GADSDEN STATE
COMMUNITY
COLLEGE

**Institutional Effectiveness
Annual Report**
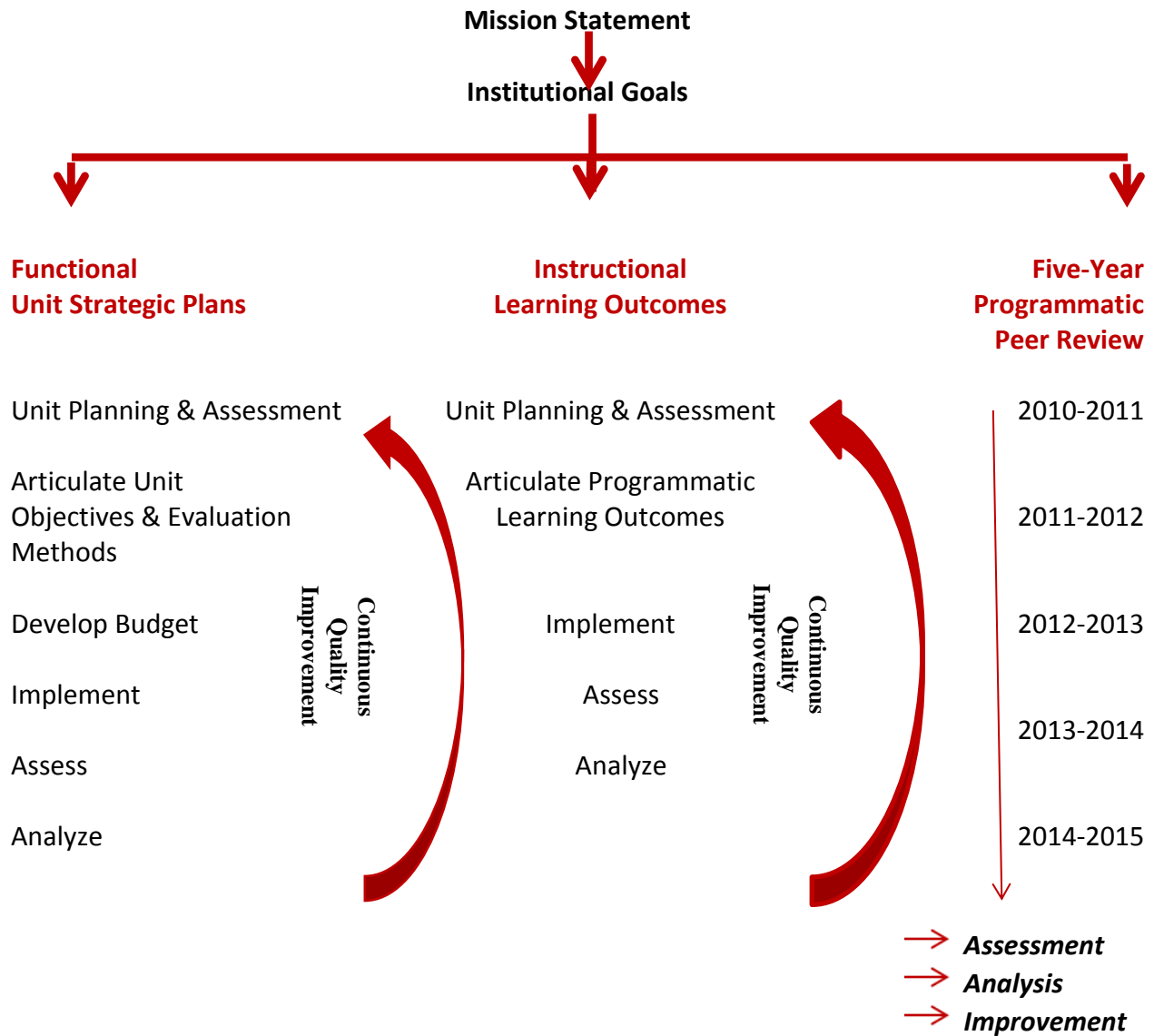
2014-2015

MISSION STATEMENT

Gadsden State Community College serves its diverse communities by offering quality academic education, workforce development, and adult education opportunities that are accessible and affordable and that foster lifelong learning and global awareness.

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).

Mission Statement

Institutional Goals

Functional Unit Strategic Plans	Instructional Learning Outcomes	Five-Year Programmatic Peer Review

Unit Planning & Assessment

Articulate Unit Objectives & Evaluation Methods

Develop Budget

Implement

Assess

Analyze

Continuous Quality Improvement

Unit Planning & Assessment

Articulate Programmatic Learning Outcomes

Implement

Assess

Analyze

Continuous Quality Improvement

2010-2011

2011-2012

2012-2013

2013-2014

2014-2015

→ *Assessment*
→ *Analysis*
→ *Improvement*

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 [1]

WRITTEN COMMUNICATION

Gadsden State has implemented program assessments which include assessments of learning outcomes. The Department of Language and Humanities established that 90% of students who complete Written Composition will demonstrate proficiency in structure, content, and mechanics of written communication. . Assessment results reveal 80% success and the division has determined to provide enrichment in the form of tutoring services. These services will be provided free of charge through the Cardinal Writing Center. Additional tutoring assistance is provided through the SmartThinking online tutoring initiative.

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. Assessment results revealed that 92% of students demonstrated the demonstrated this competency at the "proficient" level as defined by a standardized assessment rubric.

HUMANITIES

Humanities courses will introduce students to the basic elements and major events in literature and the arts and humanities. Assessment of established learning outcomes indicate that 81% of students scored at a proficient level on a post-assessment writing sample.
Additionally, the faculty determined that students in literature courses will demonstrate in writing the ability to interpret literary works and place them in cultural context. Post-assessment revealed that 83% of students scored at the proficient level.

SOCIAL SCIENCE

Student learning outcomes have been established in history and behavioral science courses. S

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[1] Retrieved from Evaluation of Student Learning Outcomes, http://gsiesrv.gadsdenstate.edu/slo2.cfm

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.

Objective	Fall 2014	Spring 2015	Fall 2013	Spring 2014
Knowledge	85%	86%	81%	86%
Cause & Effect	92%	91%	84%	88%
Timelines	93%	91%	90%	91%
Relevance	87%	92%	83%	84%

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.

Objective	Fall 2014	Spring 2015	Fall 2013	Spring 2014
Environment	81%	88%	80%	83%
Socialization	86%	81%	76%	83%
Theory	83%	83%	84%	82%
Research	89%	89%	84%	78%

MATHEMATICS

Of the students taking the end of term exam in the designated math courses (Math 100, 112, 116), the total mastery level was 85.44% for fall 2014 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, 83.65% for spring 2015 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, and 80.41% for summer 2015. The total mastery level was 84.02% for combined fall 2014, spring 2015, and summer 2015 (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 mastery level increased 1.54% from the previous academic year from 82.48% 2013-2014 annual total to 84.02% for the 2014-2015.

Students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 89.40% for combined data for fall 2014, spring 2015, and summer 2015. Data from the previous year for students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 88.20% for combined data for fall

2013, spring 2014, and summer 2014. The mastery level increased 1.2% from the academic year 2013-2014 to the academic year 2014-2015.

Students taking the final exam in the designated math course related to this outcome, the overall mastery level was 81.08% for combined data for fall 2014, spring 2015, and summer 2015. This goal was also met during the evaluation of the Student Learning Outcomes for 2013-2014. 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 80.48% for combined data for fall 2013, spring 2014, and summer 2014. The mastery level data show an increase of 0.6% from the academic year 2013-2014 to the academic year 2014-2014 and had a decrease of 0.4% from the academic year 2012-2013 to the academic year 2013-2014; the division will continue monitoring the data.

NATURAL SCIENCE: BIOLOGICAL SCIENCE

Faculty determined that student learning outcome indicators for biological science include the demonstration of knowledge regarding life forms, specifically protists and bacteria and that student demonstrate knowledge of cell structur and function.

Results for the year revealed that 75% of students (Fall = 74%; Spring 78%; Summer = no results) correctly answered practical laboratory questions that deal with bacteria and protists. Our results revealed that 89% (Fall=86%; Spring=94%; Summer=93%) 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. Results for the year reveal that 70% of students (Fall=69%; Spring=70%; Summer=82%) correctly answered practical laboratory questions concerning all membranes and their transport processes.

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.

NATURAL SCIENCE: PHYSICAL SCIENCE

Students completing Physical Science courses demonstrated knowledge of the atmospheric effects of relative humidity. 90% of students (18 of 20) scored in the satisfactory range with better than 80% scoring in the 80%-100% range. Students performed well on the data

collection sections and humidity calculations. Deficiencies were identified in student's math skills. To address the math aspects of the activity, specific examples will be given in the future to provide direction in setting up the more complex problems.

Students completing Physical Science courses demonstrated collegiate level knowledge of basic motion and configuration of the major planets in the solar system. 94% of students (17 of 18) scored in the satisfactory range with better than 80% scoring in the 80%-100% range. This lab uses a sophisticated computer software imaging program that the students seem to enjoy. Use of technology definitely seems to enhance student learning for this topic and should be continued.

Students completing Physical Science courses were able to identify and describe the features of various minerals and rocks and distinguish between igneous, sedimentary, and metamorphic rocks. 92% of students (23 of 24 for minerals; 24 of 25 for rocks) scored in the satisfactory range with most scoring in the 80%-100% range. Problems seemed to arise only with mineral and rock samples that were very similar in appearance such that additional tests were required to distinguish between them. Additional demonstration and discussion of the more involved procedures for identifying specific distinguishing properties for minerals and rocks should help students feel more comfortable with their own use and interpretation of results.

Goal 2: Prepare students to perform successfully at transfer institutions

The University of Alabama reports that74 students transferred from GSCC Summer 2014 through Spring 2015. These students earned and Average UA GPA of 3.01 in courses number 300 level or above. This compares favorably with the average GPA in 300 level courses for students from all other Alabama Public Two-Year Colleges at 2.89. Native UA students earned a higher average GPA than transfers from any two-year college at 3.20.

Feed back reports from The University of Alabama indicate that students who transfer from Gadsden State perform satisfactorily after transfer.

Hours Transferred	Average Transfer GPA	Average GPA when student earned 60 to <90 hours at UA
45-<24	2.99	3.00
24 to <60	3.20	2.92
>=60	3.12	3.44

G*OAL* **3***:* ***P****ROVIDE 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* **[2]**

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.

2014-2015			
Applied Technology Division Completers	**CER**	**STC**	**Grand Total**
AUTO MECHANICS	4	8	12
AUTOMOTIVE BODY REPAIR	5	11	16
CARPENTRY		14	14
COSMETOLOGY/NAIL	27	4	31
DIESEL MECHANICS	9		9
MASONRY	7		7
WELDING	24	32	56

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

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[2] Derived from 2014-2015 USP

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.

2014-2015				
EngineeringTechnology Division Completers	**AAS**	**CER**	**STC**	**Grand Total**
AIR COND/REFRIGERATION TECHNOLOG	24	11	34	69
AUTOMOTIVE MANUFACTURING	1	2	1	4
CIVIL/MECHANICAL/DESIGN TECHNOLO	16	15	4	35
DRAFTING AND DESIGN TECHNOLOGY	7	6	6	19
ENGINEERING TECHNOLOGY	27	29		56
INDUSTRIAL MAINTENANCE TECHNOLOG	69	68	138	275
MACHINE TOOL TECHNOLOGY	11	12	15	38

HEALTH SCIENCE: REGISTERED NURSING

On the one year employer graduate RN survey, 96.2% of employer respondents (N=25) indicated the RN graduates were "Prepared", "Well Prepared", or "Very Well Prepared" in the assessment category: Communicates effectively with patients, families, and members of the health care team. Responses represent feedback for 20% of the graduating class of 2015 (N=128). Results indicate a significant improvement from the 86.37% of respondents on the same survey item from the previous year.

HEALTH SCIENCE: PRACTICAL NURSING

On the one year employer PN survey, 50% of employer respondents (n=2) reported graduates demonstrated clinical competence and independence in providing care to a groups of patients. Response rates between this year and the previous year were too disparate to make a comparison.

HEALTH SCIENCE COMPLETERS

Health Science Completers 2014-2015	AAS	CER	STC	Grand Total
ASSOCIATE DEGREE NURSING	128			128
CLINICAL LABORATORY TECHNOLOGY	20			20
EMERGENCY MEDICAL SERVICES	6			6
MASSAGE THERAPY TECHNOLOGY			9	9
MEDICAL LABORATORY TECHNOLOGY	20			20
NURSING ASSISTANT			14	14
PRACTICAL NURSING		55		55
RADIOLOGIC TECHNOLOGY	20			20
SURGICAL OPERATING ROOM TECHNICIAN			15	15
Grand Total	**194**	**55**	**38**	**287**

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 this cycle. The opportunities included group and individual sessions as well as face-to-face and virtual sessions. Topics included Introduction to Blackboard, Using the Blackboard Grade Center, Introduction to *Respondus Monitor*, Using *Softchalk*, Introduction to *Panopto*, Using Camtasia for *Screencapture*, and The Flipped Classroom. Results from training surveys collected indicate that 100% 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 Satisfed to Very Satisfied with their overall training experience. The eLearning Office continues offering First Friday Tech Tips on the first Friday of 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.

Currently, the director of the Teaching and Learning Center is developing a training schedule which improve access to training sessions pertaining to teaching and learning at Gadsden State Community College.

The Teaching and Learning Center is currently in process of redesigning the eLearning website and updating all the material that is listed on the website to make it more appealing to its viewers. The Teaching and Learning Center staff will continue to update and make the necessary changes to the website to make sure it is effective in providing information pertaining to distance learning at Gadsden State Community College.

Gadsden State Community College students have a full range of student services available to them via the Teaching and Learning Center website and the Gadsden State Community College website. Students and faculty alike have access to technical services via phone, email, and/or face-to-face visits to the Teaching and Learning Center. Additionally, there are video and printable guides available to students.

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

ADULT BASIC EDUCATION

Adult Education Services at Gadsden State seek to meet the stat-mandated standards of performance as outline in the Alabama Adult Education State Plan for FY 2014-2015. This plan proposed to increase student enrollment by 10% annually and to increase the number of Adult Education students earning a GED by 5% annually. Analysis of participation data revealed that the AE enrollment rate decreased 12% for this reporting period which is similar to the decrease for the state as a whole (10%). For the FY 2013-14 period, 1,532 students ere enrolled. During this reporting period of FY 2014-15, there were 1,361 enrolled. AE students earning their GED credentials totaled 80, resulting in a 34% decrease for this reporting period over that of 2013-2014 (264 GED's earned).   For the entire state, all Adult Education students earning their GED credential for this same period decreased by 26%.

CONTINUING EDUCATION

Provide quality, non-credit professional development courses/workshops for licensed professionals. 98% of workshop participants responded that participants are benefitting from the professional development classes. These classes have been very successful, and the demand for professional development classes has increased, demonstrating a need to further develop this area. Professional Development classes; increased by 137% from 242 in 2013-2014 to 573 in 2014-2015. We will look for opportunities to serve local businesses and professionals. Camp Cardinal participants increased from 610 to 715; we will continue to offer creative summer activities that will attract children. Community Education classes did not increase. We are working on a strategic plan to look for new classes and various ways to offer and present them to the community.

Continuing Education also provides "Kids College" which provides quality opportunities for elementary school age children to continue their academic and personal growth when schools are not in session. An examination of evaluation forms from the parents of participants shows and overall 99% approval rating in all categories surveyed. The condition of the building is the only recurring negative response.

SKILLS TRAINING DIVISION

The mission of the Skills Training Division is to provide quality short-term, non-credit training specific to the needs of the diverse community at a reasonable cost. Program goals are 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. Course and Instructor Evaluations collected resulted in an 86% favorable rating. The goal of providing quality short-term, noncredit training specific to the needs of the diverse community at a reasonable cost was met. The Skills Training Division has assessed the programs currently offered and have added new components to address the deficiencies noted in the Course and Instructor Evaluations.

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

Due to a change in leadership of the Public Relations and Marketing Department, this report is delayed.

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

One of the major goals for this year was to ensure that staff are cross-trained to maximize efficiency in the department. This objective has been met. One of the results of this increased efficiency is that the department met their benchmark that incoming transcripts would be evaluated with 3 days of receipt. Ninety-nine percent of transcripts were evaluated the day they were received in the Records Office. During peak registration would an evaluation of a transcript take more than one day.

Implementation of electronic transcript service has been delayed for this reporting period. Full implementation has been rescheduled for Fall 2016.

90% of students expressed satisfaction of services at the "satisfied" or very satisfied" level resulting in the unit meeting the established goal.

ADVISING AND COUNSELING CENTER

The Advising and Counseling Center seeks to promote programs presented in high school classroom presentations, college fairs, community agencies, community events, campus tours. The goal is that prospective students will become more knowledgeable of Gadsden State's academic and technical programs and campus services. .Utilizing SurveyMonkey, eighty-seven counselors were surveyed concerning their satisfaction with Gadsden State recruitment activities. Of the eighty-seven counselors surveyed, thirty -nine responded. Of the thirty-nine respondents, 100% (33 or 89% strongly agree, 4 or 11% agree) indicated that services provided by Gadsden State recruiters were satisfactory. There were no respondents indicating a negative satisfaction rating with the services provided.

The Gadsden State Counseling and Advising Center launched a social media initiative. The Facebook page currently has 179 likes. It was updated infrequently throughout the 2014-2015 academic year. The Gadsden State Career Tech Facebook Page currently has 260 likes, and is updated more frequently with pictures of students who have toured the campus, as well as articles on GSCC technical students. The Counseling and Advising Facebook pages and the Twitter pages are connected, so when something is posted to Facebook, it is automatically posted to the Twitter page. Overall a total of 1,594 hits were made to the Counseling and Advising webpage during the 2014-2015 academic year which is an increase from the 1,138 hits to the site during the 2013-2014 academic year.

Three College Access/Preview Day events were held during the 2014-2015 academic year. A total of sixty-eight prospective students attended. Out of the sixty-eight attendees, sixty-two completed evaluations. 100% of those completing evaluations indicated they were satisfied with the event. "Excellent" ratings were indicated by forty-nine (79%) of the respondents and thirteen (21%) indicated a "Good" rating.

FINANCIAL AID

Approximately 20 workshops were conducted throughout the GSCC service area in order to enhance communications with the College community in regard to financial aid opportunities. Locations include White Plains High School, Calhoun County Career Technical Center, Cleburne County High School, Gadsden State Cherokee, Welborn High School, Gadsden State Wallace Drive Campus, Talladega County Central High School, Gadsden State Valley Street Campus, Oxford High School, and other locations. Anecdotal feedback was positive, such as the following comment that they "gained a great deal of valuable and pertinent information about college finances".

To further enhance communications, and in addition to posting information on SSB, the FA Office increased the number and types of emails sent to students. FA also developed a flyer, explaining how to check student emails and SSB. There is no means to track demographic data on portal usage; however, based on reduced student calls and anecdotal feedback, the additional notifications were positive.

CAREER SERVICES

The mission of Career Services is to provide students and graduates with access to high quality career preparation and employment opportunities. 904 students attended events and/or participated in various activities sponsored by Career Services to integrate educational programming with securing in-field employment. The Career Services Office surveyed participants who connected with Career Services through job search activities, career services and events using a "Career Satisfaction" survey administered to students. Evaluations were obtained by students who connected with Career Services at various events and activities. 904 students attended events and/or participated in various actvities and were given surveys. 706 surveys were returned indicating a response rate of 78%.

Five employment fairs were offered throughout the year. Of the 668 students that attended, 499 returned surveys with 476 (95%) indicating that they were satisfied with the employment fair. Of the 107 employers that participated in the employment fairs, 98 of them submitted

evaluations. 87 (or 89%) of the employers submitting evaluations were satisfied with the employment fairs.

The Career Services Offices also seeks to provide students an opportunity to connect with employers for potential long-term employment and career development through participation in the Cooperative Education work experience. 100% of the Co-Op employers responded to the student work performance evaluations given to them by Career Services, exceeding the goal of 90%.

EDUCATIONAL TALENT SEARCH: AYERS CAMPUS

ETS seeks to identify and deliver services to diverse disadvantaged middle and high school students with the potential for postsecondary success and to remove barriers to increase postsecondary enrollment and success rate. New applications were accepted from 122 qualified students. Of the total participants served 75% are low income and first generation participants. 97% of participants in grades 6-11 were promoted to the next grade. There were 95 senior participants. All of them graduated with a standard diploma. According to the National Student Clearinghouse, 70% of participants (67 out of 95) who graduated enrolled in a postsecondary institution.

EDUCATIONAL TALENT SEARCH: GADSDEN-ETOWAH

ETS seeks to identify and deliver services to diverse disadvantaged middle and high school students with the potential for postsecondary success and to remove barriers to increase postsecondary enrollment and success rate. 97.2% of non-senior program participants completed the current academic year and continued the next academic year at the next grade level. 98.4% of seniors served graduated during the project year with a regular secondary school diploma in the standard number of years. 98.4% of seniors served during the project year completed a rigorous secondary program of study and graduated during the project year with a regular secondary school diploma, in the standard number of years. 76.61% of participants who graduated with a regular secondary school diploma during the project year enrolled in an institution of higher education by the fall semester immediately following high school graduation or have received notification of acceptance from an institution of higher education by the fall semester immediately following high school but deferred enrollment until next academic semester (e.g. spring semester).

STUDENT SUPPORT SERVICES

Student Support Services seeks to provide supportive services to eligible student to increase their retention, transfer, and graduation rates. A computerized database is maintained on each of the participants. The status of whether the student returns, transfers or graduates is tracked by the SSS staff. During the academic year 2014-2015 71.11% of SSS students persisted. During the 2014-2015 school year 41.07% of student graduated. Of those that graduated 17.39% transferred. During the 2014-2015 academic year 90% of SSS students were in good academic standing. SSS continues to monitor student retention to increase the number of students who persist from year to year. Student feedback and monitoring from tutoring and academic advisement is used to help increase student retention.

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 Alabama Community College System for distribution to its applicant pool. Job announcements are also placed on the College's webpage, the website for the Alabama Community College System, 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 Big Brothers Big Sister, 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.