

**ALABAMA COLLEGE SYSTEM
COLLEGE ACCOUNTABILITY PERFORMANCE PROFILE
Spring 2006**

Description: The following tables depict data presented in Spring 2006 to the Department of Postsecondary Education on the CAPP report. All public colleges in the Alabama College System submitted data in 10 performance components, such as enrollment, transfer programs, and learning resources. The tables below depict the data Calhoun submitted along with the minimum and maximum figures reported by colleges across the state. These ranges allow for comparison of Calhoun data to that of other institutions. However, each institution is unique—some are smaller, serve a different clientele, or have dramatically different missions—which may make comparisons difficult or invalid. Each institution is encouraged to compare 2006 data to that of future years so institutions benchmark against their own data.

#1 – Performance Component – Enrollment Management

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

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

Performance Component	Calhoun Data	Range Minimum	Range Maximum
Enrollment trend for credit classes	-1.90%	-17%	15.7%
Enrollment trend for non-credit classes	598%	-88.5%	598%
Enrollment trend total	44.70%	-29%	78.6%
Meet State viability criteria	72%	50%	100%

**Includes credit and non-credit student headcount.*

#2 – Performance Component – Academic Transfer Programs

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

No. of Calhoun Students Meeting Criteria	University to Which Calhoun Student Transferred	% earning a 2.0 or better GPA	CAPP Range	% earning a 3.0 or better GPA	CAPP Range
31	Alabama A&M	93.50	62.5 – 100%	64.50	0 - 82%
345	Athens State	98	62.5 – 100%	80.50	0 – 82%
26	Auburn University	100	62.5 – 100%	38	0 – 82%
13	UAB	92	62.5 – 100%	54	0 – 82%
198	UAH	92	62.5 – 100%	42	0 – 82%
18	University of Alabama	89	62.5 – 100%	39	0 – 82%
38	UNA	84	62.5 – 100%	45	0 – 82%

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

No. of Calhoun Students Meeting Criteria	University to Which Calhoun Student Transferred	% earning a 2.0 or better GPA	CAPP Range	% earning a 3.0 or better GPA	CAPP Range
24	Alabama A&M	92	58 – 100%	58	5.5 – 76%
119	Athens State	91	58 – 100%	76	5.5 – 76%
64	Auburn University	89	58 – 100%	36	5.5 – 76%
10	UAB	100	58 – 100%	50	5.5 – 76%
187	UAH	90	58 – 100%	41	5.5 – 76%
65	University of Alabama	88	58 – 100%	23	5.5 – 76%
11	Montevallo	91	58 – 100%	27	5.5 – 76%
53	UNA	66	58 – 100%	26	5.5 – 76%

#3 – Performance Component – Career and Technical Programs (excluding Health Professions Programs)

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

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

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

Performance Component	Calhoun Data	Range Minimum	Range Maximum
Career/Technical Programs Completers Passing licensure/certification examinations	88.89%	57%	100%
Completers employed/continuing education	63.87%	13.9%	96.6%
Employers indicating satisfaction	100%	75%	100%

**Completers defined according to Perkins criteria.*

#4 Performance Component – Health Professions Programs

A. Pass rate of first-time examinees on state or national certification examinations for the most recent reporting period.

Examination	Time Period	Calhoun Data	Range Minimum	Range Maximum
NCLEX RN	10/04-09/05	78.95%	44%	100%
NCLEX PN	10/04-09/05	82.86%	77%	100%
Surg Tech	1/1 – 12/31	80%	50%	80%

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

Health Profession Program	Calhoun Data	Range Minimum	Range Maximum
PN	79.7%	34%	85%
RN	80.15%	43%	93%
EMT Basic	73.39%	59%	92%
Surg Tech	71.26%	69%	93%

#5 Performance Component – Developmental Studies

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

Course Subject	Calhoun Data	Range Minimum	Range Maximum
English	66.63%	51%	92%
Mathematics	63.52%	39%	87%
Reading	54.55	35%	89%

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 Subject	Calhoun Data	Range Minimum	Range Maximum
English 101	65.16%	36%	94%
Math 100 or 116	47.06	35%	69%

No minimum/maximum range was provided by ACHE for the following performance components.

#6 – Performance Component – Learning Resources and Technology

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

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

#7 – Performance Component – Student Services

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

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

#8 – Performance Component – Financial and Physical Resources

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

FY '05 Operating Expenses total	Calhoun Data	Range Minimum	Range Maximum
30,638,668.25	67.47%	58.5%	75.6%

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

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

#9 – Performance Component – Workforce Training and Adult Education

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

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

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

D. Overall grade earned by college in Adult Education for 2005

#10 – Performance Component – Significant Mission-Related Accomplishments in 2005-2006