



# 2018 Fact Book



*Prepared by: WCCS Office of Institutional Effectiveness and Research*  
August 2018

# WCCS Fact Book 2018

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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 collegewide 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 enrollment rates.
- 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 the five-year period being reported, and 2) The collegewide average.

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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, and state 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)**

## **Section I**

### **Headcount and Student Characteristics**

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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) Day, Evening, and Online Status
- 9) First Generation
- 10) By Credit Hours Attempted by Credit Hours Earned

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**Overall Headcount:** Unduplicated headcount for WCCS increased 9%, from 1,277 in Summer 2014 to 1,391 in Summer 2018. Unduplicated headcount for WCCS decreased 16%, from 1,745 in Fall 2013 to 1,471 in Fall 2017. Unduplicated headcount for WCCS decreased 8%, from 1,478 in Spring 2014 to 1,358 in Spring 2018.

Figure 1.1. WCCS Overall Headcount (Fall)

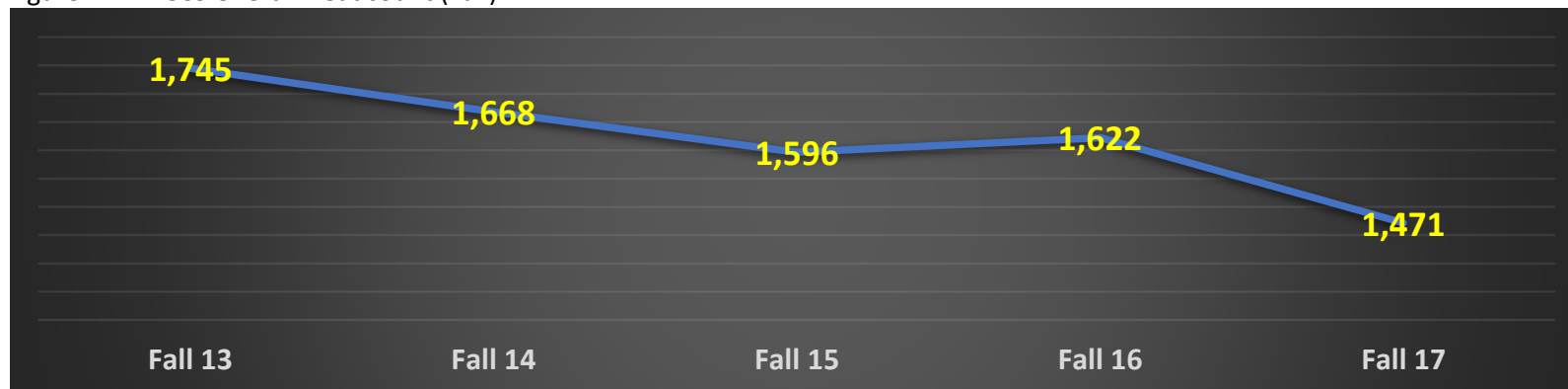


Table 1.1. WCCS Overall Headcount (Summer, Fall, and Spring)

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

	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	% Change Fall 14-17
Total	1,745	1,668	1,596	1,622	1,471	-16%

	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	% Change Spring 14-18
Total	1,478	1,656	1,530	1,519	1,358	-8%

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**Headcount by Gender:** On average, the female student headcount (65%) was higher than their male counterpart (35%). This trend has remained consistent between Fall 2013 and Fall 2017. However, male student headcount decreased 5% between Fall 2013 and Fall 2017, while female student headcount decreased 21% between Fall 2013 and Fall 2017.

Figure 1.2. WCCS Headcount by Gender

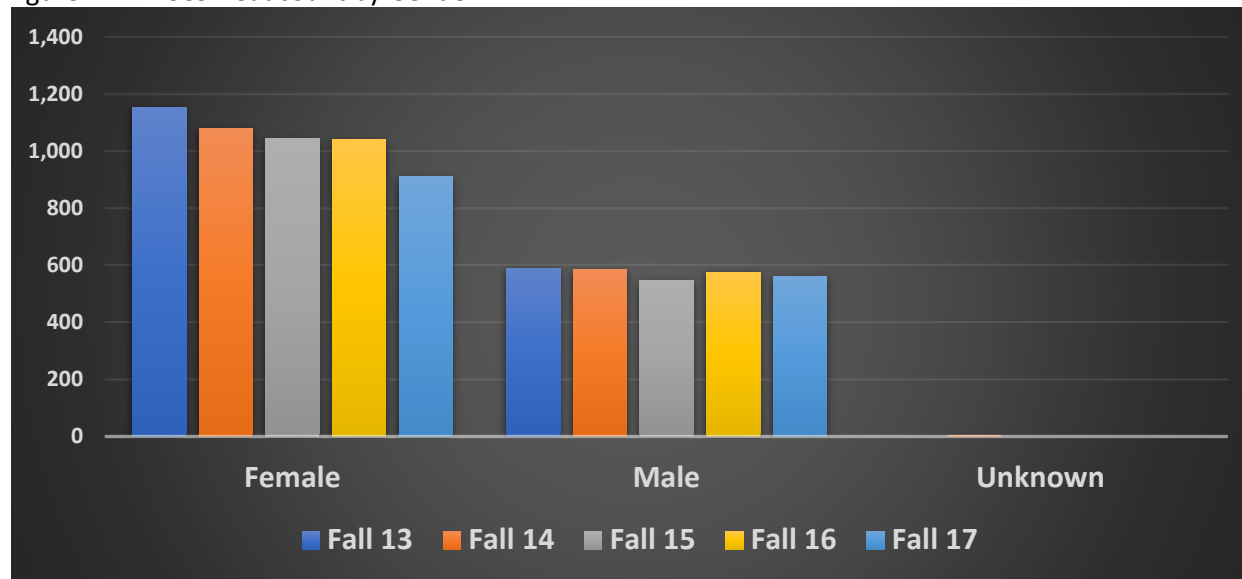


Table 1.2. WCCS Headcount by Gender

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	College Average Fall 13-17
Female	1,155	66%	1,080	65%	1,044	66%	1,042	64%	910	62%	-21%	65%
Male	590	34%	583	35%	547	34%	576	36%	561	38%	-5%	35%
Unknown	0	0%	5	0%	0	0%	0	0%	0	0%	-100%	0%
<b>Total</b>	<b>1,745</b>		<b>1,668</b>		<b>1,591</b>		<b>1,618</b>		<b>1,471</b>			

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**Headcount by Ethnicity:** The race that comprised the largest headcounts between Fall 2013 and Fall 2017 were African American students (74%) and White students (22%). The Multi-Racial student population increased 86% between Fall 2013 and Fall 2017 and the Asian student population increased 50%.

Figure 1.3. WCCS Headcount by Ethnicity

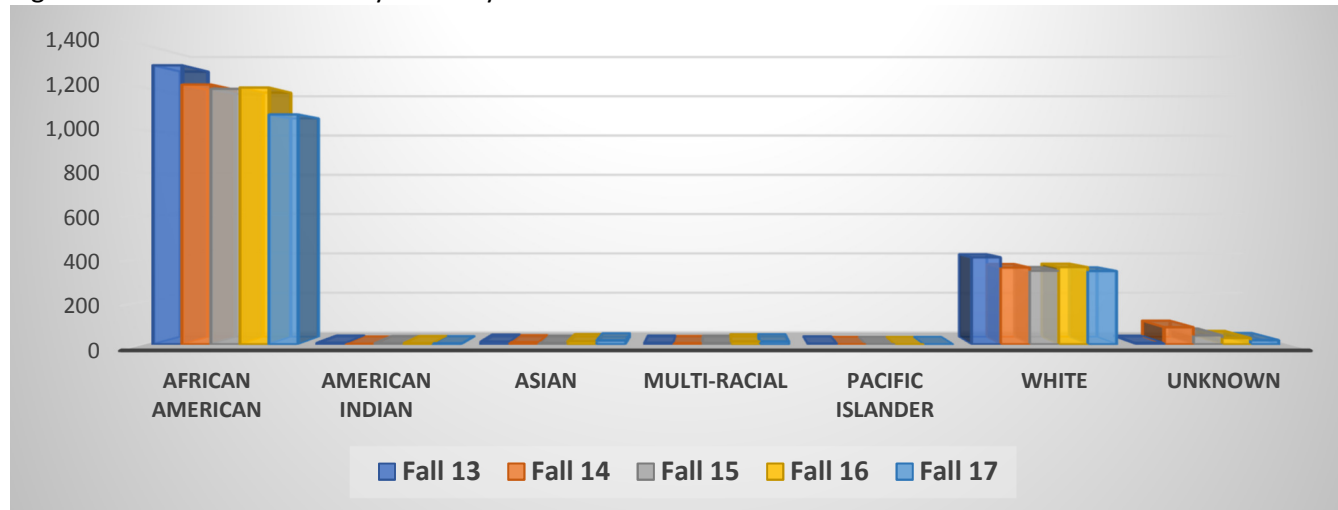


Table 1.3. WCCS Headcount by Ethnicity

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	College Average Fall 13-17
African American	1,304	75%	1,214	73%	1,194	75%	1,200	74%	1,074	73%	-18%	74%
American Indian	7	0%	2	0%	5	0%	5	0%	4	0%	-43%	0%
Asian	12	1%	9	1%	6	0%	14	1%	18	1%	50%	1%
Multi-Racial	7	0%	5	0%	6	0%	13	1%	13	1%	86%	1%
Pacific Islander	3	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
White	406	23%	358	21%	343	21%	360	22%	342	23%	-16%	22%
Unknown	6	0%	80	5%	42	3%	30	2%	20	1%	233%	0%
<b>Total</b>	<b>1,745</b>		<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>			



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**Headcount by Age:** Students who were between ages 18 and 24, on average, constituted over half of the WCCS student population (62%). Of the total WCCS student population, students under age 18 increased 73%, from 108 in Fall 2013 to 187 in Fall 2017 largely due to an increase in dual enrollment. Overall, students in all other age groups consistently displayed a downward trend in student headcount between Fall 2013 to Fall 2017.

Figure 1.4. WCCS Headcount by Age

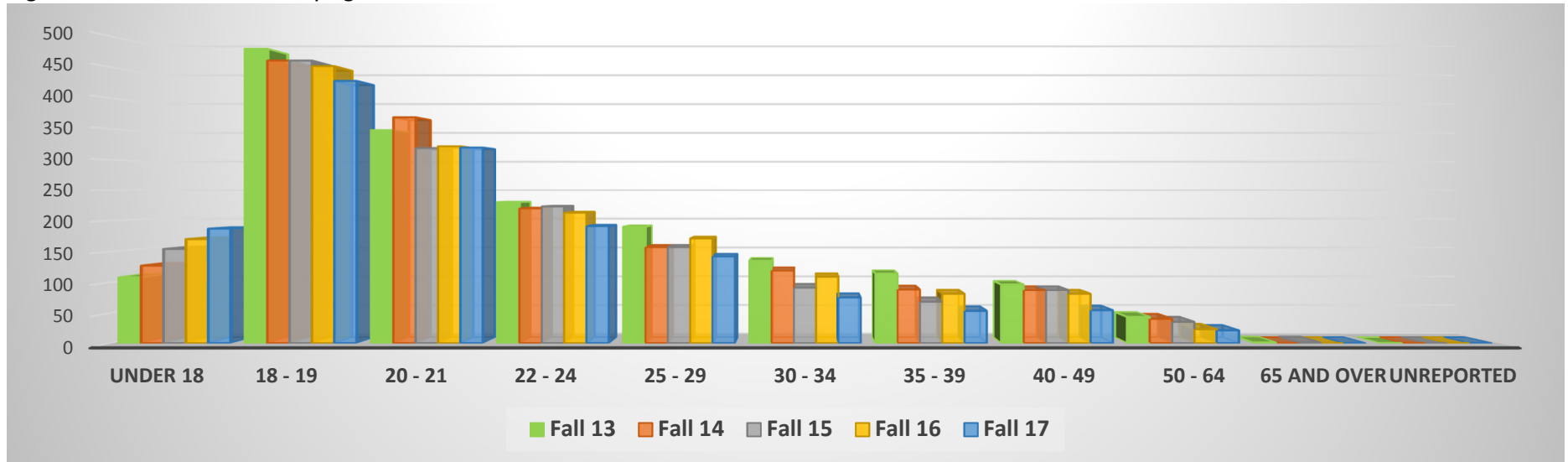


Table 1.4. WCCS Headcount by Age

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	College Average Fall 13-17
Under 18	108	6%	127	8%	154	10%	170	10%	187	13%	73%	9%
18 - 19	480	28%	461	28%	461	29%	452	28%	428	29%	-11%	28%
20 - 21	348	20%	369	22%	319	20%	322	20%	320	22%	-8%	21%
22 - 24	230	13%	220	13%	223	14%	213	13%	191	13%	-17%	13%
25 - 29	190	11%	157	9%	157	10%	171	11%	142	10%	-25%	10%
30 - 34	135	8%	119	7%	91	6%	109	7%	75	5%	-44%	6%
35 - 39	114	7%	88	5%	68	4%	81	5%	53	4%	-54%	5%
40 - 49	96	6%	87	5%	87	5%	81	5%	54	4%	-44%	5%
50 - 64	43	2%	40	2%	35	2%	23	1%	21	1%	-51%	2%
65 and over	1	0%	0	0%	1	0%	0	0%	0	0%	-100%	0%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0%
<b>Total</b>	<b>1,745</b>		<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>			

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**Headcount by Prior Education Level:** On average, 95% of the WCCS student population were high school graduates, with 39% being transfer students.

Figure 1.5. WCCS Headcount by Prior Education Level

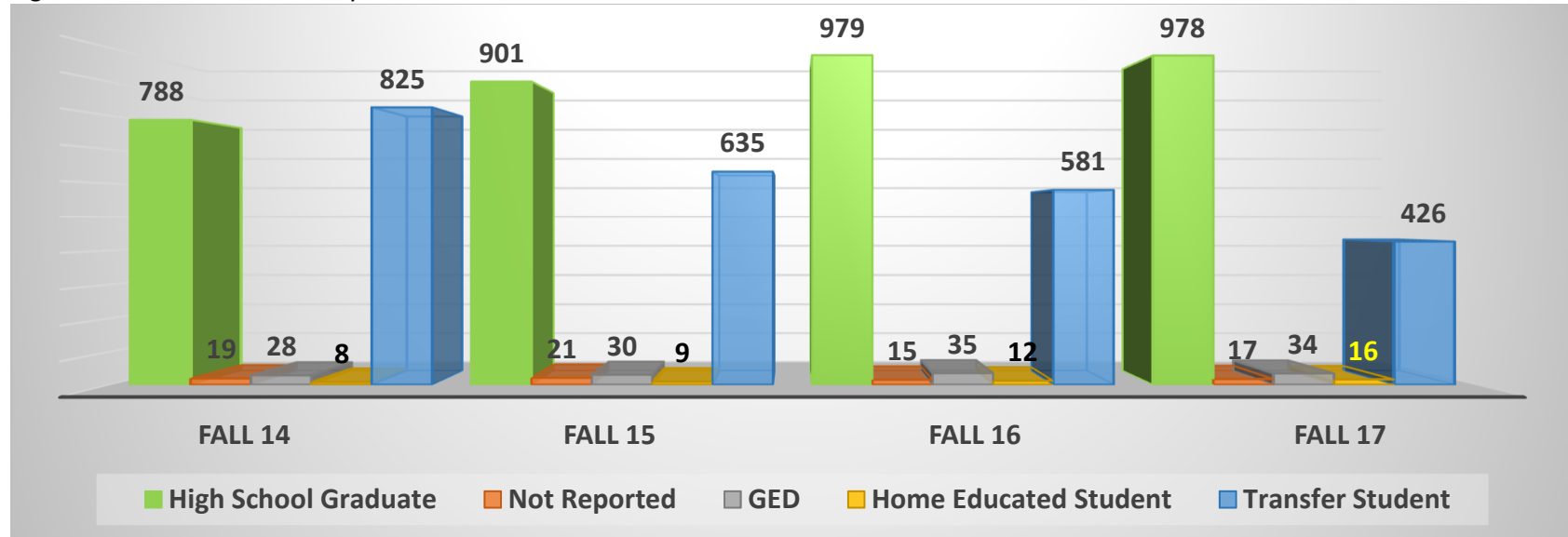


Table 1.5. WCCS Headcount by Prior Education Level

	Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 14-17	College Average Fall 14-17
High School Graduate	788	47%	901	56%	979	60%	978	66%	24%	58%
Unknown/Not Reported	19	1%	21	1%	15	1%	17	1%	-11%	1%
GED	28	2%	30	2%	35	2%	34	2%	21%	2%
Home Educated Student	8	0%	9	1%	12	1%	16	1%	100%	1%
Transfer Student	825	49%	635	40%	581	36%	426	29%	-48%	39%
<b>Total</b>	<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>		<b>0%</b>	

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**Headcount by Educational Objective:** Almost half of the WCCS student population (44%), on average, selected to obtain a AS degree as their educational objective and transfer, which decreased from 48% in Fall 2013 to 41% in Fall 2017.

Figure 1.6. WCCS Headcount by Educational Objective

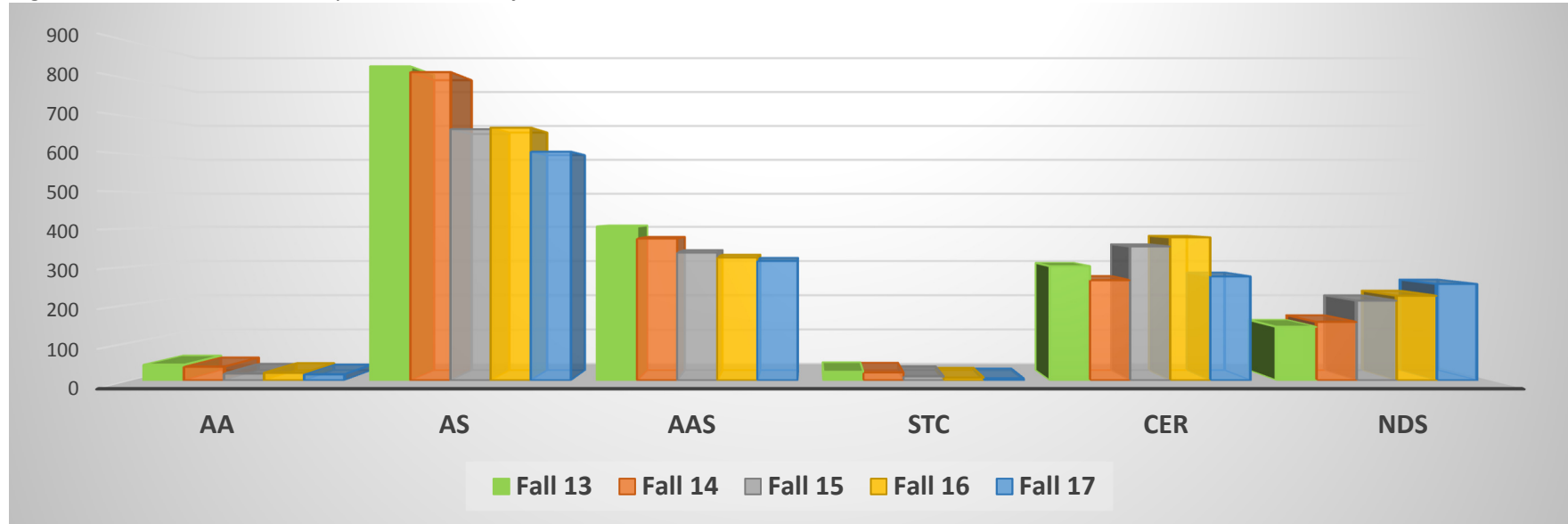


Table 1.6. WCCS Headcount by Educational Objective

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	College Average Fall 13-17
AA	41	2%	36	2%	18	1%	20	1%	16	1%	-61%	2%
AS	834	48%	819	49%	667	42%	671	41%	607	41%	-27%	44%
AAS	406	23%	374	22%	337	21%	324	20%	315	21%	-22%	22%
STC	22	1%	21	1%	11	1%	7	0%	5	0%	-77%	1%
CER	301	17%	264	16%	353	22%	377	23%	274	19%	-9%	19%
NDS	141	8%	154	9%	210	13%	223	14%	254	17%	80%	12%
<b>Total</b>	<b>1,745</b>		<b>1,668</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>			

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**Headcount by Service Area of Residence:** Between Fall 2013 and Fall 2017, on average, 77% of students who attended WCCS resided within the College's service area. Twenty-one percent of the students who attended WCCS resided outside of the WCCS service area but, reside within the State of Alabama.

Figure 1.7. WCCS Headcount by Service Area of Residence

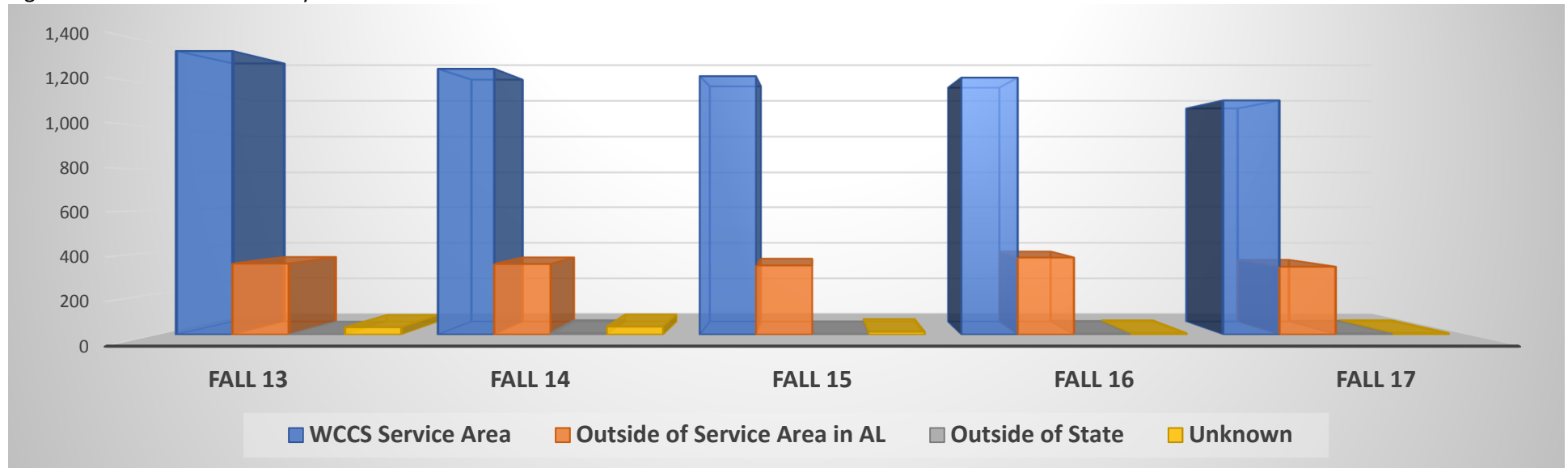


Table 1.7.1. WCCS Headcount by Service Area of Residence

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	College Average Fall 13-17
WCCS Service Area	1,365	78%	1,280	77%	1,245	78%	1,238	76%	1,129	77%	-17%	77%
Outside of Service Area in AL	344	20%	342	20%	335	21%	373	23%	329	22%	-4%	21%
Outside of State	0	0%	8	0%	2	0%	4	0%	5	0%	0%	0%
Unknown	36	2%	39	2%	14	1%	7	0%	8	1%	-78%	1%
<b>Total</b>	<b>1,745</b>		<b>1,669</b>		<b>1,596</b>		<b>1,622</b>		<b>1,471</b>			

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Table 1.7.2. WCCS Headcount by Service Area of Residence

County of Origin	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Autauga, AL	94	88	89	57	52
Baldwin, AL	1	1			1
Barbour, AL		1		1	1
Bibb, AL	11	15	9	7	9
Blount, AL	1	2	1	1	1
Brevard, FL*		1			
Bullock, AL	2				
Butler, AL	2	3	2	1	1
Calhoun, AL		1	1	2	
Chambers, AL	1		1	2	
Cherokee, AL	1			1	
Chilton, AL	56	55	47	48	34
Clarke, AL	6			7	1
Coffee, AL	3				1
Choctaw, AL		1	1		
Clarke, AL		2	5		
Clay, AL		2	1		
Cobb, GA*			1	1	
Colbert, AL				1	
Crenshaw, AL	1	1	1	3	3
Cullman, AL		1			
Cuyahoga, OH*		1			
Dale, AL			1	1	
Dallas, AL	1,001	932	907	910	825
DeKalb, AL	1	1		2	1
DeKalb, GA*					1
Elmore, AL	23	29	20	24	12
Escambia, AL	2	2	2	3	
Escambia, FL*		1			1
Etowah, AL			1	1	
Fayette, AL					1
Greene, AL	1		2	2	
Hale, AL	29	18	15	15	22
Henry, AL				1	

County of Origin	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Houston, AL	1				3
Houston, GA*		2			
Jefferson, AL	11	13	15	16	11
Lamar, AL	1				
Lee, AL	8	7	7	9	9
Liberty, GA*		1			
Lowndes, AL	58	56	74	93	78
Macon, AL	2		2	5	6
Madison, AL	4		1	4	5
Marengo, AL	40	42	34	36	26
Marion, AL	1	1	4	11	9
Mobile, AL	2	2	2	3	1
Monroe, AL	1			1	2
Montgomery, AL	108	116	104	121	123
Morgan, AL				1	
Muscogee, GA*					1
Perry, AL	146	144	113	122	129
Pike, AL		3	4	5	6
Queens, NY*		1	1	1	1
Randolph, AL					1
Randolph, NC*					1
Riverside, CA*				1	
Russell, AL		1	2	1	
Santa Rosa, FL*		1		1	
Shelby, AL	5	7	13	8	9
St. Clair, AL	1			1	2
Sumter, AL	3	2	4	3	4
Talladega, AL	3	1	2		2
Tallapoosa, AL	3	2	1	1	3
Tuscaloosa, AL	7	9	17	11	11
UNKNOWN	36	39	14	7	8
UNKNOWN, AL	3	1	17	22	17
Walker, AL				1	
Wilcox, AL	65	59	58	45	36
Winston, AL				1	

\*Denotes out of state

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**Headcount by Day, Evening, & Online Status:** On average, 46% of the WCCS student population took traditional day courses. On average, 16% took traditional evening courses. Students who took online courses remained steady at 37% and students who took traditional evening courses decreased by 15% from Fall 2013 to Fall 2017.

Figure 1.8. WCCS Headcount by Day, Evening, & Online Status

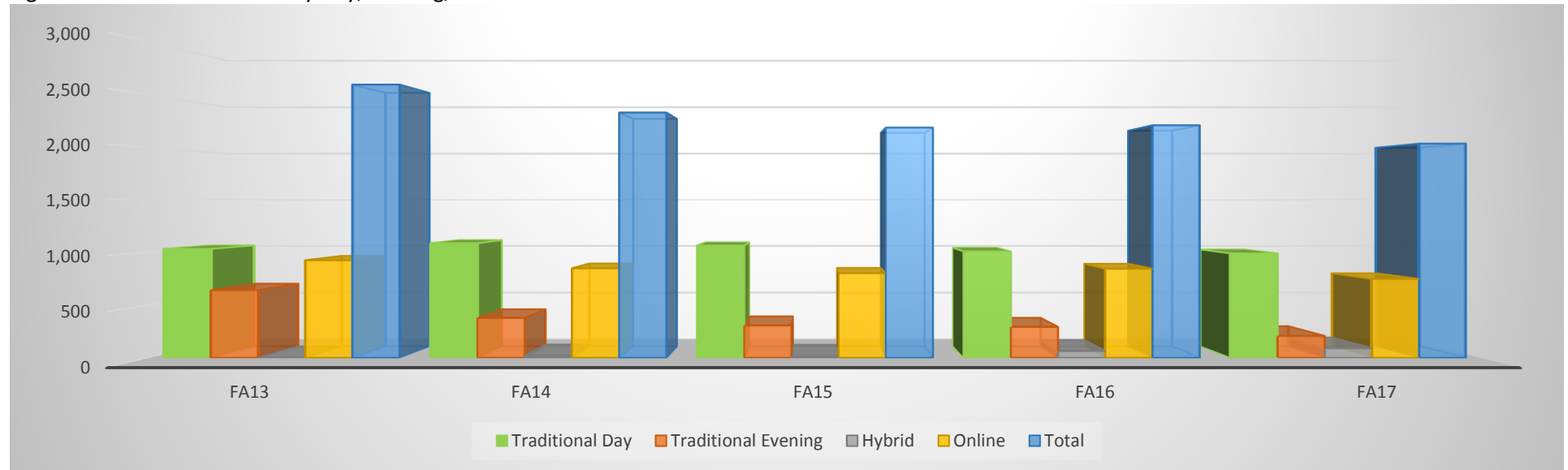


Table 1.8. WCCS Headcount by Day, Evening, & Online Status

	FA13		FA14		FA15		FA16		FA17		% Change Fall 13-17	College Average Fall 13-17
Traditional Day	1,031	40%	1,085	47%	1,062	49%	1,007	46%	989	49%	-4%	46%
Traditional Evening	641	25%	379	16%	307	14%	293	13%	208	10%	-68%	16%
Hybrid	NA	NA	20	1%	18	1%	66	3%	92	5%	360%	2%
Online	924	36%	847	36%	801	37%	844	38%	747	37%	-19%	37%
Total	2,596		2,331		2,188		2,210		2,036			

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**Headcount by First Generation:** From Fall 2014 to Fall 2017, 27% of first-time WCCS students reported being first-generation college students (the College began capturing first generation data in 2014). In Fall 2016, over one third (38%) of first-time WCCS students reported being first-generation college students. Between Fall 2015 and Fall 2016, there was a 10% increase in the number of first-generation college students.

Figure 1.9. WCCS Headcount by First Generation (Student Self Reporting)

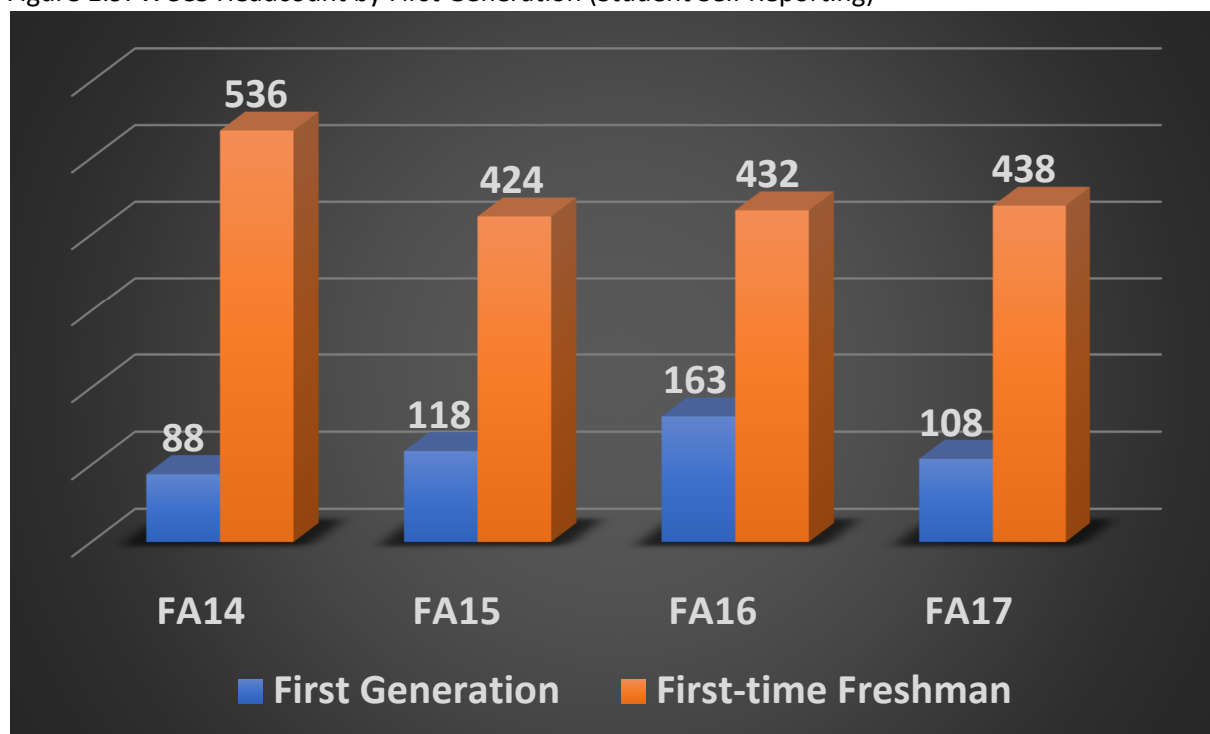


Table 1.9. WCCS Headcount by First Generation (Student Self Reporting)

	FA14		FA15		FA16		FA17		% Change Fall 14-17	College Average Fall 14-17
First Generation*	88	16%	118	28%	163	38%	108	25%	23%	27%
First-time Freshman	536		424		432		438			

\*(Student Self Reporting)

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**Headcount by Credit Hours Attempted by Credit Hours Earned:** On average, 62.54% of students attempted 12+ credit hours. The greatest proportion of students who earned the credit hours attempted were those in the 0.1-5.9 credit hour range. The smallest proportions of students who earned the credit hours attempted were those in the 12+ credit hour range.

Figure 1.10. WCCS Headcount by Credit Hours Attempted by Credit Hours Earned

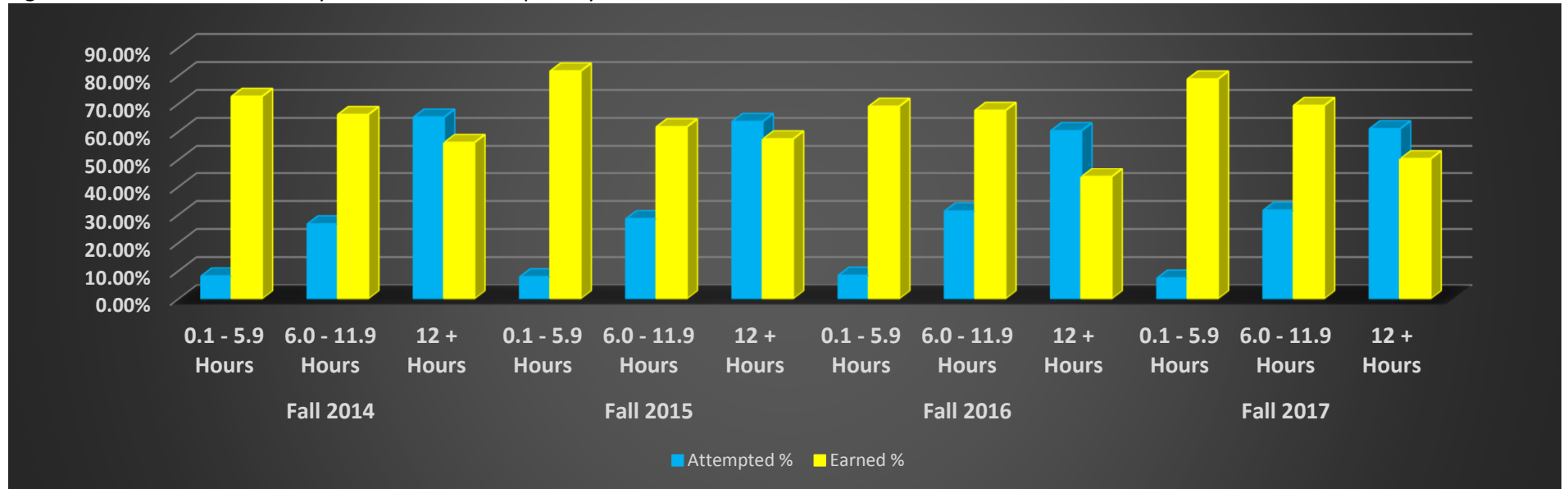


Table 1.10. WCCS Headcount by Credit Hours Attempted by Credit Hours Earned

		Attempted	Attempted %	Earned	Earned %
Fall 2014	0.1 - 5.9 Hours	124	8.13%	90	72.58%
	6.0 - 11.9 Hours	407	26.69%	269	66.09%
	12 + Hours	994	65.18%	558	56.14%
Fall 2015	0.1 - 5.9 Hours	109	7.84%	89	81.65%
	6.0 - 11.9 Hours	397	28.54%	245	61.71%
	12 + Hours	885	63.62%	508	57.40%
Fall 2016	0.1 - 5.9 Hours	126	8.40%	87	69.05%
	6.0 - 11.9 Hours	469	31.27%	317	67.59%
	12 + Hours	905	60.33%	395	43.65%
Fall 2017	0.1 - 5.9 Hours	99	7.38%	78	78.79%
	6.0 - 11.9 Hours	424	31.59%	294	69.34%
	12 + Hours	819	61.03%	412	50.31%



## **Section II**

### **Student Completion**

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**Annual Awards Conferred:** For purposes of this report, the annual awards conferred are the total number of associate degrees and certificates awarded in two academic semesters (fall and spring). On average, 39% of the total awards conferred at WCCS were certificates. The number of associate degrees awarded averaged 32% and increased by 7% from 2013/14 to 2017/18, while short term certificates decreased by 50%.

Figure 2.1. WCCS Overall Annual Awards Conferred

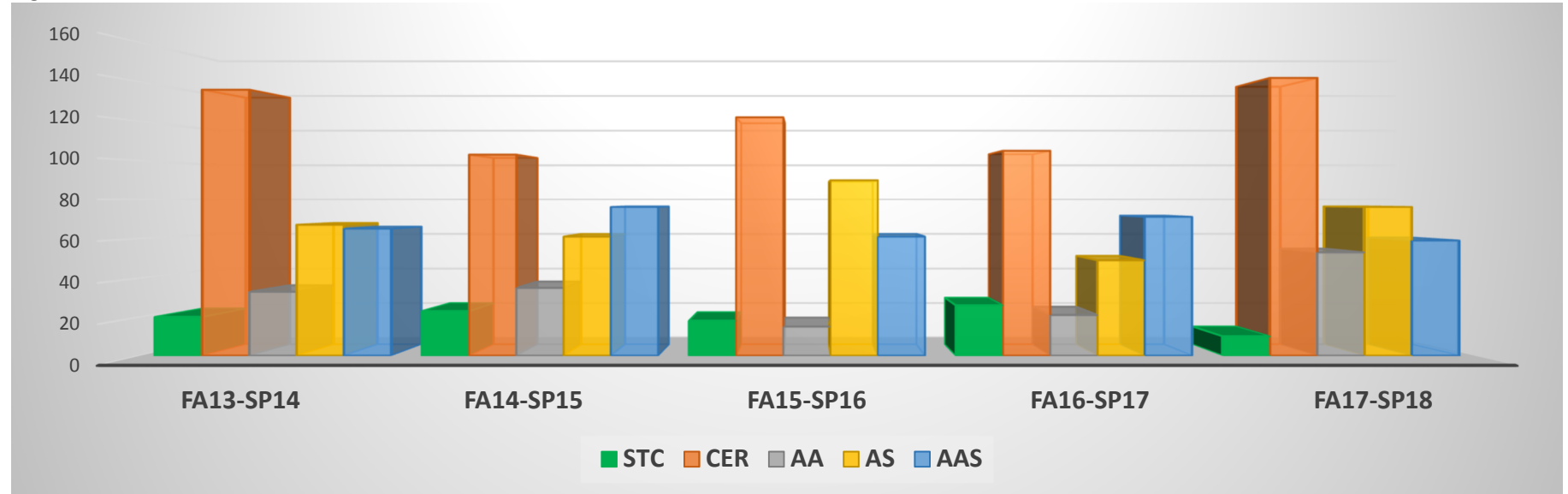


Table 2.1. WCCS Overall Annual Awards Conferred

	FA13-SP14		FA14-SP15		FA15-SP16		FA16-SP17		FA17-SP18		% Change FA13-SP14 to FA17-SP18	College Average FA13-SP14 to FA17-SP18
STC	20	6%	23	8%	18	6%	26	10%	10	3%	-50%	6%
CER	136	42%	103	35%	122	40%	105	39%	142	42%	4%	39%
AA	33	10%	35	12%	15	5%	21	8%	53	16%	61%	10%
AS	67	21%	61	20%	90	29%	49	18%	76	22%	13%	22%
AAS	65	20%	76	26%	61	20%	71	26%	59	17%	-9%	22%
<b>Total</b>	<b>321</b>		<b>298</b>		<b>306</b>		<b>272</b>		<b>340</b>			

## **Section III Productivity**

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This section of the Fact Book contains information on productivity measures. Enrollments are the number of seats enrolled, or duplicated headcount, based on official census. Drops, never attends, and cancelled classes are excluded. Enrollment numbers are represented by full-time enrollment (FTE), credit hour production (CHP), and headcount (HC).

## Enrollments:

Figure 3.1.1 WCCS Enrollments (Summer)

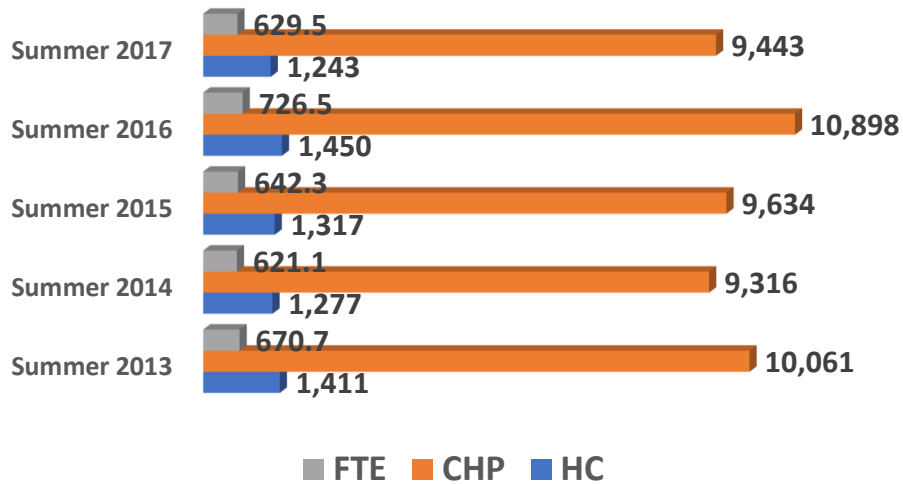


Figure 3.1.2 WCCS Enrollments (Fall)

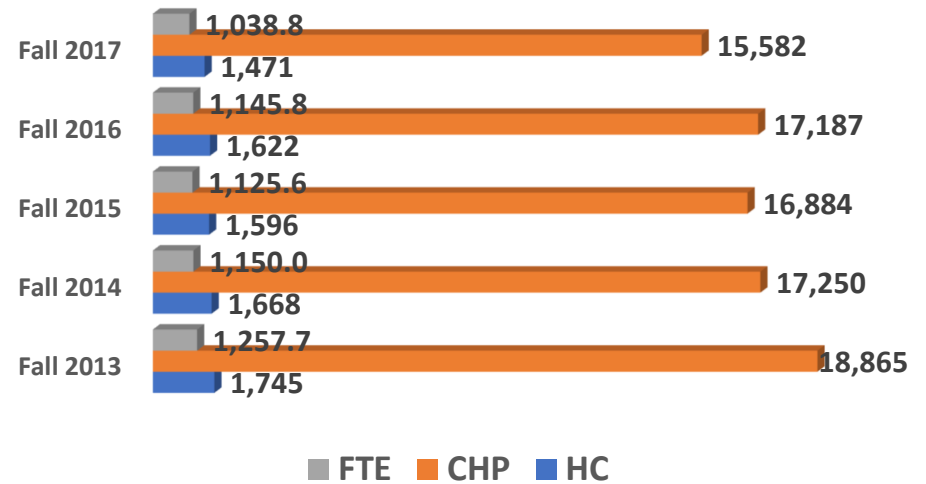
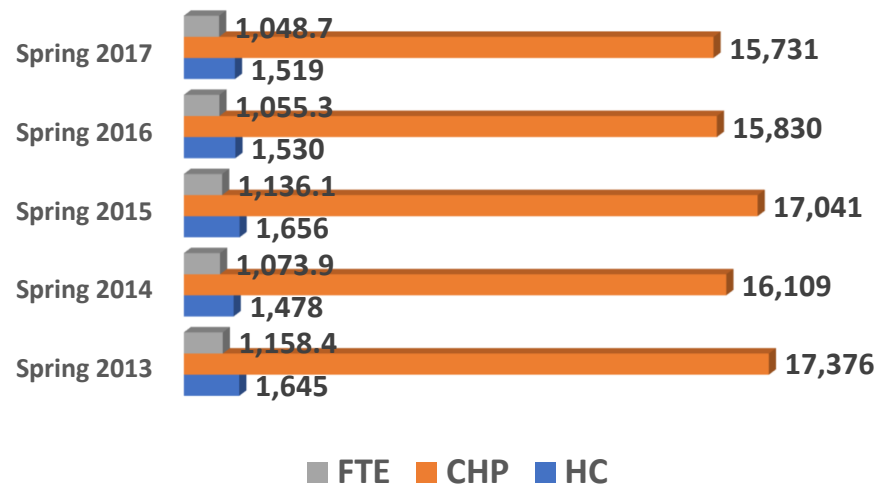


Figure 3.1.3 WCCS Enrollments (Spring)



## **Section IV**

### **Human Resources**

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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

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**Fall 2017 Employee Breakdown:** There were a total of 235 employees working at WCCS during Fall 2017. Of that total, 153 were employed on a full-time basis. At WCCS, faculty/instructional staff constituted almost half (49%) of the total employee population, followed by other professionals (27%), clerical and secretarial (13%), executive, administrative, and managerial (6%), and service/maintenance (5%). Technical and paraprofessionals constituted the smallest proportion of WCCS employees (2%).

The ethnic breakdown showed that African American employees constituted 78% of the total full-time employee population, followed by White employees (14%), and Unknown employees (7%). Among full-time employees, 68% were female and 32% were male.

Figure 4.1. WCCS Fall 2017 Full-time Employees by Employment Type

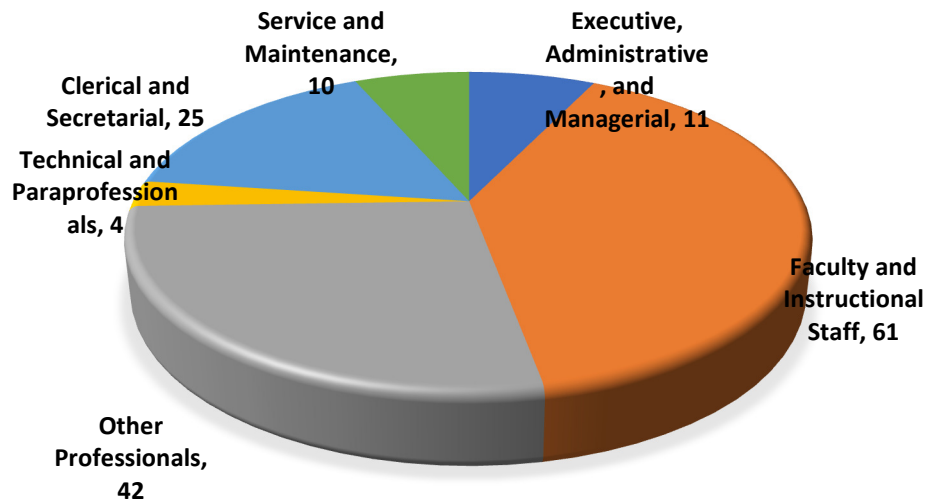


Figure 4.2. WCCS Fall 2017 Full-time Employees by Ethnicity

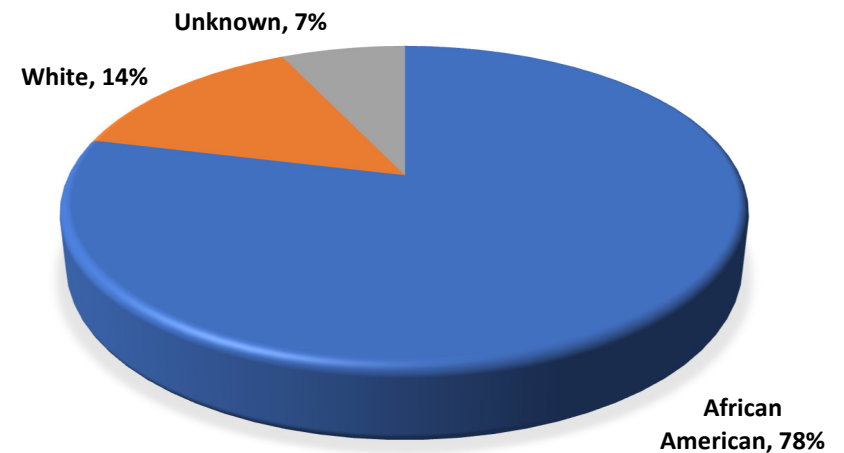


Table 4.1. WCCS Fall 2017 Employees by Gender and Employment Status

	Total	
Executive, Administrative, and Managerial	13	6%
Faculty and Instructional Staff	116	49%
Other Professionals	60	26%
Technical and Paraprofessionals	4	2%
Clerical and Secretarial	30	13%
Service and Maintenance	12	5%
<b>Total:</b>	<b>235</b>	

Gender		Employment Status	
Female	68%	Full-Time	46%
Male	32%	Part-Time	54%