

**COLLEGE ACCOUNTABILITY PERFORMANCE PROFILE
(CAPP)**

FINAL REPORT

PREPARED BY

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AND

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PERFORMANCE COMPONENT 1: ENROLLMENT MANAGEMENT

[Help with this section](#)

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

Fall 2002 Enrollment			Fall 2003 Enrollment			Fall 2004 Enrollment		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,639	573	4,212	3,773	1,626	5,399	3,533	2,072	5,605
Fall Enrollment Three-Year AVG.			Fall 2005 Enrollment			Fall 2005 % of Change (+ or -)		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,648	1,424	5,072	3,371	3,133	6,504	-7.6	120	28.2

* includes credit and non-credit student headcount

B. Number of degree, diploma, and certificate programs and percent that meet state viability criteria

Number of Programs	Number Meeting Viability Criteria	% Achieving Viability Criteria
33	27	81.82

GUIDELINES FOR PERFORMANCE COMPONENT ONE: ENROLLMENT MANAGEMENT

Description of Performance Component: Enrollment management involves two interdependent elements: student enrollment and program viability. Providing appropriate and viable degree, certificate, and diploma programs that attract, retain, and prepare capable students is central to the mission of community and technical colleges. Enrollment data (A.) include credit and non-credit unduplicated student headcounts for the fall semester for the current academic year and for each of the past three years. The enrollment average for the fall semester for the three years immediately preceding the current year provides a baseline for comparison with the fall semester of the current academic year and is used in determining the percent of change. This percent of change and the enrollment figures for the past three years provide evidence of the enrollment trend for a college.

Program viability (B.) addresses all associate degree, diploma, and certificate programs subject to state viability standards. These standards require that programs produce an average of 7.5 graduates per year over a three-year period. An instructional program inventory based on the Classification of Instruction Programs (CIP code) is maintained for each college by the Alabama Department of Postsecondary Education (ADPE). In cases where a college offers any combination of degree, diploma, and certificate programs within the same CIP code, the number of graduates is the total of students completing degrees, diplomas, or certificates.

In cases where institutions have merged, enrollment data will be combined in years reported prior to the merger. A brief explanation will be included in the President's Comments at the end of the CAPP document noting when the college was merged.

Data and Method of Data Collection: Enrollment data (A.) are the end-of-term fall semester credit and non-credit student enrollment figures reported for each institution in the Postsecondary Education Reporting System (PERS) of the ADPE. Program viability

information (B.) is based on the standards reported above. The number of programs subject to the program viability standards is identified from each college's instructional program inventory and reported as "number of programs." The "number meeting viability standards" will be reported consistent with the viability criteria and the resulting percentage reported. Data for student enrollment are collected from the PERS data base and data for program viability are collected from IPEDS by the ADPE.

Data for all aspects of **Performance Component 1** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If the college's designated institutional representative has questions, he or she should contact the Director of Academic Programs in the ADPE.



PERFORMANCE COMPONENT 2: ACADEMIC TRANSFER PROGRAM

[Help with this section](#)

A. *Percentage 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
U. of Ala. at Birmingham	46	78	17

B. *Percentage of students earning 24 to 59 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 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
U. of Ala. at Birmingham	39	64	15

GUIDELINES FOR PERFORMANCE COMPONENT TWO: ACADEMIC TRANSFER PROGRAMS

Description of Performance Component: The success of community college transfer students in baccalaureate degree programs is an indicator of the quality of the educational experiences provided at community colleges. The two measures in this performance component both consider grade point average after enrollment at a four-year state university, but differ in the amount of credit earned at a community college. One performance indicator (A.) is the percentage of students who earn an associate degree or almost all of the credit for an associate degree (60 or more sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. The second performance indicator (B.) is the percentage of students who earn at least 24 but no more than 59 semester credit hours (sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. Comparison of results for the two indicators may provide information about the impact of the amount of credit earned at a community college. To be included in the CAPP for a particular community college, a university must have at least 10 students from that community college who met the credit hour requirement(s) at the community college and then met the criterion of 30 hours attempted at the identified university.

Some technical colleges in the Alabama College System may not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

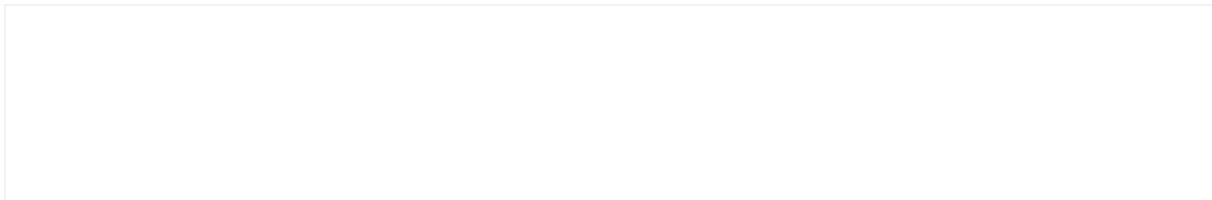
Data and Method of Data Collection: Data are collected through the ACHE student tracking system on two cohorts of students. Indicator A includes the first cohort made up of those who were enrolled at a particular community college at any time during the period of summer 2000 through spring 2002 and not enrolled at any other Alabama Community College within the specified period, earned at least 60 sch at the community college, and attempted 30 sch at the specified state university, with summer 2005 being

the end of the period for tracking university enrollment. The number of students meeting these three conditions is the divisor, or denominator. The number of students from the cohort who achieved an overall grade point average (GPA) of 2.0 or better is the dividend, or numerator. The result, or quotient, multiplied by 100 provides the percentage of students meeting the criterion of 2.0 or better. The percentage of students achieving a 3.0 or better GPA is determined by repeating the steps above using the number of students earning a 3.0 or better instead of 2.0 or better. A report is generated for each community college identifying the success rate of its transfer students for each state university where at least 10 students meet the conditions of earning at least 60 sch at the community college and attempting at least 30 sch at the state university. Additional rows will be added as necessary.

To collect and calculate the data for the second cohort (B.), the same process is used with one difference. The second cohort will have earned between 24 and 59 sch at a community college, instead of 60 sch.

Some colleges do not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

The academic years to be included in a cohort will be modified each year as data requirements may suggest. These data will be provided from the Alabama Commission on Higher Education to the ADPE for each community college. Each college will receive a copy of its report. Data for all aspects of **Performance Component 2** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If the designated institutional representative has questions, he or she may contact the Director of Academic Programs in the ADPE.



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

[Help with this section](#)

A. 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
* * 6	* * 5	83.33

**Completers defined according to Perkins Criteria*

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

No. of Career and Technical Programs	Number of Completers	No. Completers Employed and/or Continuing Ed. Prog.	% of Success in Placement for Completers
* * 54	* * 524	* * 372	70.99

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

No. of Completers Employed in Field	No. of Employers Responding	% Indicating Overall Satisfaction
* * 221	* * 147	* * 75

GUIDELINES FOR PERFORMANCE COMPONENT THREE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Description of Performance Component: Career and technical education programs provide instruction designed to prepare individuals for initial employment or career advancement in the workplace. These programs are designated by appropriate CIP codes in the academic program inventory, but do not include Health Professions programs included under CIP codes 51.0601 through 51.9999 for the purpose of CAPP.

Completion of career and technical education programs may result in the award of a short-term certificate, certificate, diploma, or associate degree. Significant indicators of quality and performance for career and technical programs include (A.) student success on licensure or certification examinations, (B.) student success in obtaining employment and/or continuing their education, and (C.) the degree of satisfaction of employers with the performance of program graduates in the workplace.

Data and Methods of Data Collection: The primary data source for this component of the CAPP is the 2004-05 College Career/Technical Performance Data Report due on October 31, 2005. This section of the CAPP does not include Health Professions Programs listed in the following Guidelines for Performance Component Four: Health Professions Programs and designated by CIP codes 51.0601 through 51.9999. All other Career and Technical programs are included in data for this component of CAPP.

Consistency and clarity in terminology are crucial for career and technical programs. A “Completer” is an individual who has met all requirements for completion or graduation from a short-term certificate, certificate, diploma, or associate degree in a career or technical program. An individual who meets completion or graduation requirements for more than one award in a program with the same CIP code during a single data collection period is counted once as a “Completer” for that data collection period based on the higher award earned. An individual who meets completion or graduation requirements

for more than one award in the same program with the same CIP code during different data collection periods is counted as a “Completer” for each data collection period. The number of “Completers” and the percentage placed in employment and/or continuing education are derived from college records on program completers and student follow-up.

The period for data collection is consistent with that for the **2004-05 College Career/Technical Performance Data Report**. This period is from the first day of the summer semester through the final day of the subsequent spring semester in the year preceding the CAPP report. For example, the spring 2006 CAPP will include data from the beginning of summer 2004 through the end of spring 2005. Each college will be responsible for deciding the most appropriate data reporting period for non-credit training courses that overlap spring and summer semesters.

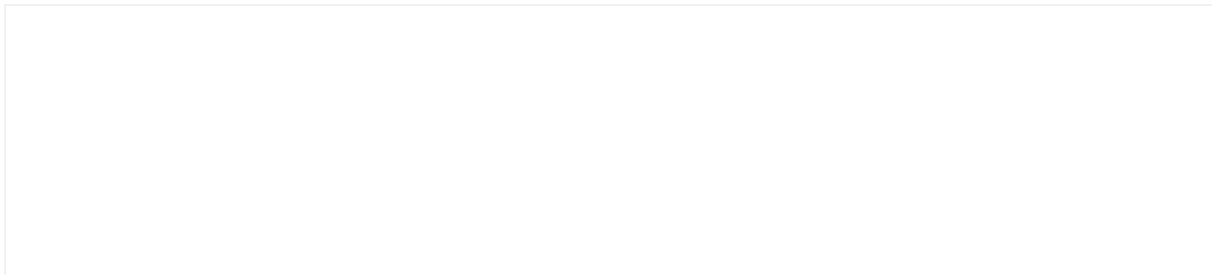
Pass rates (A) on licensure and certification examinations, whether written or performance, are valuable indicators of program quality. Student performance on these examinations is recognized by industry as measuring and documenting attainment of skill levels or competencies essential for entry-level success (e.g., American Welding Society Certified Welder, ASE Certified Automotive Technician). Each college is responsible for gathering and maintaining the pass rates of “Completers” for each examination. Reporting for the purposes of CAPP includes 1) the total number of “Completers” taking examinations during the reporting period, and 2) the overall pass rate of “Completers” on all examinations. The overall pass rate is **NOT** a function of items 1 and 2 since each unique examination may be administered multiple times and a “Completer” may be required to take several unique examinations to fulfill program requirements. Columns A30, A31, and A32 of the **2004-05 College Career/Technical Performance Data, Imperative I.**, minus those “Completers” in the Health Professions, provide data for completing the three cells related to pass rates (A) on licensure and certification examinations.

Job placement (B.) is an important aspect of program quality. For the purposes of CAPP, each college is responsible for reporting the number of career and technical programs it

offers, the number of “Completers”, the number of “Completers” placed in jobs or continuing their education, and the percent of success in job placement. Data for these indicators can be found in column C3 of the **2004-05 College Career/Technical Performance Data, Imperatives III, IV, V**, in column A8 under **Imperative I**, and in columns A46 and A47 under **Imperative I**. Again, it is important to subtract the number of “Completers” in the Health Professions programs under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Employer satisfaction (C.) with preparation of “Completers” provides a final performance indicator for career and technical programs. Each college is responsible for gathering and maintaining employer satisfaction data for each of its career and technical programs and may use methods it deems appropriate. The number of “Completers” placed in jobs in field, the number of employers surveyed, the number of employers responding, and the percentage of respondents indicating overall satisfaction with the performance of “Completers” comprise the performance indicators. The data can be found, respectively, in column A33 of the **2004-05 College Career/Technical Performance Data, Imperative I**, and in columns C12, C13, and C16 under **Imperatives III, IV, and V**. Consistent with other data for this performance component, it is important to subtract the number of “Completers” in the Health Professions under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Each college is responsible for entering data in each of the cells for these indicators for **Performance Component 3** on the Web-enabled **CAPP**. If the designated institutional representative has questions, these should be addressed to the Director of Academic Programs at the ADPE.



PERFORMANCE COMPONENT 4: HEALTH PROFESSIONS PROGRAM

[Help with this section](#)

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 Graduates Who are First-Time Examinees	No. of First-Time Examinees Passing Exam	Pass Rate (%) on Examination
NCLEX RN	10/04-09/05	22	22	100
NCLEX PN	10/04-09/05	77	59	76.62
EMT BASIC	-	0	0	0
EMS Paramedic	-	0	0	0

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. Program	No. Stud. Admitted Past Four Acad. Yrs (Fa-Su)	Number of Grad.	Number of Stu. in Progress	Total of Grad. + Stu. in Progress	Retention Rate (%)
LPN	716	327	31	358	50
RN	493	124	88	212	43

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

GUIDELINES FOR PERFORMANCE COMPONENT FOUR: HEALTH PROFESSIONS PROGRAMS

Description of Performance Component: Quality programs that prepare capable and qualified personnel for the health professions are crucial to the mission and responsibility of community colleges. Performance indicators must consider the success of graduates who are first-time test takers on licensure or certification examinations (A) as well as each program's ability to attract and retain capable students (B.). The pass rates of first-time examinees on licensure examinations in the health professions are useful performance indicators for health professions programs. For the purposes of the College Accountability Performance Profile, the Health Professions include:

Clinical Laboratory Technology

Dental Assistant

Dental Hygienist

Dental Lab Technology

Diagnostic Medical Sonography

Emergency Medical Technology/Technician

Health Information Technology

Medical Assistant

Medical Transcription

Mental Health Technology

Pre-Nursing General Studies

Nursing (RN)

Nursing (LPN)

Nurse Assistant/Aide

Occupational Therapy Assistant

Optical Technology

Pharmacy Technician

Physical Therapist Assistant

Polysomnographic Laboratory Technology

Radiologic Technology

Respiratory Therapist

Surgical Technology

Veterinary Assistant

A program's ability to admit and retain students with the potential for success is crucial in responding to the needs for qualified personnel in the health professions. Some Health Professions programs employ selective admissions criteria to increase the likelihood of student retention and success in programs. Selective program admissions standards refer to any qualifications a program may require for students to begin specific course work in the program. These may include but are not limited to passing grades in specific courses, a minimum grade point average, successful completion of specific courses, personal interviews, assessment or placement scores, or similar requirements. The development, application, and continuous evaluation of viable program admissions standards are crucial in student retention.

Data and Methods for Data Collection: Data on pass rates for first-time examinees on state and national licensure or certification examinations for Nursing and Emergency Medical Services are made available to the Research and Information Services Division of the ADPE. Other health professions boards and agencies report their pass rates directly to each college. Boards or agencies vary in their reporting periods with some reporting data for an academic year while others report data for a calendar or fiscal year. Data on pass rates for Nursing and Emergency Medical Services will be compiled by the Alabama Department of Postsecondary Education for programs at each college for the academic, calendar, or fiscal year immediately preceding the CAPP report. Data on pass rates for all other health professions programs are the responsibility of each college and should be reported for the academic, calendar, or fiscal year immediately preceding the CAPP report. In all cases, pass rate data must consider only first-time examinees.

Retention is important particularly for those programs that employ selective admissions criteria. Data related to program retention must consider multiple years rather than a snapshot of a single year. The retention rate for a particular program is determined by first counting the number of students **admitted to the specific health professions program** between fall 2001 and up to but not including summer 2005 (i.e., "No. Students Admitted Since Fall 2001"). This number should not be confused with the number of students admitted to the college who expressed an interest in entering a health professions program. The second step is to count the number of students from among all those admitted between fall 2001 and up to but not including summer 2005 who have completed graduation requirements (i.e., "Number of Graduates"). The third step is to count the number of students admitted between fall 2001 and up to but not including summer 2005 who are still enrolled and attempting to complete graduation requirements (i.e., "No. of Students in

Progress”). The fourth step is to add the numbers in the columns entitled “Number of Graduates” and “No. of Students in Progress” to determine the combined number of students graduating or still enrolled in the program (i.e., “Total of Grads + Students in Progress). The final step is to divide the “Total of Grads + Students in Progress” by the number of students admitted to the health professions program between fall 2001 and up to but not including summer 2005 for the specific program. This result (or quotient) multiplied by 100 will yield the retention for the specific health professions program. The time period to be included will be modified each year as necessary.

Each college is expected to maintain data on both pass rates (A.) and retention rates (B.)

Data for **Performance Component 4** should be entered directly by each college on the Web-enabled **CAPP** document except for nursing and EMS data, which will be entered at ADPE. Additional rows may be added to accommodate all examinations and health professions programs. If the designated institutional representative has questions, these should be referred to the Director of Academic Programs at ADPE.

PERFORMANCE COMPONENT 5: DEVELOPMENTAL STUDIES

[Help with this section](#)

A. *Percent of students completing developmental courses and earning a passing grade in the fall semester 2005*

Developmental Course Subject	No. Students Enrolled at End-of-Term	No. of Students Earning Passing Grade	% of Students Earning Passing Grade
English	447	312	69.80
Mathematics	769	504	65.54
Reading	358	276	77.09

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 2005*

Course	No. of Former Dev. Students Enrolled	No. Earning a "C" or better	Percent of Students Earning "C" or better
English 101	79	53	67.09
Math 100 or 116	94	60	63.83

GUIDELINES FOR PERFORMANCE COMPONENT FIVE: DEVELOPMENTAL STUDIES

DESCRIPTION OF PERFORMANCE COMPONENT:

Developmental studies are designed to develop competencies in English, mathematics, and reading essential for student success in college-level courses. Two performance indicators that provide evidence of the quality of developmental studies are (A.) the percentage of students meeting the requirements in developmental courses and (B.) the success rate (i.e., earning a C or better) of former developmental students in subsequent college-level English and/or mathematics courses.

Together, these two performance indicators permit a college to determine the pass rate in developmental courses and if the standards in developmental courses are sufficiently rigorous to prepare students for success in college-level courses.

Data and Method of Data Collection: Developmental courses in English, mathematics, and reading are defined as those courses numbered below 100 for which no academic credit toward a degree is awarded. The number of students completing a developmental course is defined as only those enrolled at the end of the term and does not include students who officially have withdrawn. The number of students earning a passing grade is defined as those who meet the standards for successful course completion as defined by the grading system of the college (e.g., C or better, S for satisfactory, P for pass) and are eligible to advance to the next level either in the developmental course sequence or to academic credit courses. The percent of students passing is calculated by dividing the number earning a passing grade by the number of students enrolled at the end of the term, multiplying by 100, and rounding to the nearest tenth. Those students who receive a grade of “Incomplete” or “In Progress” are counted in the denominator as enrolled at the end of the term, but are not counted as earning a passing grade and are not included in the numerator.

Colleges are expected to maintain records of the student success rate for all developmental courses. For the purpose of the CAPP report, data for all English courses should be combined, data for all mathematics courses should be combined, and data for all reading courses should be combined. Data should include all developmental courses taught in the fall semester for the current academic year in which the CAPP is submitted.

To determine the success of developmental students in college-level courses, performance in English 101 and Mathematics 100 or Mathematics 116 is targeted. Only those students who have completed the appropriate developmental course requirement within the last three terms should be considered. For English 101, the number of former developmental students included in the sample is all those students who passed the necessary developmental English requirement within the last three terms. For Mathematics 100 and Mathematics 116 courses, the number of former developmental students included in the sample is all those students who previously passed the necessary developmental mathematics requirement within the last three terms. In both cases, the number of students earning a grade of “C” or better is defined as those earning a passing grade as defined by the college. The percent of students earning a grade of “C” or better is calculated by dividing this number by the number of former developmental students enrolled, multiplying by 100, and rounding to the nearest tenth.

Colleges are expected to review regularly the student success rate of former developmental students in college-level courses. However, for the purpose of the CAPP report, data on the success of former developmental students in all sections of English 101 for fall semester 2005 will be used. Similarly, data on the success of former developmental students in Mathematics 100 and Mathematics 116 for all sections of both courses for fall semester 2005 will be used.

Data for all aspects of **Performance Component 5** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If the designated institutional representative has questions, he or she should contact the Director of Academic Programs in the ADPE.

PERFORMANCE COMPONENT 6: LEARNING RESOURCES AND TECHNOLOGY

[Help with this section](#)

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	* * 81.7	* * 80.5	* * 67.5
Faculty Satisfaction	* * 90.1	* * 89.3	* * 82.3

B. Percent of semester credit hours produced for fall 2005 through electronic information technology course delivery to enhance access to educational opportunity for students

Total SCH Produced in Fall 2005	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
* * 33,607	* * 2,295	6.83	* * 6.83	5.94	* * 0	0

GUIDELINES FOR PERFORMANCE COMPONENT SIX: LEARNING RESOURCES AND TECHNOLOGY

Description of Performance Component: The development of information literacy for lifelong learning among students requires access to library collections and services through both traditional and electronic modes. The infusion of technology into the curriculum is an important component in preparing students for the information age. In addition, the use of technology in instructional delivery enables the college to provide access to education for a greater number of students. Performance indicators in this component focus on the satisfaction of the primary users of library collections and services (A.) and the college's use of technology in the delivery of instruction (B.).

Data and Method of Data Collection: Surveys of student and faculty satisfaction provide the data for evaluation of library collections, services, and electronic information access (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to library collections, library services, and electronic information access may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the library collections," "Overall, I am satisfied with the library services," and "Overall, I am satisfied with access to electronic information resources." Colleges that do not have well-established procedures should use the survey provided by the Alabama Department of Postsecondary Education and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in library collections, library services, and access to electronic information resources. Special attention should be given to including faculty members in the survey and to reporting the results separately for the faculty. Unless already established in the planning and evaluation process of the college, surveys related to library collections, library services, and electronic information access should be administered sometime around mid-term in a semester. The survey for students should be broadly representative of the student body and include students at the freshman and sophomore levels across a broad array of academic transfer, career and technical, and professional programs.

The use of electronic information technology to enhance access to educational opportunities for students involves two primary options, Web delivery of courses via the Internet and site-to-site video/teleconference delivery. Web courses on the Internet are defined as those that deliver instruction electronically to students without requiring regularly scheduled face-to-face interaction with the instructor. Internet courses may require completion of examinations on campus and may provide for conferences with the faculty member. Site-to-site video/teleconference courses include two-way audio-video instruction provided to designated sites with regularly scheduled class times involving face-to-face interaction with the instructor. Other forms of electronic delivery of courses may include videotape, compact discs, cable television, or additional forms of delivery. The total number of semester credit hours generated through Internet courses, through site-to-site video/teleconference course delivery, and through other forms of electronic technology delivery for the fall semester 2005 should be reported. Semester credit hours generated through regularly scheduled courses delivered in a traditional face-to-face instruction as well as courses blending electronic information technology with traditional instructional delivery are not included in this report.

Each college is responsible for compiling and reporting data for **Performance Component 6** and inserting the data directly on the Web-enabled version of the **CAPP** document. If the designated institutional representative has questions related to the two indicators for this component, these questions should be addressed to the Director of Academic Programs at ADPE.

PERFORMANCE COMPONENT 7: STUDENT SERVICES

[Help with this section](#)

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

Program, Service, or Activity	Semester and Year of Most Recent Survey	Number of Students Responding	% Indicating Satisfaction with Quality
Admissions	Spring 2005	142	96.9
Orientation	Spring 2005	142	90.6
Registration	Spring 2005	142	92.2
Advising	Spring 2005	142	93.7
Tutorial Services	Spring 2005	142	93.8
Financial Aid	Spring 2005	142	90.6
Bookstore	Spring 2005	142	91.5
Business Office	Spring 2005	142	95.3
Student Activities	Spring 2005	142	92.2

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

Users	2003 Calendar Year	2004 Calendar Year	2005 Calendar Year
Students	481	1,493	3,635
Faculty/Staff	0	109	34

GUIDELINES FOR PERFORMANCE COMPONENT SEVEN: STUDENT SERVICES

Description of Performance Component: Student services (A.) includes a wide array of activities including admission, orientation, and advising of students, vital support services such as financial aid, academic support, and auxiliary services, and planning for collegiate transfer and/or careers. Student services also may include co-curricular activities designed to enrich the educational experience of students and provide opportunities for personal development. Because of differences in the mission, size, and tradition among institutions, variations may occur among colleges in the scope of student services. Colleges may differ in some of the services included in this performance component and may expand on the programs, services, or activities reported on the College Accountability Performance Profile

STARS (B.) is an important resource for use in planning for collegiate transfer. Appropriate and timely planning by students is crucial in facilitating easy transition from the community college to a four-year university.

Data and Method of Data Collection: Surveys of student satisfaction are the source of data for evaluating the array of student services (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to student services may continue to use such procedures and should report data for summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities”. Colleges that do not have well-established procedures may use survey items related to the various student services provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement in specific student services. The data reported on the CAPP should include the results only for the broader, summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities.”

Careful attention should be given to ensure the reliability and validity of survey information. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response. In colleges where an established planning and evaluation processes are already in place, a brief description of the time of administration of the survey and the sample employed may be useful.

Colleges may report student satisfaction results for additional student services (e.g., residential housing, intramurals) by listing them on additional rows available on the College Accountability Performance Profile and reporting survey results.

Data on the use of the STARS by students and faculty is derived from institutional reports provided periodically by the STARS office at Troy University. Data on the usage rates from these reports should be included for the current year and the two previous years. Data will be provided for each college by the ADPE from reports submitted by the STARS office at Troy University.

Each college is responsible for providing the data for student services (A.) in **Performance Component 7** and for entering the percentages directly on the Web-enhanced version of the **CAPP**. Additional rows may be added to accommodate the scope of the college's student services programs. STARS data (B.) will be provided by the ADPE from annual reports received from the STARS office located at Troy University and changes in the data for this indicator are not permissible. If questions exist about the STARS data, the designated institutional representative should contact the Director of Academic Programs in the ADPE.

PERFORMANCE COMPONENT 8: FINANCIAL AND PHYSICAL RESOURCES

[Help with this section](#)

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

FY '05 Operating Expenses Total	Expenses for Instruction	Expenses for Student Services	Total Spent for Instruction & Student Services	% Spent on Instruction & Student Services
24,951,681.7	13,955,653.77	3,349,324.4	17,304,978.17	69.35

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

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment
**	** 95.2	** 86.6	** 92.2

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

Number of Students Responding	Percent Indicating Overall Satisfaction with College		
	Safety	Appearance	Maintenance
** 209	** 95.3	** 88.8	** 78.1

GUIDELINES FOR PERFORMANCE COMPONENT EIGHT: FINANCIAL AND PHYSICAL RESOURCES

Description of Performance Component: Wise stewardship of financial resources is crucial to an institution's performance. The degree to which the institution expends its resources on instruction and services to students (A.) provides an indication of institutional priorities. Physical facilities including classrooms and laboratories as well as equipment for instruction (B.) are crucial in providing an environment conducive for teaching and learning. A campus environment in which faculty and students feel safe and secure and where adequate attention is given to the appearance and upkeep of facilities (C.) provides a positive climate for educational programs.

Data and Method of Data Collection: The percentage of an institution's expenditures for instruction and student services (A.) is based on the total amount of funds expended for instruction, academic support, and student services (i.e., the numerator) divided by operating expenditures defined as total operating expenditures minus depreciation, auxiliary enterprises, and scholarships (i.e., the denominator). Data will be collected at the end of each year from financial reports from institutions that are maintained in the ADPE and reported on the CAPP. Amounts used in calculating the ratio will be available for review by each institution.

Student satisfaction regarding classroom and laboratory facilities and equipment for instruction will utilize results from student surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to classroom and laboratory facilities and equipment may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the classroom facilities," "Overall, I am satisfied with the laboratory facilities," and "Overall, I am satisfied with the equipment for instruction". Colleges that do not have well-established procedures may use survey items related to the classroom and laboratory facilities and equipment provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement. The data reported on the CAPP should include the results only for the broader, summative items such as "Overall, I am satisfied with the classroom facilities," "Overall, I am satisfied with the laboratory facilities," and "Overall, I am satisfied with the equipment for

instruction”. Unless already established in the planning and evaluation process of the college, surveys related to classroom and laboratory facilities and equipment for instruction should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Student satisfaction regarding campus safety, appearance, and maintenance of facilities also will utilize results from student satisfaction surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to campus safety, appearance, and maintenance of facilities may continue to use such procedures and should report data for summative items such as “Overall, I feel safe and secure on campus,” “Overall, I am satisfied with the appearance of campus facilities,” and “Overall, I am satisfied with the maintenance of facilities on campus”. Colleges that do not have well-established procedures may use survey items provided by the ADPE and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in campus safety and in the appearance and maintenance of facilities. Unless already established in the planning and evaluation process of the college, surveys related to campus safety, appearance, and maintenance of facilities should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Data for indicator A. of **Performance Component 8** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Changes in these figures are not permissible. Data for the other indicators (B and C) are entered directly by the college.

PERFORMANCE COMPONENT 9: WORKFORCE TRAINING AND ADULT EDUCATION

[Help with this section](#)

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

Data Elements	2003	2004	2005
No. of Workforce Training Requests	2	37	51
No. of Clients Served	1	34	46
No. of Participants Trained	24	951	1,416

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

Data Elements	2003	2004	2005
No. of Employers Surveyed	24	972	1,416
No. of Employers Responding	24	950	1,375
Percent of Employers Indicating Overall Satisfaction	100	100	100

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

Enrollment and Key Performance Measures	2004	2005
Adult Education Enrollment	601	400
No. Entering Employment	1	1
No. Retaining Employment	1	0
No. Entering Postsecondary Educ./Training	3	1
No. Obtaining HS Diploma or GED	27	52

Overall grade Earned by college in Adult Education for 2005: C

GUIDELINES FOR PERFORMANCE COMPONENT NINE: WORKFORCE TRAINING AND ADULT EDUCATION

Description of Performance Component: Workforce training responds to the specific needs and requests made to the community college from business and industry in the service area. Colleges differ in the degree to which workforce training is a crucial component of their mission. For those colleges involved in workforce training, a prompt and effective response to the requests of employers is vital in fulfilling their needs for a well-trained workforce. Adult education is in its initial years as a component of the mission of community colleges. Enrollment and the success of students in gaining and retaining employment and in achieving educational and training goals are key performance measures.

Data and Method of Data Collection: Federal and/or state reports related to workforce training and adult education provide data for performance indicators for these two areas. Workforce training data include (A.) the number of requests for workforce training, number of clients served, and the number of participants. Additional workforce training data include satisfaction with the workforce training (B.) such as the number of employers surveyed, the number of employers responding, and the percentage indicating overall satisfaction for the reporting period required by the federal or state agency. These data are reported in the **2004-2005 College Performance Report on Business and Industry Services** submitted by each college in October 2005 for the period from summer 2004 through spring 2005. This report is derived from data submitted by each college in the on-line **TBI/Business and Industry Services Activity Report**.

Data on enrollment and key performance measures for adult education (C.) are derived from two sources: the **National Reporting System of the Office for Vocational and Adult Education** and the **Alabama Reporting System for Adult Education**. Data for adult education enrollment is **the total for Column B of Table 4 in the National Reporting System for Vocational and Adult Education**. Data for the number entering employment, number retaining employment, number entering postsecondary education/training, and the number obtaining high school diploma or GED are in **Table 1, Columns 1, 2, 3, and 4, respectively of the Alabama Reporting System for Adult Education**. The reporting period for all these data is July 1 of one year to June 30 of the next year. All these data are also available on the **State Board of**

Education Adult Education Report Card each year. These report cards usually are released about mid-February each year for the previous fiscal year.

Data for all aspects of **Performance Component 9** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible. If a designated institutional representative has questions, he or she should contact the Director of Academic Programs in the ADPE.

PERFORMANCE COMPONENT 10: SIGNIFICANT MISSION-RELATED ACCOMPLISHMENTS IN 2005-06

[Help with this section](#)

Identify and briefly describe, in 300 words or less, the college's three most significant accomplishments in relation to its mission and goals for the 2005-06 academic year (Summer 2005 through Spring 2006).

Word Count

The 2005-2006 school-year proved to be both historic and "ground breaking" for Lawson State Community College (LSCC). The college achieved its highest COC-SACS rating ever—100% (no recommendations), successfully merged with Bessemer State Technical College to form one cohesive college—T.A. Lawson State Community College, and opened the Perry W. Ward Center for Advanced Technology Training, a state-of-art technology center.

Successful Merger:

In July 2005, the Alabama State Board of Education approved the merger of LSCC and Bessemer State Technical College. Through the leadership of Dr. Perry W. Ward, the college successfully merged its faculty and staff, policies and procedures, financial operations, divisions and departments, and formed a strong administrative team to lead the new college. The merged college has over 40 programs and over 6,500 students (credit and non-credit).

COC-SACS Accreditation Visit:

In 2006, LSCC had an outstanding COC-SACS visit, achieving 100% (no recommendations). This achievement not only "speaks volumes" for the overall effectiveness of the newly merged college, but it also demonstrates the effective leadership of Dr. Perry W. Ward. Consolidation of all college operations and procedures—both internal and external—took place to create a unified, seamless college. Such achievements reached during the SACS visit demonstrate that the college is supporting its mission.

Perry W. Ward Center for Advanced Technology Training:

In 2006, Dr. Perry W. Ward realized his vision of creating a state-of-the-art technology center. The mission of the Perry W. Ward Center for Advanced Technology Training "is to develop and provide training in advanced technologies and applications that will expand Alabama's highly skilled information and emerging technology workforce." Through its training programs, the center will enhance economic growth and development; promote the infusion of technology in every classroom; and provide training programs for business and industry.

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

PC 1: The fall enrollment data for 2002, 2003 and 2004 includes data for both Bessemer State Technical College and Lawson State Community College. The enrollment for respective schools follows: Lawson State for 2002, 2003, 2004 had enrollments of 2168, 2433 and 2322 respectively; Bessemer State for 2002, 2003, 2004 had enrollments of 1471, 1340, 1211 respectively. The trend reflects an increase in enrollment for Lawson State Community College and a decline in enrollment for Bessemer State Technical College. This accounts for the overall decline in Credit Enrollment across years.

The following programs are short-certificate programs and are non-viable:

100202 Radio/TV Broadcasting; 190605 Home Furnishings and Equipment; 190902 Apparel and Textiles; 430202 Fire Services; 470303 Industrial Mechanics and Maintenance Technology; 512602 Home Health Aide; 520408 General Office Occupations; 520803 Banking and Finance; 521501 Real Estate; 521803 Retailing; 521902 Fashion Merchandising; 521908 Business, Personal Financial Services and Marketing.

The following programs are certificate and degree programs and are non-viable: 430107 Criminal Justice (AAS); 440701 Social Work Technician (AAS); 460499 Building Construction (AAS); 470605 Diesel Mechanics (Certificate); 480508 Welding (Certificate).

NON-VIABLE PROGRAMS

EET 15.0303 Electrical, Electronic and Communications Engineer: An academic assessment of Electronic Engineering Technology indicates that there has been an increase in enrollment and retention. Currently the program does not meet the 7.5 graduation rate. In an effort to improve the completion and graduation rate the electronics program; EET 15.0303 will be merged with the Electrical Technology ELT 46.0302. This will increase enrollment and the graduation rate. The curriculum is being modified at the state level. The programs have been modified to offer the short certificate, 15 electronics students and 28 electrical students received short certificates. The majority of these students are continuing in the program to earn a full certificate or degree. The completion rate for 2005 was total of seven (7) in electronics.

CRJ 43.0107 Criminal Justice: An academic assessment of the criminal justice program indicates the enrollment and retention has constantly increased from Fall 2001-02 to Fall 2004-05. The program does not currently meet the 7.5 completer/graduation rate; however, the current measures in place will ensure that this program option will meet standards over next two-year period. On-line courses and short certificates are being offered in an effort to enhance. Currently, there are 65 students enrolled in the CRJ program. Recently, there were nine (9) degree completions in 2005. CRJ Criminal Justice - 8 degrees for the period Summer 2004-2005 through Spring 2005-2006. Criminal Justice--3 year average 6.33

SWT Social Work Technician: - There are six (6) degrees for the period summer 2004-2005 through Spring 2005-2006. Recruitment efforts have increased in this program area. Currently the social work program has for a three-year period an average of five (5).

Diesel Mechanics—47.0605: The three-year average is 4.33 students. The job market demand is very good for diesel mechanics/ heavy trucks. The institution has now changed the name of the program to heavy trucks and equipment to attract more students and to expand the employment options for program completers. Currently, this is the first year of recruitment under the new name. There is one

high school program serving as a feeder program. New strategies for recruitment from among high automotive programs to increase enrollment have been employed

WDT 48.0508 Welding- The three year average is 5: Currently there approximately 50 students enrolled` due to high market demands, students are opting out for immediate employment. This has affected the completion rate for the welding program. However, students are encouraged to continue enrollment for degree completion. Additionally, internal program reviews are making recommendations for experiential learning credit so that those students opting our degree completion for job placement will be able to continue their degree while gaining work experiences. Additionally, State-wide there is a need for more trained welders.

BUC 46.0499: Building Construction currently has 22 students enrolled. With the merger of Bessemer State with Lawson State, the new institution now has two new options for building construction, cabinetmaking and carpentry. These programs will lend themselves toward helping to make the BUC viable over the next two years.

PC 7: STARS data for 2003 combines both Student and Faculty/Staff usage. This combined total appears in the Student Category. On July 1, 2005, Bessemer State Technical College merged with Lawson State Community College. The mission of Bessemer State Technical College did not include transfer to four-year institutions; therefore, STARS data is not applicable prior to July 1, 2005.

PC 9: A new report card was implemented for Adult Education for the 2005 year. While Lawson State met the required standards for the National Reporting System percentages in 2005, the year was a transition period for "Number Entering Employment", "Number Retaining Employment" and "Number Entering Postsecondary Education".

**GUIDELINES FOR PERFORMANCE COMPONENT TEN:
SIGNIFICANT INSTITUTIONAL ACCOMPLISHMENTS**

Description of Performance Component: This component is designed to enable the institution to provide information about noteworthy achievements undertaken during the 2005-2006 academic year. The institution should cite its three most significant accomplishments in 300 words or less. These may be activities initiated, in progress, or completed during the year.

**COLLEGE ACCOUNTABILITY PERFORMANCE
PROFILE (CAPP)**

DRAFT REPORT

Prepared by

**Dr. Sherri Davis
and
Dr. Randy Glaze**

Submitted to Cabinet, October 15, 2007

Performance Component 1: Enrollment Management

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

Fall 2003 Enrollment			Fall 2004 Enrollment			Fall 2005 Enrollment		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,773	1,626	5,399	3,533	2,072	5,605	3,371	3,133	6,504

Fall Enrollment Three-Year AVG.			Fall 2006 Enrollment			Fall 2006 % of Change (+ or -)		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,559	2,277	5,836	3,145	2,450	5,595	-11.6	7.6	-4.1

** includes credit and non-credit student headcount*

B. Number of degree, diploma, and certificate programs and percent that meet state viability criteria

Number of Programs	Number Meeting Viability Criteria	% Achieving Viability Criteria
27	23	85.19

GUIDELINES FOR PERFORMANCE COMPONENT ONE: ENROLLMENT MANAGEMENT

Description of Performance Component: Enrollment management involves two interdependent elements: student enrollment and program viability. Providing appropriate and viable degree, certificate, and diploma programs that attract, retain, and prepare capable students is central to the mission of community and technical colleges. Enrollment data (A.) include credit and non-credit unduplicated student headcounts for the fall semester for the current academic year and for each of the past three years. The enrollment average for the fall semester for the three years immediately preceding the current year provides a baseline for comparison with the fall semester of the current academic year and is used in determining the percent of change. This percent of change and the enrollment figures for the past three years provide evidence of the enrollment trend for a college.

Program viability (B.) addresses all associate degree, diploma, and certificate programs subject to state viability standards, except those that have been approved within the past five years and are subject to a five-year post-implementation report required by the Alabama Commission on Higher Education (ACHE). These standards require that programs produce an average of 7.5 graduates per year over a three-year period. An instructional program inventory based on the Classification of Instruction Programs (CIP code) is maintained for each college by the Alabama Department of Postsecondary Education (ADPE). In cases where a college offers any combination of degree, diploma, and certificate programs within the same CIP code, the number of graduates is the total of students completing degrees, diplomas, or certificates.

In cases where institutions have merged, enrollment data will be combined in years reported prior to the merger. A brief explanation may be included in the President's Comments at the end of the CAPP document noting when the college was merged.

Data and Method of Data Collection: Enrollment data (A.) are the end-of-term fall semester credit and non-credit student enrollment figures reported for each institution in

the Postsecondary Education Reporting System (PERS) of the ADPE. Non-credit student enrollment includes those educational activities designed for personal and professional development and job training. These non-credit educational activities sometimes may be called continuing education, life-long learning, professional development, leisure studies, or enrichment and are provided on a short-term basis to meet the needs of a specific clientele. Non-credit enrollment is distinguished from usual campus events (e.g., athletic contests, musical or drama productions, art exhibitions, speakers) in that students normally pay fees and the institution maintains some documentation of an individual's participation. In all cases of non-credit enrollment, the college is responsible for the quality and content of the educational activity. Students pursuing the General Equivalency Diploma through a college's Adult Basic Education program are not included in the non-credit enrollment totals. Data for Adult Education are included in Performance Component Nine.

Program viability information (B.) is based on the standards reported in the previous section. The number of programs subject to the program viability standards is identified from each college's instructional program inventory and reported as "number of programs." The "number meeting viability standards" will be reported consistent with the viability criteria and the resulting percentage reported. Data for student enrollment are collected from the PERS data base. Program viability data are derived from the instructional program inventories and IPEDS reports maintained by the ADPE.

Data for all aspects of **Performance Component 1** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible.

Performance Component 2: Academic Transfer Program

A. Percentage 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
U of Alabama Birmingham	53	75.47	20.75

B. Percentage of students earning 24 to 59 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 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
U of Alabama Birmingham	46	76.09	19.57

GUIDELINES FOR PERFORMANCE COMPONENT TWO: ACADEMIC TRANSFER PROGRAMS

Description of Performance Component: The success of community college transfer students in baccalaureate degree programs is an indicator of the quality of the educational experiences provided at community colleges. The two measures in this performance component both consider grade point average after enrollment at a four-year state university, but differ in the amount of credit earned at a community college. One performance indicator (A.) is the percentage of students who earn an associate degree or almost all of the credit for an associate degree (60 or more sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. The second performance indicator (B.) is the percentage of students who earn at least 24 but no more than 59 semester credit hours (sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. Comparison of results for the two indicators may provide information about the impact of the amount of credit earned at a community college. To be included in the CAPP for a particular community college, a university must have at least 10 students from that community college who met the credit hour requirement(s) at the community college and then met the criterion of 30 hours attempted at the identified university.

Some technical colleges in the Alabama College System may not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

Data and Method of Data Collection: Data are collected through the ACHE student tracking system on two cohorts of students. Indicator A includes the first cohort made up of those who were enrolled at a particular community college at any time during the period of summer 2001 through spring 2003 and not enrolled at any other Alabama Community College within the specified period, earned at least 60 sch at the community college, and attempted 30 sch at the specified state university, with spring 2005 being the

end of the period for tracking university enrollment. The number of students meeting these three conditions is the divisor, or denominator. The number of students from the cohort who achieved an overall grade point average (GPA) of 2.0 or better is the dividend, or numerator. The result, or quotient, multiplied by 100 provides the percentage of students meeting the criterion of 2.0 or better. The percentage of students achieving a 3.0 or better GPA is determined by repeating the steps above using the number of students earning a 3.0 or better instead of 2.0 or better. A report is generated for each community college identifying the success rate of its transfer students for each state university where at least 10 students meet the conditions of earning at least 60 sch at the community college and attempting at least 30 sch at the state university. Additional rows will be added as necessary.

To collect and calculate the data for the second cohort (B.), the same process is used with one difference. The second cohort will have earned between 24 and 59 sch at a community college, instead of 60 sch.

Some colleges do not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

The academic years to be included in a cohort will be modified each year as data requirements may suggest. These data will be provided from the Alabama Commission on Higher Education to the ADPE for each community college. Each college will receive a copy of its report. Data for all aspects of **Performance Component 2** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible.

Performance Component 3: CAREER AND TECHNICAL EDUCATION PROGRAMS

A. 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
* 33 *	* 28 *	84.85

**Completers defined according to Perkins Criteria*

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

No. of Career and Technical Programs	Number of Completers	No. Completers Employed and/or Continuing Ed. Prog.	% of Success in Placement for Completers
* 31 *	* 540 *	* 481 *	89.07

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

No. of Completers Employed in Field	No. of Employers Responding	% Indicating Overall Satisfaction
* 397 *	* 318 *	80.10

GUIDELINES FOR PERFORMANCE COMPONENT THREE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Description of Performance Component: Career and technical education programs provide instruction designed to prepare individuals for initial employment or career advancement in the workplace. These programs are designated by appropriate CIP codes in the academic program inventory, but do not include Health Professions programs included under CIP codes 51.0601 through 51.9999 for the purpose of CAPP.

Completion of career and technical education programs may result in the award of a short-term certificate, certificate, diploma, or associate degree. Significant indicators of quality and performance for career and technical programs include (A.) student success on licensure or certification examinations, (B.) student success in obtaining employment and/or continuing their education, and (C.) the degree of satisfaction of employers with the performance of program graduates in the workplace.

Data and Methods of Data Collection: The primary data source for this component of the CAPP is the **2005-06 College Career/Technical Performance Data Report** due on October 31, 2006. This section of the CAPP **does not** include Health Professions Programs listed in the following Guidelines for Performance Component Four: Health Professions Programs and designated by CIP codes 51.0601 through 51.9999. All other Career and Technical programs are included in data for this component of CAPP.

Consistency and clarity in terminology are crucial for career and technical programs. A “Completer” is an individual who has met all requirements for completion or graduation from a short-term certificate, certificate, diploma, or associate degree in a career or technical program. An individual who meets completion or graduation requirements for more than one award in a program with the same CIP code during a single data collection period is counted once as a “Completer” for that data collection period based on the higher award earned. An individual who meets completion or graduation requirements for more than one award in the same program with the same CIP code during different data collection periods is counted as a “Completer” for each data collection period. The

number of “Completers” and the percentage placed in employment and/or continuing education are derived from college records on program completers and student follow-up.

The period for data collection is consistent with that for the **2005-06 College Career/Technical Performance Data Report**. This period is from the first day of the summer semester through the final day of the subsequent spring semester in the year preceding the CAPP report. For example, the spring 2007 CAPP will include data from the beginning of summer 2005 through the end of spring 2006. Each college will be responsible for deciding the most appropriate data reporting period for non-credit training courses that overlap spring and summer semesters.

Pass rates (A) on licensure and certification examinations, whether written or performance, are valuable indicators of program quality. Student performance on these examinations is recognized by industry as measuring and documenting attainment of skill levels or competencies essential for entry-level success (e.g., American Welding Society Certified Welder, ASE Certified Automotive Technician). Each college is responsible for gathering and maintaining the pass rates of “Completers” for each examination. Reporting for the purposes of CAPP includes 1) the total number of “Completers” taking examinations during the reporting period, and 2) the overall pass rate of “Completers” on all examinations. The overall pass rate is **NOT** a function of items 1 and 2 since each unique examination may be administered multiple times and a “Completer” may be required to take several unique examinations to fulfill program requirements. Columns A30, A31, and A32 of the **2005-06 College Career/Technical Performance Data, Imperative I.**, minus those “Completers” in the Health Professions, provide data for completing the three cells related to pass rates (A) on licensure and certification examinations.

Job placement (B.) is an important aspect of program quality. For the purposes of CAPP, each college is responsible for reporting the number of career and technical programs it offers, the number of “Completers”, the number of “Completers” placed in jobs or continuing their education, and the percent of success in job placement. Data for these

indicators can be found in column C3 of the **2005-06 College Career/Technical Performance Data, Imperatives III, IV, V**, in column A8 under **Imperative I**, and in columns A46 and A47 under **Imperative I**. Again, it is important to subtract the number of “Completers” in the Health Professions programs under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Employer satisfaction (C.) with preparation of “Completers” provides a final performance indicator for career and technical programs. Each college is responsible for gathering and maintaining employer satisfaction data for each of its career and technical programs and may use methods it deems appropriate. The number of “Completers” placed in jobs in field, the number of employers surveyed, the number of employers responding, and the percentage of respondents indicating overall satisfaction with the performance of “Completers” comprise the performance indicators. The data can be found, respectively, in column A33 of the **2005-06 College Career/Technical Performance Data, Imperative I**, and in columns C12, C13, and C16 under **Imperatives III, IV, and V**. Consistent with other data for this performance component, it is important to subtract the number of “Completers” in the Health Professions under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Each college is responsible for entering data in each of the cells for these indicators for **Performance Component 3** on the Web-enabled **CAPP**.

Performance Component 4: 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

Add Exam

Name of Examination	Time Period (mo/yr to mo/yr)	No. of Graduates Who are First-Time Examinees	No. of First-Time Examinees Passing Exam	Pass Rate (%) on Examination		
NCLEX RN	10/05-09/06	28	24	85.71	Edit	Delete
NCLEX PN	10/05-9/06	72	67	93.06	Edit	Delete

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

Add Program

Name of Health Prof. Program	No. Stud. Admitted Past Four Acad. Yrs (Fa-Su)	Number of Grad.	Number of Stu. in Progress	Total of Grad. + Stu. in Progress	Pass Rate (%) on Examination		
RN	474	123	120	243	51.27	Edit	Delete
LPN	708	365	21	386	54.52	Edit	Delete

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

GUIDELINES FOR PERFORMANCE COMPONENT FOUR: HEALTH PROFESSIONS PROGRAMS

Description of Performance Component: Quality programs that prepare capable and qualified personnel for the health professions are crucial to the mission and responsibility of community colleges. Performance indicators must consider the success of graduates who are first-time test takers on licensure or certification examinations (A) as well as each program's ability to attract and retain capable students (B.). The pass rates of first-time examinees on licensure examinations in the health professions are useful performance indicators for health professions programs. For the purposes of the College Accountability Performance Profile, the Health Professions include:

Clinical Laboratory Technology

Dental Assistant

Nursing (LPN)

Dental Hygienist

Nurse Assistant/Aide

Dental Lab Technology

Occupational Therapy Assistant

Diagnostic Medical Sonography

Optical Technology

Emergency Medical
Technology/Technician

Pharmacy Technician

Health Information Technology

Physical Therapist Assistant

Medical Assistant

Polysomnographic Laboratory
Technology

Medical Transcription

Radiologic Technology

Mental Health Technology

Respiratory Therapist

Pre-Nursing General Studies

Surgical Technology

Nursing (RN)

Veterinary Assistant

A program's ability to admit and retain students with the potential for success is crucial in responding to the needs for qualified personnel in the health professions. Some Health Professions programs employ selective admissions criteria to increase the likelihood of

student retention and success in programs. Selective program admissions standards refer to any qualifications a program may require for students to begin specific course work in the program. These may include but are not limited to passing grades in specific courses, a minimum grade point average, successful completion of specific courses, personal interviews, assessment or placement scores, or similar requirements. The development, application, and continuous evaluation of viable program admissions standards are crucial in student retention.

Data and Methods for Data Collection: Health professions boards and agencies report their pass rates directly to each college. Boards or agencies vary in their reporting periods with some reporting data for an academic year while others report data for a calendar or fiscal year. Data on pass rates for all health professions programs are the responsibility of each college and should be reported for the academic, calendar, or fiscal year immediately preceding the CAPP report. In all cases, pass rate data must consider only first-time examinees. The following is an example of the report format:

Name of Examination	2006 Annual Reporting Period	No. of First-Time Examinees	Pass Rate of First-Time Examinees	Nat'l Pass Rate
NCLEX RN	Oct. 1-Sept 30			
NCLEX PN	Oct. 1-Sept 30			
EMT BASIC	Jan. 1-Dec 31			
EMS Paramedic	Jan 1-Dec 31			
ARRT Radiologic Tech.	Jan 1-Dec 31			

Retention is important particularly for those programs that employ selective admissions criteria. Data related to program retention must consider multiple years rather than a snapshot of a single year. The retention rate for a particular program is determined by first counting the number of students **admitted to the specific health professions program** between fall 2002 and up to but not including summer 2006 (i.e., “No. Students Admitted Since Fall 2002”). This number should not be confused with the number of students admitted to the college who expressed an interest in entering a health professions program. The second step is to count the number of students from among all those admitted between fall 2002 and up to but not including summer 2006 who have

completed graduation requirements (i.e., “Number of Graduates”). The third step is to count the number of students admitted between fall 2002 and up to but not including summer 2006 who are still enrolled and attempting to complete graduation requirements (i.e., “No. of Students in Progress”). The fourth step is to add the numbers in the columns entitled “Number of Graduates” and “No. of Students in Progress” to determine the combined number of students graduating or still enrolled in the program (i.e., “Total of Grads + Students in Progress”). The final step is to divide the “Total of Grads + Students in Progress” by the number of students admitted to the health professions program between fall 2002 and up to but not including summer 2006 for the specific program. This result (or quotient) multiplied by 100 will yield the retention for the specific health professions program. The time period to be included will be modified each year as necessary.

Each college is expected to maintain data on both pass rates (A.) and retention rates (B.) Data for **Performance Component 4** should be entered directly by each college on the Web-enabled **CAPP** document. Additional rows may be added to accommodate all examinations and health professions programs.

Performance Component 5: Developmental Studies

A. *Percent of students completing developmental courses and earning a passing grade in the fall semester 2006*

Developmental Course Subject	No. Students Enrolled at End-of-Term	No. of Students Earning Passing Grade	% of Students Earning Passing Grade
English	347	200	57.64
Mathematics	608	236	38.82
Reading	283	208	73.50

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 2005*

Course	No. of Former Dev. Students Enrolled	No. Earning a "C" or better	Percent of Students Earning "C" or better
English 101	107	59	55.14
Math 100 or 116	159	89	55.97

GUIDELINES FOR PERFORMANCE COMPONENT FIVE: DEVELOPMENTAL STUDIES

Description of Performance Component: Developmental studies are designed to develop competencies in English, mathematics, and reading essential for student success in college-level courses. Two performance indicators that provide evidence of the quality of developmental studies are (A.) the percentage of students meeting the requirements in developmental courses and (B.) the success rate (i.e., earning a C or better) of former developmental students in subsequent college-level English and/or mathematics courses. Together, these two performance indicators permit a college to determine the pass rate in developmental courses and if the standards in developmental courses are sufficiently rigorous to prepare students for success in college-level courses.

Data and Method of Data Collection: Developmental courses in English, mathematics, and reading are defined as those courses numbered below 100 for which no academic credit toward a degree is awarded. The number of students completing a developmental course is defined as only those enrolled at the end of the term and does not include students who officially have withdrawn. The number of students earning a passing grade is defined as those who meet the standards for successful course completion as defined by the grading system of the college (e.g., C or better, S for satisfactory, P for pass) and are eligible to advance to the next level either in the developmental course sequence or to academic credit courses. The percent of students passing is calculated by dividing the number earning a passing grade by the number of students enrolled at the end of the term, multiplying by 100, and rounding to the nearest tenth. Those students who receive a grade of “Incomplete” or “In Progress” are counted in the denominator as enrolled at the end of the term, but are not counted as earning a passing grade and are not included in the numerator.

Colleges are expected to maintain records of the student success rate for all developmental courses. For the purpose of the CAPP report, data for all English courses should be combined, data for all mathematics courses should be combined, and data for

all reading courses should be combined. Data should include all developmental courses taught in the fall semester for the current academic year in which the CAPP is submitted.

To determine the success of developmental students in college-level courses, performance in English 101 and Mathematics 100 or Mathematics 116 is targeted. Technical colleges may use Communication 100 and a collegiate credit Mathematics course when appropriate to determine the success of former developmental students in college-level courses. Only those students who have completed the appropriate developmental course requirement within the last three terms should be considered. For English 101, the number of former developmental students included in the sample is all those students who passed the necessary developmental English requirement within the last three terms. For Mathematics 100 and Mathematics 116 courses, the number of former developmental students included in the sample is all those students who previously passed the necessary developmental mathematics requirement within the last three terms. In both cases, the number of students earning a grade of “C” or better is defined as those earning a passing grade as defined by the college. The percent of students earning a grade of “C” or better is calculated by dividing this number by the number of former developmental students enrolled, multiplying by 100, and rounding to the nearest tenth.

Colleges are expected to review regularly the student success rate of former developmental students in college-level courses. However, for the purpose of the CAPP report, data on the success of former developmental students in all sections of English 101 for fall semester 2006 will be used. Similarly, data on the success of former developmental students in Mathematics 100 and Mathematics 116 for all sections of both courses for fall semester 2006 will be used.

Data for all aspects of **Performance Component 5** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible.

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	* 88.40 *	* 83.60 *	* 71.50 *
Faculty Satisfaction	* 89.00 *	* 96.40 *	* 84.60 *

B. Percent of semester credit hours produced for fall 2006 through electronic information technology course delivery to enhance access to educational opportunity for students

Total SCH Produced in Fall 2006	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
** 31,442	* 3243 *	10.31	* 0 *	0	* 0 *	0

GUIDELINES FOR PERFORMANCE COMPONENT SIX: LEARNING RESOURCES AND TECHNOLOGY

Description of Performance Component: The development of information literacy for lifelong learning among students requires access to library collections and services through both traditional and electronic modes. The infusion of technology into the curriculum is an important component in preparing students for the information age. In addition, the use of technology in instructional delivery enables the college to provide access to education for a greater number of students. Performance indicators in this component focus on the satisfaction of the primary users of library collections and services (A.) and the college's use of technology in the delivery of instruction (B.).

Data and Method of Data Collection: Surveys of student and faculty satisfaction provide the data for evaluation of library collections, services, and electronic information access (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to library collections, library services, and electronic information access may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the library collections," "Overall, I am satisfied with the library services," and "Overall, I am satisfied with access to electronic information resources." Colleges that do not have well-established procedures should use the survey provided by the Alabama Department of Postsecondary Education and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in library collections, library services, and access to electronic information resources. Special attention should be given to including faculty members in the survey and to reporting the results separately for the faculty. Unless already established in the planning and evaluation process of the college, surveys related to library collections, library services, and electronic information access should be administered sometime around mid-term in a semester. The survey for students should be broadly representative of the student body and include students at the freshman and sophomore levels across a broad array of academic transfer, career and technical, and professional programs.

The use of electronic information technology to enhance access to educational opportunities for students involves two primary options, Web delivery of courses via the Internet and site-to-site video/teleconference delivery. Web courses on the Internet are defined as those that deliver instruction electronically to students without requiring regularly scheduled face-to-face interaction with the instructor. Internet courses may require completion of examinations on campus and may provide for conferences with the faculty member. Site-to-site video/teleconference courses include two-way audio-video instruction provided to designated sites with regularly scheduled class times involving face-to-face interaction with the instructor. Other forms of electronic delivery of courses may include videotape, compact discs, cable television, or additional forms of delivery. The total number of semester credit hours generated through Internet courses, through site-to-site video/teleconference course delivery, and through other forms of electronic technology delivery for the fall semester 2006 should be reported. Semester credit hours generated through regularly scheduled courses delivered in a traditional face-to-face instruction as well as courses blending electronic information technology with traditional instructional delivery are not included in this report.

Each college is responsible for compiling and reporting data for **Performance Component 6** and inserting the data directly on the Web-enabled version of the **CAPP** document.

Performance Component 7: Student Services

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

Add Program

Program, Service, or Activity	Semester and Year of Most Recent Survey	Number of Students Responding	% Indicating Satisfaction with Quality		
Admissions	Spring 2006	290	95.6	Edit	Delete
Orientation	Spring 2006	286	90.3	Edit	Delete
Registration	Spring 2006	289	96.7	Edit	Delete
Advising	Spring 2006	290	93.5	Edit	Delete
Tutorial Services	Spring 2006	289	94.5	Edit	Delete
Financial Aid	Spring 2006	290	94.5	Edit	Delete
Book Store	Fall 2005	295	94.5	Edit	Delete
Business Office	Spring 2006	290	96.7	Edit	Delete
Student Activities	Spring 2006	287	90.2	Edit	Delete

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

Users	2004 Calendar Year	2005 Calendar Year	2006 Calendar Year
Students	1,493	3,635	2,080
Faculty/Staff	109	34	72

GUIDELINES FOR PERFORMANCE COMPONENT SEVEN: STUDENT SERVICES

Description of Performance Component: Student services (A.) includes a wide array of activities including admission, orientation, and advising of students, vital support services such as financial aid, academic support, and auxiliary services, and planning for collegiate transfer and/or careers. Student services also may include co-curricular activities designed to enrich the educational experience of students and provide opportunities for personal development. Because of differences in the mission, size, and tradition among institutions, variations may occur among colleges in the scope of student services. Colleges may differ in some of the services included in this performance component and may expand on the programs, services, or activities reported on the College Accountability Performance Profile

STARS (B.) is an important resource for use in planning for collegiate transfer. Appropriate and timely planning by students is crucial in facilitating easy transition from the community college to a four-year university.

Data and Method of Data Collection: Surveys of student satisfaction are the source of data for evaluating the array of student services (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to student services may continue to use such procedures and should report data for summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities”. Colleges that do not have well-established procedures may use survey items related to the various student services provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement in specific student services. The data reported on the CAPP should include the results only for the broader, summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities.”

Careful attention should be given to ensure the reliability and validity of survey information. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response. In colleges where an established planning and evaluation processes are already in place, a brief description of the time of administration of the survey and the sample employed may be useful.

Colleges may report student satisfaction results for additional student services (e.g., residential housing, intramurals) by listing them on additional rows available on the College Accountability Performance Profile and reporting survey results.

Data on the use of the STARS by students and faculty is derived from institutional reports provided periodically by the STARS office at Troy University. Data on the usage rates from these reports should be included for the current year and the two previous years. Data will be provided for each college by the ADPE from reports submitted by the STARS office at Troy University.

Each college is responsible for providing the data for student services (A.) in **Performance Component 7** and for entering the percentages directly on the Web-enhanced version of the **CAPP**. Additional rows may be added to accommodate the scope of the college's student services programs. STARS data (B.) will be provided by the ADPE from annual reports received from the STARS office located at Troy University and changes in the data for this indicator are not permissible.

Performance Component 8: Financial and physical Resources

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

FY '06 Operating Expenses Total	Expenses for Instruction	Expenses for Student Services	Total Spent for Instruction & Student Services	% Spent on Instruction & Student Services
27,481,572.3	15,708,744.61	3,510,999.01	19,219,743.62	69.94

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

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment
* 265 *	* 95.20 *	* 77.50 *	* 94.70 *

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

Number of Students Responding	Percent Indicating Overall Satisfaction with College		
	Safety	Appearance	Maintenance
* 266 *	* 98.20 *	* 92.90 *	* 86.50 *

GUIDELINES FOR PERFORMANCE COMPONENT EIGHT: FINANCIAL AND PHYSICAL RESOURCES

Description of Performance Component: Wise stewardship of financial resources is crucial to an institution's performance. The degree to which the institution expends its resources on instruction and services to students (A.) provides an indication of institutional priorities. Physical facilities including classrooms and laboratories as well as equipment for instruction (B.) are crucial in providing an environment conducive for teaching and learning. A campus environment in which faculty and students feel safe and secure and where adequate attention is given to the appearance and upkeep of facilities (C.) provides a positive climate for educational programs.

Data and Method of Data Collection: The percentage of an institution's expenditures for instruction and student services (A.) is based on the total amount of funds expended for instruction, academic support, and student services (i.e., the numerator) divided by operating expenditures defined as total operating expenditures minus depreciation, auxiliary enterprises, and scholarships (i.e., the denominator). Data will be collected at the end of each year from financial reports from institutions that are maintained in the ADPE and reported on the CAPP. Amounts used in calculating the ratio will be available for review by each institution.

Student satisfaction regarding classroom and laboratory facilities and equipment for instruction will utilize results from student surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to classroom and laboratory facilities and equipment may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the classroom facilities," "Overall, I am satisfied with the laboratory facilities," and "Overall, I am satisfied with the equipment for instruction". Colleges that do not have well-established procedures may use survey items related to the classroom and laboratory facilities and equipment provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement. The data reported on the CAPP should include the results only for the broader,

summative items such as “Overall, I am satisfied with the classroom facilities,” “Overall, I am satisfied with the laboratory facilities,” and “Overall, I am satisfied with the equipment for instruction”. Unless already established in the planning and evaluation process of the college, surveys related to classroom and laboratory facilities and equipment for instruction should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Student satisfaction regarding campus safety, appearance, and maintenance of facilities also will utilize results from student satisfaction surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to campus safety, appearance, and maintenance of facilities may continue to use such procedures and should report data for summative items such as “Overall, I feel safe and secure on campus,” “Overall, I am satisfied with the appearance of campus facilities,” and “Overall, I am satisfied with the maintenance of facilities on campus”. Colleges that do not have well-established procedures may use survey items provided by the ADPE and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in campus safety and in the appearance and maintenance of facilities. Unless already established in the planning and evaluation process of the college, surveys related to campus safety, appearance, and maintenance of facilities should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Data for indicator A. of **Performance Component 8** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Changes in these figures are not permissible. Data for the other indicators (B and C) are entered directly by the college.

Performance Component 9: Workforce Training and Adult Education

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

Data Elements	2004	2005	2006
No. of Workforce Training Requests	37	51	251
No. of Clients Served	34	46	251
No. of Participants Trained	951	1,416	2,028

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

Data Elements	2004	2005	2006
No. of Employers Surveyed	972	1,416	1,932
No. of Employers Responding	950	1,375	1,878
Percent of Employers Indicating Overall Satisfaction	100	100	99.79

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

Enrollment and Key Performance Measures	2005	2006
Adult Education Enrollment	400	411
No. Entering Employment	1	9
No. Retaining Employment	0	77
No. Entering Postsecondary Educ./Training	1	11
No. Obtaining HS Diploma or GED	52	33

Overall grade Earned by college in Adult Education for 2006: B

GUIDELINES FOR PERFORMANCE COMPONENT NINE: WORKFORCE TRAINING AND ADULT EDUCATION

Description of Performance Component: Workforce training responds to the specific needs and requests made to the community college from business and industry in the service area. Colleges differ in the degree to which workforce training is a crucial component of their mission. For those colleges involved in workforce training, a prompt and effective response to the requests of employers is vital in fulfilling their needs for a well-trained workforce. Adult education is in its initial years as a component of the mission of community colleges. Enrollment and the success of students in gaining and retaining employment and in achieving educational and training goals are key performance measures.

Data and Method of Data Collection: Federal and/or state reports related to workforce training and adult education provide data for performance indicators for these two areas. Workforce training data include (A.) the number of requests for workforce training, number of clients served, and the number of participants. Additional workforce training data include satisfaction with the workforce training (B.) such as the number of employers surveyed, the number of employers responding, and the percentage indicating overall satisfaction for the reporting period required by the federal or state agency. These data are reported in the **2005-06 College Performance Report on Business and Industry Services** submitted by each college in October 2006 for the period from summer 2005 through spring 2006. This report is derived from data submitted by each college in the on-line **TBI/Business and Industry Services Activity Report**.

Data on enrollment and key performance measures for adult education (C.) are derived from two sources: the **National Reporting System of the Office for Vocational and Adult Education** and the **Alabama Reporting System for Adult Education**. Data for adult education enrollment is **the total for Column B of Table 4 in the National Reporting System for Vocational and Adult Education**. Data for the number entering employment, number retaining employment, number entering postsecondary education/training, and the number obtaining high school diploma or GED are in **Table**

1, Columns 1, 2, 3, and 4, respectively of the Alabama Reporting System for Adult Education. The reporting period for all these data is July 1 of one year to June 30 of the next year. All these data are also available on the **State Board of Education Adult Education Report Card** each year. These report cards usually are released about mid-February each year for the previous fiscal year.

Data for all aspects of **Performance Component 9** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible.

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

Identify and briefly describe, in 300 words or less, the college's three most significant accomplishments in relation to its mission and goals for the 2006-07 academic year (Summer 2006 through Spring 2007).

Lawson State Community College's Toyota T-TEN (Toyota-Technician Training and Education Network) program was recognized as one of the top ten programs in the nation for 2007. The recognition was established to honor the highest performing T-TEN programs in the United States. To achieve this honor, programs must adhere to numerous guidelines and policies in the implementation of T-TEN training modules. Each program is judged on graduate objectives; placement of students at Toyota dealerships; instructor and program certifications and compliance with training requirements. Nationally, Lawson State was honored at the spring Toyota Conference in Dallas, Texas. To date, Lawson State educates more automotive and truck technicians each year than any other institution in the state.

Since the merger of Bessemer State Technical College with Lawson State Community College in 2005, Instructional Services has worked with Health Professions to implement a new evening RN program on the Bessemer campus and welcomed its first applicants to the new program this fall. The program announcement not only received substantive support from such partners as UAB West Hospital and Children's Hospital, but the response drew overwhelming support from interested students. As a result, the evening program had to be restructured to accommodate more students and now the college is planning on introducing a day program to the campus in the future.

The Business Technologies Department was recently reaffirmed for another 10 years by ACBSP (Association of Collegiate Business Schools and Programs). ACBSP is the premier accrediting association for business schools and programs with a focus on teaching excellence. ACBSP is focused on what occurs in the classroom while encouraging scholarly research. ACBSP is the only accrediting body to offer accreditation to associate degree institutions. The value of membership by community colleges is the opportunity for enhanced articulation, improved networking, and increased program offerings.

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

Performance Component 1B: Viability

Criminal Justice (CRJ) 43.0107 The criminal justice program at Lawson State Community College has seen tremendous growth due to the various strategies implemented by the College. An academic assessment of the criminal justice program indicates the enrollment and completions have constantly increased from fall 2002-2003 to Fall 2005-2006. Strategies such as hiring a full-time instructor, modifying academic advisement, and establishing collaborative efforts with the community have contributed to the successful enrollment and completing rates. The number of students majoring in CRJ has increased from 42 to an average enrollment of 65. As part of the strategies implemented, a new full-time instructor was hired in 2003; however, this instructor left the College for personal growth and advancement at another private college. With the employment of a new and committed instructor in fall 2004, the program has grown steadily over the past three years and the number of completers has increased. For the monitoring period 2003-2005, the average number of completers is 6.33. The strategies implemented are working; however, additional time is required to meet the 7.5 three-year average completion rates. However, the program does not currently meet the 7.5 completer/ graduation rate; however, the current measures in place will ensure that this program option will meet standards over the next two-year period. On-line courses, weekend courses and short certificates are being offered in an effort to enhance the program. The increase in enrollment is based on four target areas: high school students, unemployed workers, service workers seeking better pay and four-year college students seeking transfer credits.

Electronic Engineering (EET) 43.0107 The College has improved its marketing efforts to attract students to the Electronic Engineering program through instructional reassignment and methods, equipment upgrade, and the acquisition of federal funds to assist in programmatic development. New equipment along with instructional strategies and a modified curricular offering will help the College to bring into compliance the

EET program with viability standards. Therefore, the College has requested a three-year extension of the waiver option in order to implement new multi-disciplinary curriculum modifications for electronic engineering technology for the manufacturing sector in Lawson State's service area. The realignment of the technology for the Electronic Engineering Technology associate degree focused on jobs associated with the rapidly growing manufacturing sector in Alabama. An Electronic Engineering Technician is responsible for many components in the manufacturing field and the Associate degree will prepare graduates for these jobs. Electronic Engineering Technicians often have assigned areas in which they perform preventive maintenance, retooling, and repair work on a regular basis. Additionally, the merger of the two institutions (Bessemer and Lawson) brought electronics, industrial systems maintenance, computer aided design and prototyping under one umbrella. It created a unique opportunity to address a substantial number of training needs of manufacturers. Therefore, the associate degree in Electronic Engineering Technology is critical to workforce development in the greater Birmingham metropolitan area.

Performance Component 5, Part A

It is the position of Lawson State Community College that the data represented in Performance Component, Part A, do not accurately reflect the passing rate of its students. The College utilizes benchmarked and best practices research for developmental education which encourages students who are passing their class and have good attendance an extension of time to complete the course when warranted. Research indicates that students who have shown significant progress in developmental classes tend to succeed when the College has alternative grading methods that are non-punitive. It is recommended that these students receive an "I" (Incomplete) or "IP" (In Progress) grade in lieu of a failing grade. The College has adopted this practice and has realized positive results in student success; however, the data analysis reflected in this Performance Component has included a number (n=120) of students who received an "I" grade as a failing grade. This method of analyzing data has depicted an erroneous passage rate for the College's developmental program and its students; therefore, it is the College's recommendation that the analysis of data give considerations that are non-punitive for the issuance of "I" or "IP" grades.

GUIDELINES FOR PERFORMANCE COMPONENT TEN: SIGNIFICANT INSTITUTIONAL ACCOMPLISHMENTS

Description of Performance Component: This component is designed to enable the institution to provide information about noteworthy achievements undertaken during the 2006-2007 academic year. The institution should cite its three most significant accomplishments in 300 words or less. These may be activities initiated, in progress, or completed during the year.

ADDITIONAL COMMENTS FROM THE COLLEGE PRESIDENT

The college president may make additional comments about any aspect of the institution's data for any Performance Component. These comments should be brief and concise and limited to unusual circumstances that may have affected the college's data on a Performance Component. These comments should be provided on an attachment to the CAPP and numbered as page 8. In all cases, the Performance Component number and the section letter should be identified clearly (e.g., Performance Component 1, Section A.).

**COLLEGE ACCOUNTABILITY PERFORMANCE
PROFILE (CAPP)**

FINAL REPORT

AUGUST 29, 2008

Performance Component 1: Enrollment Management

[Help with this section](#)

*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 -)		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,350	2,552	5,901	3,323	5,279	8,602	-.8	106.86	45.77

Fall 2004 Enrollment			Fall 2005 Enrollment			Fall 2006 Enrollment		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,533	2,072	5,605	3,371	3,133	6,504	3,145	2,450	5,595

* 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.

Number of Programs	Number Meeting Viability Criteria	% Achieving Viability Criteria
23	19	82.61

GUIDELINES FOR PERFORMANCE COMPONENT ONE: ENROLLMENT MANAGEMENT

Description of Performance Component: Enrollment management involves two interdependent elements: student enrollment and program viability. Providing appropriate and viable degree, certificate, and diploma programs that attract, retain, and prepare capable students is central to the mission of community and technical colleges. Enrollment data (A.) include credit and non-credit unduplicated student headcounts for the fall semester for the current academic year and for each of the past three years. The enrollment average for the fall semester for the three years immediately preceding the current year provides a baseline for comparison with the fall semester of the current academic year and is used in determining the percent of change. This percent of change and the enrollment figures for the past three years provide evidence of the enrollment trend for a college.

Program viability (B.) addresses all associate degree, diploma, and certificate programs subject to state viability standards, except those that have been approved within the past five years and are subject to a five-year post-implementation report required by the Alabama Commission on Higher Education (ACHE). These standards require that programs produce an average of 7.5 graduates per year over a three-year period. An instructional program inventory based on the Classification of Instruction Programs (CIP code) is maintained for each college by the Alabama Department of Postsecondary Education (ADPE). In cases where a college offers any combination of degree, diploma, and certificate programs within the same CIP code, the number of graduates is the total of students completing degrees, diplomas, or certificates.

In cases where institutions have merged, enrollment data will be combined in years reported prior to the merger. A brief explanation may be included in the President's Comments at the end of the CAPP document noting when the college was merged.

Data and Method of Data Collection: Enrollment data (A.) are the end-of-term fall semester credit and non-credit student enrollment figures reported for each institution in

the Postsecondary Education Reporting System (PERS) of the ADPE. Non-credit student enrollment includes those educational activities designed for personal and professional development and job training. These non-credit educational activities sometimes may be called continuing education, life-long learning, professional development, leisure studies, or enrichment and are provided on a short-term basis to meet the needs of a specific clientele. Non-credit enrollment is distinguished from usual campus events (e.g., athletic contests, musical or drama productions, art exhibitions, speakers) in that students normally pay fees and the institution maintains some documentation of an individual's participation. In all cases of non-credit enrollment, the college is responsible for the quality and content of the educational activity. Students pursuing the General Equivalency Diploma through a college's Adult Basic Education program are not included in the non-credit enrollment totals. Data for Adult Education are included in Performance Component Nine.

Program viability information (B.) is based on the standards reported in the previous section. The number of programs subject to the program viability standards is identified from each college's instructional program inventory and reported as "number of programs." The "number meeting viability standards" will be reported consistent with the viability criteria and the resulting percentage reported. Data for student enrollment are collected from the PERS data base. Program viability data are derived from the instructional program inventories and IPEDS reports maintained by the ADPE.

Data for all aspects of **Performance Component 1** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible.

Performance Component 2: Academic Transfer Program

[Help with this section](#)

A. Percentage 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	57	73.68	21.05

B. Percentage of students earning 24 to 59 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 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	34	70.59	14.71

GUIDELINES FOR PERFORMANCE COMPONENT TWO: ACADEMIC TRANSFER PROGRAMS

Description of Performance Component: The success of community college transfer students in baccalaureate degree programs is an indicator of the quality of the educational experiences provided at community colleges. The two measures in this performance component both consider grade point average after enrollment at a four-year state university, but differ in the amount of credit earned at a community college. One performance indicator (A.) is the percentage of students who earn an associate degree or almost all of the credit for an associate degree (60 or more sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. The second performance indicator (B.) is the percentage of students who earn at least 24 but no more than 59 semester credit hours (sch) at a community college, transfer to a state university, and achieve at least a 2.0 and/or a 3.0 grade point average (GPA) after attempting 30 or more sch at a state university. Comparison of results for the two indicators may provide information about the impact of the amount of credit earned at a community college. To be included in the CAPP for a particular community college, a university must have at least 10 students from that community college who met the credit hour requirement(s) at the community college and then met the criterion of 30 hours attempted at the identified university.

Some technical colleges in the Alabama College System may not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

Data and Method of Data Collection: Data are collected through the ACHE student tracking system on two cohorts of students. Indicator A includes the first cohort made up of those who were enrolled at a particular community college at any time during the period of summer 2002 through spring 2004 and not enrolled at any other Alabama Community College within the specified period, earned at least 60 sch at the community college, and attempted 30 sch at the specified state university, with spring 2007 being the

end of the period for tracking university enrollment. The number of students meeting these three conditions is the divisor, or denominator. The number of students from the cohort who achieved an overall grade point average (GPA) of 2.0 or better is the dividend, or numerator. The result, or quotient, multiplied by 100 provides the percentage of students meeting the criterion of 2.0 or better. The percentage of students achieving a 3.0 or better GPA is determined by repeating the steps above using the number of students earning a 3.0 or better instead of 2.0 or better. A report is generated for each community college identifying the success rate of its transfer students for each state university where at least 10 students meet the conditions of earning at least 60 sch at the community college and attempting at least 30 sch at the state university. Additional rows will be added as necessary.

To collect and calculate the data for the second cohort (B.), the same process is used with one difference. The second cohort will have earned between 24 and 59 sch at a community college, instead of 60 sch.

Some colleges do not offer academic transfer programs as a part of their mission. In these cases, no data will be entered in Performance Component Two.

The academic years to be included in a cohort will be modified each year as data requirements may suggest. These data will be provided from the Alabama Commission on Higher Education to the ADPE for each community college. Each college will receive a copy of its report. Data for all aspects of **Performance Component 2** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Modifications of the data are not permissible.

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

[Help with this section](#)

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
32	220

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
10	9	90.00

*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 Continuing Ed. Prog.	% of Success in Placement for Completers
31	401	316	78.80

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

No. of Completers Employed in Field	No. of Employers Responding	% Indicating Overall Satisfaction
253	206	81.42

GUIDELINES FOR PERFORMANCE COMPONENT THREE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Description of Performance Component: Career and technical education programs provide instruction designed to prepare individuals for initial employment or career advancement in the workplace. These programs are designated by appropriate CIP codes in the academic program inventory, but do not include Health Professions programs included under CIP codes 51.0601 through 51.9999 for the purpose of CAPP.

Completion of career and technical education programs may result in the award of a short-term certificate, certificate, diploma, or associate degree. Significant indicators of quality and performance for career and technical programs include (A.) the number of short-term certificates offered and the number awarded, (B.) student success on licensure or certification examinations, (C.) student success in obtaining employment and/or continuing their education, and (D.) the degree of satisfaction of employers with the performance of program graduates in the workplace.

Data and Methods of Data Collection: The primary data source for this component of the CAPP is the **2006-07 College Career/Technical Performance Data Report** due on October 31, 2007. This section of the CAPP **does not** include Health Professions Programs listed in the following Guidelines for Performance Component Four: Health Professions Programs and designated by CIP codes 51.0601 through 51.9999. All other Career and Technical programs are included in data for this component of CAPP.

Consistency and clarity in terminology are crucial for career and technical programs. A “Completer” is an individual who has met all requirements for completion or graduation from a short-term certificate, certificate, diploma, or associate degree in a career or technical program. An individual who meets completion or graduation requirements for more than one award in a program with the same CIP code during a single data collection period is counted once as a “Completer” for that data collection period based on the higher award earned. An individual who meets completion or graduation requirements for more than one award in the same program with the same CIP code during different

data collection periods is counted as a “Completer” for each data collection period. The number of “Completers” and the percentage placed in employment and/or continuing education are derived from college records on program completers and student follow-up.

The period for data collection is consistent with that for the **2006-07 College Career/Technical Performance Data Report**. This period is from the first day of the summer semester through the final day of the subsequent spring semester in the year preceding the CAPP report. For example, the spring 2008 CAPP will include data from the beginning of summer 2006 through the end of spring 2007. Each college will be responsible for deciding the most appropriate data reporting period for non-credit training courses that overlap spring and summer semesters.

The number of short term certificates offered and the number awarded (A) are a valuable indicator of each college’s efforts in meeting the needs of industry. Each college is responsible for gathering and maintaining the number of short-term certificates offered and the number awarded. Reporting for the purpose of CAPP includes 1) the total number of short-term certificate programs (C26/C29) that are offered during the Perkins Reporting period from the beginning of summer 2006 through the end of spring 2007 and 2) the total number of short-term certificates (C26/C29) awarded during the Perkins Reporting period from the beginning of summer 2006 through the end of spring 2007.

Pass rates (B) on licensure and certification examinations, whether written or performance, are valuable indicators of program quality. Student performance on these examinations is recognized by industry as measuring and documenting attainment of skill levels or competencies essential for entry-level success (e.g., American Welding Society Certified Welder, ASE Certified Automotive Technician). Each college is responsible for gathering and maintaining the pass rates of “Completers” for each examination. Reporting for the purposes of CAPP includes 1) the total number of “Completers” taking examinations during the reporting period, and 2) the overall pass rate of “Completers” on all examinations. The overall pass rate is **NOT** a function of items 1 and 2 since each unique examination may be administered multiple times and a “Completer” may be

required to take several unique examinations to fulfill program requirements. Columns A30, A31, and A32 of the **2006-067 College Career/Technical Performance Data, Imperative I**, minus those “Completers” in the Health Professions, provide data for completing the three cells related to pass rates (A) on licensure and certification examinations.

Job placement (C.) is an important aspect of program quality. For the purposes of CAPP, each college is responsible for reporting the number of career and technical programs it offers, the number of “Completers”, the number of “Completers” placed in jobs or continuing their education, and the percent of success in job placement. Data for these indicators can be found in column C3 of the **2006-07 College Career/Technical Performance Data, Imperatives III, IV, V**, in column A8 under **Imperative I**, and in columns A46 and A47 under **Imperative I**. Again, it is important to subtract the number of “Completers” in the Health Professions programs under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Employer satisfaction (D.) with preparation of “Completers” provides a final performance indicator for career and technical programs. Each college is responsible for gathering and maintaining employer satisfaction data for each of its career and technical programs and may use methods it deems appropriate. The number of “Completers” placed in jobs in field, the number of employers surveyed, the number of employers responding, and the percentage of respondents indicating overall satisfaction with the performance of “Completers” comprise the performance indicators. The data can be found, respectively, in column A33 of the **2006-07 College Career/Technical Performance Data, Imperative I**, and in columns C12, C13, and C16 under **Imperatives III, IV, and V**. Consistent with other data for this performance component, it is important to subtract the number of “Completers” in the Health Professions under CIP 51.0601 through 51.9999 in reporting this for CAPP.

Each college is responsible for entering data in each of the cells for these indicators for **Performance Component 3** on the Web-enabled CAPP.

Performance Component 4: Health Professions Program

[Help with this section](#)

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

Add Exam

Name of Examination	Time Period (mo/yr to mo/yr)	No. of First-Time Examinees	No. of First-Time Examinees Passing Exam	Pass Rate (%) on Examination		
NCLEX-RN	10/06 TO 09/07	28	26	92.86	Edit	Delete
NCLEX-PN	10/06 TO 09/07	41	39	95.12	Edit	Delete

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

Add Program

Name of Health Prof. Program	No. Stud. Admitted Past Four Acad. Yrs (Fa-Su)	Number of Grad.	Number of Stu. in Progress	Total of Grad. + Stu. in Progress	Retention Rate (%)		
RN	487	100	161	261	53.59	Edit	Delete
LPN	367	162	76	238	64.85	Edit	Delete

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

GUIDELINES FOR PERFORMANCE COMPONENT FOUR: HEALTH PROFESSIONS PROGRAMS

Description of Performance Component: Quality programs that prepare capable and qualified personnel for the health professions are crucial to the mission and responsibility of community colleges. Performance indicators must consider the success of graduates who are first-time test takers on licensure or certification examinations (A) as well as each program's ability to attract and retain capable students (B.). The pass rates of first-time examinees on licensure examinations in the health professions are useful performance indicators for health professions programs. For the purposes of the College Accountability Performance Profile, the Health Professions include:

Clinical Laboratory Technology

Dental Assistant

Nursing (LPN)

Dental Hygienist

Nurse Assistant/Aide

Dental Lab Technology

Occupational Therapy Assistant

Diagnostic Medical Sonography

Optical Technology

Emergency Medical
Technology/Technician

Pharmacy Technician

Health Information Technology

Physical Therapist Assistant

Medical Assistant

Polysomnographic Laboratory
Technology

Medical Transcription

Radiologic Technology

Mental Health Technology

Respiratory Therapist

Pre-Nursing General Studies

Surgical Technology

Nursing (RN)

Veterinary Assistant

A program's ability to admit and retain students with the potential for success is crucial in responding to the needs for qualified personnel in the health professions. Some Health Professions programs employ selective admissions criteria to increase the likelihood of

student retention and success in programs. Selective program admissions standards refer to any qualifications a program may require for students to begin specific course work in the program. These may include but are not limited to passing grades in specific courses, a minimum grade point average, successful completion of specific courses, personal interviews, assessment or placement scores, or similar requirements. The development, application, and continuous evaluation of viable program admissions standards are crucial in student retention.

Data and Methods for Data Collection: Health professions boards and agencies report their pass rates directly to each college. Boards or agencies vary in their reporting periods with some reporting data for an academic year while others report data for a calendar or fiscal year. Data on pass rates for all health professions programs are the responsibility of each college and should be reported for the academic, calendar, or fiscal year immediately preceding the CAPP report. In all cases, pass rate data must consider only first-time examinees. The following is an example of the report format:

Name of Examination	2007 Annual Reporting Period	No. of First-Time Examinees	Pass Rate of First-Time Examinees	Nat'l Pass Rate
NCLEX RN	Oct. 1-Sept 30			
NCLEX PN	Oct. 1-Sept 30			
EMT BASIC	Jan. 1-Dec 31			
EMS Paramedic	Jan 1-Dec 31			
ARRT Radiologic Tech.	Jan 1-Dec 31			

Retention is important particularly for those programs that employ selective admissions criteria. Data related to program retention must consider multiple years rather than a snapshot of a single year. The retention rate for a particular program is determined by first counting the number of students **admitted to the specific health professions program** between fall 2003 and up to but not including summer 2007 (i.e., “No. Students Admitted Since Fall 2003”). This number should not be confused with the number of students admitted to the college who expressed an interest in entering a health professions program. The second step is to count the number of students from among all those admitted between fall 2003 and up to but not including summer 2007 who have

completed graduation requirements (i.e., “Number of Graduates”). The third step is to count the number of students admitted between fall 2003 and up to but not including summer 2007 who are still enrolled and attempting to complete graduation requirements (i.e., “No. of Students in Progress”). The fourth step is to add the numbers in the columns entitled “Number of Graduates” and “No. of Students in Progress” to determine the combined number of students graduating or still enrolled in the program (i.e., “Total of Grads + Students in Progress”). The final step is to divide the “Total of Grads + Students in Progress” by the number of students admitted to the health professions program between fall 2003 and up to but not including summer 2007 for the specific program. This result (or quotient) multiplied by 100 will yield the retention for the specific health professions program. The period for graduation and retention is the same as the period for admission, i.e. fall 03-Spring 07. The time period to be included will be modified each year as necessary.

Each college is expected to maintain data on both pass rates (A.) and retention rates (B.) Data for **Performance Component 4** should be entered directly by each college on the Web-enabled **CAPP** document. Additional rows may be added to accommodate all examinations and health professions programs.

Performance Component 5: Transitional / Developmental Studies

[Help with this section](#)

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

Transitional/Developmental Course Subject	No. Students Enrolled at the 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	254	237	117	49.37
Mathematics	471	430	163	37.91
Reading	156	154	107	69.48

Transitional/Developmental Course Subject	No. Students Enrolled at the 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	436	414	237	57.25
Mathematics	725	654	322	49.24
Reading	339	330	229	69.39

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	204	107	52.45
Math 100 or 116	160	98	61.25

**GUIDELINES FOR PERFORMANCE COMPONENT FIVE:
DEVELOPMENTAL STUDIES**

Description of Performance Component: Developmental studies are designed to develop competencies in English, mathematics, and reading essential for student success in college-level courses. Two performance indicators that provide evidence of the quality of developmental studies are (A.) the percentage of students meeting the requirements in developmental courses and (B.) the success rate (i.e., earning a C or better) of former developmental students in subsequent college-level English and/or mathematics courses. Together, these two performance indicators permit a college to determine the pass rate in developmental courses and if the standards in developmental courses are sufficiently rigorous to prepare students for success in college-level courses.

Data and Method of Data Collection: Developmental courses in English, mathematics, and reading are defined as those courses numbered below 100 for which no academic credit toward a degree is awarded. Data collected will include Spring 2007 and Fall 2007 semesters. Course enrollment is defined by 1) number of students beginning the semester, including students who officially and unofficially withdraw and 2) the number of students completing a developmental course. The number of students earning a passing grade is defined as those who meet the standards for successful course completion as defined by the grading system of the college (e.g., C or better, S for satisfactory, P for pass) and are eligible to advance to the next level either in the developmental course sequence or to academic credit courses. The percent of students passing is calculated by dividing the number earning a passing grade by the number of students enrolled at the end of the each term, multiplying by 100, and rounding to the nearest tenth. Those students who receive a grade of “Incomplete” or “In Progress” are counted in the denominator as enrolled at the end of the term, but are not counted as earning a passing grade and are not included in the numerator.

Colleges are expected to maintain records of the student success rate for all developmental courses. For the purpose of the CAPP report, data for all English courses should be combined, data for all mathematics courses should be combined, and data for all reading courses should be combined. Data should include all developmental courses taught in the spring and fall semester for the current academic year in which the CAPP is submitted.

To determine the success of developmental students in college-level courses, performance in English 101 and Mathematics 100 or Mathematics 116 is targeted. Technical colleges may use Communication 100 or a collegiate credit English course or MAH 101/102 Introductory Mathematics I and II for a collegiate credit mathematics course, when appropriate, to determine the success of former developmental students in college-level courses. Only those students who have completed the appropriate developmental course requirement within the last three terms should be considered. For English 101, the number of former developmental students included in the sample is all those students who passed the necessary developmental English requirement within the last three terms. For Mathematics 100 and Mathematics 116 courses, the number of former developmental students included in the sample is all those students who previously passed the necessary developmental mathematics requirement within the last three terms. In both cases, the number of students earning a grade of “C” or better is defined as those earning a passing grade as defined by the college. The percent of students earning a grade of “C” or better is calculated by dividing this number by the number of former developmental students enrolled, multiplying by 100, and rounding to the nearest tenth.

Colleges are expected to review regularly the student success rate of former developmental students in college-level courses. However, for the purpose of the CAPP report, data on the success of former developmental students in all sections of English for fall semester 2007 will be used. Similarly, data on the success of former developmental

students in Mathematics 100/101 and Mathematics 116 for all sections of both courses for fall semester 2007 will be used.

Data for all aspects of **Performance Component 5** will be provided by the college on the Web-enabled version of the **CAPP**.

Performance Component 6: Learning Resources and Technology

[Help with this section](#)

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	89.00	92.00	71.00
Faculty Satisfaction	93.00	95.00	92.00

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
33777	4180	12.38	0	0	0	0

GUIDELINES FOR PERFORMANCE COMPONENT SIX: LEARNING RESOURCES AND TECHNOLOGY

Description of Performance Component: The development of information literacy for lifelong learning among students requires access to library collections and services through both traditional and electronic modes. The infusion of technology into the curriculum is an important component in preparing students for the information age. In addition, the use of technology in instructional delivery enables the college to provide access to education for a greater number of students. Performance indicators in this component focus on the satisfaction of the primary users of library collections and services (A.) and the college's use of technology in the delivery of instruction (B.).

Data and Method of Data Collection: Surveys of student and faculty satisfaction provide the data for evaluation of library collections, services, and electronic information access (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to library collections, library services, and electronic information access may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the library collections," "Overall, I am satisfied with the library services," and "Overall, I am satisfied with access to electronic information resources." Colleges that do not have well-established procedures should use the survey provided by the Alabama Department of Postsecondary Education and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in library collections, library services, and access to electronic information resources. Special attention should be given to including faculty members in the survey and to reporting the results separately for the faculty. Unless already established in the planning and evaluation process of the college, surveys related to library collections, library services, and electronic information access should be administered sometime around mid-term in a semester. The survey for students should be broadly representative of the student body and include students at the freshman and sophomore levels across a broad array of academic transfer, career and technical, and professional programs.

The use of electronic information technology to enhance access to educational opportunities for students involves two primary options, Web delivery of courses via the Internet and site-to-site video/teleconference delivery. Web courses on the Internet are defined as those that deliver instruction electronically to students without requiring regularly scheduled face-to-face interaction with the instructor. Internet courses may require completion of examinations on campus and may provide for conferences with the faculty member. Site-to-site video/teleconference courses include two-way audio-video instruction provided to designated sites with regularly scheduled class times involving face-to-face interaction with the instructor. Other forms of electronic delivery of courses may include videotape, compact discs, cable television, or additional forms of delivery. The total number of semester credit hours generated through Internet courses, through site-to-site video/teleconference course delivery, and through other forms of electronic technology delivery for the fall semester 2007 should be reported. Semester credit hours generated through regularly scheduled courses delivered in a traditional face-to-face instruction as well as courses blending electronic information technology with traditional instructional delivery are not included in this report.

Each college is responsible for compiling and reporting data for **Performance Component 6 A and B** and inserting the data directly on the Web-enabled version of the **CAPP** document.

Performance Component 7: Student Services

[Help with this section](#)

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

Add Program

Program, Service, or Activity	Semester and Year of Most Recent Survey	Number of Students Responding	% Indicating Satisfaction with Quality		
Admissions	Spring 2007	216	92	Edit	Delete
Orientation	Spring 2007	210	89	Edit	Delete
Registration	Spring 2007	216	88	Edit	Delete
Advising	Spring 2007	216	95	Edit	Delete
Tutorial Services	Spring 2007	213	94	Edit	Delete
Financial Aid	Spring 2007	215	90	Edit	Delete
Book Store	Fall 2006	265	94	Edit	Delete
Business Office	Spring 2007	215	93	Edit	Delete
Student Activities	Spring 2007	211	86	Edit	Delete

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

Users	2005 Calendar Year	2006 Calendar Year	2007 Calendar Year
Students	3,635	2,080	2,379
Faculty/Staff	34	72	49

GUIDELINES FOR PERFORMANCE COMPONENT SEVEN: STUDENT SERVICES

Description of Performance Component: Student services (A.) includes a wide array of activities including admission, orientation, and advising of students, vital support services such as financial aid, academic support, and auxiliary services, and planning for collegiate transfer and/or careers. Student services also may include co-curricular activities designed to enrich the educational experience of students and provide opportunities for personal development. Because of differences in the mission, size, and tradition among institutions, variations may occur among colleges in the scope of student services. Colleges may differ in some of the services included in this performance component and may expand on the programs, services, or activities reported on the College Accountability Performance Profile

STARS (B.) is an important resource for use in planning for collegiate transfer. Appropriate and timely planning by students is crucial in facilitating easy transition from the community college to a four-year university.

Data and Method of Data Collection: Surveys of student satisfaction are the source of data for evaluating the array of student services (A.). Colleges that have well-established procedures for evaluating student satisfaction that include items related to student services may continue to use such procedures and should report data for summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities”. Colleges that do not have well-established procedures may use survey items related to the various student services provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement in specific student services. The data reported on the CAPP should include the results only for the broader, summative items such as “Overall, I am satisfied with the admissions process,” “Overall, I am satisfied with the advising process,” and “Overall, I am satisfied with the out-of-class campus activities.”

Careful attention should be given to ensure the reliability and validity of survey information. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response. In colleges where an established planning and evaluation processes are already in place, a brief description of the time of administration of the survey and the sample employed may be useful.

Colleges may report student satisfaction results for additional student services (e.g., residential housing, intramurals) by listing them on additional rows available on the College Accountability Performance Profile and reporting survey results.

Data on the use of the STARS by students and faculty is derived from institutional reports provided to each college periodically by the STARS office at Troy University. Data on the usage rates from these reports should be included for the current year and the two previous years. Data will be entered by each college from reports submitted by the STARS office at Troy University.

Each college is responsible for providing the data for student services (A.) in **Performance Component 7** and for entering the percentages directly on the Web-enhanced version of the **CAPP**. Additional rows may be added to accommodate the scope of the college's student services programs. Each college is responsible for providing the STARS data (B.) from annual reports received from the STARS office located at Troy University.

Performance Component 8: Financial and physical Resources

[Help with this section](#)

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
27,228,203.37	14,895,187.39	3,484,285.91	18,379,473.3	67.50

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

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment
217	92.40	92.40	83.90

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

Number of Students Responding	Percent Indicating Overall Satisfaction with College		
	Safety	Appearance	Maintenance
217	94.20	97.10	81.30

GUIDELINES FOR PERFORMANCE COMPONENT EIGHT: FINANCIAL AND PHYSICAL RESOURCES

Description of Performance Component: Wise stewardship of financial resources is crucial to an institution's performance. The degree to which the institution expends its resources on instruction and services to students (A.) provides an indication of institutional priorities. Physical facilities including classrooms and laboratories as well as equipment for instruction (B.) are crucial in providing an environment conducive for teaching and learning. A campus environment in which faculty and students feel safe and secure and where adequate attention is given to the appearance and upkeep of facilities (C.) provides a positive climate for educational programs.

Data and Method of Data Collection: The percentage of an institution's expenditures for instruction and student services (A.) is based on the total amount of funds expended for instruction, academic support, and student services (i.e., the numerator) divided by operating expenditures defined as total operating expenditures minus depreciation, auxiliary enterprises, and scholarships (i.e., the denominator). Data will be collected at the end of each year from financial reports from institutions that are maintained in the ADPE and reported on the CAPP. Amounts used in calculating the ratio will be available for review by each institution.

Student satisfaction regarding classroom and laboratory facilities and equipment for instruction will utilize results from student surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to classroom and laboratory facilities and equipment may continue to use such procedures and should report data for summative items such as "Overall, I am satisfied with the classroom facilities," "Overall, I am satisfied with the laboratory facilities," and "Overall, I am satisfied with the equipment for instruction". Colleges that do not have well-established procedures may use survey items related to the classroom and laboratory facilities and equipment provided by the ADPE. Results for the more detailed items in the survey should be considered by the college and used to make needed changes for improvement. The data reported on the CAPP should include the results only for the broader,

summative items such as “Overall, I am satisfied with the classroom facilities,” “Overall, I am satisfied with the laboratory facilities,” and “Overall, I am satisfied with the equipment for instruction”. Unless already established in the planning and evaluation process of the college, surveys related to classroom and laboratory facilities and equipment for instruction should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Student satisfaction regarding campus safety, appearance, and maintenance of facilities also will utilize results from student satisfaction surveys. Colleges that have well-established procedures for evaluating student satisfaction that include items related to campus safety, appearance, and maintenance of facilities may continue to use such procedures and should report data for summative items such as “Overall, I feel safe and secure on campus,” “Overall, I am satisfied with the appearance of campus facilities,” and “Overall, I am satisfied with the maintenance of facilities on campus”. Colleges that do not have well-established procedures may use survey items provided by the ADPE and report results only for the summative items described above. Results for the more detailed items in the survey should be considered by the college and used to make needed changes in campus safety and in the appearance and maintenance of facilities. Unless already established in the planning and evaluation process of the college, surveys related to campus safety, appearance, and maintenance of facilities should be administered sometime around mid-term in a semester and include a representative sample of the student body. Colleges that do not have a well-established student survey process may wish to sample students during regularly scheduled classes to orient students to the purpose of the surveys and to encourage their response.

Data for indicator A. of **Performance Component 8** will be provided by the ADPE on the Web-enabled version of the **CAPP**. Changes in these figures are not permissible. Data for the other indicators (B and C) are entered directly by the college.

Performance Component 9: Workforce Training and Adult Education

[Help with this section](#)

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

Data Elements	2005	2006	2007
No. of Workforce Training Requests	51	251	80
No. of Clients Served	1416	2028	2545
No. of Participants Trained	1416	2028	2545

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

Data Elements	2005	2006	2007
No. of Employers Surveyed	51	251	80
No. of Employers Responding	40	199	66
Percent of Employers Indicating Overall Satisfaction	78	79	83

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

Enrollment and Key Performance Measures	2006	2007
Adult Education Enrollment	411	403
Academic Completion Rate	61	64
Retention Rate	64	65.2
Post-test Rate	64	74.9
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	8	11.8

four percentages are averaged to arrive at the Core Achievement Rate.)		
Cost Per Learner.	1,772	1,872
State average cost per learner \$844 - 2006		
State average cost per learner \$831 - 2007		

Overall grade Earned by college in Adult Education for 2007: B

**GUIDELINES FOR PERFORMANCE COMPONENT NINE:
WORKFORCE TRAINING AND ADULT EDUCATION**

Description of Performance Component: Workforce training responds to the specific needs and requests made to the community college from business and industry in the service area. Colleges differ in the degree to which workforce training is a crucial component of their mission. For those colleges involved in workforce training, a prompt and effective response to the requests of employers is vital in fulfilling their needs for a well-trained workforce. Adult education is in its initial years as a component of the mission of community colleges. Enrollment and the success of students in gaining and retaining employment and in achieving educational and training goals are key performance measures.

Data and Method of Data Collection: Federal and/or state reports related to workforce training and adult education provide data for performance indicators for these two areas. Workforce training data include (A.) the number of requests for workforce training, number of clients served, and the number of participants. Additional workforce training data include satisfaction with the workforce training (B.) such as the number of employers surveyed, the number of employers responding, and the percentage indicating overall satisfaction for the reporting period required by the federal or state agency. These data are reported in the **2006-07 College Performance Report on Business and Industry Services** submitted by each college in October 2007 for the period from summer 2006 through spring 2007. This report is derived from data submitted by each college in the on-line **TBI/Business and Industry Services Activity Report**.

Data on enrollment and key performance measures for the CAPP Report are derived from the state management information system, Alabama Adult Education System for Accountability and Performance, AAESAP. This National Reporting System was developed for federally funded, state administered adult education programs. It addresses the accountability requirements of the **Adult Education and Family Literacy Act, Title II of the Workforce Investment Act** (WIA—P.L. 105-220).

Information includes the **Academic Completion Rate, the Retention Rate, the Post-test Rate, the Core Achievement Rate, and the Cost Per Learner Rate**. The reporting period for all the data is July 1 of one year to June 30 of the next year. These data are submitted by local Adult Education program providers. All these data are also available on the **State Board of Education Adult Education Report Card** each year.

Data for **Performance Component 9 (A)** will be provided by each individual college according to their TBI report.

Data for **Performance Component 9 (B)** will be provided by ADPE on the Web-enabled version of the **CAPP**. Modifications of this data are not permissible.

Performance Component 10: Significant Mission-Related Accomplishments in 2007

[Help with this section](#)

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

LAWSON STATE AUTOMOTIVE PROGRAMS SET A STATE RECORD

The National Automotive Technicians Education Foundation (NATEF) has certified two additional programs- Automotive Technology and Medium and Heavy Truck Technician. Both programs are part of the College's Alabama Center for Automotive Excellence. These certifications bring Lawson's total number of certified programs to five. Lawson is the only two-year college in the State of Alabama to achieve this number of certifications.

In order to achieve certification, the program instructors worked with advisory committee members and College administrators to complete a thorough self-evaluation comparing their programs to the standards. Next, industry volunteers led by a NATEF-trained evaluation team leader performed an on-site inspection. The evaluation process included a review of the program's administration, facilities, curriculum, tools and equipment, student services, and finances to determine adherence to industry standards needed for a quality training program.

RN PROGRAM MOVES TO BESSEMER CAMPUS

Another significant accomplishment was the introduction of an evening registered nursing program on the Bessemer campus. The interest in the program was so overwhelming that enrollment predictions superseded all expectations with over 200 applicants. Additionally, because pre-nursing majors must follow a general studies program of study, enrollment in general education classes has nearly doubled on the Bessemer campus. Partnerships with Trinity Hospital and UAB West Hospital were formed to ensure a top-notch quality program.

NEW RESIDENTIAL LIVING AND LEARNING FACILITY ADDED

This school year marked a significant change for Lawson State. It was the first year the college added a residential living facility. This three-level residential facility supports over 110 students. Seventy percent of residential students are from out of the area. Residential life has enabled Lawson to recruit beyond its normal borders. The facility has had a major impact on student life and student activities.

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

PERFORMANCE COMPONENT 1B: PROGRAM VIABILITY
Building Construction

	Fall 2005- 2006	Spring 2005- 2006	Summer 2005-2006	Fall 2006- 2007	Spring 2006- 2007	Summer 2006- 2007	Fall 2007- 2008	Spring 2007- 2008
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Building Construction	19	22	10	16	20	13	20	15
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The building construction program at Lawson State Community College is infusing new strategies for recruitment and retention, modifying academic and career advising, and building more collaborative efforts with business and industry in order to strengthen the program and to increase the number of completers. The program has a total of 14 completers over the past three years (2005-2007) which yields an average of 4.33 graduates per year. The chart above shows program enrollment for the three-year period, 2005-2008. The college will continue to market the program and encourage former students to return to complete the certification as well attract new students to enter into the profession.

Diesel/Medium and Heavy Truck Technician

	Fall 2005- 2006	Spring 2005- 2006	Summer 2005-2006	Fall 2006- 2007	Spring 2006- 2007	Summer 2006- 2007	Fall 2007- 2008	Spring 2007- 2008
Diesel Mechanics	11	11	9	11	14	9	13	10

The institution is employing new strategies to recruit students and market the medium and heavy Truck Program (a.k.a, Diesel Mechanic). The chart above shows that the program has 23 students currently enrolled with an average of 11 students per term (fall, spring, summer). Institutional records show that the average completion rate for the three year period is 5 with 15 short certificates issued. The job market's increased demands for workers in the diesel/heavy trucks have impacted the completion rate for this program. Students opt to enter the workforce prior to completing the certification because of the shortage of qualified, skilled workers. In an effort to elevate the quality and standards of the program, the institution sought and received the National Automotive Technicians Education Foundation (NATEF) Certification. The college will continue to market the program and encourage former students to return to complete the certification as well attract new students to enter into the profession.

Criminal Justice

	Fall 2005- 2006	Spring 2005- 2006	Summer 2005-2006	Fall 2006- 2007	Spring 2006- 2007	Summer 2006- 2007	Fall 2007- 2008	Spring 2007- 2008
Criminal Justice	65	64	26	69	69	23	70	71

The criminal justice program at Lawson State Community College has seen tremendous growth due to the various strategies implemented by the College. Strategies such as hiring a full-time instructor, modifying academic and career advising, and building more collaborative efforts with the community, the college has realized a greater interest in criminal justice. The number of students majoring in CRJ has increased from 42 (Academic Year 2003-2004) to a current enrollment of 136 students plus high school students. The instructor (employed in 2004) and the institution are committed to the program. The criminal justice program has grown steadily over the past three years and the number of completers has increased. The chart above shows program enrollment for the three-year period, 2005-2008. For comparison purposes, during the monitoring period of 2003-2005, the average number of completers was 6.33. Current institutional records show that 22 students completed degrees which yielded an average of 7.33 completers per year. The strategies implemented are working; however, additional time is required to meet the 7.5 three-year average completion rates.

Social Work Technician

	Fall 2005- 2006	Spring 2005- 2006	Summer 2005-2006	Fall 2006- 2007	Spring 2006- 2007	Summer 2006- 2007	Fall 2007- 2008	Spring 2007- 2008
Social Work Technician	24	28	15	31	33	14	36	40

The institution is employing new strategies to recruit students and market the social work technician program. These strategies include modifying academic/career advising and building more collaborative efforts with the community social agencies. The chart above shows program enrollment for the three-year period, 2005-2008, for a total of 64 students. Over the past three years, the institution has graduated 21 completers in the social work technician program. This completion rate yields an average of 7 completers per year. The strategies implemented are working; however, additional time is required to meet the 7.5 three-year average completion rates.

Performance Component 5, Part A

It is the position of Lawson State Community College that the data represented in Performance Component, Part A, do not accurately reflect the passing rate of its students. The College utilizes benchmarked and best practices research for developmental education which encourages students who are passing their class and have good attendance an extension of time to complete the course when warranted. Research indicates that students who have shown significant progress in developmental classes tend to succeed when the College has alternative grading methods that are non-punitive. It is recommended that these students receive an "I" (Incomplete) or "IP" (In Progress) grade in lieu of a failing grade. The College has adopted this practice and has realized positive results in student success. This method of analyzing data has depicted an erroneous passage rate for the College's developmental program and its students;

therefore, it is the College's recommendation that the analysis of data give considerations that are non-punitive for the issuance of "I" or "IP" grades.

**GUIDELINES FOR PERFORMANCE COMPONENT TEN:
SIGNIFICANT INSTITUTIONAL ACCOMPLISHMENTS**

Description of Performance Component: This component is designed to enable the institution to provide information about noteworthy achievements undertaken during the

2006-2007 academic year. The institution should cite its three most significant accomplishments in 300 words or less. These may be activities initiated, in progress, or completed during the year.

ADDITIONAL COMMENTS FROM THE COLLEGE PRESIDENT

The college president may make additional comments about any aspect of the institution's data for any Performance Component. These comments should be brief and concise and limited to unusual circumstances that may have affected the college's data on a Performance Component. These comments should be provided on an attachment to the CAPP and numbered as page 8. In all cases, the Performance Component number and the section letter should be identified clearly (e.g., Performance Component 1, Section A.).