

Student Success Report 2023-2024

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 62% for those beginning in Fall 2023 and returning in Fall 2024.

Data: Nationally, the retention rate for the public two-year college sector of full-time freshmen to be retained to the following fall for the same time was 55%. (Source: National Student Clearinghouse Research Center “Persistence and Retention: Fall Beginning Postsecondary Student Cohort – June 2022). GSCC performance benchmarks were determined based upon National Retention rates.

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	2020-2021 to 2021-2022	2021-2022 to 2022-2023	2022-2023 to 2023-2024	2023-2024 to 2024-2025
Full-Time Student	60%	65%	59%	62%

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 2: Graduation Rate

Goal (Benchmark): Graduation Rate (first-time, full-time) – 24%

Performance Results: The graduation rate of first-time, full-time students was 38% for the Fall 2021 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	2019 Cohort	2020 Cohort	2021 Cohort
Overall Graduation Rate	25%	32%	38%

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 39% for the Fall 2020 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	2020 Cohort
Overall Graduation Rate	39%

Table 4: Graduation Rates by Race, Gender and Pell

Graduation Rates by Race, Gender and Pell (2020 Cohort)			
Race/Ethnicity	Male	Female	With Pell
American Indian or Alaska Native	33%	0	20%
Asian	50%	100%	25%
Black or African American	34%	23%	19%
Pacific Islander/Native Hawaiian	N/A	50%	50%
Two or More Races	39%	35%	29%
White	44%	37%	21%
Unknown	83%	80%	55%

Plans for Improvement:

While the overall graduation rate met the goal (benchmark) and exceeded it by 9%, the desegregated results show stark differences between the genders in various racial categories. The numbers in the racial categories of American Indian/Alaska Native and Pacific Islander/Native Hawaiian often have less than 10 students in the cohort, particularly when disaggregated by gender. Therefore, the 83% in Male Unknown and 80% Female Unknown is amazing, but only reflects 6 male students and 5 female students

The differences in other race/ethnicity categories show differences in gender graduation rates. Female Black students did not meet the graduation rate, and males graduated at a higher rate than females while exceeding the benchmark. Students with Pell graduated at a lower rate than the overall graduation rate. Both multiracial males and females met the mark, but multiracial females were 4% lower than males. The largest racial category is White. In that category, both females and males exceeded the goal, while those with Pell rate was much lower than the benchmark set.

Targeted efforts for graduation and retention on the college's HBCU campus, increased activities by the Advising and Retention Center to encourage completion, 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 59% in 2023-2024.
The pass rate for MTH 098 was 50% in 2023-2024.

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

Performance Results: The benchmark was made. The withdrawal rate for 2023-2024 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:

The academic faculty partnered with the Advising 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 Advising and Retention 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.

The ENR 098 withdrawal decreased, continuing to exceed the benchmark. The ENR 098 success rate did not meet the benchmark. However, it did increase by 6%. The MTH 098 withdrawal rate decreased very slightly continuing to meet the benchmark. The Math pass rate remained below the goal of 60%. This is particularly concerning, as it was the goal for the QEP.

Table 5: Developmental Course Completion

Course	Withdrawal Rate	¹ Success Rate
2022-2023		
ENR 098	11.90%	52.98%
MTH 098	14.86%	50.74%
2023-2024		
ENR 098	8.33%	58.97%
MTH 098	14.85%	50%

¹Successful = 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, Social Sciences and Math met the 85% benchmark; but Natural Sciences (82.14%) fell slightly short of the 2023-2024 goal of 85%.

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 (66.84%), Math (62.87%) and Natural Sciences (68.49%) 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 2021-2022 and 2022-2023 and 2023-2024.

Canvas 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*
2021-2022		
Communications	91.19%	73.72%
Computer Science	78.87%	56.70%
Humanities	88.52%	80.22%
Fine Arts	92.77%	75.16%

General Education Core Area	Persistence %	% Successful*
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%
2023-2024		
Communications	92.56%	74.56%
Computer Science	86.26%	66.84%
Humanities	96.19%	76.85%
Fine Arts	94.14%	79.58%
Math	84.98%	62.87%
Natural Sciences	82.14%	68.49%
Social Sciences	93.99%	80.66%

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: 88.76% of students in 2023-2024 persisted to the end of the semester in their Distance Education courses. The persistence rates of students enrolled in courses delivered utilizing online instruction were over 89% for reporting years, 2021-2022, 2022-2023, and 2023-2024 which exceeded the goal (benchmark) of 85%.

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

Performance Results: 69.91% of the students in 2023-2024 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.

Supports are in place to assist students in distance education courses. 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
2021-2022		
Enrolled	14958	
Persisted	13441	89.86%
Successful	10621	71.00%
2022-2023		
Enrolled	13955	
Persisted	12404	88.89%
Successful	9753	69.89%
2023-2024		
Enrolled	13753	
Persisted	12207	88.76%
Successful	9615	69.91%

**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):

75.2% (CTE) concentrators employed in military or apprenticeship programs in the 2nd quarter following the term in which they left ACCS

65.5% of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

28.3 % 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) 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. Based on the Perkins Report core indicators and targets, Gadsden State saw 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 <u>93.7%</u>	Targeted level of performance (2022-2023) <u>75.2%</u>
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 <u>60 %</u>	Targeted level of performance (2022-2023) <u>65.5%</u>

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 <u>8.4 %</u>	Targeted level of performance (2022-2023) <u>28.3%</u>
--	--

A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2022-2023 College Plan for Career/Technical Education and should be reflected in the 2024-2025 Perkins Basic Grant budget.

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

- Gadsden State Proposes to increase participation of female career technical education by purchasing videos that promote nontraditional gender enrollment and running ads on bill boards in the various labor market areas that surround the Gadsden State Service Area. Gadsden State will also run adds that promote nontraditional gender enrollment in on social media outlets and tv stations.

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*
- *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 and Diagnostic Medical Sonography passed the licensure exams at a rate meeting or exceeding their benchmarks for 2023-2024.

For the Emergency Medical Services program, the Paramedic licensure passage rate was 100% which exceeded the benchmark, while EMT licensure passage rate of 75% fell short of the benchmark.

Medical Labaoratory Technician licensure passage for 2023-2024 was 91%, but the three year passage rate fell slightly below the benchmark at 75%, but this is expected to increase if annual passage rates continue to rise.

Cosmetology (Salon and Spa) licensure passage rate of 61% for 2023-2024 fell below the benchmark. However, licensure passage rates for Esthetics and Nail were above the benchmark at 92% and 100% respectively.

Table 9a: Cosmetology (Salon & Spa Management) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2021-2022	21	20	95%
2022-2023	35	34	97%
2023-2024	46	28	61%

Table 9b: Cosmetology (Esthetics) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2021-2022	8	8	100%
2022-2023	13	12	92%
2023-2024	13	12	92%

Table 9c: Cosmetology (Nail) Program Licensure Performance

Program	# of Students Tested	# of Students Passing	Passing %
2021-2022	3	3	100%
2022-2023	8	8	100%
2023-2024	9	9	100%

Table 10: Practical Nursing Program Licensure Performance

Practical Nursing (NCLEX)*	Number of Students	Number Passing Exam	Passing Percentage
2022	36	36	100%
2023**	58	57	98.28%
2024**	59	57	96.61%

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
2022	70	69	98.57%
2023**	87	85	98.70%
2024**	116	114	98.28%

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
2021-2022			
EMT	39	36	92%
Paramedic	18	15	83%
2022-2023			
EMT	41	27	66%
Paramedic	12	11	92%
2023-2024			
EMT	51	38	75%
Paramedic	19	19	100%

Table 13: Medical Laboratory Licensure Performance

Medical Laboratory	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2021-2022	12	8	67%
2022-2023	10	7	70%
2023-2024	11	10	91%
3 YEAR Total/Average	31	21	68%

Table 14: Radiologic Technology Licensure Performance

Radiologic Technology	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2021-2022	20	15	75%
2022-2023	19	15	79%
2023-2024	24	17	71%

Table 15: Diagnostic Medical Sonography Licensure Performance

Diagnostic Medical Sonography	Number of Students Taking Exam	Number of Students Passing Exam	Passing Percentage
2021-2022	43	33	77%
2022-2023	37	34	92%
2023-2024	37	34	92%

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: Due to the transition of ETS Proficiency Testing vendor, the college did not facilitate testing in 2023-2024.

Data: Unavailable for 2023-2024.