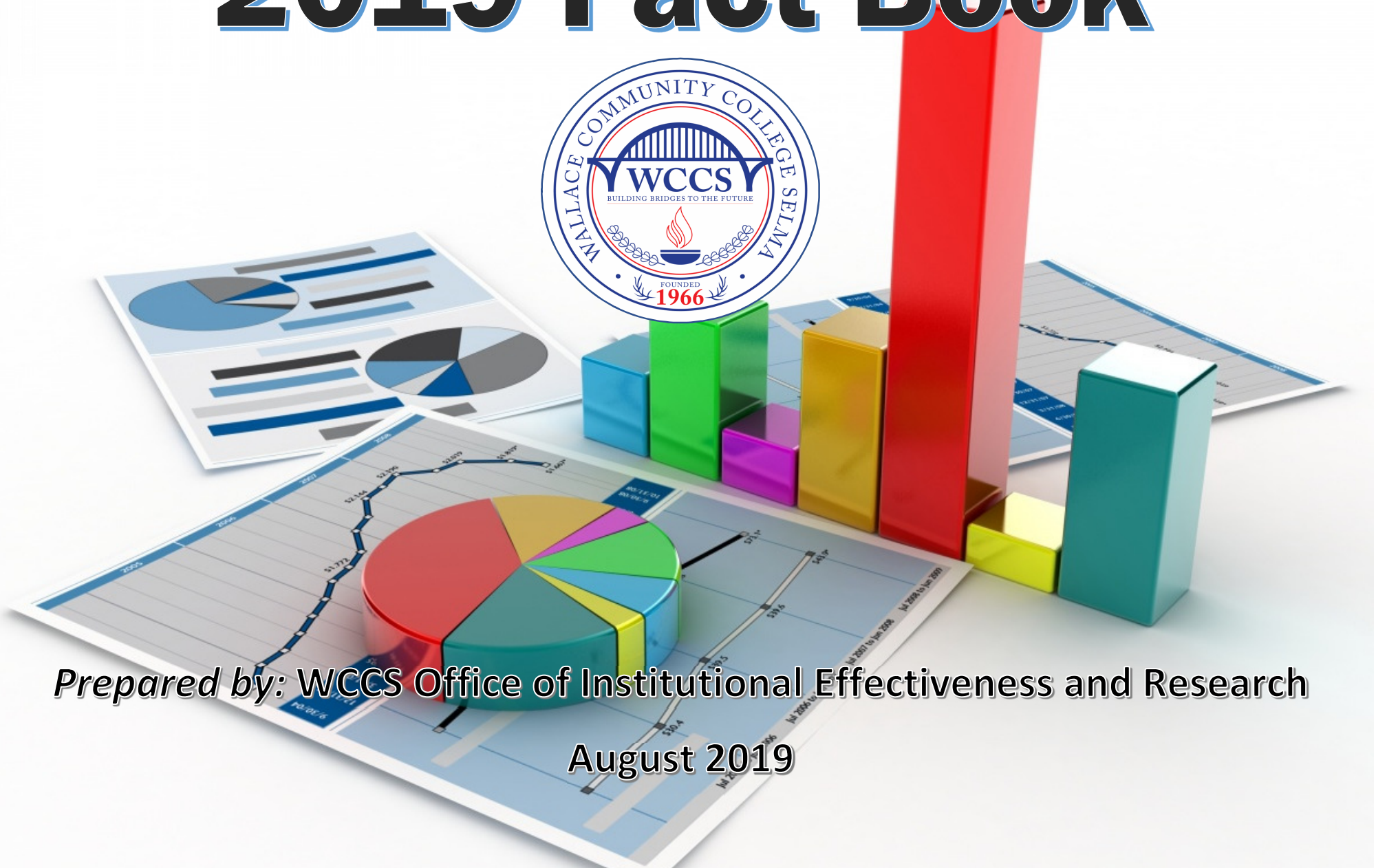


# 2019 Fact Book



*Prepared by: WCCS Office of Institutional Effectiveness and Research*

**August 2019**

# WCCS Fact Book 2019

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## VISION

The College shares a vision of a learning-centered education that is responsive to the needs of our service area and is manifested by quality teaching, opportunities for learning, effective educational support services, and access to a quality education. Challenged by change and innovation, the College will move forward to create a future responsive to the diverse needs of students, community, and state.

## PHILOSOPHY

The philosophy of Wallace Community College Selma is expressed in the following beliefs:

- Education is essential to the economic, social, environmental, and political well-being of the citizens of West Central Alabama;
- Education should be made academically, geographically, physically, and financially accessible to all students;
- Wallace Community College Selma is uniquely qualified to deliver excellent and equitable educational opportunities and services; and
- Quality education requires unity and cooperation of all stakeholders who work together toward a common goal.

## MISSION

The mission of Wallace Community College Selma is to provide high-quality, learning-centered educational opportunities and services through varied instructional-delivery modes that are responsive to individual, community, state, and global needs.

## COLLEGE GOALS

1. Promote and provide teaching and learning environments and experiences that encourage the development of knowledge, skills, behaviors, and values for students in order for them to be successful in the workforce or subsequent education. **(Quality teaching/Learning)**
2. Provide and promote accessible, affordable quality education and training. **(Access)**
3. Expand the development of educational and administrative technology, enhance student learning and improve college management processes and functions. **(Technology)**
4. Provide high quality workforce development programs that meet the demands of local employers and enhance the economic development efforts of the state and the region. **(Workforce and economic development)**
5. Provide development and training opportunities that encourage faculty and staff to become more proficient in the delivery of student services, instructional services, and operational services. **(Professional Development)**
6. Promote student success and development through services consistent with student needs, interests, and abilities. **(Student Focus/Services Success)**
7. Provide access to programs and services that strengthen the educational, social, and economic life of the diverse community served by the College. **(Diversity)**
8. Provide educational opportunities that support a culture of lifelong learning. **(Community Development and Lifelong Learning)**
9. Expand and enhance the image and reputation of the College through ongoing public and communication effort. **(Public Relations)**
10. Improve efficient operations of the College. **(Efficiency of Operations)**
11. Maintain an ongoing program for the recruitment, retention, and graduation of students. **(Enrollment Management)**

# WCCS Fact Book 2019

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## OVERVIEW

This Fact Book is a publication of the WCCS Office of Institutional Effectiveness and Research. It is designed to serve the information needs of the college community with a primary focus on student enrollment, demographics, and outcomes.

The Fact Book is a rich source of college-wide trend information that may be used for planning and decision making. The book contains the following three sections:

- 1) Headcount and Student Characteristics. Provides information on student demographic characteristics (e.g., age, ethnicity, and educational objective) over five years.
- 2) Student Completion. Provides information on annual awards conferred.
- 3) Productivity. Provides information on headcount, credit hour production, and full-time equivalency.
- 4) Human Resources. Provides information on the number of employees by employment type, ethnicity, and gender.

Each section contains the following benchmarks: 1) The percentage change or percent difference over five years and one year, and 2) The college-wide average.

## Executive Summary

Summer enrollment has seen an increase of 9% over five years and an increase of 12% from Summer 2017 to Summer 2018. Although fall enrollment has declined over the past five years (-12%), enrollment increased 0.3% from Fall 2017 to Fall 2018. Similarly, Spring 2019 enrollment was down 17% from Spring 2015, but up 1% from Spring 2018. Enrollment by gender has remained steady from Fall 2017 to Fall 2018, with females making up 62% of enrollment and males 38% (five-year average). Enrollment by ethnicity shows that American Indian/Alaskan Native students increased by 125% from Fall 2017 to Fall 2018, but international students decreased 50%. The majority of students enrolled are Black (74%). Students between 18 and 24 years old make up the majority of students (59%) and student under 18 increased 58% due to an increase in dual enrollment. The majority of students at WCCS are freshmen (73%), which is an 11% increase from Fall 2017. Enrollment of transfer students decreased 21% from Fall 2017 to Fall 2018. Students equally decide to obtain an academic credential (AA/AS) and a technical credential (Certificate and Associate of Applied Science) at 43% and 44% respectively. Enrollment in certificate programs is up 48% from Fall 2017 to Fall 2018. The majority of students come from the WCCS service area (76%), however, students from Alabama outside of the service area increased 5% from Fall 2017 to Fall 2018. First generation student enrollment has consistently increase over the past four years (28% from Fall 2017 to Fall 2018). First generation is self-reported, so an increase could be due to more students deciding to self-report. In Fall 2018, more students attempted 12 or more hours (48%), however, only 29% of students earned 12 or more hours. Most students attempt 12 or more hours, but most only earn 6.0-11.9 hours (41%).

Awards conferred increased 14% over five years. Certificates are awarded most frequently (43%), then AS degrees (26%), then AAS degrees (18%), and AA least frequently (14%).

Measures of productivity (headcount, credit hour production, and full-time equivalency) for summer, fall, and spring show an increase in credit hour production in summer semesters, however credit hour production in fall and spring show a decrease. Headcount and full-time equivalency are steady or show a slight decrease. While traditional day courses make up the majority of credit hours produced, those types of courses decreased 8% from Fall 2017 to Fall 2018. Hybrid credit hours increased 135% from Fall 2017 to Fall 2018.

In Fall 2018, WCCS employed 236 employees. Of the 236, 145 were full time. Full-time faculty made up the largest group of full time employees (39%). Among full-time employees, 63% were female and 37% were male, which mirrors student enrollment. The majority of full-time employees were Black (80%), which also parallels student enrollment demographics.

## Section I

### Headcount and Student Characteristics

This section of the Fact Book contains student headcount by various student characteristics. The headcount figures are individual counts of students based on official census counts at the end of the semester. Drops, never attends, and cancelled classes are excluded. The headcount information is reported over a period of five years to analyze trends and establish benchmarks. Headcount information is reported by the following segments:

- 1) Overall
- 2) Gender
- 3) Ethnicity
- 4) Age
- 5) Prior Education Level
- 6) Educational Objective
- 7) Service Area of Residence
- 8) First Generation
- 9) By Credit Hours Attempted by Credit Hours Earned

# WCCS Fact Book 2019

**Overall Headcount:** Unduplicated headcount for WCCS increased 12%, from 1,243 in Summer 2017 to 1,391 in Summer 2018. Unduplicated headcount for WCCS remained steady, from 1,471 in Fall 2017 to 1,476 in Fall 2018. Unduplicated headcount for WCCS increased 1%, from 1,358 in Spring 2018 to 1,371 in Spring 2019.

Figure 1.1. WCCS Overall Headcount (Fall)

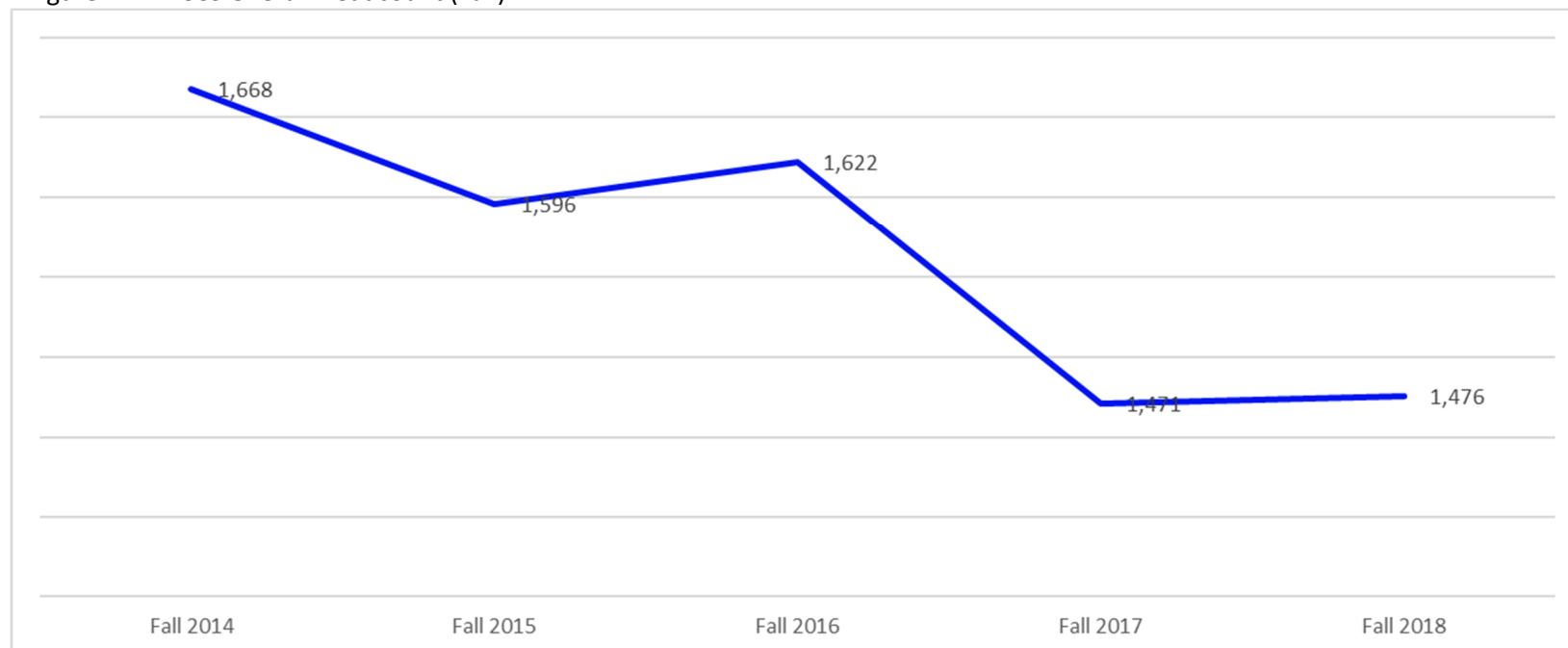


Table 1.1. WCCS Overall Headcount (Summer, Fall, and Spring)

	Summer 14	Summer 15	Summer 16	Summer 17	Summer 18	% Change Summer 14-18	% Change Summer 17-18
Total	1,277	1,317	1,450	1,243	1,391	9%	12%

	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	% Change Fall 14-18	% Change Fall 17-18
Total	1,668	1,596	1,622	1,471	1,476	-12%	0.3%

	Spring 15	Spring 16	Spring 17	Spring 18	Spring 19	% Change Spring 15-19	% Change Spring 18-19
Total	1,656	1,530	1,519	1,358	1,371	-17%	1%

# WCCS Fact Book 2019

**Headcount by Gender:** On average, the female student headcount (64%) was higher than their male counterpart (36%). This trend has remained consistent between Fall 2014 and Fall 2018. However, male student headcount decreased 3% between Fall 2014 and Fall 2018, while female student headcount decreased 16% between Fall 2014 and Fall 2018.

Figure 1.2. WCCS Headcount by Gender

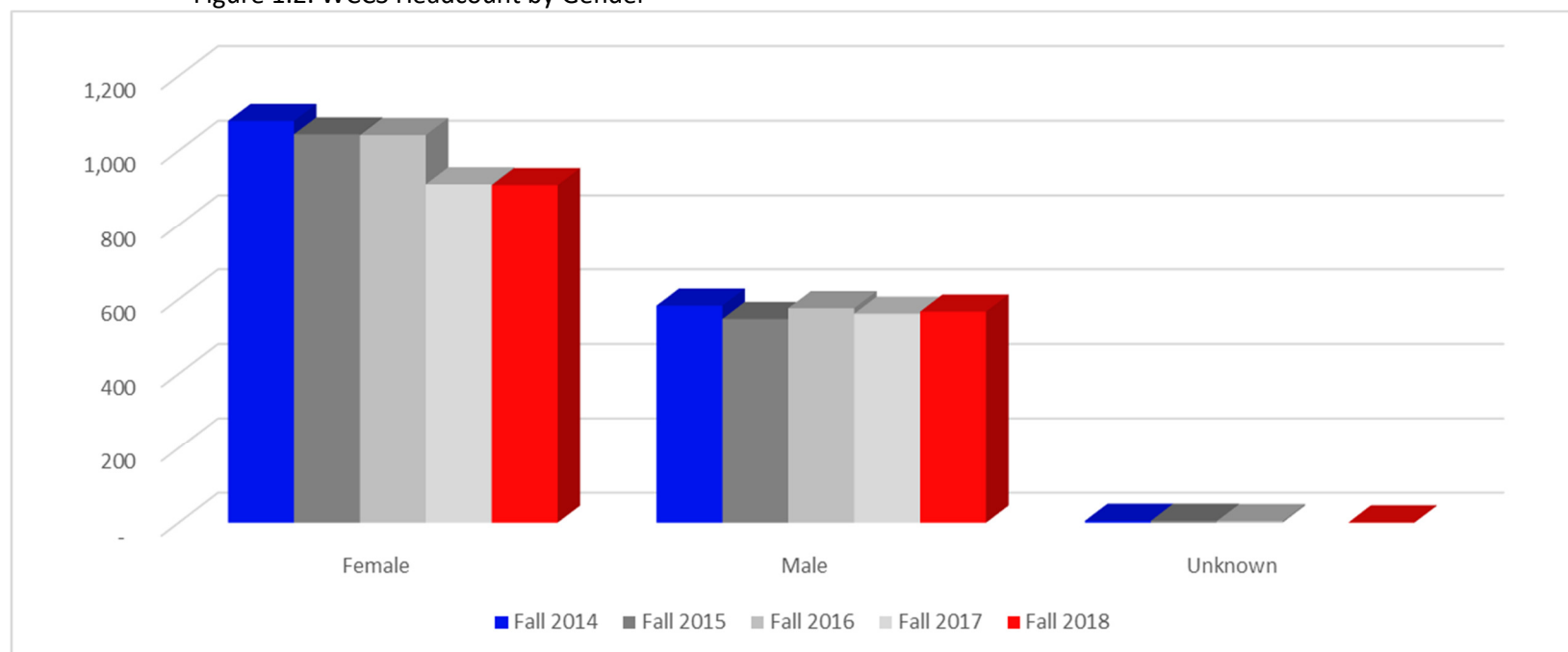


Table 1.2. WCCS Headcount by Gender

	Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
Female	1,080	65%	1,044	65%	1,042	64%	910	62%	908	62%	-16%	0%	64%
Male	583	35%	547	34%	576	36%	561	38%	567	38%	-3%	1%	36%
Unknown	5	0%	5	0%	4	0%	0	0%	1	0%	-80%	0%	0%
<b>Total</b>	<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>		<b>1,476</b>		<b>-12%</b>	<b>0.3%</b>	

# WCCS Fact Book 2019

**Headcount by Ethnicity:** The races that comprised the largest headcounts between Fall 2014 and Fall 2018 were African American students (75%) and White students (22%). American Indian/Alaskan Native and Asian or Pacific Islander populations have seen the largest increase from Fall 2017 to Fall 2018 (125% and 29%, respectively).

Figure 1.3. WCCS Headcount by Ethnicity

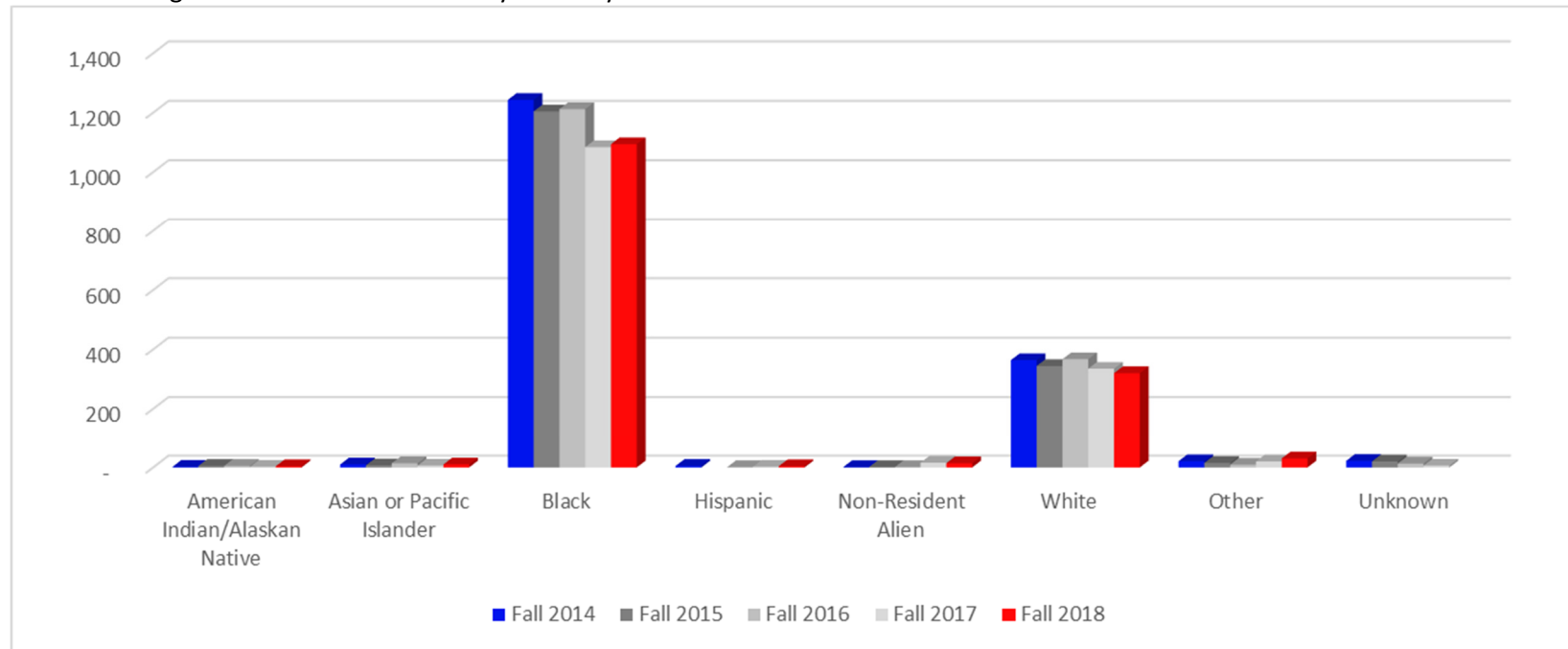


Table 1.3. WCCS Headcount by Ethnicity

	Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
American Indian/Alaskan Native	2	0%	5	0%	5	0%	4	0%	9	1%	350%	125%	0%
Asian or Pacific Islander	10	1%	7	0%	14	1%	17	1%	22	1%	120%	29%	1%
Black	1,243	75%	1,204	75%	1,212	75%	1,086	74%	1,097	74%	-12%	1%	75%
Hispanic	5	0%		0%	1	0%		0%		0%	-100%	0%	0%
Non-Resident Alien	1	0%	1	0%	1	0%	2	0%	1	0%	0%	-50%	0%
White	364	22%	344	22%	367	23%	343	23%	334	23%	-8%	-3%	22%
Other	21	1%	15	1%	9	1%	7	0%	9	1%	-57%	29%	1%
Unknown	22	1%	20	1%	13	1%	12	1%	4	0%	-82%	-67%	1%
Total	1,668		1,596		1,622		1,471		1,476		-12%	0.3%	



# WCCS Fact Book 2019

**Headcount by Age:** Students who were between ages 18 and 24, on average, comprised over half of the WCCS student population (62%). Of the total WCCS student population, students under age 18 increased 58%, from 187 in Fall 2017 to 295 in Fall 2018 largely due to an increase in dual enrollment. Overall, students in other age groups consistently displayed a downward trend in student headcount between Fall 2014 to Fall 2018.

Figure 1.4. WCCS Headcount by Age

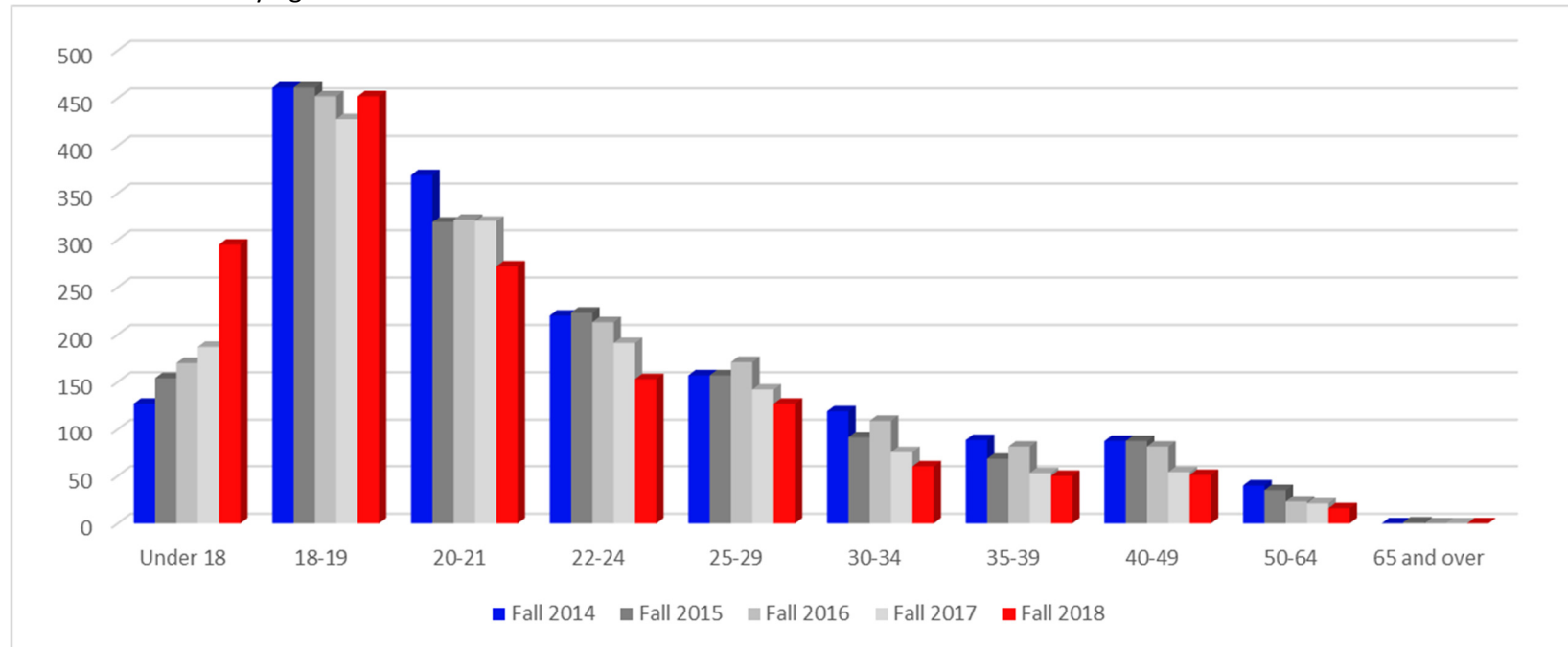


Table 1.4. WCCS Headcount by Age

	Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
Under 18	127	8%	154	10%	170	10%	187	13%	295	20%	132%	58%	12%
18 - 19	461	28%	461	29%	452	28%	428	29%	452	31%	-2%	6%	29%
20 - 21	369	22%	319	20%	322	20%	320	22%	272	18%	-26%	-15%	20%
22 - 24	220	13%	223	14%	213	13%	191	13%	153	10%	-30%	-20%	13%
25 - 29	157	9%	157	10%	171	11%	142	10%	127	9%	-19%	-11%	10%
30 - 34	119	7%	91	6%	109	7%	75	5%	60	4%	-50%	-20%	6%
35 - 39	88	5%	68	4%	81	5%	53	4%	50	3%	-43%	-6%	4%
40 - 49	87	5%	87	5%	81	5%	54	4%	51	3%	-41%	-6%	5%
50 - 64	40	2%	35	2%	23	1%	21	1%	16	1%	-60%	-24%	2%
65 and over	0	0%	1	0%	0	0%	0	0%	0	0%	0%	0%	0%
<b>Total</b>	<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>		<b>1,476</b>		<b>-12%</b>	<b>0.3%</b>	

# WCCS Fact Book 2019

**Headcount by Prior Education Level:** On average, 60% of the WCCS student population are high school graduates and 36% are transfer students. Enrolled students that earned a high school degree has increased 11% from Fall 2017 (978) to Fall 2018 (1,084), while transfer student enrollment has decreased 21%.

Figure 1.5. WCCS Headcount by Prior Education Level

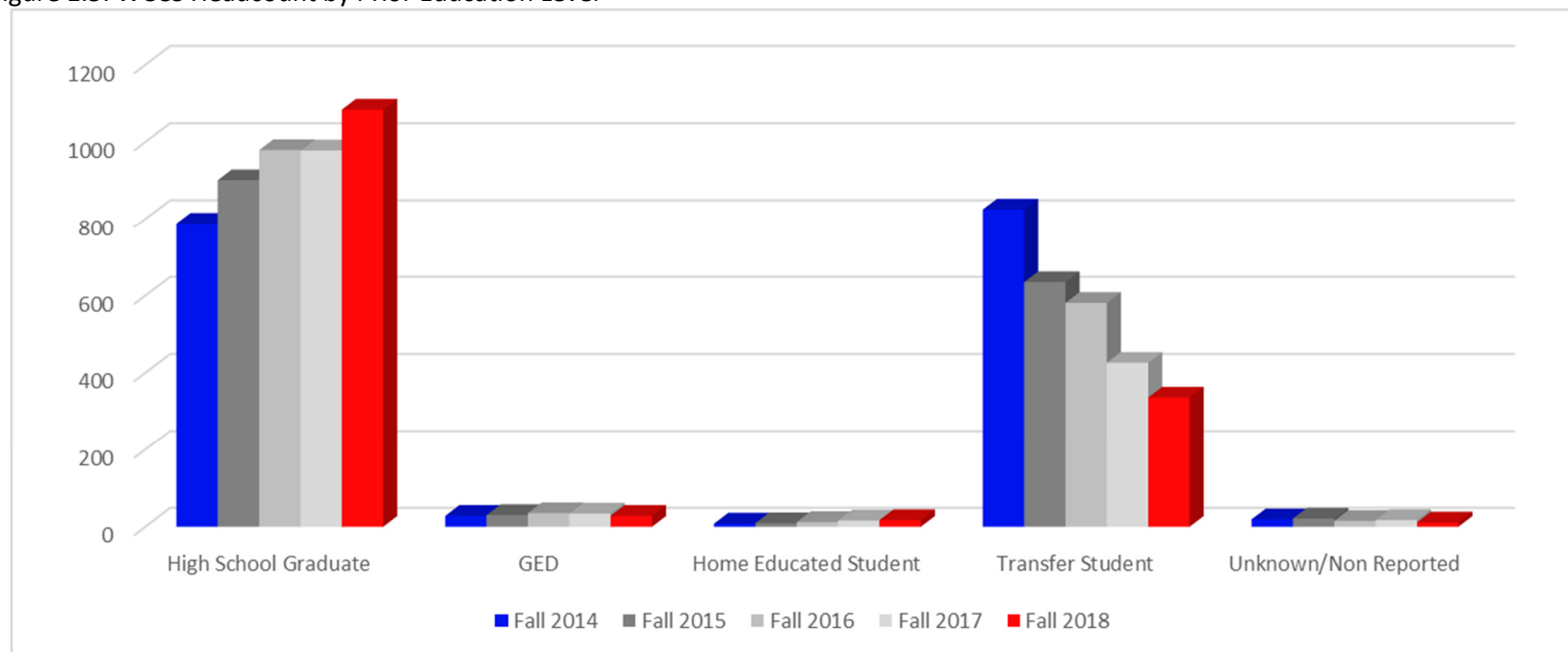


Table 1.5. WCCS Headcount by Prior Education Level

	Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
High School Graduate	788	47%	901	56%	979	60%	978	66%	1,084	73%	38%	11%	60%
Transfer Student	825	49%	635	40%	581	36%	426	29%	336	23%	-59%	-21%	36%
GED	28	2%	30	2%	35	2%	34	2%	28	2%	0%	-18%	2%
Home Educated Student	8	0%	9	1%	12	1%	16	1%	17	1%	113%	6%	1%
Unknown/Not Reported	19	1%	21	1%	15	1%	17	1%	11	1%	-42%	-35%	1%
<b>Total</b>	<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>		<b>1,476</b>		<b>-12%</b>	<b>0.3%</b>	

# WCCS Fact Book 2019

**Headcount by Educational Objective:** Almost half of the WCCS student population (43%), on average, selected to obtain a AA/AS degree as their educational objective and transfer, while 44% selected to obtain an AAS or certificate. Enrollment in certificate programs increase 48% from Fall 2017 to Fall 2018.

Figure 1.6. WCCS Headcount by Educational Objective

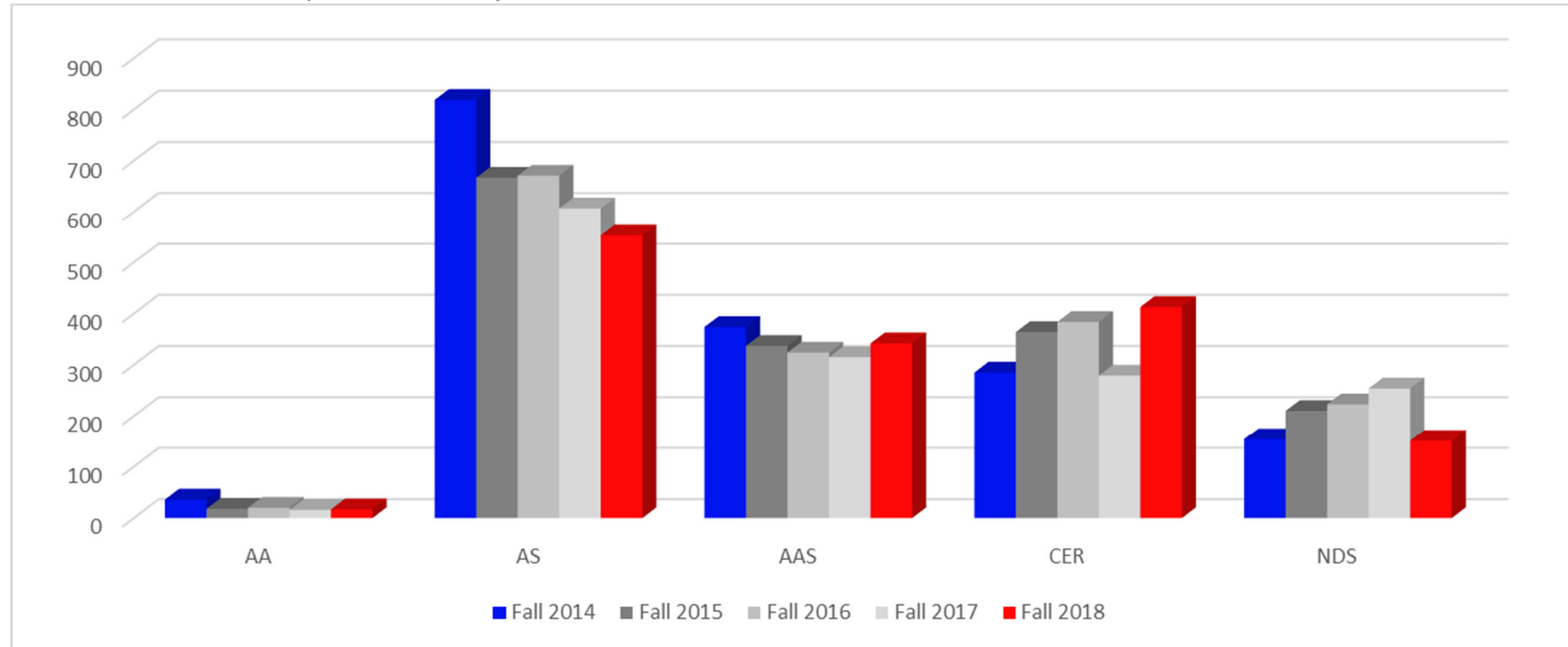


Table 1.6. WCCS Headcount by Educational Objective

	Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
AA	36	2%	18	1%	20	1%	16	1%	17	1%	-53%	6%	1%
AS	819	49%	667	42%	671	41%	607	41%	553	37%	-32%	-9%	42%
AAS	374	22%	337	21%	324	20%	315	21%	334	23%	-9%	9%	22%
CER	285	17%	364	23%	384	24%	279	19%	413	28%	45%	48%	22%
NDS	154	9%	210	13%	223	14%	254	17%	151	10%	-2%	-41%	13%
<b>Total</b>	<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>		<b>1,476</b>		<b>-12</b>	<b>0.3%</b>	

# WCCS Fact Book 2019

**Headcount by Service Area of Residence:** Between Fall 2014 and Fall 2018, on average, 76% of students who attended WCCS resided within the College's service area. Twenty-three percent of the students who attended WCCS resided outside of the WCCS service area but, reside within the State of Alabama. Students enrolling from within the WCCS service area is steady, and students enrolling from outside the service area in AL increased 5% from Fall 2017 to Fall 2018. Enrollment from out of state decreased 40% from Fall 2017 to Fall 2018. Enrollment from out of state decreased 40% from Fall 2017 to Fall 2018.

Figure 1.7. WCCS Headcount by Service Area of Residence

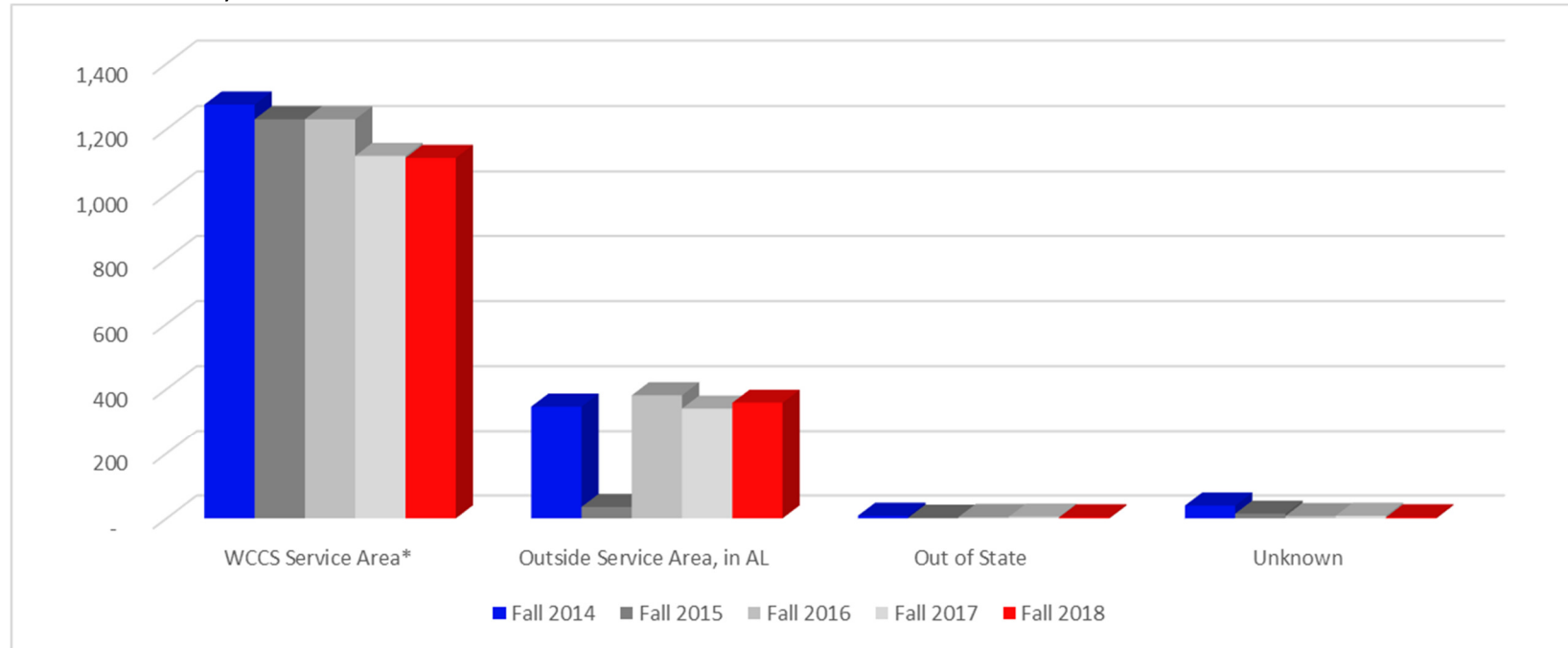


Table 1.7.1. WCCS Headcount by Service Area of Residence

	Fall 14		Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
WCCS Service Area*	1,275	77%	1,230	78%	1,230	76%	1,118	77%	1,112	75%	-13%	-1%	76%
Outside of Service Area in AL	346	20%	350	21%	381	23%	340	22%	358	24%	3%	5%	23%
Outside of State	8	0%	2	0%	4	0%	5	0%	3	0%	-63%	-40%	0%
Unknown	39	2%	14	1%	7	0%	8	1%	3	0%	-92%	-63%	1%
<b>Total</b>	<b>1,669</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>		<b>1,476</b>		<b>-12%</b>	<b>0.3%</b>	

\*WCCS Service area includes Autauga, Chilton, Dallas, Lowndes, and Perry counties.

# WCCS Fact Book 2019

Table 1.7.2. WCCS Headcount by Service Area of Residence

County of Origin	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018							
Autauga, AL	88	89	57	52	67	Macon, AL		2	5	6	2	
Baldwin, AL	1			1	1	Madison, AL		1	4	5		
Barbour, AL	1		1	1	1	Marengo, AL	42	34	36	26	27	
Bibb, AL	15	9	7	9	6	Marion, AL	1	4	11	9	14	
Blount, AL	2	1	1	1		Mobile, AL	2	2	3	1	2	
Bullock, AL						Monroe, AL			1	2	2	
Butler, AL	3	2	1	1	3	Montgomery, AL	116	104	121	123	97	
Calhoun, AL	1	1	2		1	Morgan, AL			1			
Chambers, AL		1	2			Perry, AL	144	113	122	129	140	
Cherokee, AL			1			Pickens, AL					2	
Chilton, AL	55	47	48	34	38	Pike, AL	3	4	5	6	3	
Choctaw, AL	1	1				Randolph, AL				1	2	
Clarke, AL	2	5	7	1	2	Russell, AL	1	2	1		1	
Clay, AL	2	1				Shelby, AL	7	13	8	9	12	
Cleburne, AL					1	St. Clair, AL			1	2	1	
Coffee, AL				1		Sumter, AL	2	4	3	4	1	
Colbert, AL			1			Talladega, AL	1	2		2		
Conecuh, AL					1	Tallapoosa, AL	2	1	1	3	2	
Coosa, AL					1	Tuscaloosa, AL	9	17	11	11	11	
Covington, AL					1	Walker, AL			1		1	
Crenshaw, AL	1	1	3	3	4	Wilcox, AL	59	58	45	36	30	
Cullman, AL	1					Winston, AL			1		1	
Dale, AL		1	1			AL UNKNOWN, AL	1	17	22	17	13	
Dallas, AL	932	907	910	825	799	Riverside, CA			1			
DeKalb, AL	1		2	1		Brevard, FL	1					
Elmore, AL	29	20	24	12	15	Escambia, FL	1			1		
Escambia, AL	2	2	3			Santa Rosa, FL	1		1			
Etowah, AL		1	1			Cobb, GA		1	1			
Fayette, AL				1		DeKalb, GA				1		
Greene, AL		2	2		18	Houston, GA	2					
Hale, AL	18	15	15	22	51	Liberty, GA	1					
Henry, AL			1			Muscogee, GA				1	1	
Houston, AL				3	3	Randolph, NC				1		
Jefferson, AL	13	15	16	11	10	Pawnee, NE					1	
Lamar, AL						Queens, NY	1	1	1	1	1	
Lee, AL	7	7	9	9	15	Cuyahoga, OH	1					
Lowndes, AL	56	74	93	78	68	Unknown	39	14	7	8	3	
						TOTAL	1,668	1,596	1,622	1,471	1,476	

# WCCS Fact Book 2019

**Headcount by First Generation:** From Fall 2015 to Fall 2018, 61% of first-time WCCS students reported being first-generation college students. The number of students self-reporting as first generation has increased 174% from Fall 2015 to Fall 2018 and 28% from Fall 2017 to Fall 2018.

Figure 1.8. WCCS Headcount by First Generation (Student Self Reporting)

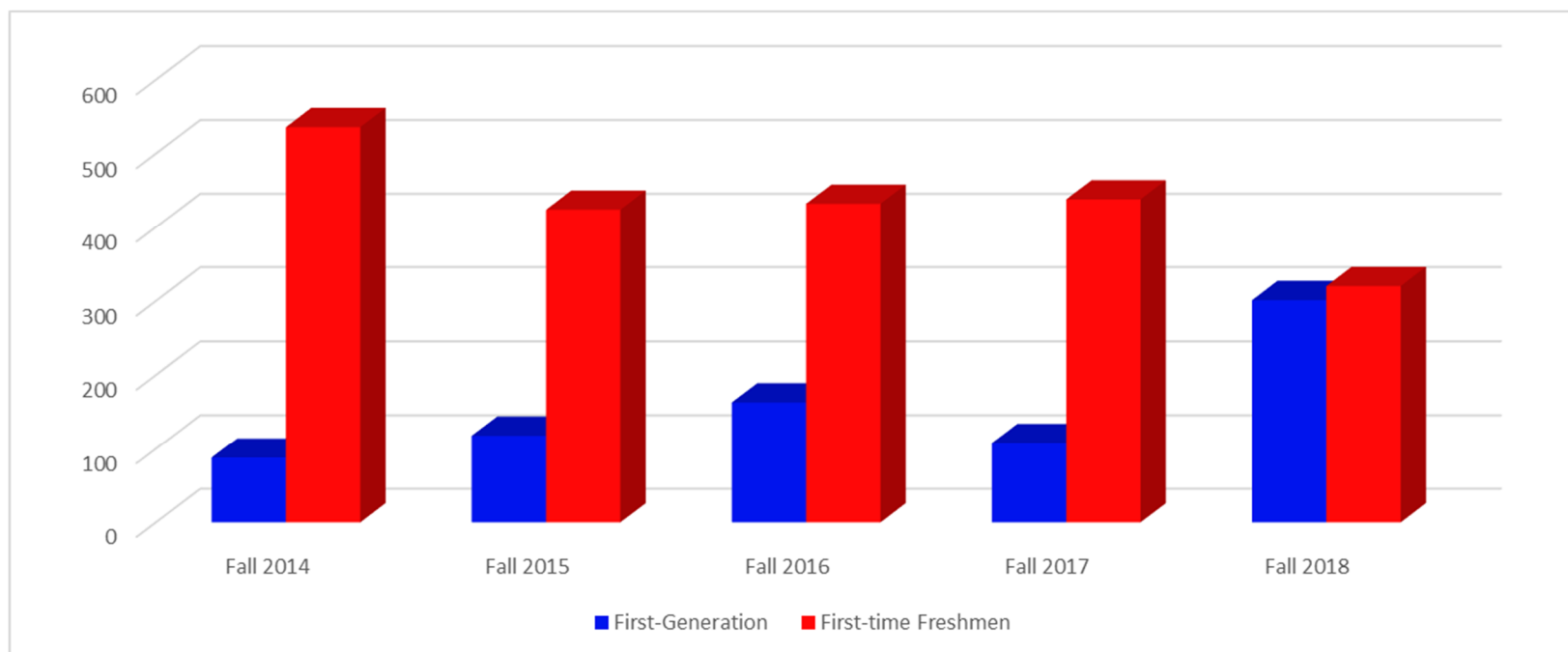


Table 1.8. WCCS Headcount by First Generation (Student Self Reporting)

	Fall 15		Fall 16		Fall 17		Fall 18		% Change Fall 14-18	% Change Fall 17-18	College Average Fall 14-18
First Generation*	158	53%	212	57%	179	64%	230	72%	174%	28%	61%
First-time Freshman	298		373		282		320				

\*(Student Self Reporting)

# WCCS Fact Book 2019

**Headcount by Credit Hours Attempted by Credit Hours Earned:** On average, 52% of students attempted 12+ credit hours. However, on average, 31% of students earned 12+ credit hours, with more students earning 6.0-11.9 hours.

Figure 1.9. WCCS Headcount by Credit Hours Attempted by Credit Hours Earned

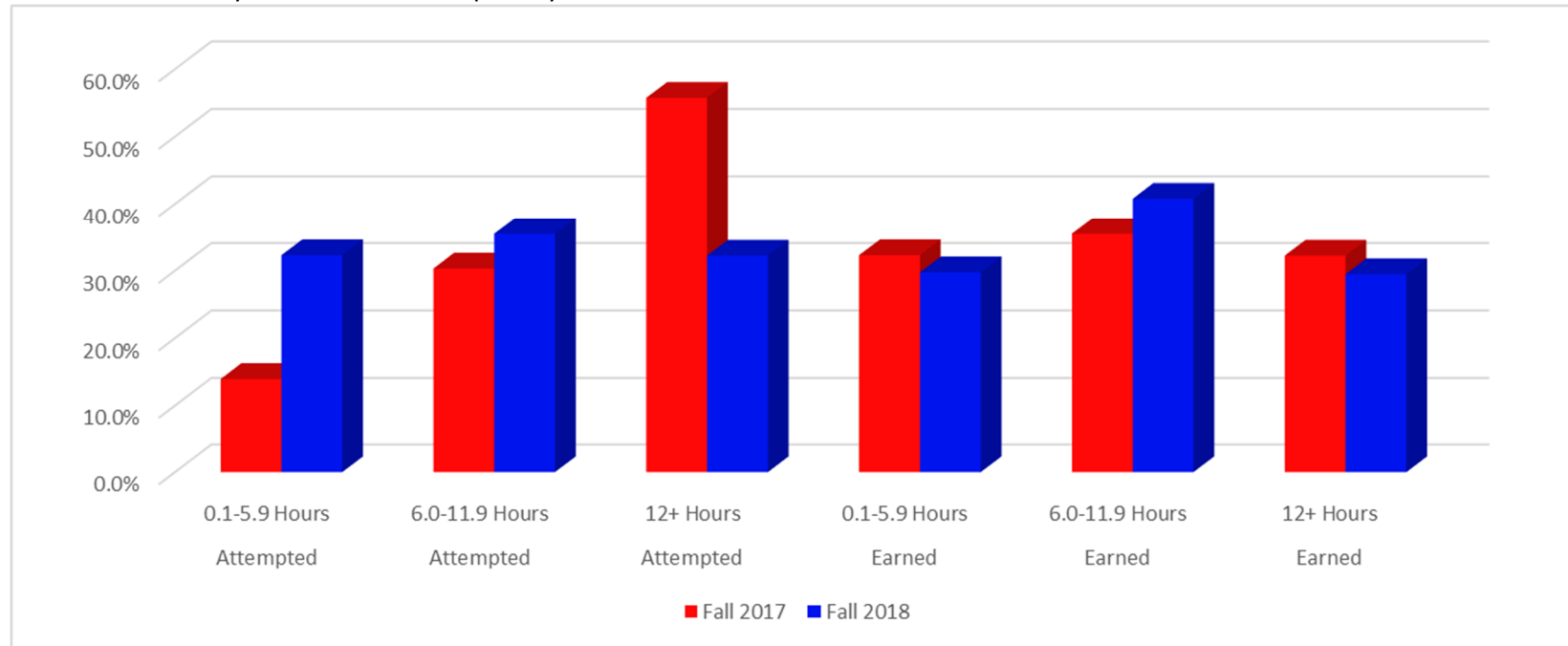


Table 1.9. WCCS Headcount by Credit Hours Attempted by Credit Hours Earned

	Fall 17		Fall 18		% Change Fall 17-18	College Average Fall 17-18
Attempted						
0.1-5.9 Hours	205	14%	231	16%	13%	15%
6.0-11.9 Hours	446	30%	532	36%	19%	33%
12+ Hours	820	56%	713	48%	-13%	52%
Earned						
0.1-5.9 Hours	475	32%	439	30%	-8%	31%
6.0-11.9 Hours	522	35%	602	41%	15%	38%
12+ Hours	474	32%	435	29%	-8%	31%

## **Section II**

### **Student Completion**



# WCCS Fact Book 2019

**Annual Awards Conferred:** For purposes of this report, the annual awards conferred are the total number of associate degrees and certificates awarded in three academic semesters (summer, fall, and spring). On average, 43% of the total awards conferred at WCCS were certificates. The number of associate degrees awarded averaged 39%. The number of certificates awarded decreased 22%, while the number of AAS degrees awarded increased 17%

Figure 2.1. WCCS Overall Annual Awards Conferred

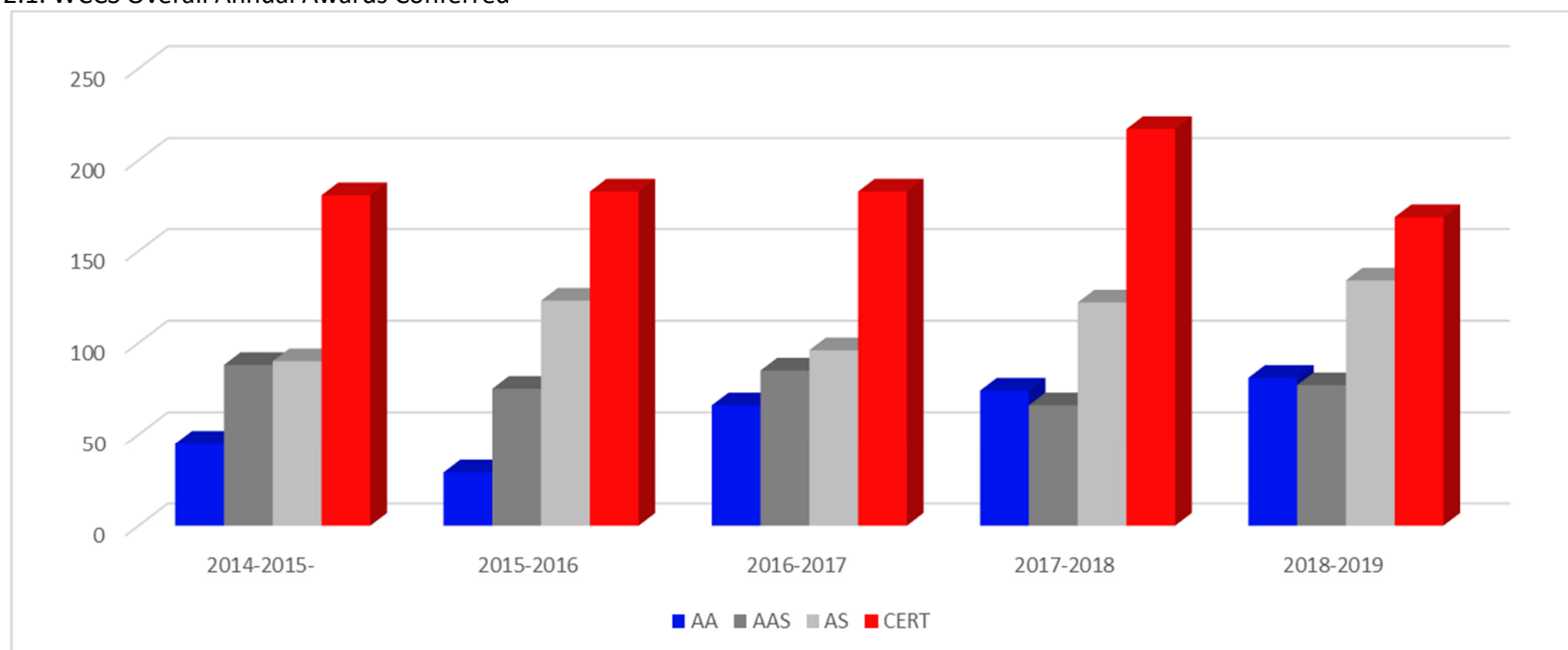


Table 2.1. WCCS Overall Annual Awards Conferred

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	% change 2014/15-2018/19	% change 2017/18-2018/19	College Average 2014/15-2018/19
AA	45	29	66	74	81	80%	9%	14%
AAS	88	75	85	66	77	-13%	17%	18%
AS	90	123	96	122	134	49%	10%	26%
CERT	181	183	183	217	169	-7%	-22%	43%
Total	404	410	430	479	461	14%	-4%	

## Section III Productivity

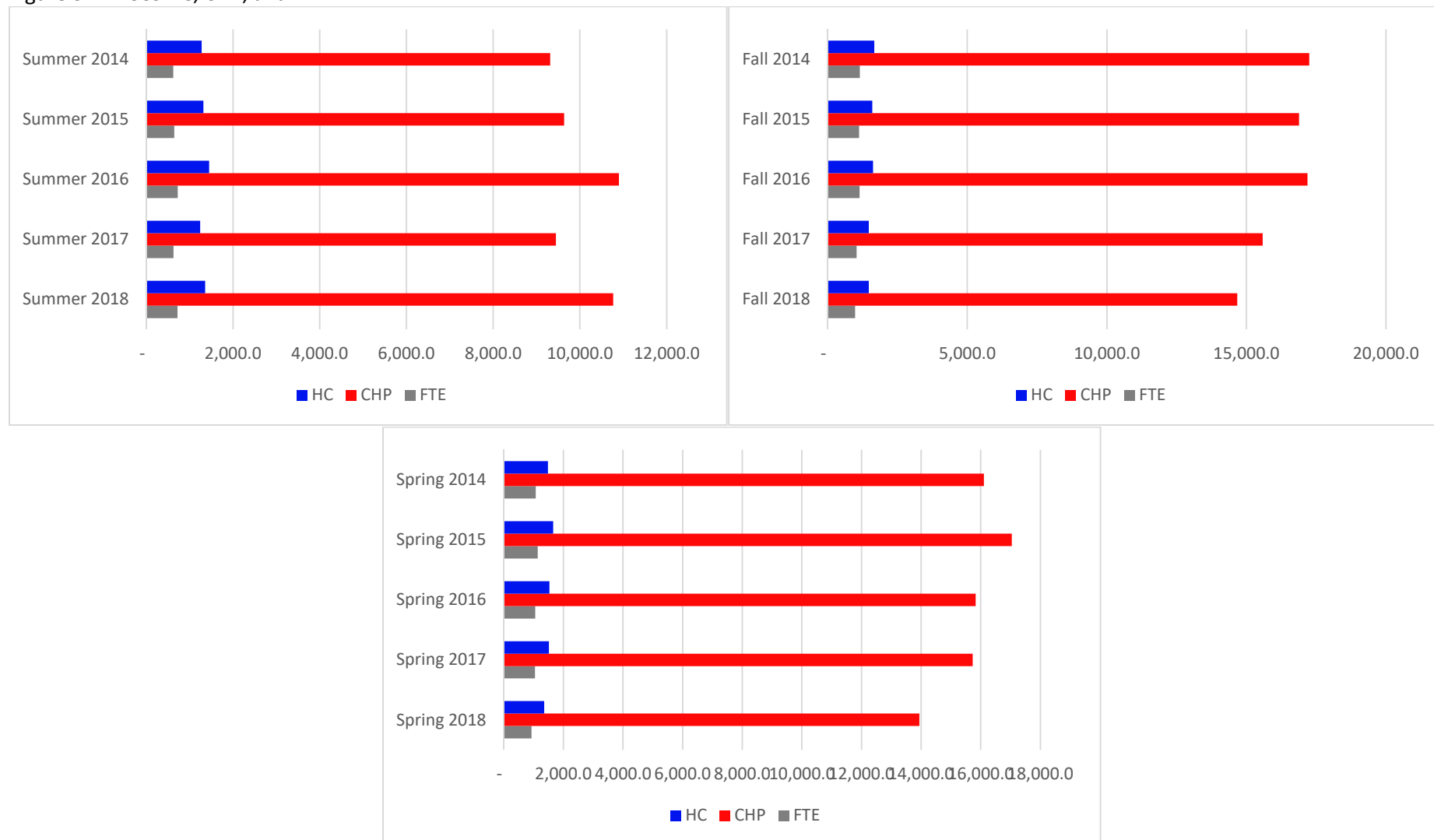
This section of the Fact Book contains information on productivity measures. Information is reported as follows:

- 1) Productivity Measures
- 2) Credit Hour Production by Course Type

# WCCS Fact Book 2019

**Productivity measures** are represented by headcount (HC), credit hour production (CHP), and full-time equivalency (FTE). Headcount, credit hour production, and FTE increased from Summer 2017 to Summer 2018 (9%, 14%, and 14% respectively). However, from Fall 2017 to Fall 2018, headcount increased slightly (.34%) while credit hour production and FTE decreased 6%. From Spring 2017 to Spring 2018, headcount, credit hour production, and FTE all decreased (11%).

Figure 3.1 WCCS HC, CHP, and FTE



# WCCS Fact Book 2019

**Credit Hour Production (CHP)** is divided by course type (traditional day, traditional evening, hybrid, and online). On average, traditional day credit hours comprised the majority of credit hours (60%) and online made up 30% of credit hours produced. Hybrid course CHP saw an increase (135%) from Fall 2017 to Fall 2018, while traditional evening CHP decreased 27%.

Figure 3.2 WCCS CHP by Course Type

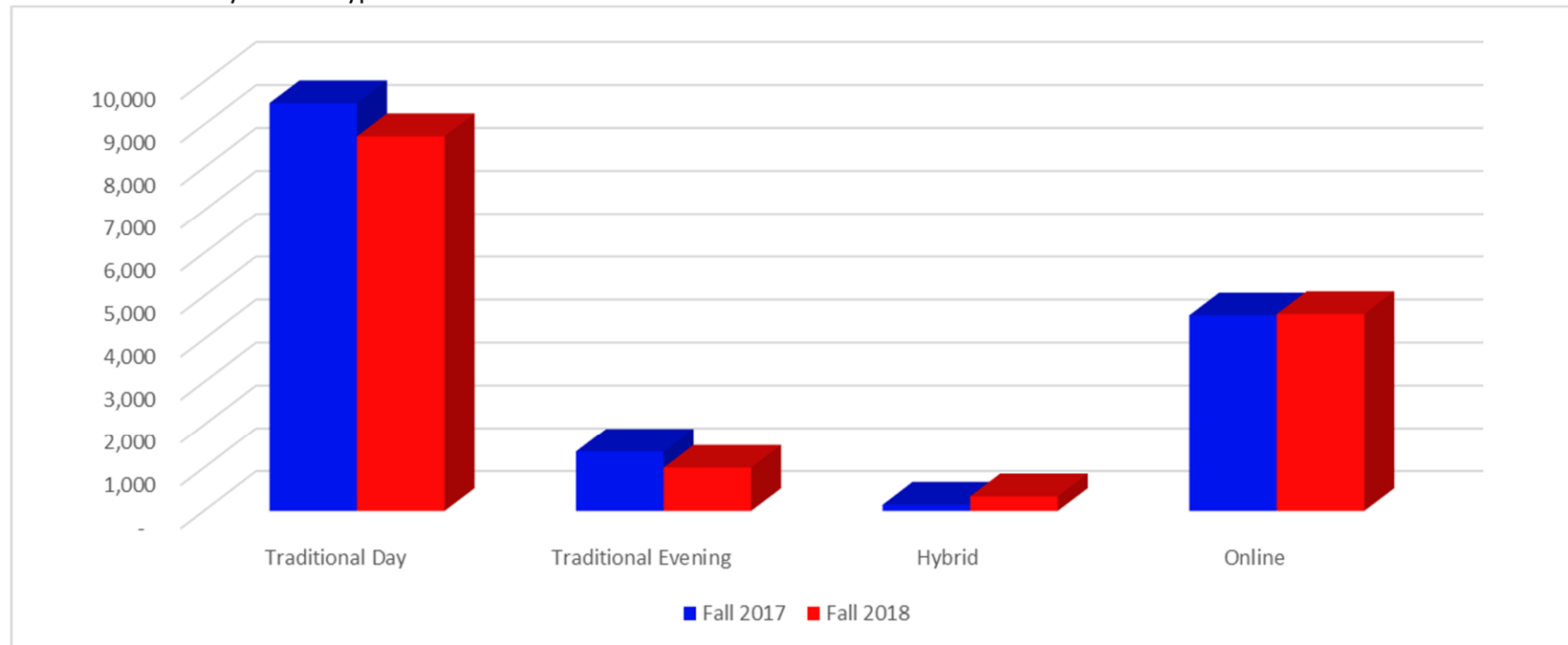


Table 3.2 WCCS CHP by Course Type

	Fall 2017	Fall 2018	% change 2017-2018	College Average
Traditional Day	9,504	8,735	-8%	60%
Traditional Evening	1,380	1,003	-27%	8%
Hybrid	144	338	135%	2%
Online	4,554	4,586	1%	30%
Total	15,582	14,662	-6%	

## Section IV Human Resources

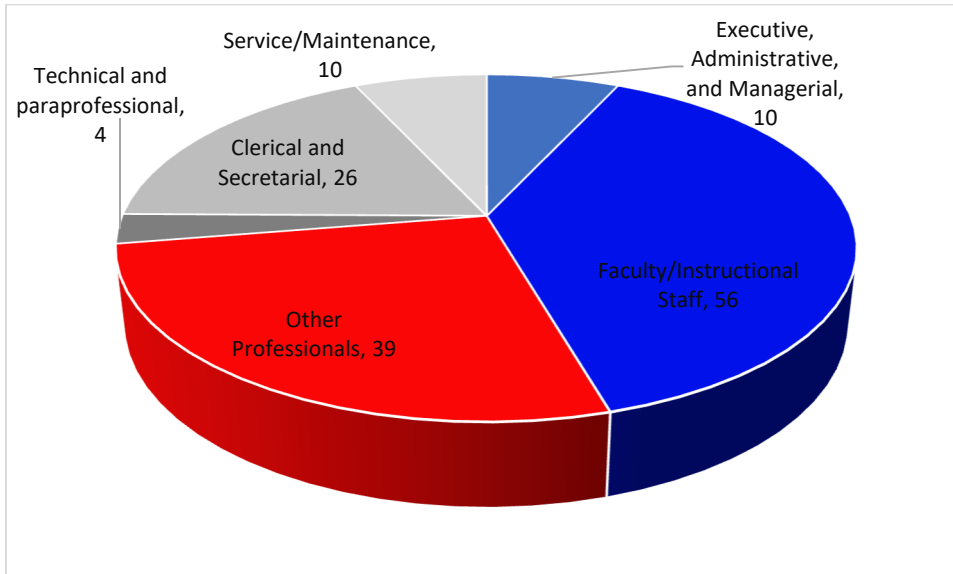
This section of the Fact Book contains information on the number and classification of employees during the Fall 2017 semester. The information is reported as follows:

- 1) Employment Type
- 2) Ethnicity
- 3) Gender

# WCCS Fact Book 2019

**Fall 2018 Employee Breakdown:** There were a total of 236 employees working at WCCS during Fall 2018. Of that total, 145 were employed on a full-time basis. At WCCS, faculty/instructional staff constituted the largest group (39%) of the full-time employee population, followed by other professionals (27%), clerical and secretarial (18%), executive, administrative, and managerial (7%), and service/maintenance (7%). Technical and paraprofessionals constituted the smallest proportion of WCCS employees (3%).

Figure 4.1. WCCS Fall 2018 Full-time Employees by Employment Type

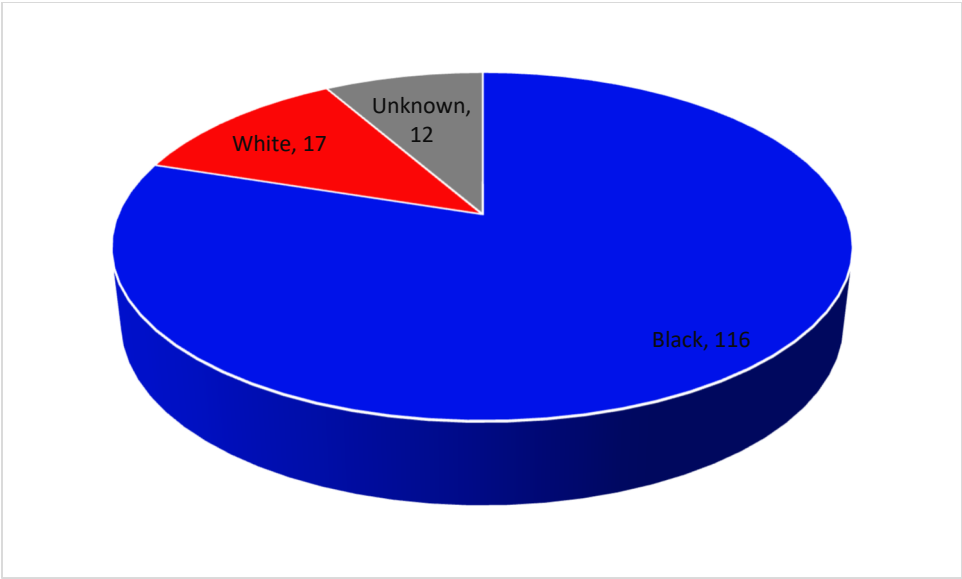


Full Time Employees		%
Executive, Administrative, and Managerial	10	7%
Faculty/Instructional Staff	56	39%
Other Professionals	39	27%
Technical and paraprofessional	4	3%
Clerical and Secretarial	26	18%
Service/Maintenance	10	7%
Total	145	

# WCCS Fact Book 2019

The ethnic breakdown showed that African American employees constituted 80% of the total full-time employee population, followed by White employees (12%), and Unknown employees (8%). Among full-time employees, 63% were female and 37% were male.

Figure 4.2. WCCS Fall 2017 Full-time Employees by Ethnicity



Full Time Employees		%
Black	116	80%
White	17	12%
Unknown	12	8%
Total	145	