Tracking Trends:

Five-Year Enrollment & Student Outcomes

Five-Year Enrollment & Student Outcomes

Enrollment and instructional demand are increasing while student outcomes improve, resulting in greater use of existing instructional and support space.

- **ACHE Viability:** The ACHE viability data show that most Wallace programs meet state standards for sustainability, while a small number fall below thresholds and will require targeted review and improvement.
- **Adult Education:** Adult Education participation remains steady, supporting access, credential attainment, and workforce readiness for adult learners.
- **Athletics:** Athletic participation continues to support enrollment growth, student engagement, and retention while increasing demand on shared instructional and support spaces.
- **CDL Track:** CDL enrollment reflects sustained workforce demand, reinforcing the need for specialized instructional space and capacity to support program growth.
- **Completion:** Completion totals have increased and stabilized, reflecting improved completion tracking and student success efforts.
- **Credit Hours:** Credit-hour production remains strong and continues to grow, particularly during peak academic terms.
- **Dual Enrollment:** Dual enrollment has grown significantly and now represents a substantial portion of total enrollment and instructional activity.
- **Enrollment Headcount:** Enrollment has increased consistently, with Fall and Spring terms reaching the highest levels in the most recent year.
- **Program Enrollment:** Several programs show sustained or increasing enrollment, while emerging workforce needs indicate demand beyond current offerings.
- **Retention:** Retention rates have improved, indicating effective advising and student support services.
- **Scholarships & Student Aid:** Financial aid and scholarships continue to support access and persistence, contributing to enrollment stability and improved student outcomes.
- **Space Utilization:** Space utilization data show that instructional and workforce programs consistently use specialized facilities across multiple terms, with several programs operating continuously or recurring each semester. This sustained and overlapping use of space indicates high demand, limited scheduling flexibility, and increasing pressure on existing facilities to support ongoing and future program growth.
- **Student Clubs & Organizations:** Club participation reflects broad student engagement and increased utilization of student support and common spaces.
- **Workforce Development:** Workforce and non-credit activity align closely with regional labor-market demand, increasing the need for flexible, purpose-built instructional and training facilities.

What the Data Indicates

- Instructional, workforce, and student support spaces are increasingly utilized during peak academic terms and high-demand training periods.
- Current facilities limit flexibility to scale high-demand programs, add new workforce offerings, and expand student engagement activities.
- Workforce-aligned, dual enrollment, CDL, and non-credit programs require adaptable instructional, lab, and testing spaces to meet employer and student demand.
- Growth in athletics, clubs, and student services increases demand on shared spaces that support engagement, retention, and completion.
- Sustained enrollment growth and improving student outcomes must be supported with adequate space to maintain instructional quality and student success.

Summary

The data reflect strong institutional performance, sustained enrollment, and participation growth, and improving student outcomes, while also revealing increasing pressure on existing instructional, workforce, and student support facilities as demand continues to rise.

ACHE Viability

Deg Type	CIP	NCES CIP Description	Status	Post Imp Date	Completions reported to ACHE prior to vitality period					Completions reported to ACHE during 3-year vitality period			3-Yr Sum	Total	#Vitality Year	Vitality Avg	Vitality Status
					2017	2018	2019	2020	2021	2022	2023	2024					
< 2 Years	120401	Cosmetology/Cosmetologist, General	A		42	18	35	38	23	44	41	48	133	289	3	44.33	MET
< 2 Years	150803	Automotive Engineering Technology/Technician	A				4	8			1	9	10	22	2	5	UNDER
< 2 Years	150501	Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician	A		1		13	10	3	6	7	6	19	46	3	6.33	UNDER
< 2 Years	151301	Drafting and Design Technology/Technician, General	A				1	1	1	4	1	1	6	9	3	2	UNDER
< 2 Years	190708	Child Care and Support Services Management	A		1		25	10	13	18	12	7	37	86	3	12.33	MET
< 2 Years	480508	Welding Technology/Welder	A		35	24	22	21	14	11	12	28	51	167	3	17	MET
< 2 Years	510904	Emergency Medical Technology/Technician (EMT Paramedic)	A		10	7	4			2	3	1	6	27	3	2	UNDER
< 2 Years	513901	Licensed Practical/Vocational Nurse Training	A		75	68	100	93	108	80	69	65	214	658	3	71.33	MET
Associate	110101	Computer and Information Sciences, General	A		15	13	9	15	3	8	5	12	25	80	3	8.33	MET
Associate	150501	Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician	A		7	11	11	13	10	11	7	8	26	78	3	8.67	MET
Associate	150803	Automotive Engineering Technology/Technician	A		5	2	5	9	1	2	1	11	14	36	3	4.67	UNDER
Associate	151301	Drafting and Design Technology/Technician, General	A		13	10	11	5	7	7	7	5	19	65	3	6.33	UNDER
Associate	190708	Child Care and Support Services Management	A		31	26	27	15	19	18	17	20	55	173	3	18.33	MET
Associate	240101	Liberal Arts and Sciences/Liberal Studies	A		20	31	27	30	26	28	32	32	92	226	3	30.67	MET
Associate	240102	General Studies	A		197	175	214	202	139	107	101	153	361	1288	3	120.33	MET
Associate	410205	Nuclear/Nuclear Power Technology/Technician	I		2	1	2						0	5			-
Associate	430107	Criminal Justice/Police Science	A		19	29	17	25	33	15	16	15	46	169	3	15.33	MET
Associate	460302	Electrician	A		9	5	5	11	7	7	11	10	28	65	3	9.33	MET
Associate	470303	Industrial Mechanics and Maintenance Technology/Technician	A		9	13	11	8	6	11	15	8	34	81	3	11.33	MET
Associate	510801	Medical/Clinical Assistant	A		13	7	4	9	13	9	5	8	22	68	3	7.33	UNDER
Associate	510806	Physical Therapy Assistant	A		20	21	20	29	24	18	20	17	55	169	3	18.33	MET
Associate	510904	Emergency Medical Technology/Technician (EMT Paramedic)	A		6	2	5	4	5	5	7	2	14	36	3	4.67	UNDER
Associate	510908	Respiratory Care Therapy/Therapist	A		15	13	18	13	16	12	7	13	32	107	3	10.67	MET
Associate	510909	Surgical Technology/Technologist	A	9/1/2026					4	3	5	2	10	14	3	3.33	UNDER
Associate	510911	Radiologic Technology/Science - Radiographer	A		17	14	22	12	20	16	10	12	38	123	3	12.67	MET
Associate	513801	Registered Nursing/Registered Nurse	A		127	147	177	137	114	153	133	139	425	1127	3	141.67	MET
Associate	520401	Administrative Assistant and Secretarial Science, General	A		30	23	24	17	29	28	33	16	77	200	3	25.67	MET

Adult Education: Program Enrollment

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Program Enrollment	733	935	816	878	924
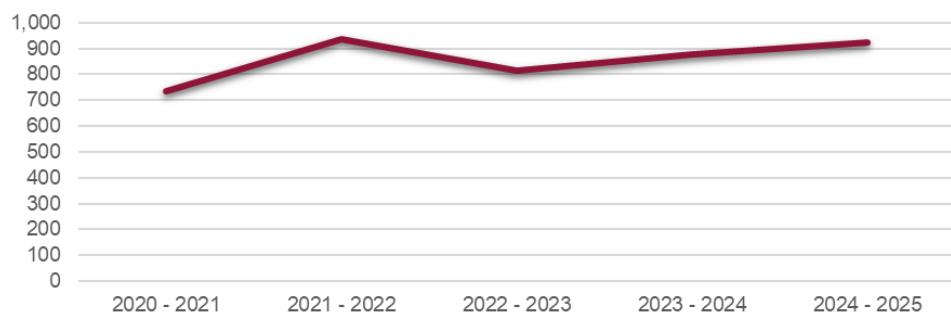
Adult Education: Program Completion

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
GEDs	54	77	50	53	67
HSOs	3	2	2	6	24
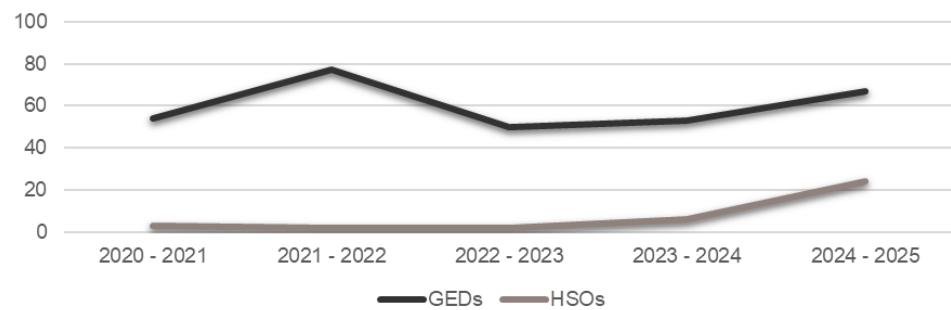
Adult Education has demonstrated steady enrollment and consistent credential attainment over the past several years, reflecting sustained community demand and program stability.

- Enrollment has remained strong across multiple years, with 924 participants in 2024–25 and comparable levels in prior years, indicating consistent access and utilization.
- GED and HSO completions in 2024–25 remain solid when compared to previous years, showing continued progress in supporting adult learners toward recognized credentials.
- Multi-year data reflect stability with normal fluctuations, supporting the ongoing role of Adult Education as a key pathway for workforce readiness and student success.

Athletics

Baseball	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Athletes	29	31	26	28	29	31
Out of District	23	22	17	14	23	25
% Out of District	79%	71%	65%	50%	79%	81%

Softball	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Athletes	26	20	17	19	21	18
Out of District	12	11	10	6	9	8
% Out of District	46%	55%	59%	32%	43%	44%

Golf	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Athletes						7
Out of District						3
% Out of District						43%

Cross Country - Men	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Athletes						6
Out of District						1
% Out of District						17%

| Cross Country - Women	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Athletes						6
Out of District						4
% Out of District						67%

Athletic participation has expanded steadily over the past five years, supported by new programs and sustained student interest. Athletics continues to play a significant role in enrollment, retention, and campus life.

- Participation growth aligns with the addition of new athletic programs.
- Athletics contributes to student recruitment and campus engagement.
- Increased participation places added demand on athletic and support facilities.
- Growth reinforces the need for adequate training, support, and student-athlete spaces.

CDL Track Enrollment

Semester	2022-2023	2023-2024	2024-2025	2025-2026
Fall	37	39	59	66
Spring	66	38	64	
Summer	38	41	54	
Total	**141**	**118**	**177**	**66**
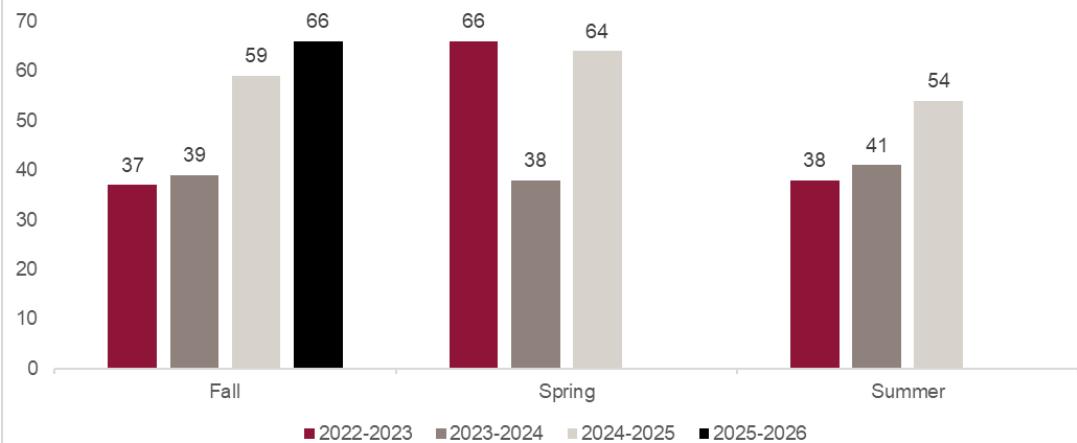
The CDL program started on September 19, 2022, for business and industry partners only. Enrollment was opened to the public in the fall of 2024.

Industry Partners Served

- City of Dothan
- Houston County Road and Bridge
- C Spire
- Trawick Construction
- Townsend Building Supply
- U Tech
- Southern Lumber
- Knight's Wrecker Service
- Headland Plumbing & Electric
- Tyson Foods
- Tri Delta

School Systems Served

- Eufaula High School
- Bullock County Schools
- Ozark City Schools
- Dale County Schools
- Abbeville Schools
- Headland Schools
- Lakeside School
- Houston Academy
- Northside Methodist Academy

CDL Track Enrollment

Program	Total
Business & Industry and Public (Class A)	241
Lineworker CDL (Class A)	186
Class B and School Bus Passenger	75
Total Individuals Trained	**502**

CDL Completions by Type of Program

Class B and School Bus Passenger
75 completions
15%

Lineworker CDL (Class A)
186 completions
37%

Business & Industry and Public (Class A)
241 completions
48%
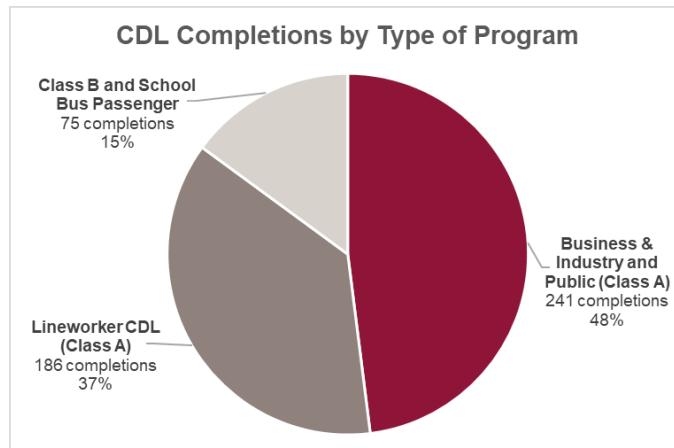
Maximum Enrollment Capacity	9 Students Per Course
Average Waitlist Lenghth	12 Students
Average Time on Waitlist	~ 5 Weeks

CDL enrollment has shown sustained growth over the past five years, reflecting strong workforce demand and program relevance. Continued increases are placing pressure on instructional capacity and physical resources.

- Enrollment increased from 141 (2022–23) to 177 (2024–25, unduplicated).
- Fall and Summer terms consistently account for the highest participation.
- Early Fall 2025 enrollment indicates continued demand.
- Growth highlights the need for expanded instructional space, equipment, and scheduling flexibility.

Completion

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Academic Transfer	332	290	340	387	370	**1719**
Career Technical	450	423	475	517	581	**2446**
Health Sciences	383	342	336	334	411	**1806**
Total	**1165**	**1055**	**1151**	**1238**	**1362**	**5971**
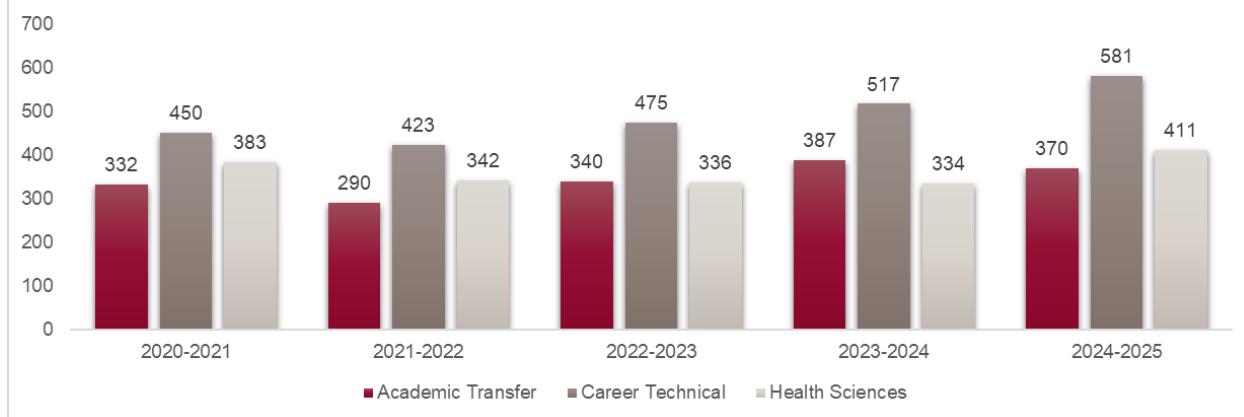
The number of completions has increased and stabilized, reflecting improved completion processes and student success initiatives. These outcomes demonstrate progress toward institutional goals related to credential attainment.

- Improved tracking and award processes support more accurate completion reporting
- Growth in completions aligns with strengthened advising and academic support
- Additional program capacity will support continued increases in completions
- Modern instructional facilities are essential to sustaining workforce-ready outcomes

Credit Hours

|	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5 Year Total	2025-2026	5 Year Total
Fall	31,435	32,745	33,094	33,017	33,296	**163,587**	35,332	**167,484**
Spring	29,873	30,243	30,466	31,269	31,747	**153,598**		
Summer	15,407	15,242	15,896	16,605	17,485	**80,635**		
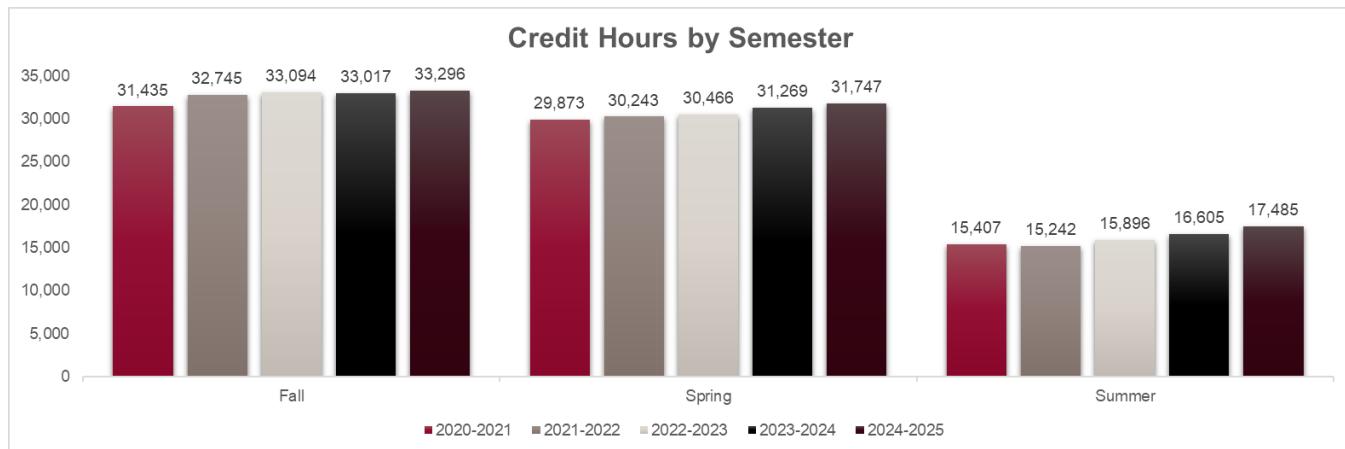
Credit-hour production remains strong and continues to grow, demonstrating consistent student engagement and effective course scheduling. These trends highlight increasing utilization of existing instructional space.

- Fall and Spring terms generate the highest credit-hour production
- Continued growth reflects both enrollment increases and course-load stability
- Existing instructional spaces are operating at or near capacity during peak terms
- Expanded classroom, laboratory, and workforce training space will be needed to sustain growth

High School Dual Enrollment

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
Fall	680	693	754	945	1,018	1,125
Spring	600	620	725	934	974	
Summer	111	135	229	245	196	
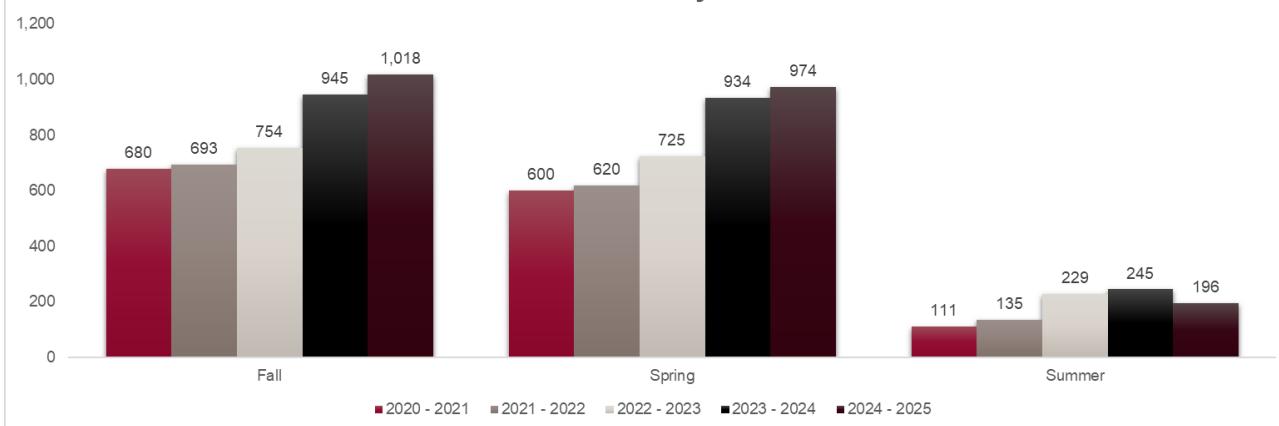
Dual enrollment has experienced significant growth over the past five years and is a key contributor to overall enrollment and credit-hour production. This growth reflects strong partnerships with local school systems and increased early-college participation.

- Dual enrollment represents a growing share of total instructional activity
- Increased participation places added demand on classrooms and scheduling flexibility
- Shared use of space requires adaptable, multi-purpose instructional environments
- Facility planning must account for both traditional and dual-enrolled students

Enrollment Headcount

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Fall	3,614	3,819	3,832	4,009	4,045	4,310
Spring	3,466	3,476	3,594	3,785	3,824	
Summer	2,111	2,097	2,224	2,294	2,376	

* incarcerated students not included

Enrollment by Semester
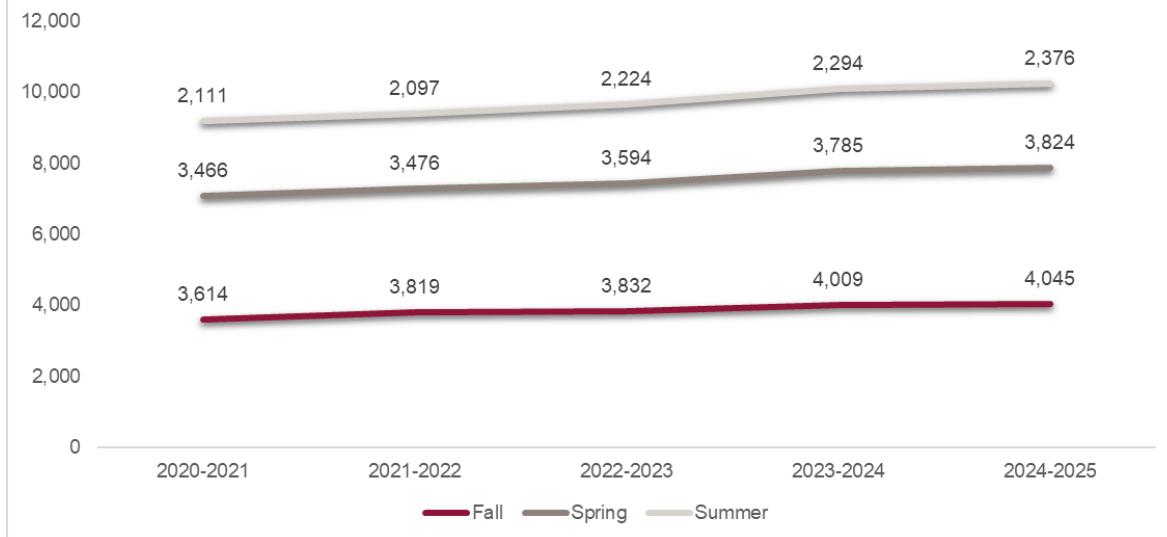
Student enrollment has increased steadily over the past five years, reflecting strong institutional demand and effective recruitment and retention efforts. This growth has direct implications for instructional capacity and campus infrastructure.

- Fall and Spring enrollment have reached their highest levels in the most recent year
- Consistent year-over-year growth indicates sustained demand, not short-term fluctuation
- Increased enrollment places additional demand on classrooms, labs, student services, and common spaces
- Facility expansion is needed to support growth while maintaining instructional quality and access

Program Enrollment

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Academic Transfer	3014	2681	2725	2903	2874
Career Technical	1127	1230	1411	1551	1565
Health Sciences	1195	1210	1216	1241	1232
Undeclared	156	160	140	132	122
Total	**5492**	**5281**	**5492**	**5827**	**5793**

* incarcerated students not included

Program Enrollment by Division
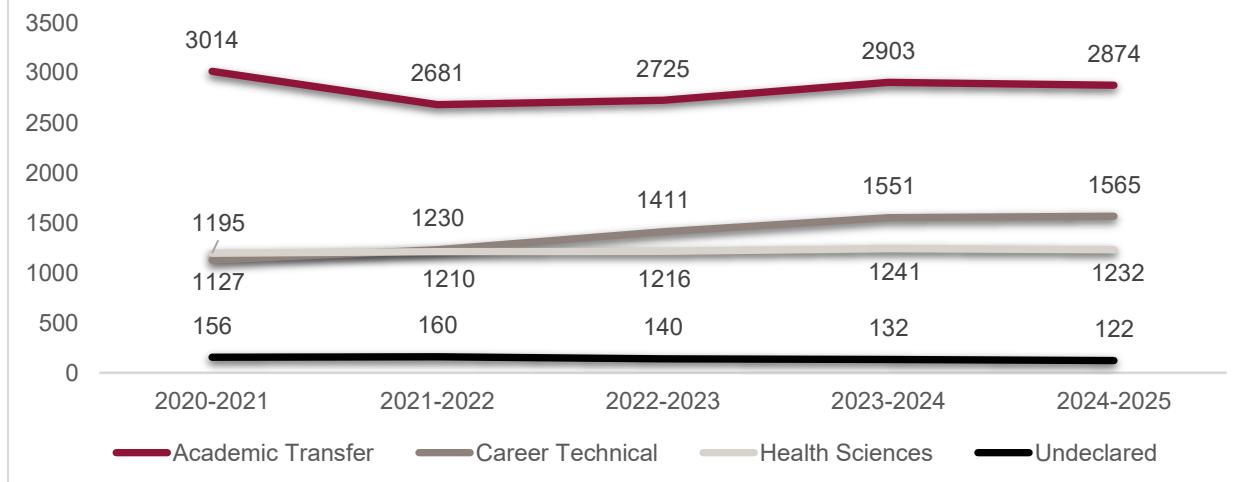
Program enrollment trends reflect evolving student interests and workforce needs across the region. The data points to both strong demand in existing programs and opportunities for strategic expansion.

- Several programs show sustained or increasing enrollment
- Emerging workforce needs extend beyond the current program portfolio
- Program growth is constrained by space, equipment, and facility limitations
- New and modernized facilities are critical to support high-demand and workforce-aligned programs

Program Enrollment

	SP2022	SU2022	FA2022	SP2023	SU2023	FA2023	SP2024	SU2024	FA2024	SP2025	SU2025	FA2025
Business Technologies	133	74	153	139	66	132	121	80	126	140	98	168
Automotive Technology	56	17	52	51	31	66	63	35	71	58	32	81
Child Development	85	59	85	87	64	109	100	52	117	110	63	127
Computer Information Science	71	38	88	89	37	102	109	64	129	129	73	139
Cosmetology & Esthetics	111	105	149	144	108	136	114	101	133	129	97	125
Criminal Justice	78	46	68	80	38	82	89	43	101	101	47	110
Engineering Graphics	28	16	25	21	19	31	42	17	53	37	19	37
Electrical Technology	57	36	63	55	32	51	45	34	55	48	57	74
Emergency Medical Services	65	39	67	55	43	67	66	45	78	80	58	93
General Studies	1613	824	1729	1572	924	1817	1656	907	1799	1636	879	1905
Air Conditioning and Refrigeration	52	34	59	43	35	50	51	41	66	66	60	93
Industrial Systems Technology	49	39	47	39	30	50	47	31	51	50	31	56
Liberal Arts	144	76	177	166	88	188	192	107	203	198	116	193
Practical Nursing	124	94	120	116	80	107	129	93	140	133	87	120
Masonry Technology			22	38	2	78	55	1	8	32	1	24
Medical Assisting	118	58	146	115	48	106	89	66	126	99	53	128
Physical Therapist Assistant	44	21	47	41	21	45	42	21	49	49	27	51
Radiologic Technology	34	15	41	31	19	43	37	20	56	54	24	61
Registered Nursing	433	278	477	490	319	511	519	336	471	470	341	495
Respiratory Therapist	24	11	27	22	15	25	20	8	21	20	12	23
Surgical Technology	8	5	9	8	3	7	7	5	12	11	7	14
Undeclared	21	132	15	14	121	18	20	101	11	14	105	8
Welding Technology	130	81	167	178	81	189	172	86	169	160	89	186
Total	**3478**	**2098**	**3833**	**3594**	**2224**	**4010**	**3785**	**2294**	**4045**	**3824**	**2376**	**4311**

	Retention Rates					
	Full-Time First-Time					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
Total	55%	66%	65%	61%	62%	70%

** Fall 2024-2025 retention rates are not yet finalized*
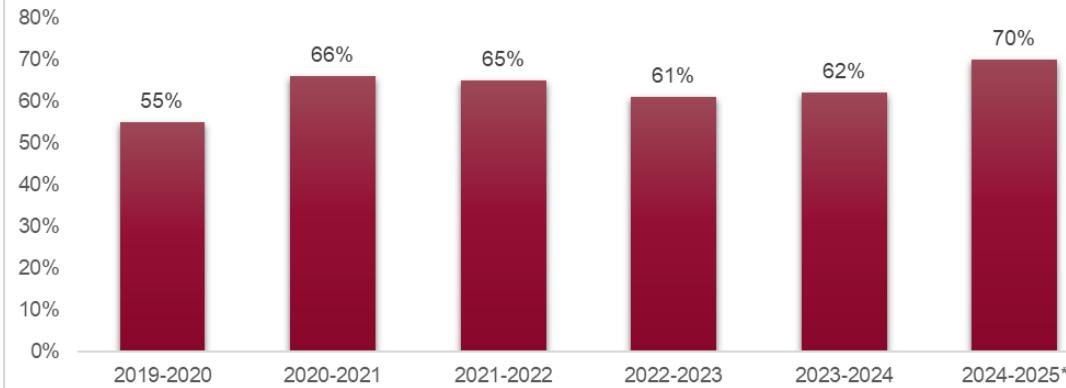
Student retention has improved over the five-year period, indicating the effectiveness of advising, engagement, and student support strategies. Maintaining this momentum requires continued alignment between student needs and campus infrastructure.

- Retention gains reflect successful student-centered initiatives
- Increased enrollment places additional demand on student support spaces
- Learning environments influence student engagement and persistence
- Facility investments play a critical role in sustaining retention and completion outcomes

Scholarships

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Scholarships	$2,611,512.70	$2,381,709.24	$2,731,360.81	$2,684,531.78	$2,469,341.93

Amount of Institutional Scholarships Per Academic Year
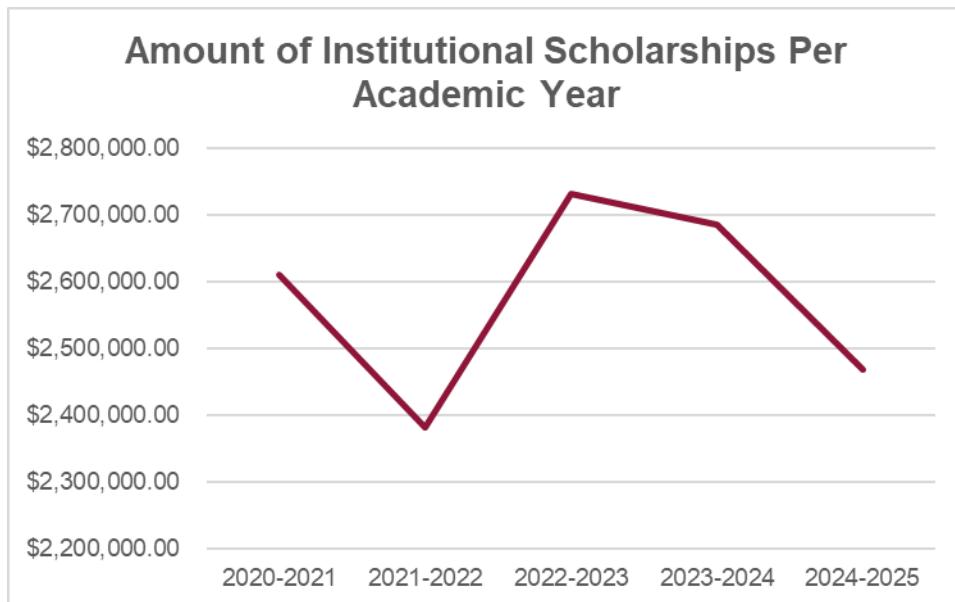
Institutional scholarships represent a significant investment in student success and affordability, with funding levels remaining strong despite year-to-year variation.

- Total institutional scholarship funding has consistently exceeded $2.3 million annually over the past five years.
- Scholarship awards increased from 2021–2022 to 2022–2023, indicating expanded institutional support for students.
- Sustained scholarship funding reinforces the need for modern facilities and student-centered spaces that enhance recruitment, retention, and completion.

Students Recieving Title IV

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% of Students Receiving Aid	43%	47%	46%	45%	47%

% of Students Receiving Title IV Aid
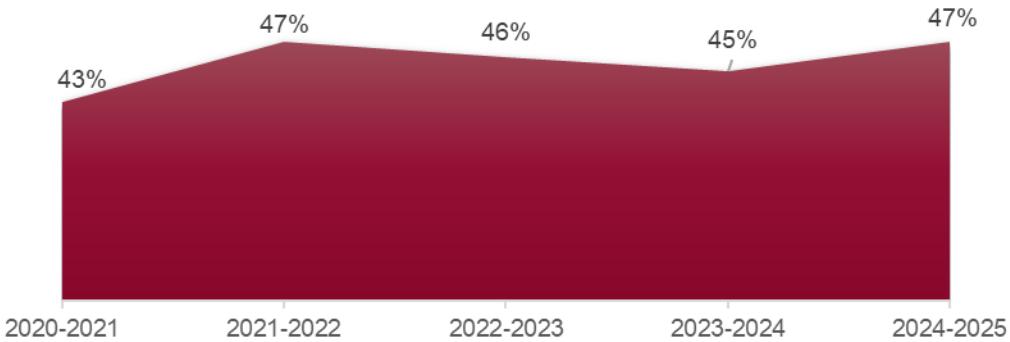
Financial aid continues to play a critical role in student access and persistence, with nearly half of all students receiving Title IV assistance over the past five years.

- The percentage of students receiving Title IV aid has remained stable, ranging from 43% to 47% between 2020–2021 and 2024–2025.
- Aid participation peaked in 2021–2022 and again in 2024–2025, reflecting sustained student financial need.
- Consistent aid utilization underscores the importance of accessible support services and infrastructure to serve a high-need student population.

Space Utilization on the Dothan Campus

Location of Classes Held per Program

	SP2022	SU2022	FA2022	SP2023	SU2023	FA2023	SP2024	SU2024	FA2024	SP2025	SU2025	FA2025
Air Conditioning and Refrigeration	Air Conditioning Refrigeration											
Automotive Technology	Automotive Technology											
				Automotive Annex							Automotive Annex	
Child Development	Wallace Hall											
Cosmetology & Esthetics	Cosmetology											
	Esthetics Building											
	Criminal Justice											
		Salon and Spa Annex										
Criminal Justice	Criminal Justice											
Electrical Technology	Electrical Technology											
Engineering Graphics	Gary Hall											
Industrial Systems Technology									Sheet Metal			
	Applied Engineering											
Masonry Technology		Computer Technology Center										
				Off Campus		Off Campus			Off Campus			Off Campus
Welding Technology	Welding											
		Sheet Metal										

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Space Utilization on the Sparks Campus

Location of Classes Held per Program

	SP2022	SU2022	FA2022	SP2023	SU2023	FA2023	SP2024	SU2024	FA2024	SP2025	SU2025	FA2025
Air Conditioning and Refrigeration	Air Conditioning and Refrigeration											
Child Development	D-General Education											
Criminal Justice	Criminal Justice											
Industrial Systems Technology	Applied Engineering										Engineering Graphics	H Building
Masonry Technology					Off Campus							
				Air Conditioning and Refrigeration								
Welding Technology	Welding											

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Space Utilization: Classes on the Dothan Campus

Number of Classes Held per Building per Program

Program	Building	SP2022	SU2022	FA2022	SP2023	SU2023	FA2023	SP2024	SU2024	FA2024	SP2025	SU2025	FA2025
Air Conditioning and Refrigeration	Air Conditioning Refrigeration	5	4	7	5	4	5	5	5	5	6	5	7
Automotive Technology	Automotive Technology	8	3	4	6	4	6	9	2	1	12	5	9
	Automotive Annex			3	2	6	4	4	8	10		8	
Child Development	Wallace Hall	4	2	7	5	2	7	6	2	7	3	1	5
Cosmetology & Esthetics	Cosmetology	12	7	6	6	11	6	6	12	6	6	12	6
	Esthetics Building	5	5	4	3	6	3	3	6	5	5	6	5
	Criminal Justice	3	2	2	2	2	2	2	1	2	2	2	2
	Salon and Spa Annex		6										
Criminal Justice	Criminal Justice	10	3	7	8	2	8	6	3	6	4	3	4
Electrical Technology	Electrical Technology	7	6	9	8	4	8	7	6	8	9	6	8
Engineering Graphics	Gary Hall	7	4	6	4	5	6	8	4	6	6	6	5
Industrial Systems Technology	Sheet Metal									4	5		
	Applied Engineering	9	4	4	5	4	7	8	5	5	4	5	10
Masonry Technology	Computer Technology Center		1										
	Off Campus			4	5		11	9		2	8		7
Welding Technology	Welding	23	13	22	19	18	19	16	28	18	18	35	22
	Sheet Metal		1										

## Space Utilization: Classes on the Sparks Campus

Number of Classes Held per Building per Program

Program	Building	SP2022	SU2022	FA2022	SP2023	SU2023	FA2023	SP2024	SU2024	FA2024	SP2025	SU2025	FA2025
Air Conditioning and Refrigeration	Air Conditioning and Refrigeration	5	5	6	5	4	7	5	5	5	5	6	7
Child Development	D-General Education	4	2	3	6	1	4	5	2	6	2	1	3
Criminal Justice	Criminal Justice	5	3	2	2	1	1	1	2	1	1	1	2
Industrial Systems Technology	Applied Engineering/Engineering G	7	4	6	5	6	6	6	6	6	6	7	6
Masonry Technology	Off Campus						2						
	Air Conditioning and Refrigeration				4	4	4						
Welding Technology	Welding	15	15	13	18	14	16	15	19	10	10	14	11

Student Clubs and Organizations

	2021-2022	2022-2023	2023-2024	2024-2025
Total Number of Clubs and Organizations	17	16	16	19
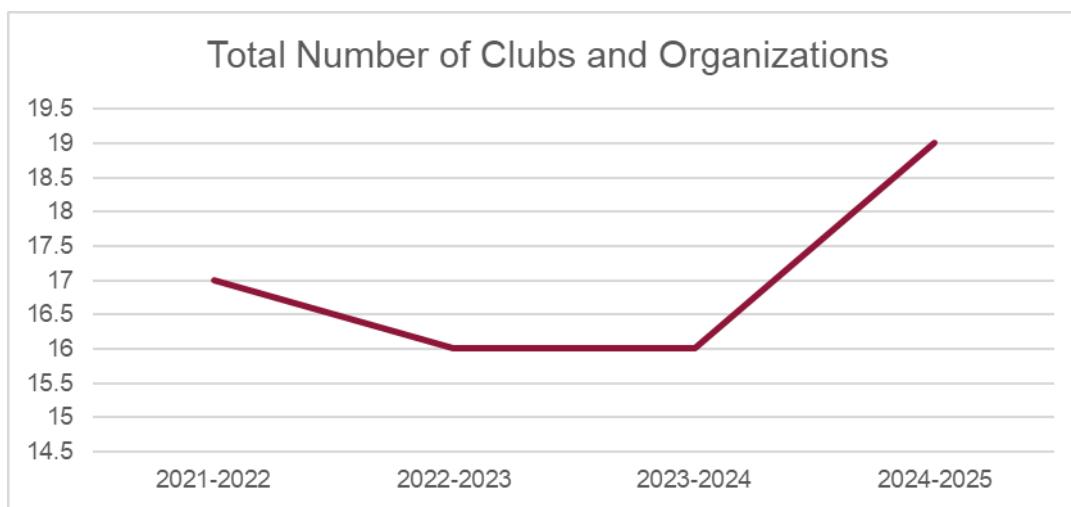
The total number of active student clubs reflects the college's commitment to providing diverse opportunities for student involvement and engagement beyond the classroom.

- Clubs represent a mix of academic, service, leadership, and special-interest organizations.
- The range of clubs supports student connection, involvement, and campus life.

Student Clubs and Organizations

| Membership Estimates	Abbreviation	2021-2022	2022-2023	2023-2024	2024-2025
Association of Students for Practical Nursing	ASPN	120	120	120	120
Baptist Campus Ministries	BCM	10	-	-	-
Biotechnology Club	BC	-	-	-	3
Black Student Union	BSU	30	30	30	30
Circle K	CK	-	-	0	-
Criminal Justice Club	CJC	10	-	-	-
Diamond Dolls	DD	-	-	-	10
Fellowship of Christian Athletes	FCA	-	-	-	10
Hermanos y Hermanas Unidos	HYHU	15	25	25	7
History Club	HC	-	-	-	7
Leadership Development Cohort	LDP	12	12	16	16
Phi Theta Kappa	PTK	175	200	250	275
Philosophical Society	PS	3	3	3	3
Respiratory Therapy Association for Better Breathing	RTABB	20	20	20	20
Rotaract	Ro	10	10	10	10
Sigma Kappa Delta	SKD	50	50	75	75
Society of Physics Students	SPS	5	5	5	5
Society of Student Medical Assistants	SSMA	25	25	25	25
(Dothan)Student Government Association	DSGA	30	30	30	30
(Sparks)Student Government Association	SSGA	25	25	25	25
Student Physical Therapist Assistant Association	SPTAA	40	40	40	40
Wallace Association of Nursing Students	WANS	450	450	450	450
Wallace Campus Ministry	WCM	-	11	11	11
Total Membership		**1030**	**1056**	**1135**	**1172**

Club membership data indicates broad student participation across multiple organizations, highlighting consistent engagement in co-curricular activities.

- Membership is distributed across a variety of clubs rather than concentrated in a single organization.
- Participation supports leadership development, student involvement, and a strong sense of campus community.

Non-Credit Workforce Development

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Eye Care Assistant	13	13	8	22	18
Dental Assistant	8	21	16	19	11
Industrial Welding	19	25	14	8	
Lineworker	60	60	60	60	60
Certified Nursing Assistant	45	65	42	0	31
Medical Coding	15	7	10	10	11
Certified Medication Assistant	0	29	17	9	0
Continuing Education	232	173	105	128	80
S4S Classes -Con. Ed			67	387	903
Training for Business & Industry (TBI)	251	176	238	154	7
S4S-TBI			107	182	118
Testing: Workkeys/ GED/PV Online Offerings	731	259	1284	874	799
Total	**1374**	**828**	**1968**	**1853**	**2038**

Non-Credit Enrollment Over Time
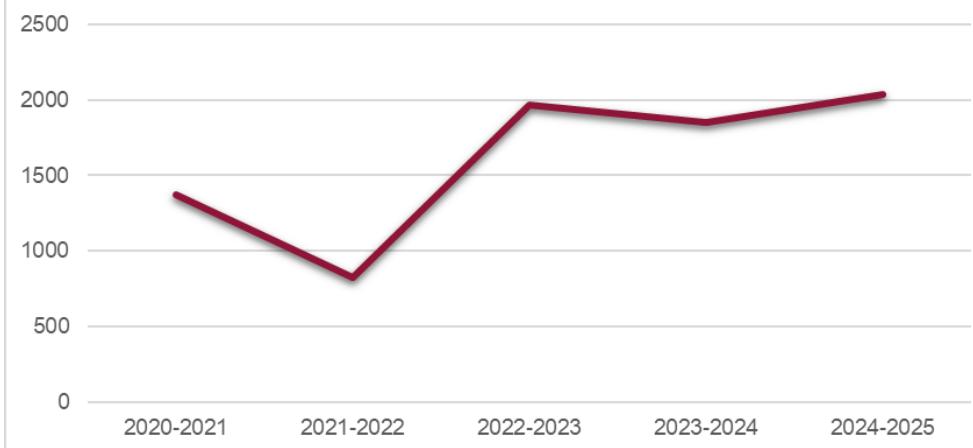
Workforce and non-credit programming continue to align closely with regional labor-market demand by providing short-term, skills-based training that supports rapid workforce entry and upskilling. Participation patterns reflect strong employer-driven needs, particularly in testing, healthcare, and customized industry training.

- High participation in testing services and workforce credentials reflects employer demand for verified skills, certifications, and job readiness.

- Continued enrollment in healthcare and technical non-credit programs aligns with regional workforce shortages and ongoing hiring needs.

- Business and industry training activity demonstrates active partnerships with employers seeking customized, responsive training solutions.

Non-Credit Workforce Development

Building Name	Eye Care Assistant	Dental Assistant	Industrial Welding	Lineworker	Certified Nursing Assistant	Medical Coding	Certified Medication Assistant	Continuing Education	S4S Classes - Con. Ed	Training for Business & Industry	S4S-TBI	Testing: Workkeys/ GED/
Gary Hall		x		x	x	x	x	x	x	x	x	x
Welding Technology			x					x				
Heavy Equipment Operator Area									x			
Lineworker				x								
Pole Yard				x								
Wheelless Auditorium								x				
Transportation									x			
CDL Range											x	
Building A - Sparks Campus												x
Building H - Sparks Campus									x			
Building E - Sparks Campus									x			
Building L - Sparks Campus					x							
Building F - Cafeteria									x			
Off Site	x								x	x	x	

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