

ALABAMA COMMUNITY COLLEGE SYSTEM

COLLEGE ACCOUNTABILITY PERFORMANCE PROFILE

PERFORMANCE COMPONENT 1: ENROLLMENT MANAGEMENT

*A. Enrollment trend from fall semesters and current year percent of change from three-year average**

Fall Enrollment Three-Year Avg			Fall 2007 Enrollment			Fall 2007 % of Change (+ or -)		
<u>Credit</u>	<u>Noncredit</u>	<u>Total</u>	<u>Credit</u>	<u>Noncredit</u>	<u>Total</u>	<u>Credit</u>	<u>Noncredit</u>	<u>Total</u>
5,326	636	5,962	5,251	1,021	6,272	-1.40	60.53	5.20

Fall 2004 Enrollment			Fall 2005 Enrollment			Fall 2006 Enrollment		
<u>Credit</u>	<u>Noncredit</u>	<u>Total</u>	<u>Credit</u>	<u>NonCredit</u>	<u>Total</u>	<u>Credit</u>	<u>Noncredit</u>	<u>Total</u>
5,228	609	5,837	5,347	570	5,917	5,403	729	6,132

** includes credit and non-credit student headcount*

B. Number of degree, diploma, and certificate programs and percent that meet state viability criteria except those that have been approved within the past five years.

<u>Number of Programs</u>	<u>Number Meeting Viability Criteria</u>	<u>% Achieving Viability Criteria</u>
34	25	73.53

PERFORMANCE COMPONENT 2A: ACADEMIC TRANSFER PROGRAM

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Alabama	25	96.00	32.00

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Alabama-B'ham	53	92.45	58.49

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Alabama-H'ville	29	93.10	55.17

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Athens State	114	92.98	80.70

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Auburn	37	86.49	40.54

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Jacksonville State	31	93.55	70.97

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
North Alabama	32	93.75	53.13

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
West Alabama	10	100.00	80.00

PERFORMANCE COMPONENT 2B: ACADEMIC TRANSFER PROGRAM

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Alabama	56	91.07	51.79

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Alabama-B'ham	44	93.18	45.45

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Alabama-H'ville	33	96.97	57.58

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Athens State	13	100.00	100.00

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Auburn	64	93.75	48.44

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
Jacksonville State	34	94.12	38.24

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA
North Alabama	38	76.32	39.47

PERFORMANCE COMPONENT 3: CAREER AND TECHNICAL PROGRAMS
(EXCLUDING HEALTH PROFESSIONS PROGRAMS)

A. Number of short term certificates (C29) offered and awarded in the most recent Perkins Report 06-07

Total Number of Short Term Certificates offered Summer 06-Spring 07	Total Number of Short Term Certificates awarded Summer 06 - Spring 07
1	15

B. Pass rate (%) of completers passing licensure or certification examinations for the most recent college career/technical performance reporting period*

No. of Completers Taking Examinations	No. of Completers Passing Examinations	Pass Rate (%) for Completers
36	32	88.89

** Completers defined according to Perkins Criteria*

C. Percent of completers employed and/or continuing their education

No. of Career and Technical Programs	Number of Completers	No. Completers Employed and/or Continuin Ed. Prog.	% of Success in Placement for Completers
19	190	161	84.74

D. Percent of employers indicating satisfaction with employment preparation of completers

No. of Completers Employed in Field	No. of Employers Responding	% Indicating Overall Satisfaction
149	143	95.97

PERFORMANCE COMPONENT 4A: HEALTH PROFESSIONS PROGRAM

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
NCLEX RN	10/07 - 08/08	44	41	93.18

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
ASCP Registry Exam	08/07 - 07/08	12	6	50.00

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
Dental Hygiene National E	05/07 - 4/08	27	26	96.30

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
ARRT	12/07 - 05/08	17	13	76.47

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
ARDMS Acoustic Prin	12/06 - 12/07	21	18	85.71

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
ARDMS Abdomen	12/06 - 12/07	15	13	86.67

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
ARDMS OB/GYN	12/06 - 12/07	13	11	84.62

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
EMS Basic	01/07 - 05/08	19	9	47.37

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
EMS Paramedic	01/07 - 05/08	15	10	66.67

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
AAMA	07/07 - 06/08	3	2	66.67

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
NBCOT OTA Certification	01/07 - 12/07	35	28	80.00

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
NCLEX PN	10/07 - 08/08	14	14	100.00

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
Pharmacy Tech Certificati	06/07 - 05/08	6	5	83.33

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
APTA PTA Certification	07/07 - 07/08	24	22	91.67

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
NBRC CRT	05/07 - 05/08	21	20	95.24

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
NBRC RRT	05/07 - 05/08	15	12	80.00

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-time Examinees Passing Exams	Pass Rate (%) on Examination
RHIT	10/07 - 03/08	18	18	100.00

PERFORMANCE COMPONENT 4B: HEALTH PROFESSIONS PORGRAM

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
AD Nursing	1,131	687	288	975	86.21

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Child Developer	200	72	25	97	48.50

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Clinical Lab	141	72	14	86	60.99

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Dental Assisting	78	66	0	66	84.62

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Dental Hygiene	120	85	28	113	94.17

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Diagnostic Imagin	152	90	23	113	74.34

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Diagnostic Sonog	98	65	25	90	91.84

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
EMS Basic	153	103	0	103	67.32

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
EMS Paramedic	75	22	9	31	41.33

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Health Informator	148	89	0	89	60.14

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Medical Coding	53	26	0	26	49.06

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Medical Transcrip	79	46	0	46	58.23

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Human Services	118	25	26	51	43.22

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Medical Assisting	125	49	13	62	49.60

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Occupational Ther	113	105	3	108	95.58

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Polysomnography	35	31	0	31	88.57

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Practical Nursing	334	237	2	239	71.56

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Pharmacy Tech	49	28	7	35	71.43

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Physical Therapy	111	94	0	94	84.68

** Admission is defined according to policies specific to the health professions program*

B. Retention rates for health professions programs using selective admissions standards from admission to graduation for all students admitted in past four years*

Name of Health Prof.	No. Stu. Admitted Past 4 Acad. Yrs (Fa-Su)	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)
Respiratory Thera	109	85	2	87	79.82

** Admission is defined according to policies specific to the health professions program*

PERFORMANCE COMPONENT 5: TRANSITIONAL STUDIES

A. Percent of students completing transitional/developmental courses and earning a passing grade

Transitional/ Developmental Course Subject	No. Students Enrolled at Beginning-of- Spring 2007 Term	No. Students Enrolled at End-of- Spring 2007 Term	No. of Students Earning Passing Grade	% of Students Earning Passing Grade
English	85	79	54	68.35
Mathematics	400	341	195	57.18
Reading	26	24	13	54.17

Transitional/ Developmental Course Subject	No. Students Enrolled at Beginning-of- Fall 2007 Term	No. Students Enrolled at End-of- Fall 2007 Term	No. of Students Earning Passing Grade	% of Students Earning Passing Grade
English	229	216	186	86.11
Mathematics	613	529	381	72.02
Reading	104	98	70	71.43

B. Percent of students who met developmental course requirements in English or mathematics in the previous three semesters and earn a grade of "C" or better in collegiate credit English or in collegiate credit mathematics courses in fall semester 2007

Course	No. of Former Dev. Students Enrolled	No. Earning a "C" or better	Percent of Students Earning "C" or better
English 101 or COM 100	45	26	57.78
Math 100 or 116 MAH101	148	115	77.70

PERFORMANCE COMPONENT 6: LEARNING RESOURCES AND TECHNOLOGY

A. Percent of students and faculty indicating satisfaction with library collections, services, and electronic information access

	Library Collections	Library Services	Electronic Information Access
Student Satisfaction	95.00	94.00	94.00
Faculty Satisfaction	94.00	94.00	93.00

B. Percent of semester credit hours produced for fall 2007 through electronic information technology course delivery to enhance access to educational opportunity for students

Total SCH Produced in Fall 2007	SCH Produced via Internet Course Delivery		SCH Produced via Video/Teleconference Delivery		SCH Produced via Other Technology Delivery	
	No. SCH	% of Total	No. SCH	% of Total	No. SCH	% of Total
56,596	5,967	10.54	152	0.27	12	0.02

PERFORMANCE COMPONENT 7A: STUDENT SERVICES

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Admissions	Spring 2007	800	92.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Orientation	Spring 2007	800	91.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Registration	Spring 2007	800	87.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Career Services	Spring 2007	800	95.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
ACTION Center	Spring 2007	800	95.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Tutoring Lab	Spring 2007	800	94.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Learning Success Center	Spring 2007	800	96.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Student Activities	Spring 2007	800	93.00

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Numer of Students Responding	Percent Indicating Satisfaction with Quality
Financial Aid	Spring 2007	800	84.00

PERFORMANCE COMPONENT 7B: STUDENT SERVICES

B. Trend in STARS usage by students and faculty/staff

Users	2005 Calendar Year	2006 Calendar Year	2007 Calendar Year
Students	5,020.00	5,040.00	4,703.00
Faculty/Staff	237.00	231.00	558.00

PERFORMANCE COMPONENT 8: FINANCIAL AND PHYSICAL RESOURCES

A. Percent of college operating expenses spent on instruction and student services

FY '07 Operating Expenses Total	Expenses for Instruction	Expenses for Student Services	Total Spent for Instruction & Student Services	% Spent on Instruction & Student Services
26,046,952.40	16,325,117.14	2,937,336.44	19,262,453.58	73.95

B. Percent of students indicating satisfaction with classrooms, laboratories, and equipment for instruction

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment
800	92.00	88.00	88.00

C. Percent of students indicating satisfaction with college safety, appearance, and maintenance

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Safety	Appearance	Maintenance
800	95.00	96.00	92.00

PERFORMANCE COMPONENT 9: WORKFORCE TRAINING AND ADULT EDUCATION

A. Trend in number of requests, number of clients served, and number of participants in workforce training provided by the college

Data Elements	2005	2006	2007
No. of Workforce Training Requests	32	69	104
No. of Clients Served	22	60	98
No. of Participants Trained	251	436	798

B. Trends in employer satisfaction with workforce training provided by the college

Data Elements	2005	2006	2007
No. of Employers Surveyed	30	56	60
No. of Employers Responding	25	56	35
Percent of Employers Indicating Overall Satisfaction	100.00	100.00	100.00

C. Student enrollment and key performance measures in Adult Education programs

Data Elements	2006	2007
Adult Education Enrollment	386	553
Academic Completion Rate	58.00	40.00
Retention Rate	58.00	45.70
Post-test Rate	62.00	63.10
Core Achievement Rate (Percent of achievement based on total enrollment for Entered Employment, Retained Employment, Entered Postsecondary or Training, and Obtained GED/H.S.Diploma. These four percentages	13.00	12.70
Cost Per Learner State average cost per learner \$844 - 2006 State average cost per learner \$831 - 2007	1,091	782

D. Overall grade earned by college in Adult Education for 2007:

C

Performance Component 10: Significant Mission-Related Accomplishments in 2006-07

A. Identify and describe, in 300 words or less, the college's three most significant accomplishments in relation to its mission and goals for the 2007-08 academic year (Summer 2007 through Spring 2008).

In an effort to improve the success of our developmental students, a new department was created and renamed the "Transitional Learning" department. The department was staffed with a full-time director/instructor for math and a full time instructor for English/reading. Previously, the developmental classes were staffed with adjuncts. The department was relocated to a central location and equipped with SMART classrooms. The class sizes were also lowered. We are tracking the success of these students as they transition into the regular college-level classes.

The rapid expansion of our on-line distance education classes created a need to establish a department that specialized in the course delivery in the on-line format. A Director of E-Learning was appointed, the Curriculum Designer/Trainer was assigned to the department, and a Media Technician position was approved. This will enable the College to better assist faculty with the curriculum development and provide technical expertise to ensure the academic quality of distance education course delivery. Cullman Area Workforce Solutions (CAWS) is an industry-driven organization promoting collaborative workforce development. The collaborative partnership between business/industry, economic development, industrial relations, education and social services is a strategic initiative to enhance and improve workforce development outcomes in meeting the employment needs of the Cullman area. CAWS is comprised of 10 industries, Cullman City and County school systems, Wallace State Community College, the Cullman Area Chamber of Commerce, the Cullman City/County Economic Development Agencies, and the Cullman Career Center.

President's Comments about any aspect of Institution's Response on CAPP:

Performance Component 1: Enrollment Management

A.

The College has significantly increased both credit hour and noncredit hour production over the last three years, and headcount is steadily increasing, especially with regard to full-time students. The 2007 CAPP reveals a decline in fall 2007 headcount of 1.4% over the three year average. This three-year average compared to fall 2007 headcount reflects a decline in headcount enrollment resulting from the college reclassifying 250 students from credit to noncredit and from a purposeful reduction in nursing program enrollment by 150 students to achieve a goal for improved RN licensure rates and retention rates. Additionally, while headcount was intentionally reduced, the college continued to grow in full-time enrollment which is reflected in the continuing increase in credit hour production. Fall 2006 headcount was 5,431 and credit hour production was 55,757. Fall 2007 headcount was 5,259 and credit hour production was 56,659. The percentage of growth in credit hour production is significant in view of the shift mentioned above. Wallace-Hanceville has adopted an ambitious Enrollment Management Plan, appointed a Director of Enrollment Management, and expanded the scope and focus of its enrollment management and recruiting team. Specific populations, such as the unemployed and underemployed, are being targeted and interventions developed to increase their opportunities for enrollment and success. The Enrollment Management Plan includes a goal to increase credit hour production by 10% over the next three years and to reach targeted levels of enrollment in all majors. Additionally, the college has increased its emphasis on developing and expanding noncredit workforce development programs, which has been successful as indicated by the 60% increase in noncredit headcount over the previous three year average.

B.

Wallace-Hanceville's goal is to reach 100% viability levels within three years. This will be achieved by combining programs under umbrellas, eliminating continued non-viable programs, strengthening existing programs through a career cluster model that includes multiple entry and exit points with portable credentials that count completers. In the competitive job market of today, it is especially difficult to retain students until completion as defined by strict IPEDS standards. If the number of students who are considered completers as a result of obtaining employment were included in this calculation, the college would have zero non-viable programs. However, in an attempt to both improve the program completion rates and to provide for transportable, industry recognized credentials, the college is implementing a career pathway model in every technical program. Rather than awarding only a degree or certificate upon completion of the entire program, the college is developing defined exit points or credentialing points along the way toward program completion. These credentialing points will reflect a student's marketability for employment and provide multiple certification options.

Performance Component 2: Academic Transfer Programs

A. and B.

More than 90% of Wallace-Hanceville students earn a 2.0 or better GPA at Alabama's public universities. This is a strong indicator of the quality of Wallace-Hanceville's academic transfer program, a critical component of the college's mission. A continued focus on improving learning through the use of technology and learning styles is a key element of the Learning College philosophy that undergirds Wallace-Hanceville's vision and mission. Evaluating the Performance Component 2 with the data as presented provides an incomplete picture of actual student performance. When Wallace-Hanceville's actual student performance on GPAs is compared to their native counterparts at Alabama's public universities, they actually have higher GPA's by .01 to .1.

Performance Component 3: Career and Technical Programs

B

The pass rate of completers on licensure or certification exams is 89%, an admirable performance standard.

C.

The percent of completers employed and/or continuing their education exceeds 85%. The remaining students are unknown because they cannot be reached.

D.

The percent of employers indicating satisfaction with employment preparation of completers is near 96%, high is an outstanding outcome and strongly indicative of the quality of Wallace-Hanceville's instructional program.

Performance Component 4: Health Professions Programs

A.

Pass rates in almost all programs meet or exceed state national averages for licensure and certification. The RN and PN licensure rates have improved dramatically due to the program improvement plan implemented by the college in 2004. The 2007-2008 pass rate for NCLEX-PN was 100% and for NCLEX-RN was 94%, among the highest in Alabama.

Ten of seventeen programs increased their licensure rates over the 2006 report.

Consideration must be given to weighted credit hour funding for health programs; they are costly to maintain.

A new Nursing building is desperately needed to continue to meet the critical shortage of healthcare workers in the state of Alabama and in the north Alabama region.

B.

The retention rates for health professions programs as a whole typically exceed community college retention rates nationally. It would be helpful to know state averages to use as a benchmark for this performance indicator. Nine of seventeen programs improved their rates over the 2006 year.

Performance Component 5: Developmental Studies

A. and B.

In Fall 2006, the college implemented a newly formed Transitional Learning Division to centralize developmental studies. It

is housed in the newly formed Learning Success Center which co-locates services that assure success of Wallace State students. The college is seeking to improve the rates of success of transitional students, especially in cohort success rates in sequence classes. Two of the six measures in Performance Component 5 were significantly improved over the 2006 CAPP, while four measures declined only minimally.

Performance Component 6: Learning Resources and Technology

A.

The satisfaction of students and faculty has remained steady over time and are at admirable levels.

B.

The percent of semester credit hours produced by e-learning have increased dramatically in recent years. Internet course delivery increased this year and the college's goal to advance learning both locally and globally will lead to a continued increase in this outcome. It is notable that in summer of 2005 only 54 students were enrolled totally in distance learning programs; this number increased to 444 in summer of 2007. Additionally, a director of e-learning was appointed to coordinate delivery systems and methodologies.

Performance Component 7: Student Services

A.

The satisfaction rates of students with the quality of student services remain strong and demonstrate the quality and improvement of student services at Wallace-Hanceville.

B.

The trends of usage in STARS by students and faculty continue to increase annually. Wallace-Hanceville has one of the highest STARS usage rates in the ACS, which is due to the integration of the STARS guide into the orientation program.

Performance Component 8: Financial and Physical Resources

A.

The percentage of college operating expenses spent on instruction and student services increased to 74%, reflecting a methodical shift in investment in the instructional programs Wallace-Hanceville in comparison to previous years.

The college is highly appreciative of the progress made in equitably funding those significantly under-funded institutions in the ACS. In order to reach adequate levels of funding, more equity funding is desperately needed to equalize funding levels with comparable sister institutions.

B. and C.

The percentage of students indicating satisfaction with facilities has remained steady.

Performance Component 8: Workforce Training and Adult Education

A., B. and C.

The number of companies served and participants trained have increased significantly in the last several years due to the college's increased focus on serving industry. In 2004 the college created a Workforce Development Division and developed an aggressive focus on serving industry needs, and the results are evident. Adequate funding is necessary to sustain and advance the intense focus on industry needs, and a new/renovated Workforce Technology/Entrepreneurial Center is desperately needed to co-locate services for business and industry.

The College's Adult Education program continues to grow; however, the college's report card declined from a B last year to a C this year. The Program Director has submitted a plan for improvement, and we expect to see significant improvement in student outcomes next year. The cost per student is declining and is below the state average.

Finally, Wallace State's President, Dr. Vicki Hawsey, annually establishes Presidential Priorities with respect to advancing the college's strategic positioning in the community, region, and state. For 2007-2010 those Presidential Priorities are noted below:

PRESIDENTIAL PRIORITIES
2007-2010

Growth

The College will experience growth in credit hours, noncredit contact hours, and headcount in all programmatic and service areas. Instructional programs, student services, and physical facilities will be modified or expanded to meet increasing demands as necessary.

Outcomes

- Increase headcount enrollment by 10% from 2006 to 2010
- Increase diversity by 5% from 2006 to 2010
- Increase Technical/Workforce Education program enrollment by 10% from 2005 to 2010
- Increase credit hour enrollment in distance learning by 15% from 2006 to 2010
- Add three new instructional programs
- Renovate building to house Workforce Development Center; Construct Health Sciences building to house nursing programs

Strategies

- Create Department of Enrollment Management and team based approached
- Campus Master Plan under development
- E-Learning Division established and Associate Dean to be appointed
- Strategic marketing and recruitment
- Program development to meet targeted industry needs and emerging workforce needs

Fiscal Stability

The College will diversify revenue streams to include aggressive procurement of federal, state and local grants, external private fundraising, and equitable state allocations. Sound investment practices will secure the college's long-term fiscal stability.

Outcomes

- Increase fund balance by \$1 million annually
- Increase Foundation fundraising to a goal of \$4 million by 2010
- Increase external grants to a funded ratio of 85%
- Increase investments to \$8 million

Strategies

- Increase enrollment to provide positive revenue growth
- Secure external grants
- Conduct capital campaign
- Strategic investments

Partnerships

The College will expand the number and type of partnerships to leverage resources and meet increasing workforce

and economic development needs.

Outcomes

- Develop 5 apprenticeship training programs with regional industry
- Develop 3 career pathways for Adult Education to workforce
- Develop 5 higher education partnerships for health and technical programs to include rural health care programs and workforce baccalaureates

Strategies

- Assess industry and workforce needs
- Involve stakeholders
- Utilize career clusters
- Develop partnerships within funded projects

Quality and Accountability

The College will establish benchmarks for strategic outcomes and will meet or exceed benchmarks annually. The College will publish outcomes and communicate them to stakeholders and involve stakeholders in identifying strategies and objectives to achieve continually increasing goals.

Outcomes

- Increase goal attainment to 100% by 2010
- Achieve 90% of strategic outcomes by 2010

Strategies

- Set and communicate high expectations
- Provide leadership for strategic achievements
- Provide leadership for data driven decision making in a culture of evidence