Student Success Report 2022-2023

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 66% for those beginning in Fall 2022 and returning in Fall 2023.

Data: Nationally, the retention rate for the public two-year college sector of full-time freshmen to be retained to the following fall was 60.0%, which was used to establish the GSCC performance benchmarks (Source: National Student Clearinghouse Research Center "Persistence and Retention: Fall Beginning Postsecondary Student Cohort – June 2021). While the previous three years had shown level retention to a slight increase 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 few years. For 2022-2023, the full-time rate increased slightly, exceeding the benchmark by 4%. This increase may be attributed to Gadsden State's continued efforts to implement 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	2019-2020 to 2020-2021	2020-2021 to 2021-2022	2021-2022 to 2022-2023	2022-2023 to 2023-2024
Full-Time Student	54%	60%	65%	66%

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 32% for the Fall 2020 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	2018 Cohort	2019 Cohort	2020 Cohort
Overall Graduation Rate	27%	25%	32%

Gadsden State implemented additional advising training and an Advisement and Retention 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 34% for the Fall 2019 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 – 200%

First-Time, Full-Time Students	2019 Cohort
Overall Graduation Rate	34%

Table 4: Graduation Rates by Race, Gender and Pell

Graduation Rates by Race, Gender and Pell (2019 Cohort)			
Race/Ethnicity	Male	Female	With Pell
American Indian or Alaska Native	33%	40%	31%
Asian	25%	33%	14%
Black or African American	22%	21%	15%
Pacific Islander/Native Hawaiian	100%	50%	25%
Two or More Races	42%	36%	24%
White	38%	32%	17%
Unknown	16%	21%	11%

Plans for Improvement:
While the overall graduation rate met the goal (benchmark) and exceeded it it by 4%, the desegrated 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 often have less than 10 students in the cohort, particularly when disaggregated by gender; so the 100% in male Pacific Islander/Native Hawaiian is amazing, but only reflects one male student and the 50% for females, which is also very good, reflects only two total female students. However, the differences in other race/ethnicity categories show substantial differences in gender graduation rates. Female Black students did not meet the graduation rate, and males graduated at a higher rate than females and students with Pell, but still failed to meet the 30% graduation rate benchmark. However, neither group met the benchmark. There was a stark difference in the graduation rate of multiracial and Asian men and women, with Asian females outperforming the benchmark and males performing below the benchmark. Both multiracial males and females met the mark, but multiracial females were 6% lower than males. The largest racial category is White, and females and males exceeded the goal, while those with Pell were much lower than the benchmark set. Many measures were 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, emergency aid to keep students enrolled, tuition discounts and debt forgiveness student assistance which continued into 2023. 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: *Neither pass rate benchmark was made.*
The pass rate for ENR 098 was 53% in 2022-2023.
The pass rate for MTH 098 was 51% in 2022-2023.

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

Performance Results: The benchmark was made. The withdrawal rate for 2022-2023 was 15%.

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.

Plans for Improvement: To improve course pass rates, academic faculty completed an intensive professional development series, Design Your Own Course, to align course content with measurable student learning outcomes and to provide both high and low stakes assessments to monitor student performance in a more active way.

Additionally, the academic faculty partnered with the Advisement and Retention Center to provide active interventions for at-risk students by identifying students who failed to attend class or did not pass their first assessment. Students were contacted by both their instructor and an advisor in the Advisement Resource Center in an effort to find ways to actively support students both inside and outside the classroom.

Math 098 pass rates and withdrawal rates were 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. The ENR098 withdrawal increased and the ENR 098 pass rate dropped. The ENR 098 success did not meet the benchmark on pass rate, but the MTH 098 withdrawal rate rose, but still met the benchmark; however, the Math pass rate fell below the goal of 60%. This is particularly concerning, as it was the goal for the QEP. The Dean of Academic Programs and Services along with the Division Chair of Mathematics and former QEP Director are meeting to re-instate intensive tutoring for students after unsuccessful exams.

Table 5: Developmental Course Completion

Course	Withdrawal Rate	[1]Success Rate
2021-2022		
ENR 098	6.72%	63.87%
MTH 098	11.94%	48.51%
2022-2023		
ENR 098	11.90%	52.98%
MTH 098	14.86%	50.74%

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

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

Performance Results: Communications, Computer Science, Humanities, Fine Arts and Social Sciences met the 85% benchmark; but Math (80.27%) and Natural Sciences (81.66%) fell short of the 2022-2023 goal of 85%. Math did, however, meet the goal of the QEP which was 80% persistence. Withdrawals by the 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 (62.20%), Math (57.59%) and Natural Sciences (66.64%) 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 2020-2021, 2021-2022 and 2022-2023.

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*
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%
2021-2022		
Communications	91.19%	73.72%
Computer Science	78.87%	56.70%
Humanities	88.52%	80.22%
Fine Arts	92.77%	75.16%
Math	84.57%	62.71%
Natural Sciences	83.10%	68.49%
Social Sciences	93.55%	78.92%
2022-2023		
Communications	91.72%	72.30%
Computer Science	85.77%	62.20%
Humanities	91.85%	82.46%
Fine Arts	93.56%	75.83%
Math	80.27%	57.59%
Natural Sciences	81.66%	66.64%
Social Sciences	93.99%	78.40%

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: 88.89% of students in 2022-2023 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 88% for reporting years 2020-2021, 2021-2022 and 2022-2023 which exceeded the goal (benchmark) of 85%.

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

Performance Results: 69.89% of the students in 2022-2023 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
2020-2021		
Enrolled	16781	
Persisted	15122	90.11%
Successful	12156	72.43%
2021-2022		
Enrolled	14958	
Persisted	13441	89.86%
Successful	10621	71.00%
2022-2023		
Enrolled	13955	
Persisted	12404	88.89%
Successful	9753	69.89%

*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):
- *73.2% (CTE) concentrators employed in military or apprenticeship programs in the 2nd quarter following the term in which they left ACCS*
- *63.5% of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.*
- *26.3 % 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 2022-2023 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 last year with Gadsden State seeing success in exceeding the targeted performance on one of the indicators and coming close to the core indicator 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 1P1 – Percentage of CTE concentrators employed, in military, or apprenticeship programs in the 2nd quarter following the term in which they left ACCS.	
Actual level of performance __75.1__ %	Targeted level of performance __74.2%__
Core Indicator 2P1 – Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	
Actual level of performance __62.6__ %	Targeted level of performance __64.5%__
Core Indicator 3P1 – Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields	
Actual level of performance __11.1__ %	Targeted level of performance __27.3%__
Based on the comparison of actual and targeted levels of performance, the following actions will be taken: - Gadsden State proposes to increase participation of females in automotive collision repair and precision machine programs during the 2023-2024 academic year, including summer semester. GSCC will partner with National Institute for Women in Trades, Technology, & Science (iWiTTS) which allows for GSCC to identify the factors that are preventing women from pursuing careers in the automotive and precision machine industries. By identifying the barriers, Gadsden State will be better equipped to create a plan and build a team to reach its goal. Increasing female participation will also allow for the expansion of establishing relationships with industry partners. - Gadsden State Technical Division will partner with Gadsden Etowah Chamber to promote women in Skilled Trades to local educators in Etowah County promoting females to over 400 local educators. Educators will tour GSCC campus and talk to instructors and learn of the opportunities in career and technical education.	

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 Practical Nursing, Registered Nursing, Radiology Technology and Diagnostic Medical Sonography passed the licensure exams at a rate meeting or exceeding their benchmarks for 2022-2023.

For the Emergency Medical Services program, the Paramedic licensure passage rate was 92% which exceeded the benchmark, while EMT licensure passage rate of 66% fell short of the benchmark.

Medical Labaoratory Technician licensure passage rate fell slightly below the benchmark at 68%, but testing continues through May 2024.

The Therapeutic Massage received SACSCOC approval for closure effective Fall 2022, so there is no licensure data to report for 2022-2023.

Table 9a: Cosmetology Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2020-2021	26	25	96%
2021-2022	21	20	95%
2022-2023	35	34	96%

Table 9b: Cosmetology (Esthetics) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2020-2021	3	3	100%
2021-2022	8	8	100%
2022-2023	13	12	96%

Table 9c: Cosmetology (Nail) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2020-2021	8	7	87.5%
2021-2022	3	3	100%
2022-2023	8	8	100%

Table 10: Practical Nursing Program Licensure Performance

Practical Nursing (NCLEX)*	Number of Students	Number Passing Exam	Passing Percentage
2021	32	32	100%
2022	36	36	100%
2023**	58	57	98.28%

Results are reported for the calendar year January—December.
***Results include first-time test takers as well as repeaters.*

Table 11: Registered Nursing Program Licensure Performance

Registered Nursing (NCLEX)*	Number of Students	Number Passing Exam	Passing Percentage
2021	98	83	84.69%
2022*	70	69	98.57%
2023*	87	85	98.70%

Results are reported for the calendar year January—December.
***Results include first-time test takers as well as repeaters.*

Table 12: Emergency Medical Technician Licensure Performance

Program	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2020-2021			
EMT	42	36	86%
Paramedic	13	12	92%
2021-2022			
EMT	39	36	92%
Paramedic	18	15	83%
2022-2023			
EMT	41	27	66%
Paramedic	12	11	92%

Table 13 Theraputic Licensure Performance

Massage Therapy	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2020-2021	7	4	57%
2021-2022	*	*	*
2022-2023	N/A	N/A	N/A

Due to teach-out and program closure in 2022, data not available.

Table 14: Medical Laboratory Licensure Performance

Medical Laboratory	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2020-2021	9	6	67%
2021-2022	12	8	67%
2022-2023*	10	7	70%
3 YEAR Total/Average	31	21	68%

Preliminary data. Testing will continue through May 2024.

Table 15: Radiologic Technology Licensure Performance

Radiologic Technology	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2020-2021	22	18	82%
2021-2022	20	15	75%
2022-2023	19	15	79%

Table 16: Diagonstic Medical Sonography Licensure Performance

Diagnostic Medical Sonography	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2020-2021	42	33	78%
2021-2022	43	33	77%
2022-2023*	37	34	92%

Preliminary data. Testing will continue through December 2023.

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: The following table demonstrates the GSCC performance in Math, English and Critical Thinking and the comparison to the 2023 Proficiency Report for Associate degree colleges. Gadsden State was below the benchmarks set for the academic period.

Data: Gadsden State students were well below the proficiency levels in Level 1 and 2 in reading, writing and mathematics but closed the gap significantly in critical thinking and met the national level in Level 3 of reading and mathematics. These results are surprising as the assessment is given early in the second semester of both English composition and math. Critical thinking is a recent addition as a general education competency, and additional emphasis is being placed in this area among departments to increase the score. The numbers taking the exams in Spring 2023 was down due to more students taking classes online. With the decline of COVID as Fall 2023 starts, more classes should be in person to have more students to test with ETS, and the importance of the exam can be stressed to the students who take the exams.

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	20%	17%	63%
Reading, Level 2	10%	6%	85%
Critical Thinking	1%	3%	97%
Writing, Level 1	26%	30%	44%
Writing, Level 2	8%	15%	77%
Writing, Level 3	4%	7%	89%
Mathematics, Level 1	18%	18%	64%
Mathematics, Level 2	3%	13%	83%
Mathematics, Level 3	1%	1%	98%

Skill Dimension	Proficiency Classification		
	Gadsden State	National	Difference
Reading, Level 1			
Proficient	20%	41%	-20%
Marginal	17%	20%	-3%
Not Proficient	83%	39%	44%
Reading, Level 2			
Proficient	10%	19%	-9%
Marginal	6%	14%	-8%
Not Proficient	85%	67%	18%
Critical Thinking			
Proficient	1%	2%	-1%
Marginal	3%	7%	-4%
Not Proficient	97%	91%	6%
Writing, Level 1			
Proficient	26%	39%	-13%
Marginal	30%	31%	-1%
Not Proficient	44%	30%	14%
Writing, Level 2			
Proficient	8%	11%	-3%
Marginal	15%	24%	-9%

Skill Dimension	Proficiency Classification		
	Gadsden State	National	Difference
Not Proficient	77%	64%	13%
Writing, Level 3			
Proficient	4%	4%	0
Marginal	7%	15%	-8%
Not Proficient	89%	81%	8%
Mathematics, Level 1			
Proficient	18%	33%	-15%
Marginal	18%	24%	-6%
Not Proficient	64%	42%	22%
Mathematics, Level 2			
Proficient	3%	14%	-11%
Marginal	13%	22%	-9%
Not Proficient	83%	64%	19%
Mathematics, Level 3			
Proficient	1%	3%	-2%
Marginal	1%	10%	-9%
Not Proficient	98%	87%	11%