated the ability to deliver a coherent speech acceptable in organization, eye contact, and delivery by scoring a 3 or 4 on an exit speech. (See Attachment) However, 39% of the total students enrolled did not complete the post-assessment.

In order to increase student competency, the division will undertake the following measures: (1) make a student tutor available to students free of charge, (2) increase the use of SmarThinking software, (3) explore the possibility of providing a campus Writing Center, and (4) investigate strategies to increase course completion.

HUMANITIES

Students in Humanities courses will demonstrate knowledge of basic elements and major events in literature and the arts and humanities. A standardized [rubric](#) is used to demonstrate competency relating to basic elements and major events in literature and the arts and humanities. The rubric will demonstrate competency for 90% percent of students. 100% of students in Humanities courses demonstrate knowledge of basic elements and major events in literature and the arts and humanities. (See Attachment)

² Retrieved from Evaluation of Student Learning Outcomes, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

2013-2014 Institutional Effectiveness Annual Report

Students in Literature courses will demonstrate in writing the ability to interpret literary works and place them in cultural context. A standardized [rubric](#) is used to demonstrate in writing the ability to interpret literary works and place them in cultural context. 81% of students who completed the post-assessment in literature classes demonstrated in writing the ability to interpret literary works and place them in cultural context. (See Attachment) However, 11% of the total students enrolled did not complete the post-assessment. In order to increase student competency, the division will undertake the following measures: (1) make a student tutor available to students free of charge, (2) increase the use of SmarThinking software, (3) explore the possibility of providing a campus Writing Center, and (4) investigate strategies to increase course completion.

Social Science

Students who successfully complete 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.

The students respond to five exam questions that correspond to each objective in history student learning outcome. The students' responses were analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with the calculated mastery level. The desired goal of the social science division is that 90% of students will earn a 4 or higher rating in each section of the assessment rubric.

Objective	Fall 2012	Spring 2013		Spring 2014
	(N=824)	(N=776)	Fall 2013	
Knowledge	81%	86%	83%	90%
Cause & Effect	84%	88%	84%	88%
Timelines	90%	91%	92%	83%
Relevance	83%	84%	88%	91%

In an attempt to further improve the assessment results, history instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. These strategies include group activities, instructional videos, internet research assignments, and additional quizzes. More specifically, a classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. Additionally, several history instructors are experimenting with a "flipped classroom" model that includes recorded lectures in the learning management system and more in-class activities that further engage students in the material.

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 lifecourse, the application of theory on human development and behavior and the process and importance of research in the social sciences.

2013-2014 Institutional Effectiveness Annual Report

The students enrolled in psychology courses will respond to five exam questions corresponding to each objective in student learning outcome (SLO) #2. The students' responses will be analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 4 or higher rating in each section of the assessment rubric.

Assessment Results

Objective	Fall 2012 (N=837)	Spring 2013 (N=787)	Fall 2013 (N=)	Spring 2014 (N=)
Environment	73%	85%	80%	83%
Socialization	87%	84%	76%	83%
Theory	77%	79%	84%	82%
Research	89%	88%	84%	78%

Psychology instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. These strategies group activities, instructional videos, internet research assignments, and additional quizzes. Additionally, a classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. The behavioral science instructors (psychology and sociology) have also implemented new content within Blackboard giving students more opportunities to review the material. Within psychology, a program called "Connect" is being used that is aligned with both state objectives and intended student learning outcomes.

Students' responses to embedded sociology exam questions were analyzed using an assessment rubric to determine a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 4 or higher rating in each section of the assessment rubric.

Objective	Fall 2012 (N=209)	Spring 2013 (N=202)	Fall 2013 (N=)	Spring 2014 (N=)
Environment	73%	85%	83%	87%
Socialization	87%	84%	87%	93%
Theory	77%	79%	84%	79%
Research	89%	94%	94%	92%

In an attempt to further improve the assessment results, sociology instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes. Additionally, a

2013-2014 Institutional Effectiveness Annual Report

classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. The behavioral science instructors (psychology and sociology) have also implemented new content within Blackboard giving students more opportunities to review the material.

MATHEMATICS

Students taking mathematics courses will demonstrate the ability to use mathematical and algebraic procedures, processes, methods, and skills to evaluate and solve mathematical problems with 80% accuracy.

Of the students taking the end of term exam in the designated math courses, the total mastery level was 83.10% for fall 2013 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, 82.06% for spring 2014 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, and 81.70% for summer 2014. The total mastery level was 82.48% for combined fall 2013, spring 2014, and summer 2014 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective. All mastery levels were at or above goal individually and the compiled mastery level total was above the goal of 80%.

The mathematics mastery level decreased 1.25% from the previous academic year from 83.73% 2012-2013 annual total to 82.48% for the 2013-2014. Please note there was an increase of 0.14% in mastery level the prior year from 83.59.18% 2011-2012 annual total to 83.73% for the 2012-2013 annual total.

In college-level mathematics courses Pre-Calculus Algebra, students demonstrated mastery of mathematical concepts at 88.20% for combined data for fall 2013, spring 2014, and summer 2014. Data from the previous year for students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 88.18% for combined data for fall 2012, spring 2013, and summer 2013.

The mastery level for this program objective for the academic year 2010-2011 was 86.99%, the mastery level for this objective for the academic year 2011-2012 was 88%, the mastery level for this objective for the academic year 2012-2013 was 88.18% and the mastery level for this objective for the academic year 2013-2014 was 88.20%. The mastery level increased 0.02% from the academic year 2012-2013 to the academic year 2013-2014. Please note an increase of 0.18% from the academic year 2011-2012 to the academic year 2012-2013. The division will continue monitoring the data for this objective.

Students completing mathematics were assessed on the ability to perform basic mathematical operations accurately. An item analysis of the final exam for students who complete a basic mathematics course "Math Applications" demonstrated an overall mastery level was 80.48% for combined data for fall 2013, spring 2014, and summer 2014. This goal was also met during the evaluation of the Student Learning Outcomes for 2012-2013. The data from the previous annual report revealed of the students taking the final exam in the designated math course related to this outcome, the overall mastery level was 80.88% for combined data for fall 2012, spring 2013, and summer 2013.

NATURAL SCIENCE

2013-2014 Institutional Effectiveness Annual Report

BIOLOGICAL SCIENCE

Students will demonstrate knowledge of various groups of bacteria and protists. Students enrolled in general biology classes will answer 80 % of laboratory practical questions correctly that deal with bacteria and protist. Results for the year revealed that 81% of students (Fall = 75%; Spring = 78%; Summer = 90%) correctly answered practical laboratory questions that deal with bacteria and protists. All Biology 103 classes will continue to feature a section on Blackboard of photographic images of bacteria and protist that students can access and study.

90% of the students in general biology classes will complete the macroscopic and microscopic examination of bacteria and protist and demonstrate knowledge of organismal morphology and structures by accurate representations in the laboratory report. Our results revealed that 94% (Fall = 96%; Spring 95%; Summer 91%) 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. The Science Division will continue to provide students with the opportunity to learn by practical experience and demonstrate their knowledge through laboratory reports.

Students completing General Biology courses will demonstrate knowledge of cell membranes and their transport processes. 80% of the students will correctly answer [laboratory practical questions](#) concerning cell membranes and their transport processes. Results for the year reveal that 75% of students (Fall = 66%; Spring 66%; Summer 83%) correctly answered practical laboratory questions concerning all membranes and their transport processes. During a Biology meeting, instructors were made aware of results and given an opportunity for input and discussion. 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.

PHYSICAL SCIENCE

Students completing Physical Science courses will be able to demonstrate knowledge of the atmospheric effects of relative humidity. 80% of students will demonstrate knowledge of these atmospheric effects based on scoring of lab assignments using a [rating instrument](#). Results indicate that this lab continues to be a good learning experience for students. No changes anticipated.

Fall 2013: Class average 16.3/20 = 81.5%

Spring 2014: Class average 18.7/20 = 93.5%

Faculty established a goal that 80% of students completing Physical Science courses will be able to identify and describe the features of various minerals and rocks and distinguish between igneous, sedimentary, and metamorphic rocks. Results indicate that students continue to do well on parts of the rock practical while other parts still give them problems. Identifying igneous, sedimentary and metamorphic rocks are still generally understood well. Identifying hardness and some other properties are still problematic.

Fall 2013: Class average 29.44/41 = 72%

2013-2014 Institutional Effectiveness Annual Report

Spring 2014: Class average $25.90/41 = 63\%$

The lab practical will be completely revised in the 2014-2015 academic year. New assessment methods have been introduced for the upcoming academic year and will be used going forward.

2013-2014 Institutional Effectiveness Annual Report

Goal 2: Prepare students to perform successfully at transfer institutions

FEED BACK INFORMATION FROM TRANSFER INSTITUTIONS IS NOT AVAILABLE.

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 ³

APPLIED TECHNOLOGIES

Applied Technologies Division at GSCC includes Auto Collision, Auto Mechanics, Carpentry, Cosmetology, Diesel, Masonry, and Welding. The several 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 need. 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>.

Applied Technologies Completers ⁴			
	2013	2014	Grand Total
AUTO MECHANICS	8	15	23
AUTOMOTIVE BODY REPAIR	16	25	41
CARPENTRY	7	14	21
COSMETOLOGY/NAIL	54	50	104
DIESEL MECHANICS	4	3	7
MASONRY	10	10	20
WELDING	31	51	82
Grand Total	130	168	298

Source: DAXAWD; Q=Applied Technology Completers 2012-13, 2013-14

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 need. 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.

³ Derived from 2012-2013 USP

⁴ Some students may have earned more than one award.

Engineering Technology Completers ⁵							
	2013			2014			Grand Total
	AAS	CER	STC	AAS	CER	STC	
AIR COND/REFRIGERATION TECHNOLOG	19	1	23	21	7	36	107
AUTOMOTIVE MANUFACTURING	1			3	1	4	9
CIVIL/MECHANICAL/DESIGN TECHNOLO	22			23	32	14	91
DRAFTING AND DESIGN TECHNOLOGY	3		2	11		11	27
ENGINEERING TECHNOLOGY	37			21	28		86
INDUSTRIAL MAINTENANCE TECHNOLOG	39		19	44	50	88	240
MACHINE TOOL TECHNOLOGY	11	1	2	7	10	11	42
Grand Total	132	2	46	130	128	164	602

Source: DAXAWD; Q=Engineering Technology Completers 2012-12, 2013-14

HEALTH SCIENCE

Registered Nursing

On the Six Month Post Graduate Survey, 84% graduates (N=23) responded that they were "prepared," "well-prepared," or "very well-prepared" in clinical competency when performing skills. ([See Attachment](#)) On the One Year Employer RN survey, 86.37% of respondents (n=22) reported graduates demonstrated clinical competence and independence in providing care to a group of patients. ([See Attachment](#))

Practical Nursing

On the six month employer PN survey, 83.34% of employer respondents (n=17) reported graduates demonstrated clinical competency when performing skills. ([See Attachment](#)) On the one year employer PN survey, 62.5% of employer respondents (n=16) reported graduates demonstrated clinical competence and independence in providing care to a groups of patients. ([See Attachment](#))

Health Science Completers			
	2013	2014	Grand Total
ASSOCIATE DEGREE NURSING	86	102	188
CLINICAL LABORATORY TECHNOLOGY	20	16	36
EMERGENCY MEDICAL SERVICES	2	6	8
MASSAGE THERAPY TECHNOLOGY	23	17	40
NURSING ASSISTANT	8	14	22
PRACTICAL NURSING	72	62	134
PUBLIC SAFETY TELECOMMUNICATIONS	1		1
RADIOLOGIC TECHNOLOGY	17	17	34
SURGICAL OPERATING ROOM TECHNICI	22	27	49

⁵ Some students may have earned more than one award.

2013-2014 Institutional Effectiveness Annual Report

Health Science Completers			
Grand Total	251	261	512

Source: DAXAWD; Q=Health Science Completers, 212-13, 2013-14

2013-2014 Institutional Effectiveness Annual Report

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

The Office of eLearning offered a variety of training opportunities during the 2013-2014 academic year. The opportunities included group and individual sessions as well as face-to-face and virtual sessions on topics which included Introduction to Blackboard, Using the Blackboard Grade Center, Introduction to Respondus Monitor, Using Softchalk, Introduction to Panopto, Using Camtasia for Screenshotting, and The Flipped Classroom. Results from training surveys collected indicate that 100% of attendees were Satisfied to Very Satisfied with the appropriateness of the training. 100% of participants were Very Satisfied with the knowledge and professionalism of the presenter and 100% were Satisfied to Very Satisfied with their overall training experience. The eLearning Office continues offering First Friday Tech Tips each month via the eLearning Website and school email. First Friday Tech Tips are informational guides that can fall into one of several categories: Blackboard How-To's, Technology Tips, or Pedagogical Topics. This cycle examples of topics included, Blackboard/Panopto Helpful Hints, Gooru, Must-Have Tools for Online Learners, and 16 OER Sites Every Educator Should Know. Visits to the First Friday Tech Tips page of the eLearning Website are being tracked. During this cycle, there were 251 page views and 186 first time visits. Visits to the Instructor Training Materials portion of the eLearning Website are also being tracked. There were 444 page views during this cycle with 22 first time visits. During this year, the eLearning Office endeavored to persuade faculty to participate in presentation opportunities. Several faculty did contribute to this undertaking. Also, in an effort to highlight faculty, a new feature to the eLearning website has been added, Focus on Faculty. Focus on Faculty shines the spotlight on Gadsden State instructors who are implementing innovative teaching techniques especially for the online classroom. Since Focus on Faculty was introduced in June, there have been 76 page views.

During the Fall of 2013 there were 136 online sections, down from the 145 sections offered in the Fall of 2012. This slight downward trend could be due to lower enrollment experienced at Gadsden State. Also, as is the case nationwide, the growth in online enrollment is leveling out. However, during the Fall of 2013, there were several NEW online offerings. New to the online offerings here at Gadsden State are sections in Physical Science, History, and Religion. This may be more significant than the actual number of online sections offered. This supports the growth of online at Gadsden State.

Over the past two years, the eLearning Department has implemented Quality Matters as the instrument for assessment in our online/hybrid courses. With the changes in leadership at both the Presidential and Instructional Dean levels, Quality Matters has not been fully implemented. However, a sampling of courses was internally reviewed with the rubric. Of those courses reviewed, very few obtained the suggested benchmark of 82% plus all essential standards. It is evident that much needs to be accomplished to bring many of Gadsden State's online classes up to the benchmark established by Quality Matters.

Gadsden State Community College students have a full range of student services available to them via the eLearning website and the Gadsden State Community College website. Students and faculty have access to technical services via phone, email, and/or face-to-face visits to the eLearning lab. Additionally, there are video guides available to students on the LMS login page. More than 85% of the students completing the Evaluation of Campus and Services survey expressed satisfaction with the level of student services provided.

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

ADULT BASIC EDUCATION (JOHNNY BAKER)

GSCC AE enrollment rate was -12% for this reporting period. For the entire state, all Adult Education Programs' enrollment percentages for this same period was -10%. For the FY 2012-13 period, 1,757 students were enrolled. During FY 2013-14, there were 1,530 enrolled. GSCC AE students earning their GED credentials decreased -13% (N=228) compared to the previous reporting period (N=264). Statewide Adult Education students earning a GED credential for this same period was -26%. This decline is attributable to the implementation of the 2014 GED Test version. Focus will continue to be placed on working with students to ensure participation and success.

One major goal of the Adult Education unit at GSCC is that the rate of students who enter postsecondary education or job training will increase 10% from FY 2012-13. During the 2012-2013 reporting period, AAESAP reporting system indicates there were 87 students who entered post-secondary education or job training. During the 2013-2014 period, AAESAP indicates there were 45 students who entered post-secondary education or job training. These numbers reflect a 48% decrease.

The Adult Education unit initiated a JOBS class (Employment Preparation Skills) in the Calhoun County area for those clients who qualify through the Alabama Department of Human Resources. During this period, the Calhoun County DHR and the JOBS Readiness class served 83 clients. For a 12 month period, this averaged 7 students per month exceeding the state requirement of four per month. Of the 83 clients, 18 obtained employment while in class.

Adult Education Services is committed to provide EL/Civics classes that will serve to increase awareness of American citizenship, culture and language for those clients who are non-English speaking residents. Analysis of data from the Alabama Adult Education System for Accountability and Performance (AAESAP) reveals that during this period there were 87 EL Civics/ESL students in the program who increased their awareness of American citizenship, culture and language.

CONTINUING EDUCATION

The 2013-2014 Continuing Education class schedules reflect that 159 continuing education classes, both professional development and personal enrichment classes were offered. The classes were designed to support life-long learning and the civic, social, and cultural quality of life in this community. According to registration forms and semester summaries, these opportunities provided training and education for 1,308 individuals (compared to 1,015 the previous year). These totals include classes held at Ayers, Cherokee, Gadsden, and McClellan campuses.

During the course of the 2013-2014 academic year, 90 community education classes were attended by 1,071 participants. In addition to these, 17 professional development courses/workshops served 227 students with a 98% satisfaction rating on surveys (an increase of 6% over 2012-2013). There was also one free class which served 35 citizens. Camp Cardinal – Gadsden Campus (summer program for school age children) included 8 one-week sessions serving a total of 372 children compared

2013-2014 Institutional Effectiveness Annual Report

to 305 with a total of 32 classes offered. The Cherokee Campus offered 14 different camps for 7 weeks with a total of 238 children.

Comparing the academic year of 2013-2014 against that of 2012-2013, there was a 30% increase in the number of continuing education class participants. All surveys completed and returned showed an overall 92% satisfactory rating: course benefits received the highest ratings while facilities received the lowest rating.

The Skills Training Division is committed to meeting the specific training and educational needs of citizens who need to upgrade existing skills or to learn a new skill in order to secure employment and economic self-sufficiency. By providing short-term, non-traditional, non-credit training to individuals in the community, Skills Training serves as a resource for workforce development in our community. The expected Educational Outcome is 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.

Skills Training served 143 students in the 2013-2014 program year. Eight of those students are still enrolled in training. 70% of the students served completed a credential and 68% of the students were employed after completing training.

95% of the returned Evaluation Surveys indicated “overall satisfaction” with the courses and the instructor. Skills Training exceeded the goal of achieving an average rating of at least 85% overall satisfaction for providing quality short-term, non-credit training specific to the needs of the diverse community at a reasonable cost.

2013-2014 Institutional Effectiveness Annual Report

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

The Public Relations and Marketing Department provides comprehensive marketing services by working in conjunction with faculty, staff, and students to deliver a consistent message and image in support of the College's branding strategy initiative. Departmental staff reviews all drafts of proposed printed and promotional materials intended for distribution by the College using approved Identity Guide policy and procedures. When the material has met the guidelines, an inventory of these items is filed as evidence of compliance. Faculty and staff are reminded annually of the marketing/recruitment policies and guidelines.

In August 2013, the Department released the first edition of the GSCC Identity Guide to serve as a tool for employees in the development of brochures, business cards, correspondence, and promotional materials. This guide was the result of collaboration with employees as well as Venture Marketing to enhance the image of the College. It is another example of the effort put forth to make our logo and name recognizable and synonymous with a place to obtain a great education. The Identity Guide may be accessed online at http://www.gadsdenstate.edu/faculty-and-staff/public-relations/documents/GadsdenStateIdentityGuide_001.pdf

The five-year branding initiative and comprehensive marketing campaign continues to successfully promote the desired image and message as evidenced by the numerous awards received at the Alabama Community College System Public Relations Association Conference. Since 2007, the Department has received 77 awards (Pyramid, Achievement, Merit) and 3 Best of Show awards.

There were 2,775 media releases, feature stories, and printed/electronic/digital/online ads featuring Gadsden State in 2012-2013 compared to 2,379 reported for 2011-2012. This increase of 16.65% continues to support the effort of the Department to promote awareness of the community, faculty, staff, students, and programs available at Gadsden State. 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 158 different media sources throughout the year as compared to 131 media sources during 2011-2012. This is a 20.61% increase over the total for the previous year.

2013-2014 Institutional Effectiveness Annual Report

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 AND RECORDS

One major goal was to increase our graduates or completers for 2013-14. Our Graduate Transcript Evaluator participated in several student events to provide information and support. Communication between the Graduate Office and the students and their advisors has been greatly improved by conducting workshops with each department to explain procedures of graduation. The Graduation Evaluator is also notifying students of lesser awards which they would qualify to receive which has improved our number of graduates by 43% over the previous year.

The Student Survey of Campus and Services indicated 93% of students responding were satisfied or very satisfied with services provided by the Admissions and Records Office.

ADVISING AND COUNSELING CENTER

The Counseling and Advising Center works to promote the College through recruitment efforts and the delivery of college program information to individuals, secondary schools and the community throughout the Gadsden State areas. One hundred percent (100%) of participants attending college recruitment activities indicated they were satisfied with the information shared and were therefore more knowledgeable of Gadsden State's academic programs and campus services. To assess efficacy of recruitment efforts, a survey of high school counselors and community members was conducted. The survey elicited 29 responses. One hundred percent (100%) of the respondents answered that they were satisfied with the services provided by Gadsden State Counselors through recruiting activities.

The Counseling and Advising Center sponsored three "College Preview/Access" Days during this academic year with 111 attendees. 89 attendees completed a survey with ninety-nine percent (99%) of the respondents indicating ratings of "Excellent" or "Good".

The Counseling and Advising Center seeks to continuously update the office webpage to provide an additional venue for up-to-date information and announcements on Counseling and Advising recruiting/enrollment activities, advising procedures, as well as information on other office programs, services and special events. During the 2013-2014 academic year, there were 1,138 site visits to the Counseling and Advising webpage.

Advising and Counseling Center Initiative	Assessment Results
Advising Assistance	100% Satisfaction Rate
Placement Testing Program	97% Satisfaction Rate
Presentation and Informational Sessions	94% Satisfaction Rate

The Center will continue efforts to promote and improve the Freshmen Opportunities for College and Unlimited Success (F.O.C.U.S.) New Student Orientation program. In July of 2014, 48% of the first-time students for fall semester attended F.O.C.U.S. as opposed to 44% in July of 2013. Overall ninety-eight

2013-2014 Institutional Effectiveness Annual Report

percent (98%) of the parent attendees at F.O.C.U.S. rated the overall experience as a “4” or “5” on a scale of 1 -5. Ninety-four percent (94%) of the student attendees rated the overall experience as a “3”, “4” or “5” on a scale of 1-5 and ninety-eight percent (98%) of the students stated that they have a better understanding of the services available at Gadsden State after attending F.O.C.U.S.

FINANCIAL AID

The Financial Aid module of the Banner student information system was implemented Fall 2012, and enhancements are continuing to be made to better serve students and meet federal regulations. In addition to attending the annual Alabama Banner Users Group (ALBUG) conference, in-house training is conducted each semester with the entire financial aid team and a bi-monthly training piece, known as Tidbits, is sent via email. In addition, staff members attend training provided by the Alabama Association of Student Financial Aid Administrators (AASFAA), Department of Education, and other entities. In addition to the onsite training and webinars attended, each member of the Financial Aid Team has attended at least one professional development activity off-site to enhance skills.

Although no additional personnel Financial Aid personnel were hired in Calhoun County, the management of the private loan program was reassigned to another financial aid office to provide more time for Calhoun County financial aid staff to assist students on those campuses. The vacant Scholarship Manager position was posted and has now been filled.

The Financial Aid Office at Gadsden State received a clear audit for this fiscal year.

CAREER SERVICES

The Office of Career Services assists with “in-field” employment of Gadsden State Community College students and graduates as well as manages the Career Tech Dual Enrollment and Early College Enrollment Programs.

Ninety-four percent (94%) of the students attending Employment Opportunity Fairs indicated their expectations were met. Ninety-two percent (92%) of the employers indicated they were satisfied with the Employment Opportunity Fairs and that their expectations were met. The percentage of students that were satisfied increased again this year. A career fair was held on a smaller campus and some negative feedback was given due to the low attendance which affected the employer satisfaction percentage.

Twenty-four (24) faculty members were surveyed regarding their satisfaction with the Career Services office. One-hundred percent (100%) of the responding faculty indicated that they were satisfied with the services offered through The Office of Career Services. Ninety percent (90%) of those responding were “very satisfied” with the Career Services office. Ten (10%) of the respondents were “somewhat satisfied”. This percentage is higher than last year. Fewer faculty were surveyed than the previous year to include only those that worked directly with Career Services on Career Services programming with their students.

EDUCATIONAL TALENT SEARCH

2013-2014 Institutional Effectiveness Annual Report

Educational Talent Search identifies and delivers services to diverse disadvantaged middle and high school students with the potential for postsecondary success. The ETS program grant was renewed for five years. September 1, 2011 began year one of this grant. The U.S. Department of Education reduced the number of participants to serve at both the Ayers Campus Talent Search and the Gadsden-Etowah Talent Search (GETS). The objective results from the 2012-2013 Annual Performance Report are given in the following table:

Educational Talent Search	Assessment Results	
Objective	Ayers Talent Search	Gadsden-Etowah Talent Search
Participants Served	582	736
Graduation Rate	100%	97%
Persistence Rate in High School	100%	96%
Postsecondary Enrollment	72%	83%

2013-2014 Institutional Effectiveness Annual Report

GOAL 8: INTEGRATE DIVERSITY INITIATIVES IN THE DELIVERY OF PROGRAMS, STUDENT 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 insure more consistency in this initiative for students new to the College, the online presentation, *Diversity Benefits*, 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 [Birmingham News](#) and the [Gadsden Times](#) and are also sent to the Human Resource Offices for HBCUs in the South East, the office for EEOC, the Alabama Career Link, 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 Department of Postsecondary Education for distribution to its applicant pool. Job announcements are also placed on the College's webpage, the website for Postsecondary Education, and IM [Diversity.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 Council on Aging, the NAACP, 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.

2013-2014 Institutional Effectiveness Annual Report

APPENDIX A

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

APPENDIX B

Evaluation of Unit Strategic Goals, <http://gsiesrv.gadsdenstate.edu/cusp2.cfm>