

**GADSDEN STATE
COMMUNITY
COLLEGE**



**Institutional Effectiveness
Annual Report**

2012-2013

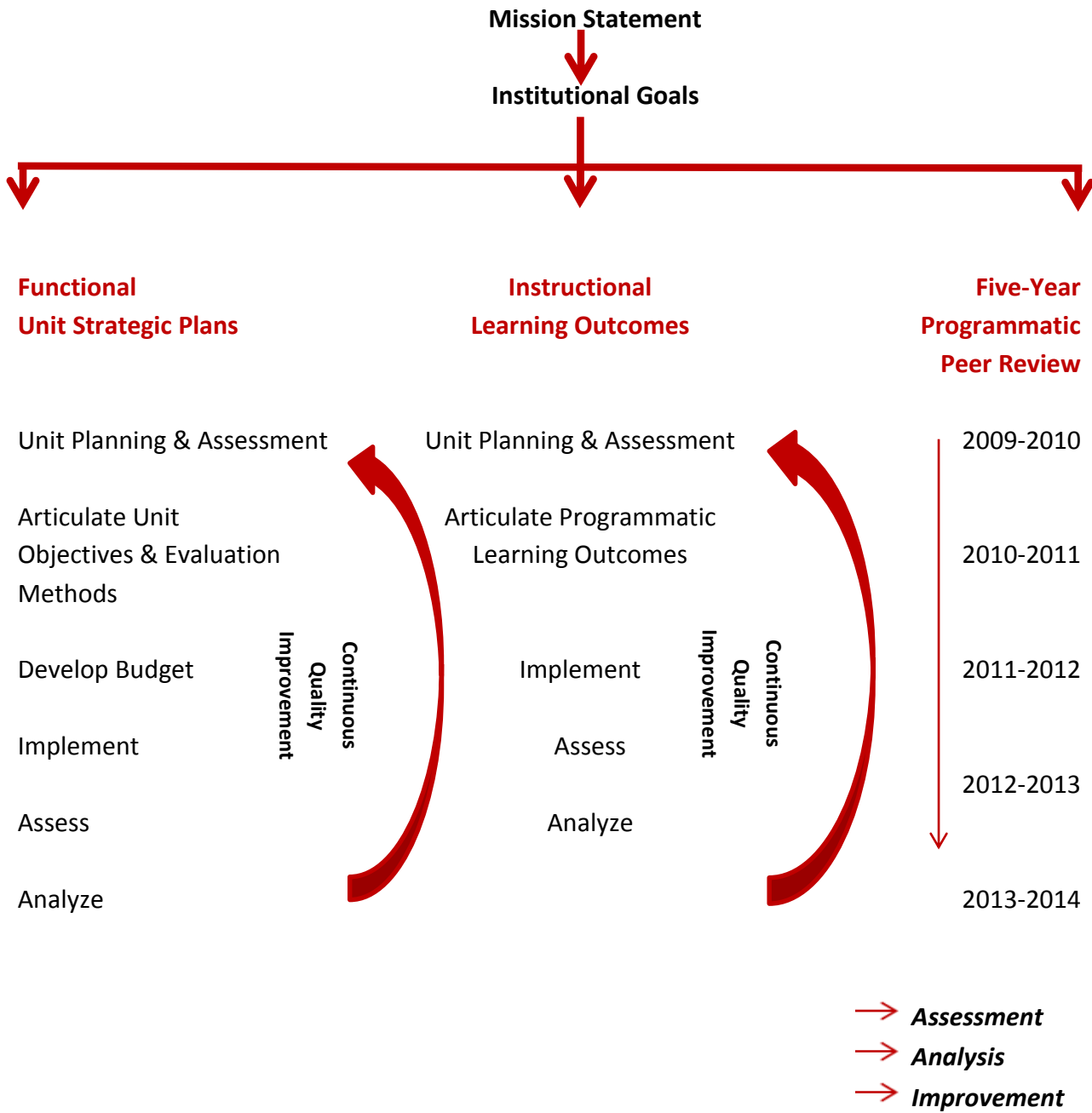
MISSION STATEMENT

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

Student Learning Outcome: Students will demonstrate clear and concise written communication. Rubrics comparing early writing and final writing samples will demonstrate competency in writing for 90% percent of students. A standardized [rubric](#) was used to compare entry diagnostic essays with end of course essays relating to structure, content, and mechanics. The Structure assessment rubric showed 92% success, Content showed 95%, and Mechanics showed 95% success. No weaknesses or deficiencies requiring remedial action is required. Data will continue to be compiled and compared against similar semesters.

ORAL COMMUNICATION

Student Learning Outcome: Students will demonstrate the ability to deliver a coherent speech acceptable in organization, eye contact and delivery. A standardized rubric was used to demonstrate oral communication competency relating to structure, content, and mechanics. Learning outcome goals were that competency in oral communication would be demonstrated for 90% percent of students.. Analysis of results revealed that "Organization" showed a success rate of 95%, "Eye Contact," 92%, and "Delivery," 95%. No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

HUMANITIES

Not assessed

SOCIAL SCIENCE

Student Learning Outcome: Students enrolled in 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. Students responded to five exam questions that correspond with each objective in 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 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.

Fall 2012: Knowledge 81%, Cause and Effect 84%, Timelines 90%, and Relevance 83%. Spring 2013: Knowledge 86%, Cause and Effect 88%, Timelines 91%, and Relevance 84%. ([See Attachment](#))

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

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To 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 may 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.

MATHEMATICS

All student learning outcome goals were met in Mathematics. Students in Math 100, 112, and 116 demonstrated an overall 0.09% increase in proficiency in mathematical and algebraic procedures, processes, methods, and skills to evaluate and solve mathematical problems from the previous year (83.59%-83.68%). 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. Data from the previous year for students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 88% for combined data for fall 2011, spring 2012, and summer 2012. Of the students taking the final exam the overall mastery level for basic mathematical operations was 80.88% for combined data for fall 2012, spring 2013, and summer 2013. This goal was also met during the evaluation of the Student Learning Outcomes for 2011-2012. The data from the previous annual report revealed the overall mastery level was 80.64% for combined data for fall 2011, spring 2012, and summer 2012.

Math 100,112, &116 % successful	2010-2011			2011-2012			2012-2013		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Problem Solving	82%	76%	83%	84%	82%	85%	84%	82%	86%
Skills & Concepts	87% (combined)			88% (combined)			88% (combined)		
Operations	78% (combined)			81% (combined)			81% (combined)		

NATURAL SCIENCE

BIOLOGICAL SCIENCE

Examination of specific student learning outcomes for biological science demonstrate student success.

Learning Objective	Goal	Outcome
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Demonstrate knowledge of bacteria and protists through macro and microscopic evaluation. GOAL MET	90%	96%
Students will demonstrate proficiency in practical laboratory examination of bacteria and protists. GOAL NOT MET	80%	79%
Students will demonstrate knowledge of cell membranes and transport processes. GOAL NOT MET	80%	66%

CHEMISTRY

Learning Objective	Goal	Outcome
Students in general chemistry courses will demonstrate the ability to use mass-volume relationships to determine the density, mass, or volume of a substance when two of the three quantities are known	80%	98%
Students in general chemistry courses will use the concept of molar mass and mole-mass relationships to determine percent composition, percent yield, and empirical and molecular formulas of compounds.	80%	79%
Students completing general chemistry courses will be able to identify basic laboratory equipment.	100%	97%

Faculty redistributed available class time to extend time in the lab which significantly improved students' ability to demonstrate understanding of mass-volume relationships.

COMPUTER SKILLS

Overall students demonstrated proficiency, with 100% demonstrating at average or better in basic skills in computer technology. Although the majority of students demonstrated these skills, the areas of weakness were in word processing (81%), the use of spreadsheet software (87%) and the use of database software (85%).

Student's lowest demonstrated proficiency was in word processing. Analysis of the data suggest this may be due to the students' first introduction to simulator graded exams and electronic grading systems now used in the class. Faculty note that students are surprised to find that the electronic grading methods require steps to be done exactly as instructed and will count even typographical errors. The faculty feel this is an important lesson learned by the students and will continue to use the simulator and electronic grading as it requires students to be more careful, proof-read their work and learn to follow instructions on their own. The improved scores in the more difficult applications that follow word processing (spreadsheets and databases) seem to prove this theory.

Faculty determined the areas of weakness in Spreadsheet and Database skills are due in part to the fact that many students use these software applications for the first time in this college level class and

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have not been exposed to the concepts prior to college. With the consideration of providing students more resources to train and study these applications, online simulation products are now being used in all sections of CIS 146. These new methods should allow students to gain more skill, though through additional use and repetition.

Goal 2: Prepare students to perform successfully at transfer institutions

UNIVERSITY OF ALABAMA IN HUNTSVILLE

The University of Alabama in Huntsville (UAH) reports that 51 students from GSCC transferred to the University for the terms Summer 2012, Fall 2012, Spring 2013 and enrolled in undergraduate courses 300-level and above. The Average number of hours attempted for this group was 35.16 semester hours. The Average hours earned was 32.61 and the Average GPA at the end of Spring 2013 was 3.01. Transfers from other public Alabama two year colleges earned an average GPA of 3.02 and students who transferred from other colleges earned an average GPA of 3.03. UAH report the average GPA for native students as 3.11 for this same interval. Students who transferred 15 to 23 hours from GSCC earned an average GPA of 2.36 (N=10). Those transferring 24-59 hours earned an average GPA of 2.83 (N=37) and those transferring more than 60 hours earned an average GPA of 2.75 (N=14). Eighteen (18) students who transferred to UAH graduated during this interval.

AUBURN UNIVERSITY

Auburn University reported 23 GSCC students transferred to AU in Fall 2012 with an average of 48.5 hours in transfer credit. Auburn reports that 80.9% of GSCC students who applied (N=47) Summer/Fall 2012 were accepted (N=38) at a higher rate than all other transfer student applicants. Transfers from other institutions (N=2605) were accepted at a lower rate (64.9%, N=1690) than GSCC students. The cumulative GPA for GSCC students at the end of Spring 2013 was 2.46 and the cumulative GPA of all transfer students to AU was 2.65

OTHER INSTITUTIONS

College Feedback Reports have been requested from The University of Alabama and Jacksonville State University but have not been received.

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 NEEDS³

SKILLS TRAINING

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.

Ninety-seven (97%) 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.

APPLIED TECHNOLOGIES

The Technical Division is committed to providing area employers with qualified graduates skilled in their respective occupational areas. These experiences are focused on establishing entry-level, job specific skills as well as updating workforce skills through advancing technology and retraining for displaced workers.

The Auto Collision Department on the Ayers Campus achieved NATEF certification during Summer, 2013. The Diesel Technology program achieved NATEF certification in Summer, 2013. Due to schedule conflicts between NATEF Evaluation Team Leader and Summer semester schedule, the site visit was scheduled for early Fall, 2013. The Automotive Technology Program achieved program certification in Fall, 2013.

It is the goal of Applied Technologies to certify as many students as possible in workforce ready programs during the 2012-2013 year. The following credentials were earned by students in applied technology programs:

Program Completers	Certifications Earned	Percent Change
ABR	6	37.5%

³ Derived from 2012-2013 USP

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AUM	19	237.5%
CAR	13	185.7%
COS	44	86.3%
DEM	13	325%
WDT	10	32.3%

*Percentage exceeds 100 due to students who earned multiple certifications

ENGINEERING TECHNOLOGIES

Gadsden State Community Colleges Engineering Technologies Division is committed to providing individuals with quality and up-to-date technical training educational experiences, and to provide area employers with qualified graduates skilled in their respective occupational areas ready for employment. Instructional delivery focuses on initial job-specific skills for those just entering the workforce, updating the current workforce skills and abilities through advancing technology, retraining for displaced workers, and professional development activities for local professionals. This division reported an increase of 40% in the number of students who earned certificates (72 to 101)

HEALTH SCIENCE

The Health Science Division is dedicated to providing quality education consistent with requirements of accrediting/credentialing agencies and Postsecondary Education in providing the necessary knowledge, skills, and attitudes congruent with the expectations of the public, employers and the respective professions.

Health Care programs at Gadsden State consistently met program goals for the academic year 2012-2013. Nursing students exceeded benchmarks in communication as evidenced by an 84 point improvement from the previous year on the HESI exam. On the one-year Employer Survey (n=26), 91% of employers indicated that graduates were "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to therapeutic nursing interventions.

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

A variety of training sessions were offered by the Office of eLearning to expand and improve the online educational opportunities offered by the College. These professional development sessions encompassed group and individual sessions as well as face-to-face and virtual sessions. Session topics included Introduction to Blackboard, Using the Blackboard Grade Center, Introducing Respondus Monitor, Creating Lessons with SoftChalk, Using Camtasia for Screenshot, Video Everywhere, and Wimba Troubleshooting. Results from training surveys collected indicate that 100% were very satisfied with the appropriateness of training, 100% were very satisfied with the knowledge and professionalism of the trainer, and 99% were very satisfied with the overall training experience.

The eLearning Office continued offering First Friday Tech Tips on the first Friday of each month via the eLearning Website. 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, topics included Mobile Testing, Inline Assignment Grading, Effective Contact in an Online Course, Blooms Taxonomy and the Pedagogy Wheel, and Screencasting Tips for Mobile Devices. Faculty are directed to an online survey for FFTT. Unfortunately, faculty did not complete the survey associated with this endeavor. Visits to the "Instructor Training Materials" portion of the eLearning Website are being tracked. From January through May of 2013, there were 186 page views with 122 First Time Visits. There were also 44 returning visits.

The number of eLearning class sections offered during the Fall of 2012, 145, is equivalent to the number of eLearning sections offered in the Fall of 2011. It appears, as is true Nationwide that the growth in Distance Learning is leveling out. While there is not an increase in the number of eL sections offered, what may be more significant is the offering of NEW eLearning courses. During the Fall of 2012 there were new eLearning sections of Biology, Office Administration, and Geology offered. This supports the growth of the Gadsden State eLearning program.

While the Success Rates in online sections are not equal to the success rates for on-campus sections, they are approaching. Obviously, the online format is not for every student. Also, many will agree the online format may not be suited for every course. For example, selected students will indicate Psychology or Art in the online format is great, but would prefer to take Math in the traditional classroom setting. **eLSO 100 - eLearning Student Orientation**, was introduced in the Summer of 2012 in hopes of better preparing students for the online environment and thus improving the eLearning student's chances of success. This is difficult to measure however, because students are not required to enroll in eLSO 100. In some instances the success rates have improved from the previous year. For example in the Fall of 2011, 66.01% of the students enrolled in distance sections of Art 100 were

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successful while 68.93% of the distance students in Fall 2012 were successful. However, this cannot be directly attributed to the introduction of the eLSO class.

The success rates of students enrolled in eLearning sections are comparable to students enrolled in the equivalent on-campus sections. Compare the data from Fall 2012 of several core courses:

Course/Method of Delivery	#	%			
ART 100	162	30.45%	370	69.55%	532
Distance	64	31.07%	142	68.93%	206
Non-Distance	98	30.06%	228	69.94%	326
BIO 103	191	42.73%	256	57.27%	447
Distance	8	33.33%	16	66.67%	24
Non-Distance	183	43.26%	240	56.74%	423
BIO 201	259	50.59%	253	49.41%	512
Distance	12	54.55%	10	45.45%	22
Non-Distance	247	50.41%	243	49.59%	490
ENG 101	321	30.25%	740	69.75%	1061
Distance	60	46.15%	70	53.85%	130
Non-Distance	261	28.03%	670	71.97%	931
HIS 201	170	37.36%	285	62.64%	455
Distance	40	37.04%	68	62.96%	108
Non-Distance	130	37.46%	217	62.54%	347
MTH 100	237	48.27%	254	51.73%	491
Distance	26	56.52%	20	43.48%	46
Non-Distance	211	47.42%	234	52.58%	445
ORI 101	350	32.99%	711	67.01%	1061
Distance	251	37.24%	423	62.76%	674
Non-Distance	99	25.58%	288	74.42%	387
PSY 200	268	33.88%	523	66.12%	791
Distance	36	40.45%	53	59.55%	89
Non-Distance	232	33.05%	470	66.95%	702

The retention rates in distance courses only have remained fairly consistent over the past several years (please see the attachment above). Distance students contend with many "life factors" which interrupt the typical non-traditional student who enrolls in distance classes.

In terms of communication, the eLearning website is an excellent resource. It continues to be an important outreach for Gadsden State Community College. Throughout this instructional year, there have been 106,880 page views (the number of times the page was visited) with 83,446 unique visits

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(total number of returning and first time visits). Unfortunately, these numbers are down from the last cycle, (143,500 page views and 110,500 unique visits). This could be due to the drop in enrollment Gadsden State has been experiencing over the past year. However, the eLearning website continues to provide a user friendly and accessible visit containing important information for both students and faculty.

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 technical services available to them via phone, email, and/or face to face visits to the eLearning lab. Additionally, there are video tutorials available to students on the LMS login page. More than 86% of the students completing the Evaluation of Campus and Services expressed satisfaction with the level of services provided. The eLearning Office continues to explore methods to support eL students. It is believed the support services that are available help to maintain the consistency in the retention rates.

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

ADULT BASIC EDUCATION (JOHNNY BAKER)

Analysis of data from the Adult Education System for Accountability and Performance (AAESAP) System indicates that there were 2,169 students served in FY2011-12 compared to 2,130 students served in FY2012-13, representing a 1% decrease in the number of students enrolled this year. This decrease continues to show the effects of the lagging economy as many individuals were seeking employment rather than taking Adult Education classes.

During FY 2012-13, 334 students earned their GED versus 283 in FY 2011-12, which represents an 18% increase in the number of Adult Education Services students who earned their GED this year. According to AAESAP data, the number of students who earned their GED and continued to postsecondary education increased from 27 students in FY 2011-12 to 73 students in FY 2012-13, a 170% increase. The reason for the increase was attributed to the more reliable and systematic accounting for students and their success in the AAESAP system.

According to reports prepared for the Alabama Department of Human Resources, our program served 147 DHR JOBS Readiness clients. Out of those served, the reports indicate that 88 clients completed the 30-day course. These results indicate that the Calhoun County DHR JOB Readiness Program continues to be an important factor in the employability skills of many citizens in Calhoun County. The Adult Education Services will continue to provide quality teachers and quality education in preparing the citizens in obtaining and maintaining jobs.

Adult Education Services provided increased awareness of American Citizenship, culture, and language for 98 non-English speaking residents who attended classes as reported in AAESAP. We will increase awareness of the services offered to non-English speaking citizens by advertising the program and seeking out businesses that employ non-English speaking citizens.

CONTINUING EDUCATION

Continuing Education works to provide quality non-credit professional development courses and workshops for licensed professionals. An examination of evaluation forms from participants in professional development classes and seminars reveals that 99% felt they had benefitted from attending the class. Additionally, Continuing Education goals include the provision of classes to enhance the quality of life for residents of the College's service area. Of the classes offered, 181 classes were conducted and served 1015 students. There were 372 children served during the summer program Camp Cardinal. This is an initiative that provides quality opportunities for elementary school age

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children to continue their academic and personal growth when schools are not in session. Camp Cardinal received a 92% approval rating in all categories surveyed.

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.

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

The Admissions and Records office has progressed to a paper-less system using our new BDMS Imaging System. It has made a tremendous impact on allowing our staff more one-on-one time with walk-in students and other required paperwork. Requests for transcripts are generally processed the day the request is received, either in person or online. Transfer transcript evaluations are also generally processed the day received and entered into Banner.

The Student Survey of Campus and Services indicated 97% 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 throughout the Gadsden State community and surrounding areas. Ninety-nine (99%) of prospective students 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 25 responses. 24 respondents answered question #10, “Overall, the service provided by the Gadsden State Admissions Counselor assigned to my school is satisfactory.” 19 respondents (79.2%) indicated “Strongly Agree” and 5 (20.8%) of the respondents indicated “Agree”. A total of 100% satisfaction rating was achieved from high school and community members who have connected with Gadsden State Counselors through recruiting activities.

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 2012-2013 academic year, 1,012 individuals visited the Counseling and Advising webpage.

Advising and Counseling Center Initiative	Assessment Results
Success Workshops and Seminars	98% Satisfaction Rate
Advising Assistance	99% Satisfaction Rate
Placement Testing Program	97% Satisfaction Rate
Presentation and Informational Sessions	93% Satisfaction Rate

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The Center will continue efforts to promote and improve the Freshmen Opportunities for College and Unlimited Success (F.O.C.U.S.) Orientation program. Student leaders increased from 32 in 2011-2012 to 36 students in 2012-2013. 44% of the first-time students attended F.O.C.U.S. in July of 2013, as opposed to 32% in July of 2012.

FINANCIAL AID

The Financial Aid module of the Banner student information system was implemented Fall 2012, and enhancements are being made to better serve technical students and meet federal regulations. Staff members attended numerous training and professional development sessions prior to going live with Banner and continue to train to ensure effective and efficient use of the administrative software package.

Financial Aid services at Gadsden State Cherokee have been well received. In addition, the loan management function has been reassigned to the staff at Cherokee to provide additional time for student service at McClellan.

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

STUDENT SUPPORT SERVICES

Student Support Services, a TRIO grant program funded by the U.S. Department of Education, offers tutoring, advising, workshops, seminars, and academic services to ensure the academic success to aid low-income students, first generation students and students with disabilities to stay in good academic standing at Gadsden State. Student Support Services assess persistence rate, graduation rates, transfer rates, and academic standing.

Student Support Services		Assessment Results
Persistence Rate	67%	Persisted, graduated or transferred
Graduation Rate	42%	Completed AS or CRT within 4 years
Transfer Rate	40%	Transferred to four year institution
Academic Standing	94%	Remained in Good Standing

CAREER SERVICES

The Office of Career Services assists with “in-field employment” of Gadsden State Community College students and graduates. Ninety-two percent (92%) of the students attending Employment Opportunity

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Fairs indicated their expectations were met. Ninety-seven percent (97%) of the employers indicated they were satisfied with the Employment Opportunity Fair results and that their expectations were met. Suggestions from students on ways to enhance Employment Opportunity Fairs indicated that additional employers should be encouraged to participate in the areas of industrialization, electronics, welding, staffing, and medical.

Seventy-one (71%) of faculty surveyed indicated they were satisfied with services offered through Career Services. Out of the 24 surveys returned, 17 faculty responded that they were “very satisfied” with Career Services programming. The percentage rate is slightly higher (71%) this year than last year (70%). While the percentage is slightly higher than last year, it is lower than we would like due in part to two (2) of the 24 faculty answering “not applicable” to the last question on the survey which asks their overall satisfaction with Career Services. Additionally, five (5) faculty answered somewhat satisfied which also contributed to a lower rate than desired.

Ninety-two (92%) of students participating in career-related seminars, workshops and special events, indicated satisfaction and a better understanding of job search techniques, interviewing and resume preparation as they relate to career development.

EDUCATIONAL TALENT SEARCH

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 Objective	Assessment Results	
	Ayers Talent Search	Gadsden-Etowah Talent Search
Participants Served	584	736
Graduation Rate	94%	97%
Persistence Rate in High School	97%	96%
Postsecondary Enrollment	72%	83%

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, *Welcoming Diversity*, 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. The Diversity Liaison has established communication with the targeted minority communities through his involvement with the Calhoun County Chamber of Commerce Education Committee, Calhoun County Family Services Center, West Anniston Foundation, Anniston Community Family Foundation and the Hobson City Community & Economic Development Corporation. 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, Alabama Association of Colleges and Employers, Kiwanis, ACCSHRMA (Alabama Community College System Human Resources Management Association), and the Gadsden/Etowah Chamber of Commerce.

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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>