

# GADSDEN STATE COMMUNITY COLLEGE



## 2005-2006 Institutional Effectiveness Report

March 2007

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## PART I

### REPORT ON PERFORMANCE MEASURES FOR INSTITUTIONAL GOALS

**Goal #1:** To provide general education that includes basic knowledge of communications, humanities, social sciences, mathematics, natural sciences, and computer skills as required for certificate and degree programs.

**Assessment Measure:**

- Increase the percentage of students who score a C or higher in communications, humanities, social sciences, mathematics, natural sciences, and computer skills – as compared to data from the previous academic year.

**Note:** All grades including incompletes, withdrawals, and audits are included in total grades. Subjects included by instructional areas are as follows:

- Communications: Alabama Language Institute courses, English, Foreign Languages, Reading, and Speech
- Computer Science: Computer Science
- Humanities: Humanities, Music, Art, Theatre, Philosophy, and Religion
- Math/Natural Sciences: Math, Biology, Chemistry, Fishery Science, Physics, and Physical Science
- Social Science: Economics, History, Political Science, Psychology, Sociology, Child Development, Geography, Home Economics, and Human Services.

The college continues to place emphasis on providing quality educational instruction to the students. During the Fall Semester of 2005, there was an overall 1.8% increase over the same semester in 2004. This trend continued in the Spring Semester of 2006. During this period, there was an overall increase of .6% as compared to the same semester in 2005. During the Summer Semester of 2006, the percentage of those students making a “C” or higher actually decreased by 2.8%. This decrease seems to be linked to the amount of withdrawals during the Summer Semester of 2006. This assessment measure is making a positive impact on assessing the impact that faculty has on the students.

The following charts for the academic year 2005-2006 list the areas that were used, the amount of total grades assigned, the percentage of “C’s” or higher, the 2004-2005 Semester Percentage, and the 2005-2006 Percentage Increase or Decrease:

### FALL SEMESTER, 2005

AREA	TOTAL GRADES ASSIGNED	PERCENT OF C's OR HIGHER	FALL SEMESTER 2004 - PERCENTAGE	2005-2006 PERCENTAGE INCREASE OR DECREASE
Communications	3026	75%	76%	- 1 %
Computer Science	983	73%	72%	+1 %
Humanities	935	78%	75%	+3 %
Math/Natural Sciences	2338	70%	65%	+5 %
Social Sciences	2819	71%	70%	+1 %
		73.4 % Average	71.6 % Average	+ 1.8 % Overall

### SPRING SEMESTER, 2006

AREA	TOTAL GRADES ASSIGNED	PERCENT OF C's OR HIGHER	SPRING SEMESTER 2005 - PERCENTAGE	2005-2006 PERCENTAGE INCREASE OR DECREASE
Communications	2702	72%	73%	- 1 %
Computer Science	761	70%	71%	- 1 %
Humanities	942	78%	74%	+ 4 %
Math/Natural Sciences	3102	69%	68%	+ 1 %
Social Sciences	2773	70%	70%	0 %
		71.8 % Average	71.2 % Average	+ .6 % Overall

### SUMMER SEMESTER, 2006

AREA	TOTAL GRADES ASSIGNED	PERCENT OF C's OR HIGHER	SUMMER SEMESTER 2005 – PERCENTAGE	2005-2006 PERCENTAGE INCREASE OR DECREASE
Communications	1298	82%	83%	- 1 %
Computer Science	292	69%	72%	- 3 %
Humanities	302	78%	84%	- 6 %
Math/Natural Sciences	1716	72%	77%	- 5 %
Social Sciences	1033	77%	76%	+ 1 %
		75.6 % Average	78.4 % Average	- 2.8 % Overall

**Goal #2: To prepare students who transfer to perform successfully at senior institutions.**

**Assessment Measure:**

- Increase the percentage of transfer students who earn a 2.0 grade point average (GPA) or higher in their first term at the senior institution as compared to data from the previous academic year.
- Includes comparisons of GPAs of GSCC transfer students with the GPAs of other college transfer students and native university students.

- Includes the percentage of GSCC transfers who graduate from senior institutions within 150% of the normal completion time.

Academic performance reports from Auburn University and the University of Alabama are not available at the time of report preparation due to their conversion to the BANNER software. Only Jacksonville State University, the college to which a majority of GSCC students transfer, has provided academic performance data for 2005-2006 on GSCC transfers. For the second part of this assessment measure, the data of transfer students who graduated from senior institutions was not available for this period.

In comparing the GPAs of GSCC transfer students with the GPAs of Jacksonville State University (JSU) students, the comparison indicates that there has been a slight decrease in the percentage of the “overall” student average from their performance at GSCC and then at JSU. As evidenced in the chart below, the “GSCC GPA” section indicates the students’ GPA when they attended GSCC. The “JSU GPA” indicates the GPA of former students from GSCC who earned grades at JSU.

“Former GSCC Students With 16-32 Hrs Attempted at GSCC” section indicates that these students’ averages showed a slight decrease from their performance at JSU from 2.38 (2004-2005) GPA average to 2.3 (2005-2006). “Former GSCC Students With 22 & Above Hrs Attempted at GSCC” section indicates that these students average showed a increase their performance at JSU from 2.59 (2004-2005) GPA average to 2.67 (2005-2006). These percentages will fluctuate each year depending upon student performance. The average overall student statistics for all former GSCC students attending JSU was a GPA of 2.42 as compared to that of GPA of 2.52 of JSU native students. The following table compares the “Average Overall Student Statistics” for all hours earned at JSU:

**AVERAGE OVERALL STUDENT STATISTICS**

ACADEMIC YEARS	FORMER GSCC STUDENTS WITH 16-32 HRS ATTEMPTED AT GSCC			FORMER GSCC STUDENTS WITH 33 & ABOVE HRS ATTEMPTED AT GSCC			JSU NATIVE STUDENTS	
	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	OVERALL GPA
2004-2005	219	2.935	2.38	664	2.97	2.59	1892	2.55
2005-2006	209	2.743	2.30	646	2.54	2.67	2006	2.52

Presented below is a summary of the academic performance of GSCC transfers to Jacksonville State University for students who were enrolled at JSU in Fall Semester 2005-2006 academic year.

**Jacksonville State University  
Currently Enrolled Undergraduates  
From Gadsden State Community College**

**FALL 2006  
Office of Institutional Research-Jennie Dobson  
October 2006**

	16-32 HRS ATTEMPTED AT GSCC			33 & ABOVE HRS ATTEMPTED AT GSCC			JSU NATIVE STUDENTS	
TOTAL HOURS EARNED AT JSU	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	OVERALL GPA
<b>AVERAGE OVERALL STUDENT STATISTICS</b>								
16-31	4	2.10	1.75	1	1.10	3.00	503	2.27
32-63	50	2.81	2.10	78	2.83	2.15	626	2.49
64-95	49	3.00	2.61	177	3.07	2.58	420	2.61
96- →	106	3.06	2.75	390	3.15	2.94	457	2.70
<b>AVERAGE ENGLISH COURSES STATISTICS</b>								
16-31	4	2.71	3.00	1	.66	.00	467	2.29
32-63	48	3.02	1.90	78	2.97	1.96	613	2.57
64-95	47	3.13	2.64	177	3.11	2.50	420	2.64
96- →	101	3.12	2.69	390	3.20	2.74	457	2.64
<b>AVERAGE MATH COURSES STATISTICS</b>								
16-31	2	2.50	.00	0	.00	.00	388	1.77
32-63	35	2.75	1.69	63	2.76	1.75	568	2.06
64-95	44	2.91	1.91	160	2.90	1.99	393	2.22
96- →	92	2.83	2.18	374	2.96	2.30	442	2.16
<b>AVERAGE SCIENCE COURSES STATISTICS</b>								
16-31	2	1.50	1.50	1	2.00	.00	293	1.91
32-63	43	2.26	1.84	71	2.66	1.96	477	2.20
64-95	44	2.82	1.95	174	2.89	2.05	362	2.29
96- →	98	3.01	2.44	382	3.08	2.58	420	2.36

Also presented below is a summary of the academic performance of GSCC transfers to Jacksonville State University for students who were enrolled at JSU in Fall Semester 2004-2005 academic year.

**Jacksonville State University  
Currently Enrolled Undergraduates  
From Gadsden State Community College**

**FALL 2005  
Office of Institutional Research - Jennie Dobson  
October 2005**

	16-32 HRS ATTEMPTED AT GSCC			33 & ABOVE HRS ATTEMPTED AT GSCC			JSU NATIVE STUDENTS	
TOTAL HOURS EARNED AT JSU	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	OVERALL GPA
<b>AVERAGE OVERALL STUDENT STATISTICS</b>								
16-31	5	2.75	1.91	0	0	0	453	2.39
32-63	52	2.85	2.16	59	2.76	2.24	580	2.48
64-95	57	2.97	2.61	194	3.06	2.64	422	2.62
96- →	105	3.17	2.84	411	3.10	2.88	437	2.72
<b>AVERAGE ENGLISH COURSES STATISTICS</b>								
16-31	5	3.33	0	0	0	0	409	2.42
32-63	51	3.09	2.28	59	2.88	2.09	571	2.59
64-95	56	3.07	2.45	194	3.12	2.49	422	2.63
96- →	102	3.20	2.82	411	3.13	2.64	437	2.68
<b>AVERAGE MATH COURSES STATISTICS</b>								
16-31	2	2.14	4.00	0	0	0	373	1.98
32-63	43	2.74	1.57	41	2.60	1.82	520	2.14
64-95	50	2.41	2.04	175	2.88	2.01	397	2.15
96- →	87	3.01	2.22	395	2.92	2.09	423	2.25
<b>AVERAGE SCIENCE COURSES STATISTICS</b>								
16-31	3	3.40	0	0	0	0	252	2.07
32-63	42	2.38	1.62	55	2.54	1.78	435	2.21
64-95	51	3.04	2.39	187	3.04	2.31	369	2.37
96- →	98	3.19	2.39	404	3.07	2.30	402	2.38

**Goal #3: To provide technical, vocational and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force development initiatives.**

**Assessment Measures:**

- Number of students of students who complete their programs and are employed in their field of study or related field will increase as compared to data from the previous academic year.
- The percentage of employers who give an overall favorable rating of employee training received at Gadsden State will increase as compared to data from the previous academic year.

As reported in the Placement Summary of the 2005-2006 Graduate Survey, of the 480 total respondents, 198 graduates (41%) were employed in a field related to training, 137 (29%) were employed in a field unrelated to training, 2 (<1%) was in military service, 78 (16%) were unemployed—seeking work, and 65 (14%) were unemployed—not seeking work. Of the unemployed graduates who were seeking work, only 1% could not find a job in the field without relocating and 2% said they were unable to find a job in the field anywhere. Also, only 4% felt their skills were inadequate for entry-level employment in the field, while 15% said there were “other reasons” that they were not working in the field. The 2005-2006 Graduate Survey Placement Summary is attached.

Program completion data for first-time and full-time students majoring in technical, vocational and career education programs are presented below.

<b>PROGRAM COMPLETION DATA FOR STUDENTS ENROLLED IN APPLIED SCIENCE DEGREE AND CERTIFICATE PROGRAMS</b>				
Summer/Fall IPEDS Graduate Rate Survey Cohort of First-time, Full-time Students (Program Completion Data Through Summer 2006)				
<b>Program</b>	<b>Number in 2003 Cohort</b>	<b>Graduates in 2003 Cohort</b>	<b>Completion % for 2003 Cohort</b>	<b>Comparative Completion % for 2002 Cohort</b>
A/C Refrigeration	16	4	25	29
Accounting	6	2	33	11
Auto Body	14	5	36	38
Auto Mechanics	16	8	50	50
Carpentry	4	1	25	33
Child Development	11	1	9	29
Civil Engineering	8	3	38	29
Clinical Lab Tech	2	1	50	29
Clerical Tech	10	9	90	84
Computer Tech	13	1	8	20
Cosmetology	43	13	30	23
Diesel/Hvy Equip	14	9	64	67
Drafting/Design Tec	9	4	44	20
Elec. Eng. Tech	9	4	44	57
Electricity	23	8	35	41

EMS Certificate	1	0	0	33
Emergency Med Serv	16	2	13	38
Esthetics	4	2	50	100
Fish Science	4	1	25	0
Furniture Refinish	8	4	50	70
Human Services	13	1	8	9
Industrial Electr	1	0	0	50
Industrial Maint.	7	3	43	50
JC A/C Ref.	8	7	88	23
JC Computer	3	1	33	67
JC Carpentry	5	5	100	55
JC Masonry	4	0	0	0
JC Nurs Asst	12	11	92	67
Machine Shop	19	9	47	37
Marketing	11	5	45	60
Masonry	9	4	44	56
Mech Design Tech	5	0	0	38
Medical Sec	5	0	0	25
Medical Trans	3	0	0	25
Nursing-RN	12	5	42	38
Office Admin	15	7	47	37
P-E Commer	2	0	0	0
Paralegal	9	3	33	29
Practical Nursing	24	9	38	49
Radio-TV	2	0	0	0
Radiologic Tech	6	4	67	40
Realtime Reporting	3	1	33	20
Sec Sci Tech	2	0	0	0
Sur Op Tech	4	1	25	0
Surgicalop	9	1	11	17
Telecommunications	3	0	0	0
Therapeutic	9	4	44	27
Welding	28	13	46	53
Welding SC	9	5	56	17
<b>Totals</b>	<b>473</b>	<b>181</b>	<b>33%</b>	<b>34%</b>
Note: Time frame for reporting is 2 years. Under IPEDS guidelines, 150% of time required for graduation is basis of analysis.				

For purposes of comparisons, presented below are the IPEDS Graduation Rate Survey completer percentages for all students in the Summer/Fall Cohorts of 1999 through 2002.

<b>IPEDS Graduation Rate Survey Report</b>					
<b>Four-Year Average Completer and Transfer Rates</b>					
Reported below are the program completion and transfer out rates for the Summer/Fall Cohorts of full-time, first-time freshmen who are degree or certificate-seeking students. Students completing their programs within 150% of the normal completion time are counted as completers. Students who transfer to other colleges within 150% of the completion time but do not graduate from Gadsden State are counted as transfers.					
	1999	2000	2001	2002	4-Year Totals
Total in Cohort	798	873	1229	1153	3879
Total Completors	142	166	299	255	818

Total Transfers	241	202	187	205	841
Annual Completion Percentage	17.8	19.0	24.3	22.1	--
Annual Transfer Percentage	30.2	23.1	15.2	17.8	--
4-Year Average Completion Rate					21%
4-Year Average Transfer Rate					22%

Although not identified as a performance measure for Institutional Goal #3, another valuable assessment measurement regarding institutional effectiveness is the performance of graduates in health sciences on licensure/certification exams. Outlined below are the certification exam test scores for 2002-2003, 2003-2004, 2004-2005, and 2005-2006.

PROGRAM	YEAR	PASS RATE
Registered Nursing	2002-2003	96%
	2003-2004	98%
	2004-2005	98%
	2005-2006	91%
Emergency Medical Service-Paramedic	2002-2003	59%
	2003-2004	65%
	2004-2005	84%
	2005-2006	66%
Practical Nursing LPN Valley Street Campus LPN Ayers Campus LPN Valley Street Campus LPN Ayers Campus LPN Valley Street Campus LPN Ayers Campus	2002-2003(combined)	96%
	2003-2004	90%
	2003-2004	75%
	2004-2005	90%
	2004-2005	75%
	2005-2006	98%
	2005-2006	100%
Radiologic Technology	2002-2003	96%
	2003-2004	100%
	2004-2005	100%
	2005-2006	96.55
Clinical Laboratory Science	2002-2003	100%
	2003-2004	76%
	2004-2005	76%
	2005-2006	100%

A total of 129 employers responded to the 2004-2005 Graduates' Employer Survey. The results of the Employer Survey are attached. The results clearly indicate a favorable evaluation of training provided to graduates. Item #4 of the survey addresses the performance measure for Institutional Goal #3.

Fifty-one or 40% of employers gave an "excellent" overall rating to training provided at GSCC. Fifty-two employers or 33% assigned a "good" rating to employee training provided by the College. Only 7% assigned "fair" or "poor" ratings. Twenty-one percent of respondents omitted this item.

**Gadsden State Community College**  
**Office of Institutional Research**  
**2004-05 Graduates' Employer Survey**

129 Respondents  
 May, 2006

**1. Please indicate the job status of the person identified on the label above.**

Choice		Percent
1	He/she is a current employee.	57%
2	He/she is a former employee.	33%
3	He/she has never been employed by this company	3%
	Omits	8%
	Multi-Marked	0%

**2. The job assignment of this employee is**

Choice		Percent
1	in his/her field of study (as shown above)	50%
2	not in his/her field of study but is closely related	12%
3	in an unrelated field	12%
	Omits	26%
	Multi-Marked	0%

**3. As indicated by his/her job performance rate the training that this employee received for each of the work qualities below:**

**A. Written communication skills**

Choice		Percent
1	Excellent	40%
2	Good	37%
3	Fair	2%
4	Poor	2%
5	No Opinion	8%
	Omits	12%
	Multi-Marked	0%

**B. Oral communication skills**

Choice		Percent
1	Excellent	40%
2	Good	40%
3	Fair	5%
4	Poor	2%
5	No Opinion	2%
	Omits	11%
	Multi-Marked	1%

**C. Math Skills**

Choice		Percent
1	Excellent	32%
2	Good	34%
3	Fair	4%
4	Poor	0%
5	No Opinion	18%
	Omits	12%
	Multi-Marked	0%

**D. Computer Skills**

Choice		Percent
1	Excellent	33%
2	Good	30%
3	Fair	6%
4	Poor	0%
5	No Opinion	17%
	Omits	12%
	Multi-Marked	1%

**Gadsden State Community College**  
**Office of Institutional Research**  
**2004-05 Graduates' Employer Survey**

129 Respondents  
 May, 2006

**E. Technical Knowledge**

Choice		Percent
1	Excellent	34%
2	Good	36%
3	Fair	5%
4	Poor	2%
5	No Opinion	10%
	Omits	13%
	Multi-Marked	0%

**F. Expertise in equipment operations**

Choice		Percent
1	Excellent	33%
2	Good	36%
3	Fair	9%
4	Poor	0%
5	No Opinion	10%
	Omits	12%
	Multi-Marked	0%

**G. Problem solving skills**

Choice		Percent
1	Excellent	36%
2	Good	38%
3	Fair	12%
4	Poor	0%
5	No Opinion	3%
	Omits	11%
	Multi-Marked	0%

**H. Human relation skills**

Choice		Percent
1	Excellent	37%
2	Good	39%
3	Fair	7%
4	Poor	4%
5	No Opinion	2%
	Omits	12%
	Multi-Marked	0%

**I. Ability to follow directions**

Choice		Percent
1	Excellent	53%
2	Good	26%
3	Fair	6%
4	Poor	2%
5	No Opinion	2%
	Omits	12%
	Multi-Marked	0%

**J. Work Quality**

Choice		Percent
1	Excellent	50%
2	Good	27%
3	Fair	5%
4	Poor	2%
5	No Opinion	2%
	Omits	13%
	Multi-Marked	0%

**K. Quantity of work**

Choice		Percent
1	Excellent	47%
2	Good	26%
3	Fair	12%
4	Poor	2%
5	No Opinion	2%
	Omits	12%
	Multi-Marked	0%

**L. Work attitude**

Choice		Percent
1	Excellent	53%
2	Good	26%
3	Fair	5%
4	Poor	5%
5	No Opinion	2%
	Omits	11%
	Multi-Marked	0%

**Gadsden State Community College**  
**Office of Institutional Research**  
**2004-05 Graduates' Employer Survey**

129 Respondents  
 May, 2006

**4. As a result of observing the work behavior of this employee, what is your overall rating of the training provided in his/her field of study at Gadsden State Community College?**

Choice		Percent
1	Excellent	40%
2	Good	33%
3	Fair	5%
4	Poor	2%
	Omits	21%
	Multi-Marked	0%

**5. In your opinion what is the job outlook for employment in this field in Northeast Alabama in the next three to five years?**

Choice		Percent
1	Excellent	36%
2	Good	36%
3	Fair	9%
4	Poor	1%
	Omits	19%
	Multi-Marked	0%

**6. In your judgment is the number of students being trained in this field adequate to meet labor markets needs of area employers?**

Choice		Percent
1	Yes	41%
2	No	19%
3	No basis for opinion	23%
	Omits	17%
	Multi-Marked	0%

**7. How would you evaluate the preparation for employment given this employee at Gadsden State with training other employees received elsewhere?**

Choice		Percent
1	The Gadsden State graduate is better prepared	40%
2	Employees trained elsewhere are better prepared	2%
3	There is no significant difference in preparation	15%
4	No basis for comparison	27%
	Omits	16%
	Multi-marked	0%

**8. What salary range can community college graduates expect to earn for entry-level jobs in this field?**

Choice		Percent
1	Under \$10,000	4%
2	\$10,000-15,000	11%
3	\$15,000-20,000	13%
4	Over \$20,000	52%
	Omits	20%

**9. As vacancies occur in the future, would you be willing to employ applicants who complete training in this field of study at Gadsden State Community College?**

Choice		Percent
1	Yes	75%
2	No	1%
3	No basis for opinion	12%
	Omits	12%
	Multi-Marked	0%

**Goal #4: To encourage and support the use of current technology to improve the delivery of programs to the citizens in the institution's service area.**

**Assessment Measures:**

- Increase the number of students who enroll in courses which utilize internet and other state-of-the-art instructional delivery technologies as compared to data from the previous academic area.
- Increase the number of new courses offered which utilize state-of-the-art Instructional delivery technologies as compared to data from the previous academic year.

The college has continued to place emphasis on courses which utilize internet and other state-of-the-art instructional delivery technologies. Comparison for the past three years indicates an extremely positive trend in not only student enrollment but also course development. From the Fall of 2005 until the Fall of 2006, there was actually a decrease of students of 9% who utilizes these courses. In looking at the trend from the Fall of 2004 to the Fall of 2006, there was actually a 230% increase in student usage. The actual student usage was from 523 students in the Fall of 2004 to 1205 students in the Fall of 2006.

From the Fall of 2005 until the Fall of 2006, there was an increase of actual courses taught of 138 courses. With these additional courses added, the total of number of courses offered which utilize state-of-the-art Instructional delivery technologies were 222 courses. This substantial increase validates the continued impact that state-of-the-art instructional delivery technologies have on the College. It is important to note that from the Fall of 2004 until the Fall of 2006, there was 888% increase in the amount of courses being taught.

The below table shows the number of online, hybrid, and/or web enhanced courses offered at the institution during the 2004, 2005, and 2006 Fall Terms.

	<b>Fall 2004</b>	<b>Fall 2005</b>		<b>Fall 2006</b>	
Number of Students	523	1308	250% Increase	1205	9% Decrease
Number of Courses	25	84	336% Increase	222	264% Increase

As additional documentation that validates that Distance Learning is an effective part of the College, the below chart records student responses. The Student Evaluation Distance Learning Courses conducted during the Fall 2006 term indicates 87% of students responding agree that even though the courses were presented in a non-traditional format, adequate information was available to be successful in the courses.

**Gadsden State Community College**  
Office of Institutional Research

**Distance Learning Evaluations**  
**Fall 2006**

**Total Responses: 160**

Evaluation Statement	Strongly Agree 4		Agree 3		No Opinion	Disagree 2		Strongly Disagree 1		Responses
	Total	%	Total	%	Total	Total	%	Total	%	Total
1. A course syllabus was made available.	103	64%	46	29%	0	9	6%	2	1%	160
2. The course objectives as explained by the syllabus or the instructor were clear and understandable.	101	64%	45	29%	3	9	6%	2	1%	157
3. The course was well organized.	103	66%	49	31%	3	4	3%	1	1%	157
4. Exams and assignments were graded fairly.	95	61%	51	33%	4	8	5%	2	1%	156
5. Examinations reflected materials covered in the course.	91	57%	49	31%	1	11	7%	8	5%	159
6. The instructor informed students of their progress throughout the semester.	86	55%	59	38%	4	9	6%	2	1%	156
7. The instructor was accessible to students to answer questions about the course materials.	93	60%	46	30%	5	13	8%	3	2%	155
8. Even though this course was presented in a nontraditional format, I feel I have adequately learned the required information to complete this course.	53	52%	36	35%	58	6	6%	7	7%	102
9. The nontraditional format did not keep me from being successful in this class.	88	58%	49	32%	9	10	7%	4	3%	151
10. Additional instruction on this nontraditional format would have helped me be more successful.	84	56%	44	29%	9	13	9%	10	7%	151
11. The video tapes, textbook, and material provided were adequate.	98	63%	43	28%	5	8	5%	6	4%	155
12. The material in the textbook, video tapes, and exams were coordinated and were interrelated to each other.	107	70%	42	27%	7	2	1%	2	1%	153
13. The video tapes were interesting and kept my attention.	69	63%	36	33%	50	3	3%	2	2%	110
14. The internet presentations, textbook and materials provided were adequate.	93	62%	43	29%	11	6	4%	7	5%	149
15. The material in the internet presentations, textbook, and exams were coordinated and were interrelated to each other.	98	64%	34	22%	7	14	9%	7	5%	153
16. The internet presentations were interesting and encouraged participation.	101	66%	40	26%	6	6	4%	7	5%	154

**Goal #5: To provide continuing education and personal enrichment opportunities that support life-long learning and the civic, social, and cultural quality of life.**

**Assessment Measures:**

- The number of continuing education and personal enrichment opportunities that support life-long learning and the civic, social, and cultural quality of life will increase as compared to data from the previous academic year.

The 2005 – 2006 Continuing Education records reflect that 2,556 adults were served through 193 continuing education/community service classes. These totals include classes held at Cherokee County, McClellan, and Ayers campuses. These totals do not include students enrolled in non-credit courses in Adult Education, Skills Training, and Training for Business and Industry. Comparing the two academic years of 2004-2005 against that of 2005-2006, there was a 3% percent increase of the continuing education opportunities presented by the College. This gave the College a total of 193 of continuing education and personal enrichment opportunities that support life-long learning and the civic, social, and cultural quality of life in this community. These opportunities provided the training and education of 2,556 individuals. This number indicated an 8.4% increase in the total number of individuals that received this training.

The following chart indicates the comparison for Academic year 2004-2005 against academic year 2005-2006.

	<b>2004 -2005 Academic Year</b>	<b>2005 – 2006 Academic Year</b>	
Continuing Education Opportunities	189	193	3% Increase
Number of Students Participating	2,451	2,556	8.4% Increase

Also, there were 454 students served through 43 continuing education workshops during the 2005 – 2006 year.

The 2005 – 2006 Spring Break Kids College had 9 classes serving 122 students, the Summer Kids College included 4 two-week sessions and 1 one-week session; a total of 940 children participated in the 31 total classes offered through the Ayers Campus, Gadsden Campus, and Youth College.

**Goal #6: To provide business and industry training that meets employer needs.**

**Assessment Measures:**

- The number of employers served, courses provided, and students attending training programs will increase as compared to data from the previous academic year.

- The percentage of overall favorable ratings of the provided training programs, as revealed on the employer response forms will increase as compared to data from the previous academic year.

The number of employers served, courses provided, and students attending training programs continue to be a major focus of the College. Comparison indicates a slight decrease in each of these areas. This decrease was anticipated by the large percentage increases in this same area as reported in the 2004-2005 Institutional Effectiveness Report, dated March 2005. Serving the local business and industry and meeting their educational needs, continues to be a major element of the College. This is evidenced by the increase of 37% of the amount of the number of different courses provided. Presented below is a summary of Training for Business and Industry Activity for 2005-2006.

- Number of employers for whom training classes were provided 129
- Number of different courses provided 110
- Number of classes conducted 233
- Number of employees enrolled 3465

Presented below is a comparison of the 2004-2005 Academic Year of the summary of Training for Business and Industry Activity against that of the Academic Year 2005-2006. During the collection of this data, it was determined that during the 2004-2005 Academic Year, the numbers in the chart reported below actually represent four semesters, instead of the standard three semesters for statistic purposes. The statistics for 2006-2007 will better reflect the actual percentages for the College.

	<b>2004 -2005 Academic Year</b>	<b>2005 – 2006 Academic Year</b>	
Employers Served	144	129	10% Decrease
Number of Different Courses Provided	80	110	37% Increase
Number of Classes Conducted	270	233	12% Decrease
Students Attending Training Program	3512	3465	1.5% Decrease

The value of these training programs is evidenced by the percentage of overall favorable ratings of the provided training programs. The most important aspect of the survey indicated that a 100% of the respondents agreed that the colleges training programs were adequate to meet their industry needs. The Training for Business and Industry Survey for 2005-2006 reflected the following:

- 100% of respondents agreed that training programs offered to business and industry were adequate to meet current industry needs.
- 100% of respondents agreed that Gadsden State has demonstrated a commitment to serve the business community.

- 91% of respondents agreed that course content was appropriate to employee needs. (9% had no basis for opinion)

Presented below is a comparison of the 2004-2005 Academic Year of the Training for Business and Industry Survey against that of the Academic Year 2005-2006.

**The Training for Business and Industry Survey**

	<b>2004 -2005 Academic Year</b>	<b>2005 – 2006 Academic Year</b>	
Respondents Agreed Training Was Adequate	93%	100%	7% Increase
GSCC Committed to Serve Community	94%	100%	6% Increase
Course Content Was Appropriate	93%	91%	2% Decrease

**Goal #7: To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals.**

**Assessment Measures:**

- The percentage of students responding to surveys who express satisfaction with instructional and support services received will increase as compared to data from the previous year. Student comments will be collected and considered in the overall evaluation process as a tool of analysis to more accurately assess areas of satisfaction, dissatisfaction, and sufficiency in services.
- The number of students who are served through and participate in all student support service programs will increase as compared to data from the previous academic year.

As indicated in the summary of the 2005-2006 Student Evaluation of Campus and Services Survey that is attached below, favorable student evaluations were given to student support services’ functions. During the 2005-2006 academic year, there were moderate increases in student satisfaction in the areas of Admission and Placement Testing and a 2% decrease in both the On-site Registration and Internet Registration for the college. The important part of this survey indicates that all areas received no less than 92% satisfaction rate. Listed below are student service functions with the percentage of student assessments that students “strongly agree” or “agree” as being satisfactory.

	<u><b>2003-2004 Survey</b></u>	<u><b>2004-2005 Survey</b></u>	<u><b>2005-2006 Survey</b></u>
Admission	89% favorable	92% favorable	95% favorable
Placement Testing	90% favorable	95% favorable	97% favorable
On-site Registration	94% favorable	98% favorable	96% favorable
Internet Registration	98% favorable	98% favorable	96% favorable

Student Services	2005-2006 Strongly Agree	2005-2006 Agree	2005-2006 Favorable (Strongly Agree and Agree Combined)	2004-2005 Favorable (Strongly Agree and Agree Combined)
Student Orientation	47%	45%	92%	92%
Telephone Registration	49%	43%	92%	98%
Financial Aid	47%	41%	88%	89%
Career Planning	43%	39%	82%	85%
Academic Advising	45%	45%	90%	94%
Personal Counseling	45%	47%	92%	94%
Student Activities	45%	45%	90%	90%

<p align="center"><b>GADSDEN STATE COMMUNITY COLLEGE</b>  <b>Combined Campus Report</b></p> <p align="center"><b>Results of On-line Student Evaluation of Campus and Services</b>  <b>Office of Institutional Research</b></p> <p align="center"><b>Spring Semester 2006</b> <span style="float: right;"><b>Total Responses - 464</b></span></p>										
	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
<b>CAMPUS ENVIRONMENT</b>										
1. Overall, I feel safe and secure on campus.	265	58%	178	39%	6	13	3%	2	0%	458
2. Campus buildings are clean.	229	50%	212	46%	4	14	3%	5	1%	460
3. The number of bathrooms is adequate.	190	41%	197	43%	6	55	12%	16	3%	458
4. The condition of bathrooms is satisfactory.	179	39%	206	45%	9	54	12%	16	4%	455
5. Overall, I am satisfied with the maintenance at the college.	197	43%	228	50%	11	23	5%	5	1%	453
6. Campus facilities offer an environment conducive to learning.	223	49%	214	47%	12	12	3%	3	1%	452
7. Overall, I am satisfied with the quality of the equipment for learning.	232	50%	202	44%	4	20	4%	6	1%	460
8. Campus parking for students is adequate.	116	25%	159	35%	7	82	18%	100	22%	457
9. Campus Security is visible.	172	38%	193	43%	10	73	16%	16	4%	454
10. The lighting outside of the buildings is adequate.	167	41%	198	49%	56	35	9%	8	2%	408
11. The lighting in the parking lots is adequate.	161	40%	189	47%	60	42	10%	12	3%	404
12. Overall, I am satisfied with the appearance of the college.	191	42%	241	53%	7	19	4%	6	1%	457
13. College personnel adequately supervise the activities in the Student Center.	172	49%	163	47%	116	9	3%	4	1%	348
14. The cafeteria food is of good quality.	68	38%	70	39%	284	23	13%	19	11%	180

15. The cafeteria food prices are reasonable.	67	36%	81	43%	276	20	11%	20	11%	188
16. The cafeteria service staff is accommodating.	81	43%	82	43%	274	13	7%	14	7%	190
17. Vending machines offer adequate selections.	122	29%	226	55%	50	46	11%	20	5%	414
18. Vending machines are conveniently located.	142	34%	232	56%	48	30	7%	12	3%	416
19. The College provides reasonable accommodations for students with disabilities.	145	47%	150	49%	157	6	2%	6	2%	307
20. Recreational facilities are adequate.	119	40%	138	47%	170	25	9%	12	4%	294
<b>FINANCIAL SERVICES</b>										
21. The services provided by the Financial Aid Office are satisfactory.	168	47%	148	41%	106	32	9%	10	3%	358
22. Business Office staff are sensitive to student needs.	168	42%	191	48%	63	32	8%	10	2%	401
23. Bookstore staff are sensitive to student needs.	160	38%	208	50%	45	34	8%	17	4%	419
24. Books needed are available from the College bookstore.	170	39%	214	50%	32	35	8%	13	3%	432
25. Overall, I am satisfied with the bookstore.	167	39%	212	49%	33	33	8%	19	4%	431
26. The procedures for payment and fees are easy to follow.	181	42%	220	51%	34	23	5%	6	1%	430
27. The services and information provided by the Business Office are satisfactory.	173	42%	212	52%	56	20	5%	3	1%	408
28. Student refund services provided by the Business Office are satisfactory.	146	45%	154	48%	140	16	5%	8	2%	324
<b>PUBLICATIONS/WEBSITE</b>										
29. The College Catalog is user friendly.	200	47%	211	50%	40	12	3%	1	0%	424
30. The instructional program brochures are informative.	177	46%	197	51%	79	10	3%	1	0%	385
31. The published schedule of classes is user friendly.	210	48%	210	48%	31	11	3%	2	0%	433
32. The College website is user friendly.	220	50%	205	47%	24	13	3%	2	0%	440
33. The College website provides adequate information.	212	49%	208	48%	27	12	3%	5	1%	437
<b>STUDENT SERVICES</b>										
34. Student Services personnel are sensitive to student needs.	173	49%	164	47%	112	12	3%	3	1%	352
35. Students receive adequate information during the admissions process.	163	41%	207	52%	65	22	6%	7	2%	399
36. Overall, I am satisfied with the admissions process.	180	44%	209	51%	54	15	4%	6	1%	410

37. Students are familiar with services offered through the Counseling and Testing Office.	140	39%	162	46%	109	33	9%	20	6%	355
38. Students receive effective program advisement.	158	42%	167	45%	92	30	8%	17	5%	372
39. Overall, I am satisfied with the advising process.	151	40%	186	49%	82	30	8%	15	4%	382
40. Students receive effective career counseling.	149	43%	134	39%	119	44	13%	18	5%	345
41. Placement testing is readily accessible.	183	47%	186	48%	76	14	4%	5	1%	388
42. The placement testing environment is satisfactory.	175	47%	186	50%	92	8	2%	3	1%	372
43. I am aware of how to make a request for special accommodations due to a disability.	135	47%	116	40%	175	20	7%	18	6%	289
44. Student orientation was helpful to me.	129	45%	132	46%	178	20	7%	5	2%	286
45. Overall, the orientation was a valuable experience for me.	132	47%	126	45%	181	22	8%	3	1%	283
46. The on-site registration procedure is easy to follow.	173	49%	165	47%	113	11	3%	2	1%	351
47. The telephone registration procedure is easy to follow.	135	49%	119	43%	190	14	5%	6	2%	274
48. The internet registration procedure is easy to follow.	229	56%	164	40%	56	13	3%	2	0%	408
49. Overall, I am satisfied with the registration process.	212	50%	199	47%	40	9	2%	4	1%	424
50. Academic advising services on campus are satisfactory.	162	45%	162	45%	104	22	6%	14	4%	360
51. Personal counseling services on campus are satisfactory.	147	45%	153	47%	137	17	5%	10	3%	327
52. Tutors are available for a variety of courses.	143	45%	159	50%	146	11	3%	5	2%	318
53. College-sponsored social activities are satisfactory.	133	45%	144	48%	166	12	4%	9	3%	298
54. Opportunities for cultural growth sponsored by the College are adequate.	135	46%	135	46%	172	12	4%	10	3%	292
55. Overall, I am satisfied with the out-of-class campus activities.	131	45%	130	45%	176	14	5%	13	5%	288
56. Intercollegiate athletics provided appropriate opportunities for student activities.	The results for these statements are not available due to a computer glitch.									
<b>TRIO PROGRAMS</b>										
57. I am aware of the services provided by the federal TRIO Student Support Service										

The second Assessment Measure was not completed. There was not a complete system that would account for all students who were served through or participate in all student support service programs. This Assessment Measure will be reevaluated and changed for the 2007-2008 Academic Year. On the Combined Campus Report, it indicated that 464 students responded to the survey.

**Goal #8: To recognize excellence in student performance, scholarship, and personal achievement**

**Assessment Measures:**

- The number of outstanding student awards presented at honors programs will increase as compared to data from the previous academic year.
- The number of news articles published that feature student achievement will increase as compared to data from the previous academic year.

During 2005-2006 there were 80 outstanding student awards presented at the Honors Programs. This was a decrease of 256%.

Also during the 2005-2006 academic year, there were 56 news articles published in local media featuring student achievement at GSCC.

Note: During the 2005-2006 academic year, the decrease in the amount of student awards and news articles were directly influenced by the types of awards that were reported in previous academic years. The standards set for the 2005-2006 academic year is a more accurate assessment and realistic measurement of our actual awards and news articles.

The following chart indicates the percentage decrease in each area:

	<b>2004-2005</b>	<b>2005-2006</b>	<b>% Increase</b>
Student Awards Presented	205	80	- 256%
News Article for Student Achievement	150	56	- 267 %

**Goal #9: To establish and maintain partnerships to respond to the needs of special populations within the community and to use outreach initiatives to seek and encourage those who otherwise might not give serious consideration to postsecondary education.**

**Assessment Measures:**

- The number of partnerships with community entities that are designed to deliver educational options and supportive services will increase as compared to data from the previous academic year.
- Number of agencies who give favorable survey responses to college efforts in providing educational support services will increase as compared to data from the previous academic year.

The total number of partnership affiliations for 2005-2006 was 56. This was an approximately 20% increase over the previous period. The College partnerships with community entities that were created or maintained in 2005-2006 continued to grow. These partnerships allow the college to provide educational options and supportive services to their agency and create an effective partnership with the college.

	<b>2004-2005</b>	<b>2005-2006</b>	<b>% Increase</b>
Number of Partnerships	56	67	20 %

During the 2005-2006 academic years, there was not a survey conducted with the actual college partnerships. Previous Institutional Reports did not require for the college to conduct a survey with the College's partnerships.

# **Part II: Organizational Unit Evaluations of Strategic Plan**

## **Educational Programs**

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Instructional Services

Person Responsible: Jim Jolly

Date Submitted: 4 December 2006

Approved by Cabinet Member 

## Part I

### **Statement of Standing Goal #1:**

To provide instructional services for all students

### **Evaluation Method for Goal #1:**

Examination of class schedules

Examination of personnel files to ascertain qualified faculty

### **Evaluation Findings for Goal #1:**

A complement of classes was made available to students at all campuses based on students' demand and requests. These classes were taught by qualified personnel.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Not all requested classes could be offered due to limited numbers of students in certain sections. Plans are being made to provide low subscribed sections available through Internet, Tegrity, and/or interactive TV.

### **Statement of Standing Goal #2:**

To confer with division heads and directors about preparing standing goals that specify educational results.

### **Evaluation Method for Goal #2:**

Examination of program outcomes

### **Evaluation Findings for Goal #2:**

Academic Departments are in the process of completing program outcomes.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Outcomes for all courses are not complete. I will work with the department chairs to complete these immediately.

**Statement of Standing Goal #3:**

To provide a schedule of classes and a College Catalog Handbook in a timely manner.

**Evaluation Method for Goal #3:**

Dates of publication of schedules and Handbook

**Evaluation Findings for Goal #3:**

Hardcopies of the schedule were published and distributed the week before registration began. Online schedules were available six weeks before registration. The Handbook was updated and published by the beginning of Summer Term.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The publication of the hard copy of the schedule is now a function of the Public Relations office.

**Statement of Standing Goal #4:**

To ensure flexibility of scheduling to meet the needs of a diverse student population.

**Evaluation Method for Goal #4:**

No evaluation was done.

**Evaluation Findings for Goal #4:**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

**Statement of Standing Goal #5**

To have the facilities and technology necessary for an effective instructional program.

**Evaluation Method for Goal #5:**

Examination of the availability of classroom space and technology needs.

**Evaluation Findings for Goal #5:**

Lecture classroom space was available except for the 9:30 time period on the Ayers Campus. Additional labs are needed on the Wallace Drive Campus. Many departments need additional technology.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Classes will be scheduled on the Ayers campus to utilize the available classroom space. I will direct the chair of the Science Division to do so.

I will petition for additional funds for the needed technology so that labs can be upgraded and instructors who want to can use the Tegrity software to its potential.

**Statement of Standing Goal #6:**

To increase the number of minority employees at the instructional and support levels who report to the Dean of Instructional Services

**Evaluation Method for Goal #6:**

Compare number of minority employees in the Instructional Services area this year vs. last year.

**Evaluation Findings for Goal #6:**

None were employed this year although one employee received an upgrade (Marilyn Collins).

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

A diversity office has been employed by the college to assist with this situation.

## 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Admissions & Records Office

Person Responsible: Teresa Rhea

Date Submitted: October 4, 2006

Approved by Cabinet Member 

### Part I

#### Statement of Standing Goal #1:

To provide services to assist students in meeting career and educational goals.

#### Evaluation Method for Goal #1:

Evaluate student satisfaction with Admissions and Records Office functions by means of a student satisfaction survey at the end of each registration period  
Quality of admissions services will be assessed at an 80% satisfaction rate on the Admissions Office Student Services Response Survey.

#### Evaluation Findings for Goal #1:

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
34. Student Services personnel are sensitive to student needs.	173	49%	164	47%	112	12	3%	3	1%	352
35. Students receive adequate information during the admissions process.	163	41%	207	52%	65	22	6%	7	2%	399
36. Overall, I am satisfied with the admissions process.	180	44%	209	51%	54	15	4%	6	1%	410
47. The telephone	135	49%	119	43%	190	14	5%	6	2%	274

registration procedure is easy to follow.										
48. The internet registration procedure is easy to follow.	229	56%	164	40%	56	13	3%	2	0%	408
49. Overall, I am satisfied with the registration process.	212	50%	199	47%	40	9	2%	4	1%	424

A survey conducted by the Office of Institutional Research revealed students were satisfied with admissions and registration services at a rate greater than 90%.

Count

		It was easy to register for classes.			Total
		Agree	Disagree	Cannot Evaluate	
EDOBJ	Associate Degree	136	14	6	156
	Certificate	37	8	1	46
	Personal enrichment	3	1	0	4
	Transfer	115	18	1	134
Total		291	41	8	340

Count

		It was easy to register for classes			Total
		Agree	Disagree	Cannot Evaluate	
AGE	18-22	197	29	6	232
	23-30	48	8	1	57
	31-60	44	5	1	50
Total		289	42	8	339

A separate survey conducted after Registration for the Fall 2005 term by the Admissions and Records Office revealed that among degree seeking students, 87% responded that it was easy to register for classes. Eighty-five percent of students aged 18-22 agreed that it was easy to register, 84% of students aged 23-30 agreed that it was easy to register, and of those students aged 31-60, 88% thought it was easy to

register for classes. The complete surveys and analyses are available for review in the Records Office.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Advising Center was established to address the deficiencies perceived by students in obtaining information regarding admissions, the admissions process, telephone and internet registration, and satisfaction with overall admissions and registration process.

**Statement of Standing Goal #2:**

To facilitate and expedite student enrollment by processing applications daily.

**Evaluation Method for Goal #2:**

Admissions applications will be processed within 24 hours of receipt, excluding peak application periods.

**Evaluation Findings for Goal #2:**

Review of Admissions documents received indicate that the great majority of applications are completed within 24 hours of receipt except during the peak periods of registration, drop/add, and grade collection. The increasing number of students using the Online Application system has significantly impacted the number of applications to be processed manually.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses were determined, and no remedial action was taken.

**Statement of Standing Goal #3:**

To ensure that the [Admissions] policies enacted by the State of Alabama Board of Education are followed.

**Evaluation Method for Goal #3:**

State auditors will find no incidents of non-compliance with State Board policies in the annual review of admissions records.  
Registrar will review for accuracy a random sample of at least 20 student admissions files per term.

**Evaluation Findings for Goal #3:**

No incidents of non-compliance with State Board policies were found by the Examiners of Public Accounts for the academic year 2005-2006. Records reviewed were determined to be accurate and complete. List of files reviewed is available in the Records Office.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses were determined, and no remedial action was taken.

**Statement of Standing Goal #4:**

To ensure compliance with state and federal laws, regulations, and policies enacted by the State Board of Education.

**Evaluation Method for Goal #4:**

State auditors will find no incidents of non-compliance with State Board policies concerning Admissions and Records in the annual review of admissions records. Registrar will review for accuracy a random sample of at least 20 student admissions files per term.

**Evaluation Findings for Goal #4:**

No incidents of non-compliance with State Board policies concerning Admissions and Records were found by the Examiners of Public Accounts for the academic year 2005-2006. Records reviewed were determined to be accurate and complete. List of files reviewed is available in the Records Office.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses were determined, and no remedial action was taken.

## PART II

For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

### Statement of 2005-2006 Strategic Initiative #1:

To develop a "virtual Information station" designed to provide students with online assistance and information in real time.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1</b>		
1.1 Purchase Software license for commercially available online assistance.	<u>9/2005</u>	<u>9/2005</u>
1.2 Develop procedures manual to serve as a reference tool for staff responsible for online, real time assistance.	<u>9/2005</u>	<u>Incomplete</u>
1.3 Publish and promote VIS through printed materials and other advertising in conjunction with College Public Relations Office.	<u>9/2005</u>	<u>Ongoing</u>
1.4 Develop Admissions & Records webpage and include the following: personnel pictures, phone numbers, email addresses, and office number/location.	<u>12/2005</u>	<u>Ongoing</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Procedures manual initiative was dropped when this project was implemented due to fact that use of the catalog combined with the experienced staff member's personal expertise proved such a manual to be redundant at this time.

### Statement of 2005-2006 Strategic Initiative #2:

Develop a "24 – hour" goal for responding to request for information from prospective and currently enrolled students.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
--	---------------------------------------

## Strategic Activities for Initiative #2

1.1 Construct a "Records Office Information" Link on the GSCC Website.	<u>12/2005</u>	<u>Ongoing</u>
1.2 Work with technicians from the Computer Center to construct the most Presentation of the Information Link.	12/2005	<u>Ongoing</u>
1.3 Develop method to publicize Information Link through various media	<u>12/2005</u>	<u>Ongoing</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The entire Website has been under review and this particular initiative has only been partially implemented. The "Admission Status" component of the Information Link is expected to become available before the end of this academic year.

## Statement of 2005-2006 Strategic Initiative #3:

To promote student perception of Admissions and Records Office as "student friendly"..

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
1.1 Construct staff development activities to promote helpful, accessible environment for students	<u>5/2006</u>	<u>10/2005</u>
1.2 Provide resources for Admissions and Records staff on conflict resolution skills.	<u>5/2006</u>	<u>10/2005</u>
1.3 Expand computer accessibility and resources.	<u>5/2006</u>	<u>2/2006<sup>1</sup></u>
1.4 Develop plan so that each staff member has a designated block of time when he/she is relieved of duty to work the counter and to concentrate on other assigned responsibilities.	<u>5/2006</u>	<u>Under Development</u>
1.5 Develop and conduct Quality Service professional development program.	<u>5/2006</u>	<u>10/2005</u>

<sup>1</sup> These computers became part of the Advising Center.

**Statement of 2005-2006 Strategic Initiative #4:**

Develop and implementation plan to extend the Document Imaging Software to instructional departments for use in clearing students for pre-requisite courses or advisement.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4</b>		
1.1 Expand Webxtender to departments to provide authorized access to electronically imaged files for instructional department faculty and staff.	<u>5/2006</u>	<u>4/2006</u>
1.2 Develop training material and programs for use in staff development with respect to document imaging.	<u>5/2006</u>	<u>Determined to be unnecessary</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Individual training sessions were determined to be the best practice due to the ease of use of software selected.

### Unit Strategic Plan for 2005-2006

This indicates that staff members of Admissions and Records had the opportunity to read and comment on Unit Strategic Plans for 2005-2006.

Name	Signature	Date
1. William Burnett	<i>William Burnett</i>	
2. John Eads	<i>John Eads</i>	
3. Genevieve Junior	<i>Genevieve R. Junior</i>	
4. Donna McCartney	<i>Donna McCartney</i>	<i>October 2006</i>
5. Jan Patterson	<i>Jan Patterson</i>	
6. Mary Pruitt	<i>Mary Pruitt</i>	
7. Terri Riddle		
8. Brenda Scott	<i>Brenda Scott</i>	
9. Sherry Simmons	<i>Sherry Simmons</i>	
10. Tamika Williams		

*Jeresa Rhea*

Jeresa Rhea, Ed.D.

Registrar & Associate Dean

Date

*10/14/06*

## Unit Strategic Plan for 2005-2006

*Signature indicates that staff members of Admissions and Records had the opportunity to read and comment on Unit Strategic Plans for 2005-2006.*

Staff Member	Signature	Date
1. Vivian Burnett	<i>Vivian Burnett</i>	
2. Joan Eads	<i>Joan Eads</i>	
3. Annette Junior		
4. Donna McCartney	<i>Donna McCartney</i>	<i>October 4, 2006</i>
5. Jan Patterson	<i>Jan Patterson</i>	
6. Mary Pruitt	<i>Mary Pruitt</i>	
7. Terri Riddle		
8. Brenda Scott	<i>Brenda Scott</i>	
9. Sherry Simmons	<i>Sherry Simmons</i>	
10. Tamika Williams		

*Teresa Rhea*

Teresa Rhea, Ed.D.

Registrar & Associate Dean

*10/4/06*  
Date

## 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Adult Education Services

Person Responsible: Joe Cavender

Date Submitted: 11/13/06

Approved by Cabinet Member 

### Part I

**Statement of Standing Goal #1:** Adult education services will exceed all expected Alabama Adult Education State Performance Measures as stated in the Alabama State Plan for Adult Education.

**Evaluation Method for Goal #1:** The goal for all three core indicators will be measured and reported through the Alabama Adult Education System for Accountability and Performance (AAESAP) as required by the Alabama Department of Postsecondary Education in accordance with the National Reporting System (NRS) for Adult Education.

**Evaluation Findings for Goal #1:** All performance measures were met with the exception of ASE Low. That measure was missed by 5 percentage points, or 7 students not completing that level.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** AAESAP goals will be met by providing additional in-service (professional development) of instructors. They will be given timely information regarding re-testing of students testing alerts provided in the AASAP program and will learn skills for student retention. Some students exit the program before being re-tested.

**Statement of Standing Goal #2:** Adult Education Services will provide workforce education needs to a minimum of four businesses or industries.

**Evaluation Method for Goal #2:** This goal will be measured by substantiated records on file.

**Evaluation Findings for Goal #2:** The following businesses were served: Anniston Housing Authority, Calhoun County Commission (Calhoun County Jail), Etowah County Department of Human Resources, Calhoun-Cleburne County Mental Health Department, and Boozer Laminated Beam.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** N/A

(Evaluation should include elements shown above for all standing goals)

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** To enroll a minimum of 30 Adult Education students in Focused Industry Training

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>6/30/06</b>	<b>6/30/06</b>

**Strategic Activities for Initiative #1:** Recruit FIT students from GED classes

**Statement of 2005-2006 Strategic Initiative #2:** Provide a minimum of 12 hours in-service, or teacher training, per year for all Adult Education Services personnel in addition to two State Conferences.

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>6/30/06</b>	<b>6/30/06</b>

**Strategic Activities for Initiative #2:** Schedule quarterly in-service meetings

**Statement of 2005-2006 Strategic Initiative #3:** Provide the opportunity for all employees to attend the annual Alabama Workforce Development Conference with 100% participation of full-time employees and a minimum of 50% participation of part-time employees.

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>11/05</b>	<b>11/05</b>

**Strategic Activities for Initiative #3:** Budget for and promote attendance at the annual Alabama Workforce Development Conference.

**Statement of 2005-2006 Strategic Initiative #4:** Provide the opportunity for all employees to attend the annual Alabama College Association Conference with 100% participation of full-time employees and a minimum of 30% participation of part-time employees

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>11/05</b>	<b>11/05</b>

**Strategic Activities for Initiative #4:** Budget for and promote attendance at the annual Alabama College Association Conference.

**Statement of 2005-2006 Strategic Initiative #5:** Secure two full-time scholarships for applicants with top GED scores at GED graduation ceremonies.

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>5/06</b>	<b>5/06</b>

**Strategic Activities for Initiative #5:** Seek scholarship monies from GSCC and other sources.

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Gadsden State Community College

ADULT EDUCATION SERVICES

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Jessica Dover  
Signature

11/13/06  
Date

Mary Lee Boyman  
Signature

11/13/06  
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Janet Haynes  
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11/13/06  
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# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Applied Technologies

Person Responsible: Vicki Albright/Melinda White

Date Submitted: November 16, 2006

Approved by Cabinet Member \_\_\_\_\_

## Part I

### **Statement of Standing Goal #1:**

**Goal #1:** Provide quality education and training specific to one's field of study.

### **Evaluation Method for Goal #1:**

#### Expected Educational Outcomes and Assessment Measures:

1. To maintain a 75% good or excellent overall rating of education and training by employers on the Employer Survey.
2. To maintain a 75% good or excellent overall rating on quality of instruction as assessed by graduates in the Graduate Survey.

### **Evaluation Findings for Goal #1:**

1. Of those responding with an opinion, 82% indicated an overall good or excellent rating.
2. Of those responding with an opinion, 98% indicated an overall good or excellent rating.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

### **Statement Standing Goal #2:**

**Goal #2:** Empower and assist students to achieve their stated objectives of attending GSCC.

### **Evaluation Method of Goal #2:**

#### Expected Education Outcomes and Assessment Measures:

1. To maintain a 75% favorable rating on student assessment of goals achievement as assessed in the Graduate Survey.

2. To maintain a passage rate of 80% for graduates who take the State Board Licensing Exam.

**Evaluation Findings for Goal #2:**

1. Of those responding with an opinion, 97% indicated a favorable rating on the graduate survey.
2. Of those taking the State Board Examination, 100% passed.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #3:**

**Goal #3:** Establish partnerships and articulation agreements with all secondary career/technical programs in GSCC's service area.

**Evaluation Method for Goal #3:**

Expected Education Outcomes and Assessment Measures:

1. Confirm existing articulation agreements annually.
2. Revise agreements concurrent with curricula changes.
3. Establish agreements with new secondary career/technical programs as appropriate.

**Evaluation Finding for Goal #3:**

1. There are 15 articulation agreements in place. All have been confirmed.
2. All revisions necessary due to curriculum changes have been made.
3. Of the 15 agreements in place, one is new. It is with Anniston Army Depot Career Academy.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #4:**

**Goal #4:** To assist students in securing employment upon graduation.

**Evaluation Method for Goal #4:**

Expected Education Outcomes and Assessment Measures:

1. To achieve in-field employment rate of 70% for graduates within 6 months of graduation as reported on the Employer Survey.

**Evaluation Findings for Goal #4:**

1. 88% of those seeking employment in the field are employed in the field.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

A. Objective #1: Continue to update the method of instructional delivery in all technical programs.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>	
<b>Strategic Activities for Initiative #1:</b>			
Provide resources, equipment, and training to faculty to establish multimedia classroom and laboratory instruction.			
1.1	Provide computer and video projector, document cameras, screen, and software to deliver presentations.	<u>12/2005</u>	<u>*See note</u>
1.2	Provide instruction and training using appropriate presentation software.	<u>02/2006</u>	<u>                    </u>
1.3	Integrate multimedia presentations into existing course instruction.	<u>05/2006</u>	<u>                    </u>

**\*Note:** Objective #1 Purchases:

1.	2 computers for the Cosmetology classroom at the Ayers Campus	<u>06/2006</u>
2.	Shop key software for the Diesel Mechanics Department at the Ayers Campus	<u>06/2006</u>
3.	Beauty scope for the Esthetics Department at the Ayers Campus	<u>06/2006</u>
4.	Air conditioning recovery/recycle machine for the Automotive Service Technology Department on the Gadsden Campus	<u>06/2006</u>

B. Objective #2: Provides hands-on laboratory settings to improve Instruction in Applied Technology area.

Strategic Initiative #1: Based on availability of funding, update equipment as industry dictates and the Advisory Board recommends.

- |     |   |                |                          |
|-----|---|----------------|--------------------------|
| 1.1 | Enhance training to include instruction on accurately cutting shapes and angles on various shapes of steel and aluminum as required in industry and for inspection purposes.  | <u>08/2006</u> | <u>08/2006 *See note</u> |
| 1.2 | Enhance training in the Diesel Mechanics Program to allow a better, hands-on learning environment in order to train students to be skilled technicians to meet industry demand.                                     | <u>12/2005</u> | <u>06/2006 *See note</u> |
| 1.3 | Enhance training in the Esthetics division of Cosmetology to better provide instruction on cutting-edge technology in the area of photo-facial treatments to better prepare students for a career in this industry. | <u>08/2006</u> | <u>*See note</u>         |

**\*Note:** Objective #2 Purchases:

- |    |   |                |
|----|---|----------------|
| 1. | Purchased Touchmate Plasma Cutter for the Welding Technology Department on the Ayers Campus               | <u>08/2006</u> |
| 2. | Purchased Megalectro Automotive Electric trainers for the Diesel Mechanics Department on the Ayers Campus | <u>06/2006</u> |
| 3. | Due to a lack of available funding, we were not able to purchase the photo/facial machine                 |                |

C. Objective #3: Implement changes and enhancements to facilities and equipment in order to meet the requirements to achieve industry certification in Applied Technology programs where certification has not been attained.

**\*Note:** Objective #3:

- |    |   |                |
|----|---|----------------|
| 1. | Plans are in place to renovate the Welding Technology Building on the Gadsden Campus to provide a secure faculty office, expanded classroom, and handicap accessible restrooms and improve lighting in the lab area. These improvements are needed to meet the requirements for Welding Industry certification. The architect is currently working on this. | <u>Ongoing</u> |
|----|---|----------------|

2. We have acquired the NATEF Guide Toward Certification for Auto Collision Repair. The self study is in progress to determine what must be done to the facility in order to meet NATEF certification requirements. The Auto Collision Repair instructor is now personally NATEF certified in the following 4 areas: 1. Painting and Refinishing 2. Non structural Analysis and Damage Repair, 3. Structural Analysis and Damage Repair, and 4. Damage Analysis and Estimating. The instructor has completed the following 4 classes toward being ICAR certified: 1. Straightening Aluminum, 2. MIG Welding Aluminum, 3. Replacing Exterior Aluminum Panels, and 4. Structural Straightening Aluminum. Ongoing
3. The Automotive Service Technology area is in the process of statewide curriculum changes which will help to meet NATEF requirements. An improved exhaust system will be necessary for the facility to meet certification standards. The Automotive Service Technology department has required the necessary tools and equipment to meet certification requirements. Ongoing
4. The Carpentry Department has begun a self study to determine what adjustments are necessary to meet certification requirements for AGC (Association of General Contractors). Ongoing

D. Objective #4: To develop and implement a plan for the inclusion of Gadsden City School System students in technical programs at the Gadsden campuses of the college.

Strategic Initiative #1: Provide equipment and facilities to faculty and staff to include high school students in technical programs.

- |     |  |                |                          |
|-----|--|----------------|--------------------------|
| 1.1 | Obtain new facilities or reassign existing facilities to provide classroom and lab or shop space for Gadsden City School students. | <u>08/2005</u> | <u>08/2006</u>           |
| 1.2 | Provide office space for faculty and staff transferred from J.K. Weaver Technical Center to the Gadsden campuses.                  | <u>08/2006</u> | <u>07/2006</u>           |
| 1.3 | Integrate Gadsden City High School faculty, staff, and students into programs in the technical division of Gadsden State.          | <u>08/2006</u> | <u>08/2006 *See note</u> |

- \*Note:** Objective #4:
1. Integration of Gadsden City High School programs of Cosmetology, HVAC, and Electricity began August 1, 2006. Work is still being done to determine the best solution for combining Gadsden State and Gadsden City Automotive Service Technology Programs.

08/2006

- E. Objective #5: Identify and correct any potential safety issues in Applied Technology programs.

Strategic Initiative #1: Continually monitor all work areas in Applied Technology programs for safety issues.

- 1.1 Require all instructors to inspect their classrooms, work areas and laboratories once each semester and report the results to the Division Chair.
- 1.2 All safety concerns will be reported immediately to Division Chair and the Maintenance Department.

- \*Note:** Any safety concerns are reported to the Maintenance and/or Safety and Security departments and are resolved in a timely manner. There are no unresolved safety issues at this time.

Gadsden State Community College

Applied Technologies  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Joe Mashburn  
Signature

10-26-06  
Date

Frank Miller  
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10-26-06  
Date

Jim Danner  
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10/26/06  
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Howard L. Woodall  
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**Gadsden State Community College**

Applied Technologies  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

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Gadsden State Community College

Applied Technologies  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Melinda White  
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10-30-06  
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Gary Udels  
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# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Associate Degree Nursing Program

Person Responsible: Brenda Holman/Connie Meloun

Date Submitted: 11/13/06

Approved by Cabinet Member:  \_\_\_\_\_

## Part I

**Statement of Standing Goal #1: Prepare students for licensure and successful practice as registered nurses.**

**Evaluation Method for Goal #1: a. NCLEX –RN Analysis / Results Alabama Board of Nursing b. End of Program Student Satisfaction Survey c. Six-Month Post Graduation Surveys of graduates d. Six-Month Post Graduate and One-Year Employer Surveys of Graduates**

**Evaluation Findings for Goal #1: a. 91% passed NCLEX RN in their first attempt and pass rate was above state and national averages b. 100% of graduates expressed “agree or strongly agree” that they were competent to manage care of patients and practice within the expected parameters of nursing, 98% expressed “agree or strongly agree” of their competence in communication and nursing process, 97% expressed “agree or strongly agree” with their competence in health teaching, 97% expressed “agree or strongly agree” with their competence in fostering the desire for continuing growth, civic awareness, self direction, enhanced development of personal, professional, and civic characteristics and overall effectiveness of the program. 88% expressed an “agree or strongly agree” that the program provided resources ( AV, computers, lab and clinical facilities) that gave them the needed assistance to meet the educational outcomes of the program and provided faculty members that were dedicated to learning and development and that were effective in teaching/learning activities. c. 100% of graduates felt they were “prepared or well prepared” in critical thinking. 90-100% of graduates felt they had been “prepared or well prepared” in communication skills. 100% of graduates believed they were “well prepared” in their therapeutic nursing interventions. d. 90% of employers believed the graduates were “well or very well prepared” in critical thinking, 100% of employers believed the graduates were well or very well prepared in communication skills, 80-100% of employers believed the graduates were “well or very well prepared” in therapeutic nursing interventions**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Increase hours in NUR 204 preceptor course to give students more clinical experience**
- 2. Hire experienced faculty**
- 3. Provide workshops for new faculty that we directed toward teaching techniques, test construction, stress management, and leadership issues**
- 4. Purchase 3 higher tech mannequins that have heart, lung, bowel sounds**
- 5. Purchase additional computers for the computer lab and faculty offices, replacing old outdated equipment**
- 6. Hire a fulltime lab person on each campus site to assist the students and guide them when problems arise**
- 7. Purchase the following supplies in order to provide the instruction the students need: 3 IV Simulators, 4 medication administration carts, 4 IV Administration Pumps, 7 perineum models, 6 chest models, 4 suction machines**
- 8. Purchase the following equipment to support the building under construction in Center, Alabama: 10 beds for the college laboratory, 10 overbed tables, 10 bedside tables, linen for lab, fully-equipped computer lab, and computer technician , 2 Tegrity carts, bedpans, urinals, basins, catheter trays, dressing trays, syringes/medications, pillows, blankets, IV equipment, etc**
- 9. Update/purchase new audiovisuals on outdated topics**
- 10. Purchase NCLEX – RN review DVD's**

**Statement of Standing Goal #2: Maintain Alabama Board of Nursing approval and NLNAC accreditation.**

**Evaluation Method for Goal #2: 80% or higher on NCLEX-RN first time test scores. Meet the standards for continued approval under Chapter 610-X-3 for Nursing Education Programs. NLNAC site visit as scheduled.**

**Evaluation Findings for Goal #2: NCLEX-RN first time test scores for this testing period was 91%. No deficiencies were noted in the annual review of nursing programs. All outcome standards (1-4) were met. NLNAC visited GSCC 10/05 with a final report on March 2006 for continued accreditation and scheduled the next evaluation visit for Fall 2013.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Increase hours in NUR 204 preceptor course to give students more clinical experience and thus increase their time with critical thinking situations that resemble NCLEX test questions**
- 2. Hire experienced faculty with a Master's degree in Nursing**

- 3. Provide workshops (and/or the monies) for new faculty that are directed toward teaching techniques, test construction, stress management, and leadership issues**
- 4. Develop a plan to “groom”/ guide interested RN’s who are seeking advanced degrees to come into nursing education area. This can start by new adjunct faculty working with current faculty who have with expertise in clinical education.**

**Statement of Standing Goal #3: Maintain pass rates on NCLEX-RN at or above the state and national levels**

**Evaluation Method for Goal #3: Pass rate analysis**

**Evaluation Findings for Goal #3: GSCC – 91%, state average – 89.11%, national average – 87.88%**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Increase hours in NUR 204 preceptor course to give students more clinical experience and thus increase their time with critical thinking situations that resemble NCLEX test questions**
- 2. Hire experienced faculty with a master’s degree in nursing**
- 3. Provide workshops (and or the monies) for new faculty that are directed toward teaching techniques, test construction, stress management, and leadership issues**

**Statement of Standing Goal #4: Achieve high job placement rates for students completing the Associate Degree Registered Nursing Program**

**Evaluation Method for Goal #4: Analysis of Six-Month Post – Graduation Survey**

**Evaluation Findings for Goal #4: Results from the survey of those responding were 100% were employed full-time in nursing in their own geographic area within 6 months post-graduation.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None identified**

**Statement of Standing Goal #5: Achieve a high graduation rate for those students completing the Associate Degree Registered Nursing Program**

**Evaluation Method for Goal #5: Analysis of Student Attrition/Graduation data- Alabama College System program outcomes is 75% of students admitted to ADNPs will graduate within 48 months.**

**Evaluation Findings for Goal #5: The GSCC graduation rate was 65.92% in 24 months which was up from last years of 57.5%. All reports Board of Nursing and NLNAC look at 24 months, not 48 months, so the numbers are skewed with this difference.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Hire more faculty to reduce ratio of student to faculty in all areas of nursing education – clinical and lab time**
- 2. Continue to offer the alternate track for some students that are struggling or know up front that they may need this option. Teaching more courses requires more faculty**
- 3. Continue to develop Tegrity lectures that enhance, challenge, and assist the student to learn and be successful**
- 4. Implement the information new faculty acquire after they attend workshops on topics discussed earlier in this document.**

**Statement of Standing Goal #6: Achieve a high passing standard for the exit examination**

**Evaluation Method for Goal #6: Analysis of Exit Examination (currently HESI)**

**Evaluation Findings for Goal #6: Selection of exam is still being discussed, what the standards will be is still unknown (scores). When the exit scores were evaluated, there was an unclear relationship between a student's passing the exam with an exit score (850 for us) and a student's passing or failing on the NCLEX- RN exam.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Continue to meet in Montgomery to discuss this issue**
- 2. Evaluate the current testing system and implement additional testing systems throughout the curriculum to improve the scores on the exit exam**
- 3. Faculty need to attend workshops to improve testing skills, enhance teaching with electric-style lectures that pull the student into the topic being discussed**
- 4. Design more Web-CT class work**

## PART II

### IV. 2005-2006 Objectives, Strategic Initiatives, and Strategic Activities

	Projected Date	Date Completed
A. Objective # 1: Promote critical thinking among nursing students.		
#1 Strategy Initiative: Continue to incorporate MEDS Learning System (MLS) into the nursing curriculum.		
Strategy activities:		
1.1. Provide in-service education for new faculty on MLS	<u>Ongoing</u>	<u>08/05</u>
1.2. Provide beginning students with a "how to" session	<u>Ongoing</u>	<u>08/05</u>
1.3. Require students to use the MLS beginning their first semester and throughout the curriculum	<u>Ongoing</u>	<u>08/05</u>
#2 Strategy Initiative: Utilize teaching and evaluation methods which promote critical thinking	<u>Ongoing</u>	<u>Ongoing</u>
2.1 Implement critical thinking lab		
2.2 Utilize test plan to evaluate cognitive levels of exam questions	<u>Ongoing</u>	<u>Ongoing</u>
B. Objective # 2: Provide up-dated equipment for use in nursing program		
#1 Strategy Initiative: Purchase necessary equipment		
Strategy activities:		
1.1 Evaluate the present inventory	<u>10/05</u>	<u>08/06</u>
1.2 Determine prices for items needed	<u>12/05</u>	<u>08/06</u>
1.2.1 Hospital Beds for labs		
1.2.2 IV Pumps		
1.2.3 Bedside Tables		
1.2.4 Overbed Tables		
1.2.5 Chairs for labs		
1.2.6 Other		
1.3 Do purchase orders	<u>02/06</u>	<u>Ongoing</u>
1.4 Receive ordered items into inventory	<u>04/06</u>	<u>08/06</u>
1.5 Implement the use into program	<u>04/06</u>	<u>08/06</u>
C. Objective #3: Increase number of qualified applicants into the nursing program		
#1 Strategy Initiative: Develop and implement an aggressive recruitment plan		
Strategy Activities:		
1.1 Convene recruitment committee on a regular basis	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Continue to survey local schools to determine students' areas of interest	<u>01/06</u>	<u>01/06</u>
1.3 Host a health care career day for HOE students.	<u>03/06</u>	<u>03/06</u>

- |   |              |                |
|---|--------------|----------------|
| 1.4 Promote interest in health care careers in elementary and middle schools. | <u>05/06</u> | <u>Ongoing</u> |
| 1.5 Prepare and distribute flyers to area high schools                        | <u>08/06</u> | <u>Ongoing</u> |

D. Objective # 4: Decrease attrition in nursing program

#1 Strategic Initiative: Develop remediation strategies for at-risk students that will assist them in successfully completing the program.

Strategy Activities:

- |   |                |                |
|---|----------------|----------------|
| 1.1 Evaluate current remediation techniques   | <u>Ongoing</u> | <u>08/06</u>   |
| 1.2 Identify common problem areas for students  | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.3 Include the students in developing a remediation plan to meet their individual needs.       | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.4 Utilize MLS program to evaluate students' strengths and weaknesses                          | <u>Ongoing</u> | <u>08/06</u>   |
| 1.5 Assessment of at-risk students monthly  | <u>Ongoing</u> | <u>08/06</u>   |
| 1.6 Assistant Dean of Health Sciences midterm and end-of-term interviews with at-risk students. | <u>Ongoing</u> | <u>Ongoing</u> |

#2 Strategic Initiative: Incorporate activities in the program entry process to assist students in adapting to the time required in the nursing program.

- |  |              |                |
|--|--------------|----------------|
| 2.1 Interview students who meet program requirements as to students' expectations of program, students' other responsibilities, students' work load. | <u>07/06</u> | <u>08/06</u>   |
| 2.2 Students to do two three-hours observation experience at specified healthcare units.   | <u>08/06</u> | <u>Ongoing</u> |

E. Objective #5: Utilize new faculty to enhance quality instruction.

#1 Strategic Initiative: Assist new faculty in developing their roles and responsibilities as a nursing faculty.

Strategy Activities:

- |  |                |                |
|--|----------------|----------------|
| 1.1 Pair with mentor   | <u>08/05</u>   | <u>08/06</u>   |
| 1.2 Evaluate areas of expertise and utilize in those areas                                 | <u>09/05</u>   | <u>08/06</u>   |
| 1.3 Introduce to effective teaching strategies   | <u>09/05</u>   | <u>08/06</u>   |
| 1.4 Explore other areas of teaching interests  | <u>11/05</u>   | <u>Ongoing</u> |
| 1.5 Assist in acquiring necessary knowledge and skills related to other teaching interests | <u>12/05</u>   | <u>Ongoing</u> |
| 1.6 Observe teaching techniques in classroom/lab/clinical settings                         | <u>12/05</u>   | <u>Ongoing</u> |
| 1.7 Identify strengths and weaknesses on an ongoing basis                                  | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.8 Provide formal performance evaluation  | <u>04/06</u>   | <u>04/06</u>   |

F. Objective #6: Provide students with a variety of scholarship opportunities to improve students' chances for successful program completion

#1 Strategy Initiative: Evaluate current scholarship opportunities for nursing students.

Strategy Activities:

- 1.1 Research grants available for nursing students
- 1.2 Research local funding for nursing students
- 1.3 Work in partnership with SNA to provide scholarships for students who are in need
- 1.4 Work in partnership with local healthcare agencies and community leaders and groups to provide scholarships for students who are in need

<u>12/05</u>	<u>Ongoing</u>
<u>12/05</u>	<u>08/06</u>
<u>03/06</u>	<u>08/06</u>
<u>12/05</u>	<u>08/06</u>

G. Objective #7: Provide students with competent nursing faculty in clinical, laboratory and classroom settings.

#1 Strategy Initiative: Recruit nursing faculty who are experienced in the nursing profession

Strategy Activities:

- 1.1 Increase salaries for full-time and part-time nursing instructors
  - 1.1.1 Compile research related to the following areas:
    - a. nursing wages in local healthcare facilities
    - b. average number of years of nursing experience for nurses returning for masters degree
    - c. number of nursing faculty retiring within next 5 years
    - d. present data to post-secondary in requesting an adjustment in salaries/pay for nursing instructors

<u>03/05</u>	<u>08/06</u>
<u>03/05</u>	<u>Ongoing</u>
<u>03/05</u>	<u>Ongoing</u>
<u>03/05</u>	<u>08/06</u>
<u>03/05</u>	<u>08/05</u>

H. Objective #7: Revise web page for Nursing Education Programs/Health Sciences Division

Strategy Activities:

- 1.1 Include the following information for each full-time employee to be included on the web page: name, picture, office location and number, email address, and phone number

<u>09/05</u>	<u>07/06</u>
--------------	--------------

Gadsden State Community College

Nursing Education  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Cynthia Trader  
Signature

Nov. 9, 2006  
Date

Lucie Jones  
Signature

11/9/06  
Date

Brenda Helms  
Signature

11/9/06  
Date

Erin Toler  
Signature

11-9-06  
Date

Amy Ployd  
Signature

11-13/06  
Date

Kathy McManis  
Signature

11.13.06  
Date

Sue Robinson  
Signature

11/13/06  
Date

Lori Hill  
Signature

11-13-06  
Date

Andrew M. Green  
Signature

11/13/06  
Date

Kelli Bair  
Signature

11/13/06  
Date

Melvin Cropper  
Signature

11/13/06  
Date

Signature

*Patricia Hart*

Signature

*Belinda Fuller*

Signature

*Susan Muller*

Signature

Signature

Signature

Signature

Signature

Date

*11/13/06*

Date

*11/13/06*

Date

*11/13/06*

Date

Date

Date

Date

Date

**Gadsden State Community College**  
**Division of Nursing Education/Health Sciences**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named organizational unit.

Faculty's Signature:

Staci D. Coburn

11-9-06

Cynthia S. James

11-9-06

Kim Sonnenberger

11-9-06

**Gadsden State Community College  
Nursing Education**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named organizational unit.

*Evelyn Woods*

*Brenda Anderson*

*Ann Hayes*

**GADSDEN STATE COMMUNITY COLLEGE  
2005-2006 PROGRAM/AREA EVALUATION**

Organizational Unit: ASSOCIATE DEGREE NURSING PROGRAM

Date: September 2006

Person Responsible: Connie Meloun, Assistant Dean of Health Sciences

**Part I**

I. Area Mission Statement: See Attached:

II. Standing Goals for Area: See Attached:

III. Long Range Objectives for Program

- A. Develop strategies for on-line course work/offerings
- B. Update all classrooms with computerized audio-visual equipment
- C. Assess the need and feasibility of offering a night, weekend, or part-time program.
- D. Develop a mentoring program for new faculty members.
- E. Evaluate the effectiveness of the "Alternate Track" (Part-time) curriculum
- F. Recruit qualified nursing faculty to replace retiring faculty
- G. Secure funding to develop and implement campus-wide student health services including a fulltime provider.
- H. Secure funding for construction and equipping a health sciences building.
- I. Continue the implementation of the new statewide standardized nursing curriculum.
- J. Develop curriculum for Paramedic to RN.
- K. Continue to utilize the Tegrity system within all campuses.
- L. Continue development of Alabama College System Curriculum Program Outcomes.

**GADSDEN STATE COMMUNITY COLLEGE  
DIVISION OF NURSING AND ALLIED HEALTH  
ASSOCIATE DEGREE REGISTERED NURSING PROGRAM**

**MISSION STATEMENT**

The mission of the Registered Nursing Program is to provide educational services that satisfy both the need in the College service area for registered nurses at the A.A.S. degree level and the desire of people who seek a relatively short-term career education program in nursing. The College seeks to satisfy these needs by providing a State Board of Nursing approved and a National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006; telephone 212.363.5555, ext. 153; fax: 212.812.0390; website: [www.nlnac.org](http://www.nlnac.org)) accredited program. The unit in nursing is dedicated to providing a program that incorporates the most current knowledge and technology in the preparation of nurses for independent, interdependent, and collaborative functions when providing goal-directed service to man as a health-care consumer. The mission extends to include the provision of continuing education, professional development, and personal enrichment experiences for health-care practitioners and others in the community.

**STANDING OUTCOME GOALS**

The program outcomes for the Associate Degree Registered Nursing Program are to prepare students for licensure and successful practice as registered nurses as evidence by:

1. Achieving Theoretical Competency with high passing rates (at least 80%) on exit examination. (Specifics to be determined).
2. Achieving Clinical Competency with high satisfaction rates (80% or higher) from employer and graduate surveys.
3. Achieving high graduation rates (75% or higher) within 48 months of initial admission.
4. Achieving/maintaining high NCLEX pass rates (80% or higher) at or above state and national levels.
5. Achieving high job placement rates (95% or higher) for those seeking employment within 6 months of graduation.

**MEASUREMENTS OF PROGRAM EFFECTIVENESS**

1. At least 75% of those first-time admitted students will complete the program as outlined.
2. At least 80% of the graduates of the registered nursing program who take the NCLEX-RN within one year post-graduation will pass the examination on the first attempt. The pass rate for graduates who pass the NCLEX-RN examination on the first attempt within one year post-graduation will meet or exceed the state and national average.
3. At least 95% of the graduates who seek employment will be employed in nursing within 6 months post-graduation in their own geographic area and will have full-time employment, if desired.
4. At least 80% of graduating students will express an "agree" or "strongly agree" level of satisfaction with the overall effectiveness of the nursing program in preparing them for the roles of ADN nurse and to meet the educational competencies defined in the program's outcomes and objectives. Of those graduates who respond to a Six-Month Post-Graduation survey, at least 80% will express a "prepared" level of satisfaction regarding clinical competencies. Of those employers of GSCC RN graduates who respond to a Six-Month Post-Graduation Employer Survey regarding clinical competencies of the GSCC RN graduates, at least 80% will express a minimum of a "prepared" level of satisfaction. Of those employers who respond to a Twelve-Month Employer Survey regarding the development of clinical competencies of the GSCC RN graduates after 6 months or more of practice, at least 80% will express a minimum of "prepared" level of satisfaction.

Adapted: February 1998  
Revised: October 1999  
Revised: May 2000  
Revised: September 2000  
Revised: May 2001  
Revised: April 2002  
Revised: November 2002  
Revised: September 2003  
Revised: September 2005  
Revised September 2006

**ASSOCIATE DEGREE REGISTERED NURSING PROGRAM  
OUTCOME EVALUATION ACADEMIC YEAR 2005-2006**

**OUTCOME #1: GRADUATION RATES**

The number of first-time admitted students who complete the program as outlined in the curriculum.

Criteria:

At least 75% of those first-time admitted students will complete the program as outlined.

**METHOD OF EVALUATION:**

Analysis of student admissions versus those who graduate.

**EVALUATION FINDINGS AND COMMENTS:**

Outcome #1 was not met. 65.92% of those first-time admitted students completed the program as outlined.

**ACTIONS:**

1. The new state-wide curriculum was instituted as well as this program's offering a slower-paced Alternate Track.
2. The program will continue with the stated admission criteria.
3. Faculty provides exam reviews following exams.
4. Group tests are offered in some courses.
5. Take-home tests are offered for selected content.
6. Students are made aware of computer-assisted instruction to enhance critical thinking skills, as well as specific content areas.
7. Student Attrition Monthly Reports are compiled for each course. Those students who are performing poorly are counseled. During conferences faculty talk with students about study habits, class attendance, and the number of hours they work. Faculty and students work collaboratively to identify problem areas, as well as possible solutions.
8. Students who are performing poorly are referred to the Nursing Retention Coordinator for guidance.
9. All students are assigned a faculty mentor.
10. All faculty utilize Tegrity in their courses, so students can review content prior to exams.
11. HESI Case Studies are utilized to enhance students' ability to retain knowledge thus improving their success rate in the nursing program. (a list of the case studies is given to the students)
12. HESI has included remediation as part of their testing service.
13. Post Secondary is currently discussing the possibility of increasing the minimum Compass score from 76-80 and a possible math requirement change.
14. Students will be required to do 1,000 questions from the Lippincott RN 3500 questions during NUR 203.

**GADSDEN STATE COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
OUTCOME EVALUATION ACADEMIC YEAR 2005-2006**

**OUTCOME #2: NCLEX-RN PASS RATES**

The number and percentage of graduates who pass the NCLEX-RN examination on the first attempt within one year post-graduation.

**Criteria:**

1. At least 80% of the graduates who takes the NCLEX-RN examination within one year post-graduation will pass the examination on the first attempt.
2. The pass rate for graduates who pass the NCLEX-RN examination on the first attempt within one year post-graduation will meet or exceed the state and national averages.

**METHOD OF EVALUATION**

The NLEX-RN results for graduates of the program will be analyzed for the pass rate in relation to the criteria for percent passing and in relation to the state and national averages.

**EVALUATION FINDINGS AND COMMENTS**

Outcome #2 was met as evidence by:

1. Eighty-one (81) of eighty-nine (89) graduates have taken and passed the NCLEX-RN exam. This represents ninety-one percent (91 %).
2. The state and national average pass rate for the NCLEX-RN exam for 2005-2006 are unknown at this time.

**ACTIONS :**

Outcome was met and these are the factors that contributed to meeting this outcome:

1. Maintain and revise curriculum for continued stated achievement of NCLEX-RN examination passage. The new NCLEX-RN test plan has been implemented. Each of the identified concepts are taught in the curriculum. Several areas have been expanded, including resource management, organ donation, disaster planning, handling hazardous materials, assistive devices, central venous access lines, and infectious diseases.
2. Computer programs are available for students review.
3. Students are encouraged to attend NCLEX review courses following graduation.
4. Students are required to take the HESI exit exam.
5. The new state-wide curriculum will provide guidelines for future required exit exams (specifics to be determined).
6. Students are required to take customized HESI exams for OB/Peds and level I content for additional practice with standardized computerized testing. In addition, students are also required to take the Management HESI exam their last semester.
7. The clinical hours in the preceptor course (Nursing 204) will increase from 72 to 90 hours in Spring 2007.
8. HESI has implemented remediation as part of their testing service.
9. Students will be required to do 1,000 questions from the Lippincott RN 3500 questions during NUR 203.

**GADSDEN STATE COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
PROGRAM OUTCOME EVALUATION ACADEMIC YEAR 2005-2006**

**OUTCOME #3: JOB PLACEMENT:**

The number and percentage of graduates who are employed full-time in nursing in their own geographic area within 6 months post-graduation.

**Criteria:**

1. At least 95% of the graduates who seek employment will be employed in nursing within 6 months post-graduation in their own geographic area.
2. At least 95% of the graduates who are employed will have full-time employment if desired.

**METHOD OF EVALUATION:**

Analysis of the Six-Month Post-Graduation Survey.

**EVALUATION FINDINGS AND COMMENTS:**

Outcome #3 was met as evidence by:

1. The Six-Month Post Graduation Survey of graduates (May 2006) conducted by the Nursing Department is not available at this time. It will be sent out November 2006. However, data is available for the "Six-Month Post Graduation Survey" of May 2005 graduates (see attached). Findings indicate that 100% of those responding to the survey were employed full-time in nursing in their own geographic area within 6 months post-graduation.

**ACTIONS:**

1. Job fairs are held to make students aware of job opportunities.
2. Recruiters from various clinical agencies visit with students during their final semester.
3. NUR 204 includes specific content related to job selection and factors that lead to job satisfaction/longevity.

**GADSDEN STATE COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
PROGRAM OUTCOME EVALUATION ACADEMIC YEAR 2005-2006**

**OUTCOME #4: PROGRAM SATISFACTION:**

Program satisfaction is the degree of satisfaction expressed about the effectiveness of the program by students at the end of the program. In addition, it is the degree to which graduates express their satisfaction regarding their clinical competency. Further, it is the degree to which employers of GSCC nursing graduates express their satisfaction regarding graduates' clinical competency.

**Criteria:**

1. At least 80% of the graduating students will express an "agree" or "strongly agree" level of satisfaction with overall effectiveness of the nursing program in preparing them for the roles of the ADN nurse and to meet the educational competencies defined in the program's outcomes and objectives.
2. Of those graduates who responded to a Six-Month Post-Graduation Survey, at least 80% will express a minimum of a "prepared" level of satisfaction regarding clinical competencies.
3. Of those employers who responded to a Six-Month Survey regarding the clinical competencies of the GSCC RN, at least 80% will express a minimum of a "prepared" level of satisfaction.
4. Of those employers who responded to a Twelve-Month follow-up survey regarding the development of clinical competencies of the GSCC RN after 6 months or more of practice, at least 80% will express a minimum of a "prepared" level of satisfaction

**METHOD OF EVALUATION:**

1. Analysis of the graduating students' End-of-Program Student Satisfaction Survey.
2. Analysis of Six-Month Post-Graduation Survey conducted by the Nursing Department.
3. Analysis of the Six-Month Employer Survey conducted by the Nursing Department.
4. Analysis of the Twelve-Month Employer Survey conducted by the Nursing Department.

**EVALUATION FINDINGS AND COMMENTS:**

Outcome #4 was not met as evidence by:

1. Eighty-eight (88) students out of Ninety-one (91) completed the End-of-Program Satisfaction Survey. At least 80% of the graduating students expressed an "agree" or "strongly agree" with the effectiveness of the nursing program in all areas with the exception of the following:

77% "agree" or "strongly agree" that SPH 106, 107, or 116 provided the needed assistance to meet the educational outcomes of the program. 73% "agree" or "strongly agree" that PSY 210 provided the needed assistance to meet the educational outcomes of the program. 72% "agree" or "strongly agree" that NUR 211 provided the needed assistance to meet the educational outcomes of the program. 63% of the students "agree or "strongly agree" that the Humanities Elective provided the needed assistance to meet the educational outcomes of the program. (see attached)

OUTCOME #4 continued

2. The Six-Month Post-Graduation Survey of graduates (May 2006) will be conducted by the Nursing Department. It will be sent out in November 2006. Data, however, is available for May 2005 graduates (see attached). At least 80% of the respondents expressed a "prepared" level regarding their clinical competency.
3. The Six-Month Employer Survey of graduates (May 2006) will be conducted by the Nursing Department. It will be sent out following the Six-Month Post Graduation Survey. Data, however, is available for May 2005 graduates (see attached). At least 80% of the employers believed this group of graduates were "prepared" regarding clinical competencies
4. The Twelve-Month Employers Survey of graduates will be conducted by the Nursing Department. It will be sent out May 2007. Data, however, is available for May 2005 graduates (see attached). At least 80% of the employers believed this group of graduates were "prepared" regarding the development of clinical competencies.

ACTIONS:

1. Agencies utilized for clinical laboratories are re-evaluated at the end of each course by faculty.
2. Students evaluate their clinical experiences at the end of each nursing course and at the end of the nursing program.
3. Results of the surveys will be reported to the Nursing Advisory Committee. Members of this committee provide feedback regarding students and graduates.
4. Faculty will maintain and/or revise curriculum for continued achievement for employer satisfaction.
5. Faculty will continue to evaluate the mobility course. The new NUR 200 (new mobility course) within the new statewide curriculum was first taught in the Spring of 2006. These students will graduate in May 2007. This course will be evaluated for the first time in May 2007.

## PART II

WEAKNESS, DEFICIENCIES	REMEDIAL ACTION NEEDED	ESTIMATED COST
<p><b>(Outcome #4)</b></p> <p>Overall the response rate to the Six-Month Graduate Survey continues to be poor.</p> <p>End-of-Program Survey found that 72% of graduates "agreed" or "strongly agreed" that NUR 200 provided the needed assistance to meet the educational outcomes of the program</p>	<p>Students will continue to be informed about the importance of returning surveys (following graduation) during their last semester in NUR 204</p> <p>Graduates will continue to receive a 6-Month Graduate Survey via e-mail. Those not responding will be sent a survey through the mail.</p> <p>Nursing 200 will be evaluated by faculty to make any necessary changes.</p>	<p>The cost to send a survey through the mail is 39¢ per copy.</p>
<p><b>(Outcome #1)</b></p> <p>65.92% of those first time admitted students completed the program as outlined.</p>	<ol style="list-style-type: none"> <li>1. The program will continue with stated admission criteria.</li> <li>2. Faculty will continue to provide test reviews.</li> <li>3. Students will be made aware of computer programs and videotapes that will enhance their critical thinking skills as well as specific content areas.</li> <li>4. Student Attrition monthly reports are compiled for each course and faculty will continue to have conferences with students who are performing poorly.</li> <li>5. Students who are performing poorly are referred to the Nursing Retention Coordinator.</li> <li>6. All students are assigned a faculty mentor.</li> <li>7. The program will provide a slower-paced Alternate Track.</li> <li>8. Faculty utilize Tegrity so students can review content prior to exams.</li> <li>9. HESI has implemented remediation as part of their testing service</li> </ol>	<p>Four (4) Pharmacology/ Dosage Calculations videos -\$736.00—Topics Nsg. made Easy Pediatric Med. Principles &amp; Calculations I.V. Meds. Calculating Drugs</p> <p>Three(3) Vital Sim Manikins at \$6, 599.00- One (1) for each campus= \$19,797.00</p>

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: ATN/Training for Business & Industry

Person Responsible: Beverly Hilderbrand, Gregg Bennett

Date Submitted: November 1, 2006

Approved by Cabinet Member \_\_\_\_\_

## Part I

**Statement of Standing Goal #1:** To provide quality academic and technical training at times and locations that are responsive to the changing needs of business and industry.

**Evaluation Method for Goal #1:** As an instrument of measurement, we utilize an Annual Employer Survey of clients served. ATN/Gadsden conducts training-impact surveys with clients that outline specific economic impacts that are a direct result of improved employee training and retraining. Instructors and courses are evaluated by Program Quality Improvement Questionnaires provided to students at the end of completed classes.

**Evaluation Findings for Goal #1:** The Annual Employer Survey indicates 100% of those surveyed agree that our training is responsive to the changing needs of business and industry. The completed Program Quality Improvement Questionnaires consistently show a rating of five (excellent) on a 1-5 scale for instructor evaluation. ATN/Gadsden's impact surveys received a client satisfaction index of 4.9 on a 5.0 scale.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None

**Part I**

**Statement of Standing Goal #2:** To provide training at a reasonable cost to business and industry while being mindful of current economic trends.

**Evaluation Method for Goal #2:** An Annual Employer Survey as well as impact surveys are utilized for program measurement.

**Evaluation Findings for Goal #2:** The Annual Employer Survey indicates that 100% of our clients agree that our costs for courses are reasonable. Impact surveys indicate ATN/Gadsden saved clients over a million dollars in costs by process improvement and related training.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None

**Part I**

**Statement of Standing Goal #3:** To develop and coordinate effective training programs utilizing the resources of the Academic and Technical divisions of GSCC: Continuing Education Department, The Alabama Technology Network (ATN), and Etowah County Education Alliance, and the Economic Development Consortium.

**Evaluation Method for Goal #3:** By utilizing employer and impact surveys, we measure our training success by taking a vigorous leadership role in identifying and addressing the complex issues of our client base. Using industry surveys, we identify innovative solutions and examine possible training opportunities with our educational partners based on changing market demand.

**Evaluation Findings for Goal #3:** Employer survey results indicate that 100% of those surveyed feel that the College demonstrates a commitment to serving the changing needs of the business/industry community.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None

## **PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Development and implementation of Food Quality and Safety and Compliance for Food Quality Safety.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>	<b>Sept. 2005</b>	<b>On-going</b>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Some training video materials were purchased within this course area, but the initiative was refocused due to the merger of the ATN/Gadsden with the college TBI Department. The courses are on hold pending current assessment of industry market demand.

## **PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #2:** Investigate the feasibility of expanding our partnerships with AIDT, Alabama Technology Network, and others to increase revenue and decrease overall costs while increasing the training opportunities for business and industry.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>	<b>Sept. 2005</b>	<b>October 2005</b>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Staff, material resources, and partial funding have been merged. The training/professional development of staff is in progress. The ongoing merger of ATN and AIDT resources is currently in progress.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #3:** To incorporate the services provided by the Skills Training Center and the Continuing Education Department to effectively provide appropriate training to the businesses and industries in our service area.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>	<b>Nov. 2005</b>	<b>On-going</b>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Due to the merger of ATN & TBI, the current focus has been on expanding technologically advanced training subject areas. Evaluation by directors and the dean is recommended for this initiative based on the current activities in progress, as well as market demand in our service area.

Gadsden State Community College

TBI/ATN  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

*Diane Collier*  
Signature

*10/25/06*  
Date

*Beverly Henderson*  
Signature

*10/23/06*  
Date

*L. Bennett - ATN*  
Signature

*10/25/06*  
Date

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# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Business Division

**Person Responsible:** Angie Waits

**Date Submitted:** \_\_\_\_\_

**Approved by Cabinet Member** 

## Part I

### **Statement of Standing Goal #1:**

To offer courses and programs of study comparable to those offered by other postsecondary institutions that satisfy the typical freshman and sophomore requirements to earn a bachelor of science degree in a business discipline such as accounting, economics, marketing, management, or finance.

### **Evaluation Method for Goal #1:**

- A. 90% or more of the course content specified on the syllabi for GSCC courses offered through the Business Division will be the same as the content of equivalent courses from other two-year colleges and from senior institutions as determined by a comparison of course syllabi from selected postsecondary institutions.
- B. 90% or more of the freshman and sophomore courses necessary to satisfy degree requirements at senior institutions will be the same as those required for the equivalent GSCC program of study offered by the Business Division.

### **Evaluation Findings for Goal #1:**

- A. Through discussion with representatives from Alabama Association of Higher Education in Business member institutions, it was determined that there are no significant differences in the course content and expected student learning outcomes in the accounting, statistics, business, and economics courses offered by GSCC and the equivalent courses offered by other AAHEB institutions.
- B. The program outlines for business majors at various senior institutions to which GSCC students transfer were reviewed to determine whether required courses were comparable to those required for business administration majors at GSCC. The STARS transfer guide was also reviewed for consistency. The program requirements for business majors were found to be completely consistent with the courses required for business majors at the typical transfer target institutions.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

**Statement of Standing Goal #2:**

To offer principles or foundation courses that adequately prepare transfer students to complete related advanced courses successfully.

**Evaluation Method for Goal #2:**

- A. Document with STARS transfer guides that the principles or foundation business courses offered by GSCC (Area V) will transfer to satisfy the equivalent degree requirements of other Alabama public postsecondary schools.
- B. 90% or more of the freshman and sophomore courses necessary to satisfy degree requirements at senior institutions will be the same as those required for the equivalent GSCC program of study offered by the Business Division.

**Evaluation Findings for Goal #2:**

- A. A review of the STARS transfer guide revealed that Area V foundation business courses offered at GSCC are completely consistent with the transfer guide course requirements in Area V for business majors.
- B. 9 students transferred from Gadsden State to the University of Alabama during the 2004-2005 academic year. The average grade point average for those students on transferred hours was 2.95. Their first semester UA GPA was GPA of 2.11.

Many of our students transfer to Jacksonville State University. GSCC received two transfer reports from JSU but the students were not divided by major. The reports were dated fall 2005 and fall 2006. The average GPA of the majority of transfer students was equal to or better than JSU natives. On the fall 2005, 219 GSCC transfer students at JSU had an average GPA of 2.60 compared to the JSU native students of 2.55. On the fall 2006, 209 GSCC transfer students had average GPA of 2.54, and the native students had a 2.51 GPA.

No transfer report was received from UAB or UAH.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Data from the transfer colleges and universities need to be reported by department to better understand how well business students are doing at the 4-year institutions.

### **Statement of Standing Goal #3:**

To provide courses and/or programs of study in business, marketing management, office administration, and paralegal studies that prepare students for immediate employment, retrain existing employees, and/or provide opportunities for professional development and enrichment in these fields.

### **Evaluation Method for Goal #3:**

- A. Review the supervisor evaluations of program interns to ensure that 90% or more of student interns have obtained the knowledge and skills necessary to perform successfully in the workplace.
- B. Review program placement data to ensure that 75% or more of program graduates who seek employment in the field for which training was obtained are employed in that field or in a field related to their program of study.

### **Evaluation Findings for Goal #3:**

#### *Evaluation of method A*

#### Marketing/Management Internships and Co-Ops

During Fall 2005 and Summer 2006, 18 employers/supervisors of interns in the Marketing Management program were completed. Below are the results of the employer evaluation forms.

Quality of Work: 100% rated as excellent or very good.

Ability to Learn: 100% rated as learns readily or learns quickly.

Judgement: 100% rated as exceptional or above average.

Dependability: 100% rated as above average or completely dependable.

Attitude: 100% rated as outstanding or very interested.

#### OAD Internships and Co-Ops

From Fall 2005 to Summer 2006, 36 employers/supervisors of interns in the OAD program were completed. Below are the results of the employer evaluation forms.

Quality of Work: 89% rated as excellent or very good.

Ability to Learn: 81% rated as learns readily or learns quickly.

Judgement: 89% rated as exceptional or above average.

Dependability: 94% rated as above average or completely dependable.

Attitude: 97% rated as outstanding or very interested.

### *Evaluation of method B*

The 2005-2006 Graduate Survey provided the following data:

#### **Program Graduates**

MAJOR	# RESPONDING	EMPLOYED IN-FIELD	TOTAL EMPLOYED	UNEMPLOYED NOT SEEKING WORK	UNEMPLOYED SEEKING WORK
Accounting	5	20%	60%	0%	40%
Bus Admin	33	30%	69%	21%	9%
Marketing/Mgt	7	29%	72%	0%	29%
Medical Transc.	6	17%	84%	17%	0%
Office Admin	31	23%	49%	16%	35%
Paralegal	5	20%	20%	0%	80%

Though overall percentages of program graduates employed in their field do not meet the desired rate as stated in the performance measure for the goal, an acceptable rate of employment of program graduates has been achieved in light of current economic conditions within the local job market.

### *Evaluation of method C*

93% of the 87 business students who responded to the survey believed they reached their objective at GSCC. 100% of the business students believed the quality of instruction in their major was excellent or good. 94% believed GSCC had prepared them for their employment in an excellent or good manner.

### *Evaluation of method D*

93% of the employers responding rated the training provided by GSCC as excellent or good. The ratings given to interns and co-op students by their supervisors or employers indicate a very high level of satisfaction with the knowledge and skills demonstrated by students nearing program completion.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Instructors in the Business Division need to work more closely with the GSCC placement office to help graduates find jobs. Students need more information on finding jobs in surrounding counties.

#### **Statement of Standing Goal #4:**

To continue to satisfy the requirements to maintain program accreditation/approval by the Association of Collegiate Business Schools and Programs (ACBSP) and the American Bar Association (ABA).

#### **Evaluation Method for Goal #4:**

- A. Review the standards for ACBSP accreditation to ensure that the business, marketing management, and office administration programs are complying with 100% of accreditation requirements.
- B. Review the requirements for ABA approval to ensure that the paralegal program is complying with 100% of program approval requirements.
- C. Review data from graduate surveys to determine that 90% or more of program graduates have obtained training that prepared them for employment in their field of study and/or met their professional development or personal enrichment needs.
- D. Review data from graduates' employer surveys to determine that 90% or more of employers of program graduates express satisfaction with the knowledge and skills of their employees who are program graduates.

#### **Evaluation Findings for Goal #4:**

- A. The ACBSP Self-Study was submitted February 1, 2005. After review of the self-study report and a site visit, ACBSP reaffirmed accreditation on April 27, 2005. Accreditation was granted without any conditions. A quality assurance report was submitted August 2006.
- B. The ABA site team was on campus in October. They stated two areas they believe GSCC is in non-compliance: library resources and not notifying the ABA of course offerings at the Ayers campus. Updated Southern Reports were ordered in October 2006 and courses will no longer be offered at the Ayers campus.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Printed library resources did not meet the ABA standards but they have since been updated. A complete set of *Southern Reports* was purchased.

The Paralegal Program does not have sufficient enrollment at the Ayers campus to justify the costs associated with maintaining library resources to meet the ABA standards. Therefore, paralegal classes will not longer be offered at the Ayers campus.

## PART II

<b>IV 2005-2006 Objectives</b>	<b>Projected Completion</b>	<b>Date Completed</b>
A. Objective #1: To increase the awareness of the Business Division programs and courses among prospective student groups.		
1. Strategic Initiative #1: Provide current information on programs and courses.		
1.1 To have course syllabi and notes online.	January 06	ongoing
1.2 Provide information to the GSCC Public Relations Office about new courses and programs offered by the Business Division.	Spring 06	All changes were submitted to Joan Eads in Spring 2006 for the 2006-2007 catalog.
1.3 Put personnel pictures, phone numbers, emails, and office numbers/location of all employees in the Business Division online.	December 05	Completed Fall 2005.
1.4 To offer Econ 231 online.	Fall 05	Began offering this course online Fall 05.
1.5 To offer Econ 232 and Bus 263 online.	Spring 06	Began offering this course online Spring 2006.
2. Strategic Initiative #2: Promote the Business Division courses and programs within the service area of the College.		
2.1 Participate in career fairs sponsored by various organizations to enhance recruitment efforts.	Fall 2005 Spring 2006	Participated in all GSCC career fairs in Beck Gym for 2005-2006.
2.2 Participate in the College orientation program to provide information to new students about the programs and courses provided by the Business Division.	July 06	Participated in all sessions on WD campus in Summer 2006.

2.3 Have program instructors visit high schools within the College service area and be available to speak to student organizations about the opportunities available at GSCC.	Fall 2005 Spring 2006	Jamie Payton, Angie Waits, Karen-Blythe Smith, and Donna McCurley volunteered for Jr. Achievement in several local high schools.
2.4 Develop advertising materials for Paralegal program.	Fall 2005	Brochure was completed and distributed Fall 2005.
B. Objective #2: To address identified needs within the job market by providing necessary training.		
1. Strategic Initiative #1: Develop a better knowledge of local employment opportunities.		
1.1 Review available information from job announcements and placement data.	Ongoing	Ongoing
1.2 Obtain feedback from program advisory boards.	September 05 May 06	Paralegal and Marketing Management advisory boards met Fall 2005. OAD advisory board met Spring 2006.
2. Strategic Initiative #2: Modify program and/or course offerings to address current job market opportunities.	Ongoing	Ongoing
2.1 Participate in the ACS review, revision and standardization of the paralegal curriculum in all two-year colleges.	Fall 05 and Spring 06	Donna McCurley has been going to all meetings.
2.2 Review the amount of instruction relating to computer skills/proficiency in the office administration programs.	Ongoing	Ongoing
C. Objective # 3: To continue to satisfy the requirements to maintain program accreditation/approval by the Association of Collegiate Business Schools and Programs (ACBSP) and the American Bar Association (ABA).		

1. Strategic Initiative # 1: Modify programs and procedures to ensure that ACBSP and ABA guidelines are satisfied.		
1.1 Complete and submit ABA self-study.	December 05	Completed and sent.
1.2 Complete successfully site visit by ABA evaluators.	February 06.	Site team visit came Oct. 2006.
1.3 Complete and submit ACBSP annual report.	August 06.	Report was submitted August 2006.

Gadsden State Community College

Business

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Ray Bichfers  
Signature

1/4/07  
Date

[Signature]  
Signature

1/4/2007  
Date

Edward W. Clark II  
Signature

1/4/07  
Date

John A. Luccetti  
Signature

2/14/07  
Date

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Date

## Angela Waits

**From:** Edward Clark [eclark@gadsdenstate.edu]  
**Sent:** Wednesday, December 20, 2006 5:42 PM  
**To:** Angela Waits  
**Subject:** RE: Strategic Unit Plan Evaluation

Hi Angela,

I have read the Strategic Unit Plan Evaluation for 2005-2006.

Merry Christmas  
Ed Clark

-----Original Message-----

**From:** Angela Waits [mailto:await@gadsdenstate.edu]  
**Sent:** Wednesday, December 20, 2006 4:01 PM  
**To:** Beverly Elam; Donna McCurley; Ed Clark; Fay Birchfield; Glenda Copeland; Jamie Payton; John Faucett; Phil Waits  
**Subject:** Strategic Unit Plan Evaluation

Hey folks,

Attached is the strategic unit plan evaluation for 2005-2006. After you have reviewed it please come by the office to sign the sheet or email me.

If you have any questions please let me know.

Merry Christmas!  
Angie

12/21/2006

## Angela Waits

**From:** Jamie Payton [jpayton@gadsdenstate.edu]  
**Sent:** Thursday, January 04, 2007 1:34 PM  
**To:** 'Angela Waits'  
**Subject:** RE: Strategic Unit Plan Evaluation

I have reviewed the evaluation and have no questions.  
Jamie Payton

**From:** Angela Waits [mailto:await@gadsdenstate.edu]  
**Sent:** Wednesday, December 20, 2006 4:01 PM  
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## 2005-2006 Program/Area Evaluations

Organizational Unit: Career Services

Person Responsible: Cheryl Cephus-Vickers

Date Submitted: November 3, 2006

Approved by Cabinet Member \_\_\_\_\_

### Part I

#### Statement of Standing Goal #1:

To assist faculty with the "in-field" placements for GSCC graduates and Co-op students.

#### Evaluation Method for Goal #1:

- a. To achieve a response rate of at least 60% from graduates who are surveyed.
- b. To achieve an overall placement rate of 70% for students in career-entry programs who are seeking employment, with at least a majority of those employed in their field of training or related field.
- c. To obtain a response rate of at least 60% from employers surveyed regarding training/working knowledge gained by graduates through programs offered at GSCC.
- d. To assist faculty in placing eligible students in Co-op opportunities.

#### Evaluation Findings for Goal #1:

- a. Of the 879 graduates tracked, a total of 495 graduates responded to the 2005-2006 survey, for a response rate of 56%. It was indicated by the Office of Institutional Research that 50 surveys were turned in following survey tabulation. Including these 50 surveys in the total tabulation count, would raise the percentage of those respondents from 56% to 62%.
- b. Out of the overall 495 graduates surveyed, 480 responded to the graduate placement survey questions, for a response rate of 97%. Of the 480 respondents, 337 were employed, for a placement rate of 70%. Of these, 198 respondents were employed in their field of training or in a related field, for an in-field placement rate of 41%.
- c. Of 210 employers surveyed, a total of 129 responded, resulting in a response rate of 61%.

- d. The number of students participating in the Cooperative Education Program has increased over the past year. Twenty-five area companies employed a combined number of 325 Co-op students during the fall, spring, and summer semesters of 2005-2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Each part of this goal was met or exceeded. The office will continue to seek methods to recruit employers and extend service to students.

**Statement of Standing Goal #2:**

To offer job search, interview, and resume assistance to students seeking support.

**Evaluation Method for Goal #2:**

- a. To offer Job Placement support services to at least 200 clients during the academic year.
- b. To achieve an 80% satisfaction rating from students randomly surveyed about Job Placement services.

**Evaluation Findings of Goal #2:**

- a. In the reporting period for August 1, 2005, to July 31, 2006, there were 1,965 contacts recorded with students. This number includes office walk-ins, workshops/ seminars, and career fair attendees.
- b. In the reporting period for August 1, 2005 to July 31, 2006, there was no specific mention of the Office of Career Services on the Graduate Follow-up survey. Discussions are taking place with the Office of Institutional Research, and efforts are being made to add Career Services questions to the Combined Campus Report survey.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

While Goal A was met and exceeded, Goal B could not be evaluated due to the omission of the questions relating to Job Placement Services satisfaction on the 2005-06 Combined Campus Report. Efforts are being made to include questions related to career services on the survey in upcoming years.

**Statement of Standing Goal #3:**

To introduce opportunities for communication between potential employers and Job Placement clients.

**Evaluation Method for Goal #3:**

- a. To host three job fairs annually.
- b. To host on-campus interviews for various employers throughout the community.
- c. To maintain and post a bi-weekly job listing.
- d. To add at least twenty employers to the database for Job Placement and Cooperative Education.
- e. To add at least twenty-five clients to the job seekers database each semester.

**Evaluation Findings for Goal #3:**

- a. One General Career Fair was held on the Ayers campus in November 2005, two career fairs were held in Gadsden (Nursing and Allied Health Sciences, March 2006 on the Wallace Drive Campus and Spring General Career Fair, April 2006 on the East Broad campus) and one LPN Career Fair was held on the McClellan Campus in August 2006. The combined total student participation for four career fairs was 362.
- b. One employer was assisted in on-campus interviews, servicing approximately 50 students and community citizens with employment opportunities.
- c. Job postings are entered continuously in our on-line system "Jobs on Wings." Posting jobs the day they are received is an office priority due to the time sensitivity. In addition, e-mails regarding job postings are often sent throughout the campuses, and phone contacts are made with instructors.
- d. To date, a total of 1,579 employers are in the database; 66 employers were added to the database over the 05-06 year.
- e. A total of 815 students have created active accounts on Jobs on Wings between August 1, 2005, to July 31, 2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Each part of this goal was met or exceeded. The office will continue to introduce opportunities for communication between potential employees and Job Placement clients.

### **Long Range Goals (1 to 3 years)**

#### **Evaluation Methods:**

- A. To enhance and expand Job Placement and Cooperative Education services provided for students by GSCC.
- B. To increase the placement rate for GSCC graduates/completers of career-entry programs who are seeking employment.
- C. To recruit and enlist more businesses and industries for Job Placement and Cooperative Education opportunities in the Calhoun County area.
- D. To ensure cooperation with Ayers/McClellan campuses of GSCC to expand Job Placement/Cooperative Education services for students in the Calhoun County area, providing job skills workshops and resume writing assistance on site.

#### **Evaluation Findings of Long Range Goals:**

- A. Calls and visits are made continually to area businesses. Career Services and Co-op brochures have been updated for distribution during company visits in an effort to increase awareness of the Co-op and Job Placement programs.
- B. Of the 879 graduates tracked, a total of 495 responded to the 2005-2006 graduate follow-up survey for a response rate of 56%. Of the 56% who responded, 70% are currently working, with another 16% actively seeking employment at the time of the survey.
- C. Mailings, company visits, and a membership in the Calhoun County Chamber of Commerce have been initiated to increase recruiting in the Calhoun County area.
- D. In an effort to ensure a collaborative and cooperative partnership, approximately seven job placement, resume writing, interviewing skills workshops and other events, along with Cooperative Education information sessions, have been held on the Ayers and McClellan campuses.

#### **Identified weaknesses and remedial action to address weaknesses/deficiencies:**

Each part of this goal has been addressed and was either achieved or exceeded.

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Statement of 2005-2006 Objective/Strategic Initiative #1:**

To combine Ayers campus and Gadsden campus Co-op records to ensure accurate reports.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1:</b>		
1.1 Ensure that point of contact and Co-op services are publicized on all campuses.	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Update and edit Co-op forms to provide a better understanding for students, faculty, and business partners.	<u>6/1/06</u>	<u>6/30/06</u>
1.3 Maintain database of all Co-op students, program areas, and places of employment.	<u>Ongoing</u>	<u>Ongoing</u>

**Statement of 2005-2006 Objective/Strategic Initiative #2:**

To enhance services provided to students and employers.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Objective/Initiative #2:</b>		
1.1 Expand opportunities to speak to classes and area groups regarding interviews, applications, and resume writing tips.	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Update and distribute fliers about Job Placement computer lab.	<u>Ongoing</u>	<u>Ongoing</u>
1.3 Send e-mails to students listing job postings and other opportunities.	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Maintain postings campus-wide publicizing services offered and online job postings.	<u>Ongoing</u>	<u>Ongoing</u>
1.5 Research companies to purchase online Career Services software.	<u>5/1/06</u>	<u>5/31/06</u>

**Statement of Objective/Strategic Initiative #3:**

To recruit additional businesses to partner with GSCC for employment services.

2005-2006 Program Area Evaluations  
Career Services

**Strategic Activities for Initiative #3:**

1.1	Conduct workshops with businesses that are closing to offer assistance with college enrollment, financial aid, and employment.	<u>Ongoing</u>	<u>Ongoing</u>
1.2	Evaluate the student/agency satisfaction with the workshops.	<u>Ongoing</u>	<u>Ongoing</u>
1.3	Schedule tours of facilities to enlist more employers to complete on-campus interviews.	<u>Ongoing</u>	<u>Ongoing</u>
2.1	Encourage utilization of resume and employability skills software available in Job Placement Computer Lab.	<u>Ongoing</u>	<u>Ongoing</u>
2.2	Continue to collect and distribute clothing for closet as needed.	<u>Ongoing</u>	<u>Ongoing</u>
2.3	Distribute fliers on campuses to promote new online Career Services system.	<u>Ongoing</u>	<u>Ongoing</u>

# Gadsden State Community College

Office of Career Services

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

*Cheryl Cephus-Vick*  
Signature

*11/3/06*  
Date

*Patty Carroll*  
Signature

*11/3/06*  
Date

*Amy LaCount*  
Signature

*11/3/06*  
Date

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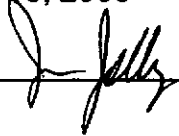
2005-2006 Program/Area Unit Evaluations

Organizational Unit: Cherokee County Instructional Site

Person Responsible: Diann Cruickshank

Date Submitted: September 15, 2006

Approved by Cabinet Member



Part I

**Statement of Standing Goal #1:**

To recruit students to the Cherokee County Center.

**Evaluation Method for Goal #1:**

1. Visit each high school in recruiting area at least once a year.
2. Disseminate information each semester to the media regarding registration dates, schedules, and opportunities.

**Evaluation Findings for Goal #1:**

1. Each high school in the recruiting area was visited twice during the year.
2. Information was disseminated each semester.

**Statement of Standing Goal #2:**

To provide support services for various instructional programs of the college.

**Evaluation Method for Goal #2:**

1. Consult with department heads prior to each semester to plan course offerings.
2. Meet with Dean for Adult Education and Skills Training each semester to promote continuity of services between the College and the CCIS.
3. Provide an orientation prior to the first class meeting for new part-time staff.

**Evaluation Findings for Goal #2:**

1. Department heads were consulted prior to each semester to plan course offerings.
2. Meetings were conducted with Dean of Instructional Services, Associate Dean of Admissions, Registrar, and Associate Dean for Adult Education and Skills Training each semester to promote continuity of services between the College and the CCIS.
3. Orientation was provided prior to the first class meeting for new part-time staff.

**Statement of Standing Goal #3:**

To serve as a vehicle for promoting economic development.

**Evaluation Method for Goal #3:**

1. Confer with the Associate Dean for Adult Education and Skills Training once a year to verify that business and industry goals are being met at the CCIS.
2. Coordinate with the CCIS Job Developer prior to each training session to ensure the needs of business and industry are being considered.

Evaluation Findings for Goal #3:

1. The Associate Dean for Adult Education and Skills Training was consulted to verify that the business and industry goals were being met at the CISS.
2. The CCIS Job Developer met with the director of the center to assure the computer lab would be available for job skills training workshops.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses were identified.

PART II

	Project Completion	Date Completed
<b>IV. Program Objectives</b>		
<b>A. Initiative #1: To establish a year-long instructional class schedule</b>		
1. <i>Strategic Activity #1:</i>		
Assist Division Chairs in planning schedule		
1.1 Coordinate classes for students' ease of registration	6/05	7/05
1.2 Compare schedules to those of previous years	6/05	7/05
2. <i>Strategic Activity #2:</i>		
Discuss the comprehensive site schedule with Dean of Instructional Services	Ongoing	Ongoing
<b>B. Initiative #2: To provide College visibility</b>		
1. <i>Strategic Activity #1:</i>		
Cooperate with local media		
1.1 Speak on local radio prior to registration period	5/06	5/06
1.2 Communicate weekly with local newspaper	5/06	5/06
2. <i>Strategic Activity #2: Cooperate with local civic groups and State agencies</i>		
1.1 Speak at civic clubs when invited	5/06	5/06
1.2 Display table banner at DHR once a year	5/06	5/06
1.3 Display table banner during school pre-registration	5/06	not completed
1.4 Display table banner at community-wide functions	5/06	5/06
3. <i>Strategic Activity #3: Provide online information regarding services and personnel at the Cherokee County site</i>		
1.1 Post pictures of all personnel	11/05	not completed
1.2 Provide contact information such as office numbers, e-mail addresses, and location of site.	11/05	not completed

<b>C. Initiative #3: To recruit students</b>		
1. <i>Strategic Activity # 1: Cooperate with local schools</i>		
1.1 Speak with junior and/or senior class by appointment	5/06	5/06
1.2 Visit high school counselors twice yearly	5/06	5/06
1.3 Attend annual county-wide career days	5/06	5/06
2. <i>Strategic Activity #2: Cooperate with local newspaper</i>		
1.1 Provide information regarding College registration and scholarships as received	5/06	5/06
1.2 Provide information highlighting CCIS students' achievements as received	5/06	5/06
<b>D. Initiative #4: To provide support to the efforts of the Adult Education and Skills Training Division</b>		
1. <i>Strategic Activity #1: Provide assistance in course logistics</i>		
1.1 Meet annually with the Associate Dean for Adult Education and Skills Training to assess needs of the community	10/05	10/05
1.2 Assist CCIS Job Developer in scheduling on-going courses	5/06	5/06
2. <i>Strategic Activity #2: Increase community awareness of work force development</i>		
1.1 Provide information to local media Highlighting training sessions when concluded	5/06	5/06
1.2 Speak at community functions or Civic clubs when invited	5/06	5/06
<b>E. Initiative #5: To meet the needs of students pursuing degrees and certificate programs</b>		
1. <i>Strategic Activity #1: Provide transfer assistance</i>		
1.1 Speak with all students the first class meeting to ensure awareness of STARS program	5/06	5/06
1.2 Provide computer lab access for all students to print STARS guide	5/06	5/06
2. <i>Strategic Activity #2: Provide updates to students regarding opportunities and programs</i>		
1.1 Maintain and update CCIS student e-mail data base	5/06	5/06
1.2 Forward daily e-mail notification from the College to CCIS students of opportunities, deadlines, etc.	5/06	5/06

1.3 Forward daily e-mail notification from four-year colleges to CCIS students regarding opportunities, deadlines, etc.

5/06

5/06

Incomplete Activities for Initiative #2:

2. *Strategic Activity #2:*

1.3

This activity was not completed due to a scheduling conflict during pre-registration week.

Incomplete Activities for Initiative #3:

3. *Strategic Activity #3:* Provide online information regarding services and personnel at the Cherokee County site

1.1 Post pictures of all personnel

11/05

not completed

1.2 Provide contact information such as office numbers, e-mail addresses, and location of site.

11/05

not completed

These activities were not completed due to an administrative decision concerning web posting at that time.

**Gadsden State Community College**

Cherokee County Instructional Site  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

*D. Crickshaw*  
Signature

2-6-07  
Date

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Signature

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Date

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Signature

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**2005-2006 Program/Area Evaluations**

**Organizational Unit:** Clinical Laboratory Technology Program

**Person Responsible:** Connie Meloun / Sunita Graves

**Date Submitted:** November 14, 2006

**Approved by Cabinet Member:** 

**Part I**

**Statement of Goal # 1**

Provide students with knowledge and skills to competently and safely perform clinical laboratory procedures competently and safely as entry-level clinical laboratory technicians upon graduation.

**Evaluation Method for Goal # 1**

Clinical Technical Component Grades: 85% of students will score 80% or higher on the technical component grade of each technical area of the laboratory.

Employer Survey

Institutional Graduate Survey

**Evaluation Findings for Goal # 1:**

Statistical evaluation of the clinical technical grade reveals that 100% of the students scored 80% or higher in the chemistry, microbiology, blood bank, VP, and hematology areas of the laboratory.

Review of the employer surveys of the graduates of the program indicates that employers are very satisfied with the GSCC CLT graduates. Verbal communication with the laboratory managers also reaffirmed this finding.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Objectives for this goal have been met. No remedial action is needed.

**Statement of Goal # 2**

Achieve a program completion rate of 90%, excluding non-academic reasons for completion of the program.

## **Evaluation Method for Goal # 2**

Attrition Rate: 10% attrition rate, excluding non-academic reasons.

## **Evaluation Findings for Goal # 2**

A total of 28 students were enrolled in the CLT program during the 2005-2006 academic year. Two of these students withdrew from the program for personal reasons. Both students had excellent grades. The third student failed two CLT courses during the last semester prior to starting the clinical phase. Every effort was made by the CLT faculty to help that student. Total program attrition was 11%, and attrition due to failure was 4%, which is below the benchmark.

## **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Objectives for this goal have been met. No remedial action is needed. However, every effort will be made in the future to meet with and counsel students who may have problems with absenteeism or poor lab grades or poor quiz grades. Early intervention should help the troubled student in passing the course.

## **Statement of Goal # 3**

Achieve a course completion rate of not less than 80% over a five-year period.

## **Evaluation Method for Goal # 3**

Individual Course Completion Rate: Each course will have an 80% completion rate over a 5-year period.

Course Evaluations: At least 80% of the students will be satisfied with the course.

## **Evaluation Findings for Goal # 3**

This evaluation method is in its fourth year of implementation.

During the 2005-2006 academic year all CLT courses had a completion rate better than 80%. A cumulative 5-year summary will be provided with the 2007-08 strategic evaluation report.

Course summary evaluations for 2005-2006 reveal that over 80% of the students are satisfied with the CLT courses evaluated during the 2005-2006 academic year.

## **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Every effort has been made to help students succeed in their courses. CLT faculty meet periodically with students in the program to review their progress in the CLT and general education courses and to seek input from each student about the program. CLT faculty notifies students of designated times during the week (outside of class times) when students can meet in the classroom to review difficult course material or answer any questions they may have.

#### **Statement of Goal # 4**

Prepare and qualify students to sit for the American Society of Clinical Pathologists MLT Board of Registry and establish a pass rate of 80% over a five year period.

#### **Evaluation Method for Goal # 4**

ASCP Board of Registry Pass Rate: 80% of students taking this Board examination will pass this Board examination.

National Accrediting Agency for Clinical Laboratory Science (NAACLS) Accreditation: Maintain continual accreditation with NAACLS since students must graduate from an accredited program in order to be eligible for the Board examination.

#### **Evaluation Findings for Goal # 4**

Eleven (11) students graduated from the CLT program in 2005-2006. All eleven graduates took their Board exams and ten graduates passed the exams resulting in a pass rate of 89%.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Objectives for this goal have been met. The CLT faculty works with the students especially during the review courses taken by students in the clinical phase of the program. The CLT faculty noted that the only student who failed her board exam had excessive absenteeism in her review courses during the clinical phase of the program. She took her comprehensive exams late, did poorly on those exams and did not utilize the pool of test questions provided on a disc.

The CLT program should give quizzes to evaluate the progressive improvement of knowledge and test-taking skills of the student. This policy would force students to attend classes regularly and would improve their test scores. Allocating some class time for computer-related activities and requiring homework assignments provided to the student would help students develop self-discipline and better prepare them for their board exam.

**Statement of Goal # 5**

Achieve a placement rate of 90% within 6 months of graduation over a five-year period.

**Evaluation Method for Goal # 5**

Graduate survey: 90% of returned surveys indicate that this goal is met.

**Evaluation Findings for Goal # 5**

Ten of the CLT 2005-2006 graduates are presently working in doctors' offices, hospital laboratories, and emergency clinics. The placement rate for this year is 91%, which is above the benchmark for this objective. The only graduate (did not pass the board exam) not working in field was notified by CLT faculty via phone of several job opportunities, but did not respond. The placement rate for graduates who sought employment is 100%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Objectives for this goal have been met. No remedial action is needed.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

To determine what affordable equipment and supplies need to be purchased to meet minimal training requirements on campus to simulate a real clinical site. This will prepare students for conditions they would encounter in hospitals or private lab settings.

**Strategic Activities for Initiative #1:**

	Projected Completion Date	Actual Completion Date
Obtain equipment : Communicate with manufacturers, vendors, and hospital staff to obtain free used equipment and reagents.	<u>July 06</u>	<u>met</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

CLT faculty has communicated with various individuals and did receive two automated urinalysis dipstix readers. This will expose the student to more automation and better prepare the student for the clinical phase of the program.

**Statement of 2005-2006 Strategic Initiative #2:**

To establish a working route of daily communications that employs consistently reliable information regarding staff/student interaction and that ensures both groups that any issues will be addressed and problems will be resolved objectively.

**Strategic Activities for Initiative #2:**

	Projected Completion Date	Actual Completion Date
Establish a committee comprised of one clinical instructor from each clinical affiliate to address students' and clinical instructors' suggestions, complaints, or problems. The designated clinical instructor will serve as a liaison between the clinical affiliate and GSCC faculty.	<u>July 2006</u>	<u>Met</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A functional clinical instructor committee has been set up.

	Projected Completion Date	Actual Completion Date
Schedule Clinical Instructor Committee meetings at least twice a year or as needed to discuss any issues concerning the CLT program and students.	<u>July 2006</u>	<u>Met</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The clinical liaison committee has met twice to discuss ways to improve the program. Committee members have realized how vital their contributions are to the program. Several clinical instructors have taken time to prepare hematology slides with abnormal findings and have sent expired media, kits, and reagents to the program.

**Statement of 2005-2006 Strategic Initiative #3:**

To provide students with the most current CLT information available.

	Projected Completion Date	Actual Completion Date
Faculty should be active in continuing education. Find ways to allow faculty to attend professional seminars at the local and state levels.	<u>July 2006</u>	<u>Not met</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The CLT faculty have attended limited continuing education as available and when class/clinical schedules permit. Greater effort will be made to assure that faculty members attend professional seminars during the 2006-07 academic years. CLT faculty has done some in-house continuing education by borrowing case study materials used by the area hospitals.

A reliable part-time instructor is needed to facilitate compliance of this initiative

	Projected Completion Date	Actual Completion Date
Recruit CLT professionals to share their expertise with the students and faculty.	<u>July 2006</u>	<u>Met</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

CLT faculty has been in contact with several professionals, but has been unable to schedule any meetings due to time restraints. Every effort is being made to expose students to the concept of continuing education. CLT students visit the chemistry department of area hospitals to learn first hand about automation. A trip to Red Cross in Birmingham for the students in the CLT 191 course is being planned for in mid-Novemeber 2006. Faculty will also attend. This will be the third year for this trip. The Red Cross tour is very informative. Students are impressed with the facility and the professionalism, expertise, and graciousness of the personnel at the institution.

	Projected Completion Date	Actual Completion Date
Seek available local continuing education resources that could be offered at the campus.	<u>July 2006</u>	<u>Ongoing</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

CLT faculty have been able to borrow printed case study material and CDs from area hospitals for personal use and to share with the students in the program.

**Statement of 2005-2006 Strategic Initiative #4:**

To prepare for writing of the self study report that is due in 2007.

	Projected Completion Date	Actual Completion Date
Attend a NAACLS' sponsored accreditation workshop by seeking funds to cover travel and fees for the workshop.	<u>July 2006</u>	<u>Not met</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

It is imperative that at least one of the CLT faculty attends a NAACLS accreditation workshop that should be offered in February 2007. Attendance at CLEC (Clinical Laboratory Educator's Conference) would be very beneficial and is usually offered in conjunction with the NAACLS' accreditation workshop.

CLT faculty plans to seek funding for this workshop by writing a proposal to the profession development committee.

**Statement of 2005-2006 Strategic Initiative #5:**

To receive feedback from the clinical sites regarding the Phlebotomy Training Program.

	Projected Completion Date	Actual Completion Date
Schedule at least two meetings a year or as needed at GSCC for phlebotomy clinical instructors from each clinical affiliate.	<u>July 2006</u>	<u>May 2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Two meetings with phlebotomy instructors from some of the clinical affiliate sites have been most beneficial. It has encouraged better communication between the clinical sites and the GSCC faculty.

**Statement of 2005-2006 Strategic Initiative #6:**

To revise the web page for the CLT Program/Health Sciences Division

	Projected Completion Date	Actual Completion Date
Include on the web page the following information for each full-time employee: name, picture, office location and number, email address, and phone number.	<u>July 2006</u>	<u>July 2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Above completed except for picture.

At this time it has been decided not to include picture of faculty/staff on the website.

Gadsden State Community College

Clinical Laboratory Technology Program  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Ann J. Wheeler  
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11-13-06  
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Shirley M. Hayes  
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# 2005-2006 Program/Area Evaluations

**Organizational Unit:** Continuing Education

**Person Responsible:** Pamela Clough

**Date Submitted:** October 30, 2006

**Approved By:** \_\_\_\_\_

## **Part I**

### **Statement of Standing Goal #1:**

To provide quality non-credit continuing education courses for the general public at a reasonable cost.

### **Evaluation Method for Goal #1:**

The following evaluation methods will be used:

Course schedules for Fall I & II 2005, Spring I & II 2006, and Summer 2006

Class rosters

Class evaluation forms

A comparison of GSCC course offerings and prices with two other local colleges

### **Evaluation Findings for Goal #1:**

A total of 320 classes were offered during Fall I 2005 through Summer 2006. (This total does not include Spring Break and Summer Break for school-aged children, which is discussed in Standing Goal #6.) A total of 173 classes met, which is a 5% increase over the same time frame in 2004 – 2005. These courses served 2,556 students, which is a 12% increase. The evaluation forms were uniformly excellent on all classes and instructors.

A comparison of GSCC offerings and prices with two other local colleges (Jacksonville State University and Snead State) revealed that Gadsden State prices are considerably lower on the vast majority of classes and comparable on the others. GSCC prices were not higher on any of the classes.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were identified. The goal was met and showed an increase over 2003 – 2004.

**Organizational Unit: Continuing Education**  
**Person Responsible: Pamela Clough**  
**Date Submitted: October 30, 2006**

**Statement of Standing Goal #2:**

The continuing education department will provide more community service activities, services, and low-cost or free workshops.

**Evaluation Method for Goal #2:**

The following evaluation methods will be used:

Course schedules for Fall I & II 2005, Spring I & II 2006, and Summer 2006

Workshop rosters

Workshop evaluation forms

Comparison of GSCC workshop prices with two other local colleges.

**Evaluation Findings for Goal #2:**

A total of 49 workshops made during from Fall I 2005 through Summer 2006 an increase of 29% over the previous year. A total of 491 students were served. The evaluation forms were uniformly excellent on all workshops and presenters.

A comparison of GSCC offerings and prices with two other local colleges (Jacksonville State University and Snead State) revealed that Gadsden State was comparable on all prices and GSCC was not higher on any of the classes.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were identified; the goal was satisfactorily met.

**Organizational Unit: Continuing Education**  
**Person Responsible: Pamela Clough**  
**Date Submitted: October 30, 2006**

**Statement of Standing Goal #3:**

The Arledge Center will advertise courses to interested target markets and ensure that the general public is aware of the courses offered by Continuing Education through mail-outs, flyers, classified ads, and other advertising as needed.

**Evaluation Method for Goal #3:**

A review of duplication records and purchase orders will be used to evaluate this goal.

**Evaluation Findings for Goal #3:**

Mail-outs and flyers advertising all workshops were printed and distributed to appropriate databases. Class schedules were mailed to all community services/ continuing education students who had taken a class in the past 18 months. (The database had been reduced from previous years because it had included duplicate copies going to the same address and copies being sent to students who had not used services in several years.) The course schedules were printed in and distributed with the GSCC general schedule for each semester. Classified ads were not purchased by the department this year due to a dramatic increase in the cost of ads. However, Public Relations gave Kids College one of its ads which appeared in the *Gadsden Times*. Three television appearances were made, two on TV 24 and one on TV 60. Public Service Announcements were also made.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were identified. This is a goal which did have an identified weakness last reporting period; but the remedial action was taken (as mentioned above) and this action resulted in much lower duplication costs and postage.

**Organizational Unit: Continuing Education**  
**Person Responsible: Pamela Clough**  
**Date Submitted: October 30, 2006**

**Statement of Standing Goal #4:**

The Gadsden Campus Office will maintain a cooperative and orderly office. This will be accomplished by communication with instructors and students, maintenance of files, and computerized records.

**Evaluation Method for Goal #4:**

The following evaluation methods will be used:  
Course schedules for advertised office hours  
Time sheets of employees

**Evaluation Findings for Goal #4:**

The Gadsden office maintained late hours during the five weeks of registration and the first week of classes for each session. Class rosters, evaluation forms, and student files are updated each semester. Consistent communication with instructors ensures that their needs are met and that they have a schedule of the classes, class rolls, evaluation packets, and all duplication needs are met.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Gadsden Campus found that the late office hours during the five weeks of registration was not productive. Foot traffic was non-existent, and phone calls were at a minimum. As a result, office hours during registration periods will be the same as regular office hours, which will better utilize the staff.

**Organizational Unit: Continuing Education**  
**Person Responsible: Pamela Clough**  
**Date Submitted: October 30, 2006**

**Statement of Standing Goal #5:**

The staff will research additional continuing education and professional development classes.

**Evaluation Method for Goal #5:**

Course offerings from 2004 – 2005 will be compared to course offerings from 2005 – 2006 to determine if new continuing education and/or professional development classes are offered.

**Evaluation Findings for Goal #5:**

The research is ongoing. The continuing education director attended a national LERN conference during the Fall and returned with many new and exciting ideas, resulting in a 30% increase in class offerings. Networking allowed the department to be added to several databases that continue to send brochures and schedules that are closely examined for new and practical ideas. This action has resulted in 20 new courses being designed and offered.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were identified. The goal was met and exceeded. Classes were not only researched; but, also designed and offered.

**Organizational Unit: Continuing Education**  
**Person Responsible: Pamela Clough**  
**Date Submitted: October 30, 2006**

**Statement of Standing Goal #6:**

To increase children's programs: increase enrollment in Kids College summer program for children K5 – 5<sup>th</sup> grade, to add a Youth College summer program for children grades 6 – 8, and to add a Spring Break program for K5 – 5<sup>th</sup> grade.

**Evaluation Method for Goal #6:**

The following evaluation methods will be used:  
Course schedules Spring I & II 2006 and Summer 2006  
Class rosters

**Evaluation Findings for Goal #6:**

A total of 1,354 children attended Kids College during Summer 2006, which is a 12 % increase over Summer 2005. In addition to this 51 students attended Youth College which was added this year for students in grades 6 – 8. Also, a Spring Break program was added, which served 122 additional children.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were identified. The goal was met and exceeded. There was not only an increase in Kids College enrollment; there also two new children's programs added, which were both very successful in their first year.

## PART II

For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.

	<u>Projected Date</u>	<u>Actual Date</u>
<b>2005 – 2006 Objectives</b>		
<b>Objective #1: Combine advertising, schedules, and flyers for the Ayers, Cherokee County, and Gadsden Campus.</b>		
<b>Strategic Initiatives:</b>		
1. – Combine advertising for the GSCC schedule	11 / 2005	11 / 2005
2. – Create a database of Cherokee County and Calhoun County students in order for the office to send schedules to them each semester.	11 / 2005	01 / 2006
<b>Objective #2: Continue to provide quality community services at both the Gadsden and Ayers Campuses while striving to increase services at McClellan and Cherokee County.</b>		
<b>Strategic Initiatives</b>		
1. - Evaluate class offerings and classes which make.	Ongoing	Ongoing
2. - Offer a variety of classes at McClellan and CCC	Ongoing	Ongoing
<b>Objective #3: Continue to provide a quality Kids College program at both the Gadsden and Ayers Campuses.</b>		
<b>Strategic Initiatives</b>		
1. - Evaluate the Kids College program to find weaknesses	01 / 2006	01 / 2006
2. – Design and offer a Spring Break Camp	02 / 2006	03 / 2006
3. - Incorporate a Youth Camp into the Kids College schedule	04 / 2006	04 / 2006
4. - Hire full-time summer coordinator and quality teachers for Kids College	05 / 2006	05 / 2006
<b>Objective #4: Hire a permanent clerk for the Continuing Education Department.</b>		
<b>Strategic Initiatives</b>		
1. – Create job description and post	11 / 2005	05 / 2006
2. – Interview and select clerk	01 / 2006	08 / 2006
<b>Objective #5: Post schedules on GSCC Continuing Education web page.</b>		
1. – Design schedule for web-page	Ongoing	Ongoing
2. – Send schedules to web-page designer	Ongoing	Ongoing

Gadsden State Community College

Continuing Education  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Tom Clough  
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Oct. 29, 2006  
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Emily Hill  
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October 29, 2006  
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Kedric Smith  
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Oct 29, 2006  
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# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Correctional Education Program-St.Clair

**Person Responsible:** Keith Vaughn/Division Chairman of Correctional Education



**Date Submitted:** November 3, 2006

**Approved by Cabinet Member** \_\_\_\_\_

## Part I

### **Statement of Standing Goal #1:**

To educate prisoners in vocational trades to meet the apprentice requirements for employment. This goal meets the school's desire for vocational education through industrial training for businesses within the community.

### **Evaluation Method for Goal #1:**

All students are interviewed by their student advisor before starting and upon completion of the program. Each student must complete 75% of all construction tasks in a hands-on environment. Students must meet State Board requirements in technical/academic programs.

### **Evaluation Findings for Goal #1:**

After interviewing the instructor, 85% of all students who enrolled in the technical programs completed the hands-on construction tasks with a passing rate of 75% or higher.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

#### Identified weaknesses/deficiencies:

1. Removal of students before completion of program.
  - A. By prison Classification/Department of Corrections.
  - B. Removed by Department of Corrections for rule violations.
2. Lack of funding to upgrade programs.

#### Remedial action to address weaknesses/deficiencies:

1. Work closer with Warden and staff.
  - A. To ensure students will remain in program until completion.
  - B. To allow disciplined students to return to program for completion.
2. Seek all avenues of funding available for incarcerated students.

**Part 1 (con't)**

**Statement of Goal #2:**

To update and construct a more comprehensive computer lab.

**Evaluation Method for Goal #2:**

Survey and visit industry and businesses on a yearly basis. Keeping open communication with other technical programs housed inside a prison environment.

**Evaluation Findings for Goal #2:**

More funding is needed to keep up with today's rapidly-changing computer technology.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Identified weaknesses/deficiencies:

1. Limited space inside a correctional facility.
2. Limited funding for prison education.
3. No access to Internet for inmate students.

Remedial action to address weaknesses/deficiencies:

1. Expand computer lab facility.
2. Seek all avenues of funding for incarcerated students.
3. Security prohibits Internet accessibility for incarcerated students.

**Part 1 (con't)**

**Statement of Standing #3:**

Maintain recruitment of students.

**Evaluation Method for Goal #3:**

To ensure that all inmates have information pertaining to educational opportunities offered by GSCC-St.Clair.

- A. Posting in each cell block, pamphlets containing information for available classes and dates for enrollment.
- B. To pursue a working relationship with the Department of Corrections.

**Identified weaknesses/deficiencies and remedial action to address weakness/deficiencies:**

Identified weaknesses:

1. Keeping class and enrollment information posted in cell blocks despite vandalisam.

Remedial action to address weaknesses/deficiencies:

1. Working with Department of Corrections officers within the institution to keep information posted.

**Part 1 (con't)**

**Statement of Standing Goal #4:**

To help students develop mathematical and communication skills required in all trade areas.

**Evaluation Method for Goal #4:**

To update our academic and computer material to meet the State Board Of Education requirements.

**Evaluation Findings for Goal #4:**

More funding is needed to accommodate the rising number of inmates with limited educational skills.

**Identified weaknesses/deficiencies and remedial action to address weakness/deficiencies:**Identified weaknesses:

1. Limited funding for academic material.
2. Limited classroom space.

Remedial action to address weaknesses/deficiencies:

1. Expand classroom space.
2. Seek all avenues of funding for incarcerated students.

**Part 1 (con't)****Statement of Standing Goal # 5:**

To maintain retention rate of 80% until students complete the required number of hours in all trade areas:

**Evaluation Method for Goal #5:**

Students are counseled throughout the course to ensure each is receiving the proper instructions pertaining to his course study.

**Evaluation Findings for Goal #5:**

Each student is given tasks during his courses to determine his progress or lack of progress.

**Identified weaknesses/deficiencies and remedial action to address weakness/deficiencies:**Identified weaknesses:

Closer contact with students during his course study.

Remedial action to address weaknesses/deficiencies:

More one-on-one contact with each student when permitted.

## PART II

For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

### **Statement of 2005-2006 Strategic Initiative #1:**

Improve institutional programs.

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #1</b>		
A. Expand Power Point into all trades.	<u>October 2005</u>	<u>Not Completed</u>
B. Purchase projectors and screens.	<u>August 2005</u>	<u>March 2006</u>
C. Update Software.	<u>August 2005</u>	<u>March 2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

- A. Only two out of seven staff personnel have received Power Point training. Instructors have limited accessibility to power point courses and workshops.
- B. More technology money needs to be appropriated for St.Clair Campus.
- C. This strategic activity will be carried forward for school year 2006- 2007.

### **Statement of 2005-2006 Strategic Initiative #2:**

Create a media library at the St.Clair campus.

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #2:</b>		
A. Purchases TV and DVD players for library.	<u>October 2005</u>	<u>Not Completed</u>
B. Update Software	<u>October 2005</u>	<u>Partial-Jan 2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Gadsden State Community College

GSCC/STCler  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named Organizational Unit.

Hermon Bradley Neal Jr.  
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Oct 15, 2006  
Date

Jimmy E. Budge  
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Oct 15, 2006  
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Willard J. Hart  
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Bradley L. Block  
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Kate D. Elk  
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# 2005-2006 Program/Area Unit Evaluations

Organizational Unit Distance Learning

Person Responsible: Sara Brenizer

Date Submitted: October 3, 2006

Approved by Cabinet Member  \_\_\_\_\_

## Part I

### **Statement of Standing Goal #1:**

Continue to provide quality distance learning opportunities in a variety of formats.

### **Evaluation Method for Goal #1:**

The DL Program offers video, online, web-enhanced, and dual-enrollment classes. Currently, we are purchasing the Tegrity system and video conferencing, which would increase the types of formats. Adding one or more of these would increase the types of formats by 25%.

### **Evaluation Findings for Goal #1:**

Tegrity and video conferencing have been added, therefore, increasing the format types.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** There are no identified weaknesses or deficiencies.

### **Statement of Standing Goal #2:**

Continue to train faculty and instructors in distance learning developments and delivery.

### **Evaluation Method for Goal #2:**

The DL Program will provide the opportunity for WebCT training to 100% of new online faculty and aid all online faculty members with development and delivery of courses.

### **Evaluation Findings for Goal #2:**

100% of new online faculty were provided the opportunity for WebCT training. All online faculty members were provided the opportunity for assistance with development and delivery of courses.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** There are no identified weaknesses or deficiencies.

**Statement of Standing Goal #3:** Continue to evaluate the quality of the distance classes through student evaluations, mentor/peer evaluations, and supervisor appraisals.

**Evaluation Method for Goal #3:** 100% of all enrolled students have the opportunity to evaluate their classes. Mentors, peers, and division chairs will have the opportunity to evaluate 100% of all online classes.

**Evaluation Findings for Goal #3:** 100% of all enrolled students were provided the opportunity to evaluate their DL classes. Of the 155 total responses on the Spring 2006 evaluation, 94% agreed or strongly agreed that course information had been adequately learned. (Complete evaluation results are attached.) Mentors, peers, and division chairs were provided the opportunity to evaluate 100% of all online classes.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** There are no identified weaknesses or deficiencies.

**Statement of Standing Goal #4:** Continue to maintain the Student and Instructor Distance Learning Handbooks.

**Evaluation Method for Goal #4:** The Distance Learning Committee will review and revise both handbooks on an annual basis.

**Evaluation Findings for Goal #4:** The Distance Learning Committee reviewed and revised the Student and Instructor Distance Learning Handbooks.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** There are no identified weaknesses or deficiencies.

**Statement of Standing Goal #5:** Continue to maintain the DL website:  
[www.gadsdenstate.edu/dl](http://www.gadsdenstate.edu/dl)

**Evaluation Method for Goal #5:** The website will be updated each semester with the new course offerings. The student and instructor handbooks will be updated each year. Other information will be updated as needed.

**Evaluation Findings for Goal #5:** The DL website was updated with course offerings each semester. The Student and Instructor Handbooks were updated.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** There are no identified weaknesses or deficiencies.

**Statement of Standing Goal #6:** Assist instructors seeking up-to-date, technologically sound distance learning course materials such as iLRN, which is being evaluated for incorporation into math and physics classes.

**Evaluation Method for Goal #6:** 100% of instructors will be asked to participate in seeking distance learning materials.

**Evaluation Findings for Goal #6:** Instructors were asked about Distance Learning materials.

**Statement of Standing Goal #7:** Engage in frequent Distance Learning Committee meetings for reporting and maintaining improvements to the program.

**Evaluation Method for Goal #7:** The committee will meet at least once per month.

**Evaluation Findings for Goal #7:** The Distance Learning Committee meets frequently, however not once per month. Due to many unforeseen circumstances, the committee did not hold a regular meeting during the summer of 2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Scheduling problems and personal situations contributed to the deficiency. Action will be to work to overcome these circumstances.

**Statement of Standing Goal #8:** Continue to develop and establish procedures for automating enrollment of students into WebCT to eliminate errors and decrease time devoted to this process.

**Evaluation Method for Goal #8:** The amount of time saved each semester is not easy to measure, but with the growth of Distance Learning Program, this savings will increase.

**Evaluation Findings for Goal #8:** The previous Coordinator of Distance Learning did not provide information concerning the evaluation findings of Goal #8.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The Evaluation Method is not measurable.

**Statement of Standing Goal #9:** Secure a distance learning representative at each campus who will answer student inquiries, aid in proctoring exams, and provide a cohesive, college-wide program.

**Evaluation Method for Goal #9:** We have a representative at every campus site. See the list available on the DL Website.

**Evaluation Findings for Goal #9:** DL representatives are available at each campus site.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The Evaluation Method is not measurable.

## **PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Statement of 05-06 Strategic Initiative #1:</b> A recognized Director/Budget for Distance Learning		
<b>Strategic Activities for Initiative #1</b> Work with the Dean of Instruction to complete this process. Bring all forms of DL under one director.	Fall 2005	Spring 2006
<b>Statement of 05-06 Strategic Initiative #2:</b> Establish an office for Distance Learning		
<b>Strategic Activities for Initiative #2:</b> Work with Dean of Instruction to secure a central office location	Spring 2006	Ongoing
<b>Statement of 05-06 Strategic Initiative # 3:</b> A dedicated Computer for Distance Learning with CD-R or DVD-R writing capability to maintain electronic back-up copies of courses.		

**Strategic Activities for Initiative #3:** Acquire funding for the computer so that each online course can be backed up on a CD-R or DVD-R.

Spring 2006 Spring 2006

**Statement of 05-06 Strategic Initiative #4:** Incorporate and test the automated system to backup and restore courses from the online system.

**Strategic Activities for Initiative #4:** Work with computer Programmer to create the text file as schedules are complete Import the file and test the procedure to merge WebCT's Database.  
Review each course to ensure online classes and web-enhanced classes are correct

Fall 2005 Not completed

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The Automated back-up system is in place. However, automated restore is not. Automated restore is not feasible. DL personnel do not know in advance which courses need to be restored.

**Gadsden State Community College  
Office of Institutional Research**

**Distance Learning Evaluations  
Spring 2006**

**Total Responses: 155**

Evaluation Statement	Strongly Agree 4		Agree 3		No Opinion	Disagree 2		Strongly Disagree 1		Responses
	Total	%	Total	%	Total	Total	%	Total	%	Total
1. A course syllabus was made available.	136	88%	18	12%	1	0	0%	0	0%	154
2. The course objectives as explained by the syllabus or the instructor were clear and understandable.	127	83%	24	16%	2	2	1%	0	0%	153
3. The course was well organized.	111	72%	34	22%	1	5	3%	4	3%	154
4. Exams and assignments were graded fairly.	110	74%	26	18%	7	11	7%	1	1%	148
5. Examinations reflected materials covered in the course.	107	70%	43	28%	3	2	1%	0	0%	152
6. The instructor informed students of their progress throughout the semester.	104	68%	38	25%	2	5	3%	6	4%	153
7. The instructor was accessible to students to answer questions about the course materials.	113	75%	31	21%	4	4	3%	3	2%	151
8. Even though this course was presented in a nontraditional format, I feel I have adequately learned the required information to complete this course.	105	69%	38	25%	2	7	5%	3	2%	153
9. The nontraditional format did not keep me from being successful in this class.	99	66%	41	28%	6	7	5%	2	1%	149
10. Additional instruction on this nontraditional format would have helped me be more successful.	36	28%	28	22%	25	43	33%	23	18%	130
11. The video tapes, textbook, and material provided were adequate.	22	59%	11	30%	118	4	11%	0	0%	37
12. The material in the textbook, video tapes, and exams were coordinated and were interrelated to each other.	27	73%	10	27%	118	0	0%	0	0%	37
13. The video tapes were interesting and kept my attention.	10	29%	14	41%	121	5	15%	5	15%	34
14. The internet presentations, textbook and materials provided were adequate.	92	74%	31	25%	30	2	2%	0	0%	125
15. The material in the internet presentations, textbook, and exams were coordinated and were interrelated to each other.	84	67%	37	30%	30	4	3%	0	0%	125
16. The internet presentations were interesting and encouraged participation.	72	61%	38	32%	36	6	5%	3	3%	119

May 2006

Gadsden State Community College

Distance Learning  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Dustin R. Duncan  
Signature

9/29/06  
Date

Amy Pennington  
Signature

9/29/06  
Date

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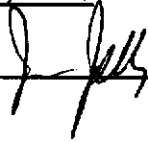
# 2005-2006 Program/Area Evaluations

Organizational Unit: Emergency Medical Services Program

Person Responsible: Connie Meloun/Patrick Brown

Date Submitted: November 8, 2006

Approved by Cabinet Member \_\_\_\_\_



## Part 1

**Statement of Standing Goal #1:** To provide quality professional administrative, clerical, and instructional services necessary to support the College's mission.

**Evaluation Method for Goal #1:** To achieve 75% good or excellent overall rating of administrative, clerical, and instructional services as assessed in the graduate survey

**Evaluation Findings for Goal #1:** 100% of the students surveyed either agreed or strongly agreed that the EMS Program provides quality professional administrative, clerical, and instructional services.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #2:** To maintain National Accreditation by the Commission on Accreditation of Educational Programs for the Emergency Medical Service Profession (CoAEMSP) and the State of Alabama Department of Public Health Emergency Medical Services Division.

**Evaluation Method for Goal #2:** Accreditation has been maintained as evidenced by acceptance of Annual Report by CoAEMSP. A continuing self study was conducted and submitted in the summer of 2005.

**Evaluation Findings for Goal #2:** The site visit was conducted in the spring of 2006. The Program was accredited with five reports due June 1<sup>st</sup> 2007.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The weakness/deficiencies notes were that there was no full-time EMS instructor, and there was no evidence that the course material taught met the current DOT, NHTSA, and the NEMS core content Scope of Practice Model. The program must also track the number of skills performed by each student and delineate between field internship and team leader preceptorship.

**Corrective Action:** All reports will be completed and submitted by the June 1<sup>st</sup> 2007 deadline.

**Statement of Standing Goal #3:** To recruit, employ, and maintain a highly specialized faculty in Emergency Medical Services.

**Evaluation Method for Goal #3:** To achieve 75% good or excellent overall rating of faculty as assessed in the graduate survey.

**Evaluation Findings for Goal #3:** 100% of the students surveyed either agreed or strongly agreed that the EMS Program faculty were "dedicated to learning and development; and were effective in their teaching/learning activities."

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #4:** To provide students with the instructional resources, facilities, computer labs, reference library, and support services necessary to provide state-of-the-art education in the field of Emergency Medical Services.

**Evaluation Method for Goal #4:** To achieve 75% good or excellent overall rating of faculty as assessed in the resource survey.

**Evaluation Findings for Goal # 4:** 100% of students surveyed either agreed or strongly agreed that instructional resources, facilities, computer labs, reference library, and support services were adequate.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #5 :** To provide facilities for employees, students, and the community that are clean, safe and efficient for educational use.

**Evaluation Method for Goal #5:** To achieve 75% good or excellent overall rating of facilities as assessed in the resource survey.

**Evaluation Findings for Goal #5:** 100% of the students surveyed either agreed or strongly agreed that the facilities are clean, safe, and efficient for educational use.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #6:** Implement a strategic plan for continuous quality improvement (CQI) for students taking the National Registry (State Board Examination).

**Implementation Method for Goal #6:** To achieve an 80% first time attempt pass rate for students taking the National Registry Exam.

**Evaluation Findings for Goal #6:** Evaluation is not complete.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Evaluation is not complete.

**Statement of Standing Goal #7:** Ensure that the Emergency Medical Services Program Advisory Committee convenes in the fall/spring or summer semester to provide a forum from the committees of interest for planning and evaluation.

**Evaluation Method for Goal #7:** Review of minutes for the Advisory Committee. The Committee met in Fall Semester 2005.

**Evaluation Findings for Goal #7:** An Advisory Committee meeting is slated for Spring Semester 2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Meeting has been rescheduled for Fall semester 2006

**Statement of Standing Goal #8:** Ensure that faculty meetings are held with full-time and part-time instructional staff for planning, evaluation, and program (CQI) continuous quality improvements.

**Evaluation Method for Goal #8:** To achieve 75% good or excellent rating of program administration as assessed in the faculty survey.

**Evaluation Findings for Goal #8:** Faculty surveys were conducted. Based on those surveys, the program has established a relationship with a new medical director who is involved with lectures and education oversight. A full-time EMS instructor was hired in the Fall of 2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #9:** Schedule periodic meetings with the Medical Director and Associate Medical Director to review and gain medical approval of the Emergency Medical Services Program's required standards, as determined by Commission on Accreditation of education programs for the Emergency Medical Services Profession (CoAEMSP).

**Evaluation Method for Goal #9:** To achieve 75% good or excellent rating of Medical Director Involvement as assessed in the Graduate survey.

**Evaluation Findings for Goal #9:** Based on the surveys, the Medical Director regularly attends faculty meetings as well as periodic classroom and lab instruction. The associate Medical Director is no longer associated with the EMS Program.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The Medical Director is no longer compensated by the College and EMS program. Financial compensation would encourage increased participation by the Medical Director.

**PART II**

**For each Strategic Initiative, Identify completion times (or non-completion) for all Strategic Activities.**

**Objective #1:** To promote critical thinking among basic and paramedic students.

Strategic Initiative #1: Utilize teaching and evaluation methods which promote critical thinking

	<u>Projected Completion</u>	<u>Completion Date</u>
Strategy Activities:		
1.1 Provide in-service for instructors related to critical thinking, teaching, and evaluation methods	<u>Ongoing</u>	<u>August 06</u>
1.2 Implement critical thinking labs	<u>Ongoing</u>	<u>August 06</u>
1.3 Utilize test plan to evaluate cognitive levels of exam questions	<u>Ongoing</u>	<u>August 06</u>
1.4 Utilize computer software programs containing critical thinking activities and/or test questions	<u>Ongoing</u>	<u>August 06</u>

**Objective #2:** Decrease attrition in EMS program

Strategic Initiative #1: Develop remediation strategies for at-risk students that will assist in their success in completing the program.

	<u>Projected Completion</u>	<u>Completion Date</u>
Strategy Activities:		
1.1 Evaluate current remediation techniques	<u>Ongoing</u>	<u>Jan 06</u>
1.2 Identify common problem areas for students	<u>Ongoing</u>	<u>Jan 06</u>
1.3 Include the student in developing a remediation plan to meet his/her individual needs	<u>Ongoing</u>	<u>Jan 06</u>
1.4 Assess at-risk students monthly	<u>Ongoing</u>	<u>August 06</u>
1.5 Assistant Dean of Health Sciences midterm and end-of-term interviews with at-risk students	<u>Ongoing</u>	<u>Ongoing</u>
1.6 Utilize Tegrity software	<u>Ongoing</u>	<u>August 06</u>

**Strategic Initiative #2:** Compare students' expectations of program requirements with actual requirements for success

	<u>Projected Completion</u>	<u>Completion Date</u>
Strategy Activities:		
1.1 Interview students who are interested in program as to their expectations of program requirements; other responsibilities, such as family and work; study habits	<u>Ongoing</u>	<u>August 06</u>

**Objective #3:** Evaluate equipment/media resource needs for purchase for use in EMS courses

**Strategic Initiative #1:** Evaluate the internal inventory of media resources, i.e. print, video, and software for priority purchase consideration.

	<u>Projected Completion</u>	<u>Completion Date</u>
1.1 Evaluate the internal inventory	<u>Dec 05</u>	<u>Dec 05</u>
1.2 Determine items needed	<u>Dec 05</u>	<u>Dec 05</u>
1.3 Do purchase order	<u>Jan 06</u>	<u>Jan 06</u>
1.4 Receive ordered items into inventory	<u>Jan 06</u>	<u>Jan 06</u>

**Strategic Initiative #2:** Evaluate the EMS equipment needs for priority purchase consideration.

	<u>Projected Completion</u>	<u>Completion Date</u>
2.1 Evaluate the equipment inventory	<u>Dec 05</u>	<u>Dec 05</u>
2.2 Discuss needs with faculty, students, and service agency employers	<u>May 06</u>	<u>May 06</u>
2.3 Determine items needed	<u>May 06</u>	<u>May 06</u>
2.4 Do purchase order	<u>June 06</u>	<u>June 06</u>
2.5 Receive ordered items into inventory	<u>June 06</u>	<u>June 06</u>

**Objective #4:** Evaluate computer lab utilization and relevant software needed to meet the students' needs.

**Strategic Initiative #1:** Evaluate the computer lab.

	<u>Projected Completion</u>	<u>Completion Date</u>
3.1 Evaluate computer lab usage	<u>Ongoing</u>	<u>Ongoing</u>
3.2 Discuss needs with faculty and students and service agency employers	<u>Ongoing</u>	<u>Ongoing</u>
3.3 Determine items needed	<u>Ongoing</u>	<u>Ongoing</u>

3.4 Do purchase order	<u>Jan 06</u>	<u>Jan 06</u>
3.5 Receive ordered items into inventory	<u>Feb 06</u>	<u>Jan 06</u>
3.6 Re-evaluate computer lab usage	<u>Ongoing</u>	<u>Ongoing</u>

**Objective #5:** Evaluate the need for CPR courses for the general public and/or GSCC faculty/staff.

Strategic Initiative #1: Evaluate and formulate a plan to offer CPR courses for the general public and/or GSCC faculty/staff.

	<u>Projected Completion</u>	<u>Completion Date</u>
1.1 Evaluate the need for courses	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Determine course dates if needed	<u>Ongoing</u>	<u>Ongoing</u>
1.3 Order materials/books	<u>Every Sem</u>	<u>Every Sem</u>
1.4 Receive ordered items into inventory	<u>Every Sem</u>	<u>Every Sem</u>
1.5 Conduct the course(s)	<u>Every Sem</u>	<u>Every Sem</u>

**Objective #6:** Utilization of Tegrity software in all EMS courses

Strategic Initiative #1: Faculty will use Tegrity software in their class presentations

	<u>Projected Completion</u>	<u>Completion Date</u>
Strategy Activities:		
1.1 Provide in-service to faculty on the use and benefits of Tegrity software	<u>Aug 06</u>	<u>Aug 06</u>
1.2 Provide mentors to faculty to assist with their use of Tegrity	<u>Aug 06</u>	<u>Aug 06</u>
Strategy Activities:		
1.1 Demonstrate the benefits and students' use of Tegrity including Tegrity Notes, on-line (synchronous and asynchronous) and DVD-CD aspects	<u>Aug 06</u>	<u>Aug 06</u>
1.2 Provide assistance for students in their quest to utilize Tegrity	<u>Ongoing</u>	<u>Aug 06</u>

**Objective #7:** Revise web page for Emergency Medical Services/Health Science Division

Strategic Initiative #1: Include the following information for each employee associated with the Emergency Medical Services Program on the web page: name, picture, office location and number, email address, and phone number

<u>Projected Completion</u>	<u>Completion Date</u>
<u>July 06</u>	<u>July 06</u>

Gadsden State Community College

EMS

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

Patrick J. Brown

Signature

11/6/06

Date

Brandon R. Paul

Signature

11/6/06

Date

Bill Brodeur

Signature

11/6/06

Date

Gregg Jackson

Signature

11/6/06

Date

Ray Cunningham

Signature

11/07/06

Date

Dean Pearson

Signature

Date

11/7/06

Mark McKleron

Signature

Date

11/7/06

Mike Keiser

Signature

Date

11/8/06

Phillip Rogers

Signature

Date

11/8/06

Ricky Howard

Signature

Date

11/8/06

Signature

Date

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Engineering Technology

Person Responsible: Tommy Hartline and Melinda White

Date Submitted: 11/13/2006

Approved by Cabinet Member \_\_\_\_\_

## Part I

### **Statement of Standing Goal #1:**

Provide quality education and training specific to one's field of study.

### **Evaluation Method for Goal #1:**

- a. Performance Measure #1 –Maintain a 75% good or excellent overall rating of the education and training received at GSCC by the graduates' employer.
- b. Performance Measure #2 –Maintain a 75% good or excellent overall rating of quality of instruction received by graduates in one's major.

### **Evaluation Findings for Goal #1:**

82% of those responding to the Employer Survey answered excellent or good to the question: As a result of observing the work behavior of this employee, what is your overall rating of the training provided in his/her field of study at Gadsden State Community College?

98% of those responding to the Graduate Follow-Up Survey answered excellent or good to the question: The quality of instruction for courses in your major was?

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

### **Statement of Standing Goal #2:**

Empower and assist students to achieve their stated objective of attending GSCC.

### **Evaluation Method for Goal #2:**

Performance Measure #1 –Maintain 75% positive rating of Engineering Technology students reaching their stated objective of attending GSCC.

### **Evaluation Findings for Goal #2:**

88% of those responding to the Graduate Follow-Up Survey answered yes to the question: Did you reach your objective?

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #3:**

Provide area employers with skilled graduates ready for employment.

**Evaluation Method for Goal #3:**

- a. Performance Measure #1 - Maintain 75% good or excellent rating of acquired computer, math, and technical skills by graduates.
- b. Performance Measure #2 – Maintain 75% good or excellent rating of students possessing problem-solving skills and expertise in equipment operations.

**Evaluation Findings for Goal #3:**

From the Employer Survey those expressing an opinion answered excellent or good to the following: As indicated by his/her job performance, rate the training that this employee received for each of the work qualities listed: Computer Skills 95%, Math Skills 89%, Technical Knowledge 85%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #4:**

Assist students in securing employment upon graduation or through co-operative education opportunities.

**Evaluation Method for Goal #4:**

- a. Performance Measure #1 - The percentage of employed graduates to be 70% or greater within six months of graduation.
- b. Performance Measure #2 - Provide more cooperative education opportunities for students by building stronger partnerships with employers.

**Evaluation Findings for Goal #4:**

80% of those responding to the Graduate Follow-Up Survey indicated they were employed.

From the Cooperative Education Report for 2005-2006, 220 students participated in cooperative education with 40 companies.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #5:**

Maintain partnerships and articulation agreements with all secondary career/technical programs in GSCC's service area.

**Evaluation Method for Goal #5:**

- a. Performance Measure #1 - Confirm existing articulation agreements annually.
- b. Performance Measure #2 - Revise agreements concurrent with curricula changes.
- c. Performance Measure #3 - Establish agreements with new secondary career/technical programs as appropriate.

**Evaluation Findings for Goal #5:**

Gadsden State Community College currently has articulation agreements with 16 technical education centers. This is an increase of 1 from 2004-2005. All articulation agreements are reviewed and update annually.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

To develop and implement a plan for the inclusion of Gadsden City School System students in technical programs at the Gadsden campuses of the college.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
Develop and implement a plan for the inclusion of Gadsden City School System students in technical programs at the Gadsden campuses of the college.	<u>8/15/06</u>	<u>8/01/06</u>
Obtain new facilities or re-assign existing facilities to provide classroom and lab or shop space for Gadsden City School students.	<u>8/15/06</u>	<u>8/01/06</u>
Provide office space for faculty and staff transferred from JK Weaver Technical Center to the Gadsden Campuses.	<u>8/15/06</u>	<u>8/01/06</u>
Integrate Gadsden City High School faculty, staff and students into programs in the technical division of Gadsden State.	<u>8/15/06</u>	<u>8/15/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Strategic Activities for Initiative #2**

Begin offering the Industrial Automation Program at the Ayers Campus to give students increased course offerings in this high demand field.

1/11/06      8/19/05

Provide Industrial Automation Trainers at the Ayers Campus.

1/11/06      8/19/05

Provide the operating software for instructional use.  
Provide training software for engineering technology students in the field of Industrial Automation.

1/11/06      8/19/05

1/11/06      8/19/05

Provide other program specific software as needed.

1/11/06      8/19/05

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Strategic Activities for Initiative #3**

Provide Electronics Engineering and Computer Science Technology students with networking and industry-current A+ certification computer training.

8/10/06      Not Completed

Provide equipment comparable to that used in industry today.

8/10/06      Not Completed

Provide operating systems currently used in industry.

8/10/06      Not Completed

Provide adequate facilities for lab environment.

8/10/06      Not Completed

Provide all necessary equipment and software for training.

8/10/06      Not Completed

Provide instructors with professional training.

8/10/06      Not Completed

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Funding for this initiative was cut from technology funds for the 2005-2006 year. There has been very little interest shown by students in this area. After discussion with instructors, the advising committee, and the administration, the decision was made not to pursue this activity.

#### Strategic Activities for Initiative #4

Identify and correct any known safety issues in Engineering Technology Programs

8/10/06

Ongoing

Require all instructors to inspect their classrooms, work areas and laboratories twice per semester and report the results to the Division Chairs.

8/10/06

Ongoing

All safety concerns will be reported immediately to the Division Chairs and the Maintenance Department.

8/10/06

Ongoing

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Safety is an ongoing effort in the Engineering Technology Division. No major safety concerns were raised by instructors, students or staff in this division. Only one minor infraction was discovered by the Alabama Department of Environmental Management during a recent surprise visit. It has since been corrected.

Gadsden State Community College

Engineering Technologies  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

*Lui Jones*

Signature

*11/16/06*

Date

*Dean M. Eastman*

Signature

*11-16-06*

Date

*L. Hardy*

Signature

*11-16-06*

Date

*Dellie Jones*

Signature

*11/16/06*

Date

*E. Campbell*

Signature

*11/16/06*

Date

*Melinda Tucker*

Signature

*11/16/06*

Date

*Michael A. Smith*

Signature

*11/16/06*

Date

*R. Jones*

Signature

*11/16/06*

Date

*Steve Caldwell*

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*11/16/06*

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*D. H. [unclear]*

Signature

*11/16/06*

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Signature

*11/16/06*

Date

Gadsden State Community College

Engineering Technologies  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

H. David Smith  
Signature

11-16-06  
Date

Tony S. Knowe  
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11-16-06  
Date

Jack Mayfield  
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11-16-06  
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Tommy Hartline  
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11/16/06  
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David Barnett  
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# 2005-2006 Program/Area Evaluations

Organizational Unit: Health Physical Education and Recreation

Person Responsible: Riley Whitaker

Date Submitted: November 10, 2006

Approved by Cabinet Member: \_\_\_\_\_  


## Part I

**Statement of Standing Goal #1:** Provide instruction in community health and first aid.

### **Evaluation Method for Goal #1:**

- (a) Grade reports for students enrolled in community health and/or first aid will reflect 75% receiving a grade of "C" or above.
- (b) Instructor evaluations will indicate that at least 75% of respondents indicated "agree" or "strongly agree" in all areas related to instructor performance.

### **Evaluation Findings for Goal #1:**

- (a) Grade reports show that 78.9% of students enrolled in community health and/or first aid successfully completed the course ("C" or above).
- (b) Instructor evaluations reflect that 91.3% of respondents "agree" or "strongly agree" in all areas related to instructor performance.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** The only identified weakness was the low response rate to the on-line instructor survey by HED students completing the classes. HED instructors will strongly encourage students to complete the on-line survey at the end of each course.

**Statement of Standing Goal #2:** Provide instruction in personal fitness and wellness.

### **Evaluation Method for Goal #2:**

- (a) Grade reports for students enrolled in fitness and wellness courses will reflect that 75% complete the course successfully receiving a grade of "C" or above.
- (b) Instructor evaluations will indicate that at least 75% of respondents "agree" or "strongly agree" in all areas related to instructor performance.

### **Evaluation Findings for Goal #2:**

- (a) Of the students enrolled in personal fitness and wellness, 91.3% successfully completed the course receiving a grade of "C" or above.
- (b) Instructor evaluations reflect that 98% of respondents "agree" or "strongly agree" in all areas related to instructor performance.

**Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** The only identified weakness was the low response rate to the on-line instructor survey by personal fitness and wellness students completing the classes. Instructors will strongly encourage students to complete the on-line survey at the end of each course.

**Statement of Standing Goal #3:** Provide instruction in competitive sports activities.

**Evaluation Method for Goal #3:**

- (a) Grade reports for students enrolled in competitive sports activities will reflect that 90% complete the course successfully receiving a grade of "C" or above.
- (b) Instructor evaluations will indicate that at least 75% of respondents "agree" or "strongly agree" in all areas related to instructor performance.

**Evaluation Findings for Goal #3:**

- (a) Grade reports for students enrolled in competitive sports activities will reflect that 98% completed the course successfully receiving a grade of "C" or above.
- (b) Survey results reflect that 100% of respondents agreed in all areas related to instructor performance for competitive sports activities.

**Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** Again, the only identified weakness was the low response rate to the on-line instructor survey by students enrolled in competitive sports activity classes. Instructors will strongly encourage students to complete the on-line survey at the end of each course.

**Statement of Standing Goal #5:** Provide continuing education and services for members of the community.

**Evaluation Method for Goal #5:**

- (a) End-of-semester semester surveys will allow respondents to indicate desired continuing education courses.
- (b) Evaluation of end-of-semester program surveys will take into consideration classes desired by students, availability of qualified instructors, and necessary equipment/facilities.
- (c) End-of-semester program surveys will indicate that 75% of respondents felt equipment/facilities were suitable for the course.

**Evaluation Findings for Goal #5:**

- (a) End-of-Program surveys were administered to 1,494 adults enrolled in Continuing Education with a response rate of 38% (560). Possible classes suggested by respondents that would involve HPR facilities include belly dancing, scuba diving, tennis, water exercise, and Fall and Christmas break classes for youth.

- (b) Three of the classes suggested on the surveys currently are being offered. Tennis is offered as a credit class in the HPR Division and will be offered as a Youth College course in the summer. A random phone survey of parents of current Kids College participants determined that there was insufficient interest to offer Fall and Christmas break classes.
- (c) Of the 560 survey respondents, 82% "agree" or "strongly agree" that "Classrooms and other facilities are safe, suitable, and clean." Comments from respondents identified several weaknesses/deficiencies in the HPR facilities.

**Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** The HPR Director and Continuing Education Director will continue to work cooperatively to offer continuing education classes that meet the needs of the community. The following are identified weaknesses/deficiencies and the action to address those problems:

- Need night light for parking lot. Action taken: Blown bulb has been replaced.
- Tennis Courts overgrown and cracked. Action to be taken: Maintenance will be asked to spray for weeds. Budget restraints have not allowed the resurfacing of tennis courts that the Athletic Director has requested for several years.
- Need night light in the pool to ensure the safety of instructors leaving the pool area after overhead lights are turned off. Action taken: Maintenance has been notified, but no action has been taken as of November, 2006.
- Water temperature in the pool has fluctuated and, in many instances, has not been conducive to effective teaching/learning. Action taken: Maintenance is attempting to keep the pool at the requested temperature of 86 degrees.
- Chlorine levels are not always kept at safe levels and are monitored by maintenance sporadically. Action taken: Maintenance has replaced the defective chlorinator. The Athletic Director will request that maintenance keep a chart showing dates, times, and chlorine levels each time the pool water is tested.
- The air temperature in the pool fluctuates from dangerously high levels to uncomfortably low levels, resulting in excessive moisture/humidity and discomfort for participants. Action taken: Maintenance has been notified of the problem repeatedly by the Athletic Director, the Continuing Education Director, and instructors, but the problem still persists. Efforts will continue to identify and address the problem.

**PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Statement of 2005-2006 Objective #1:** Offer quality swimming programs for students, faculty, staff, and members of the community.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Initiative #1:**

*Develop and Implement quality swimming programs.*

1.1 Implement a needs assessment of community members, students, faculty, & staff as to type of programs/classes, times, etc.

May/06

May/06

1.2 Obtain qualified water safety instructors

May/06

in progress

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

(1.1) The Community Survey (needs assessment) had a total of 55 respondents. A total of 20 respondents (36.4%) indicated an interest in a senior citizens swimming program. The HPR Director and the Continuing Education Director are making plans to initiate this program. (1.2) The HPR Director is currently seeking a qualified water safety instructor to teach a lifeguard class to be offered spring semester.

**Strategic Initiative #2:**

*Advertisement of swimming program and facilities.*

2.1 Collaborate with public relations department to develop and distribute print materials/ programs regarding swimming.

May/06

In progress

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

The Public Relations Director and HPR Director have collaborated to advertise the swimming program and facilities to students, faculty, and staff through the use of the Message Board and e-mails. Print materials will be developed as needed.

**Statement of 2005-2006 Objective #2:** Promote fitness, health, and wellness among students, faculty and community members.

**Strategic Initiative #1:**

*Offer state-of-the-art equipment for assessing fitness level and planning and implementing individual programs.*

1.1 Provide free fitness level assessment of GSCC students, faculty, and staff members.

ongoing

ongoing

1.2 Implement individualized programs for fitness.

ongoing

ongoing

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

These initiatives are ongoing and no barriers or problems were encountered. Weight room equipment was renovated in 2006, making the facilities more appealing to students, faculty, and staff.

**Objective #3:** Continue to update physical education courses and community service classes by offering classes with strong appeal to prospective students and the community.

**Strategic Initiative #1:**

*Develop and implement updated HPR courses and community service classes that appeal to students, faculty, and staff.*

- |  |               |               |
|--|---------------|---------------|
| 1.1 Contact other two-year college HPR departments to obtain ideas for new/updated courses that have been successful for them. | <u>May/06</u> | <u>May/06</u> |
| 1.2 Develop course syllabi for new course offerings.   | <u>May/06</u> | <u>May/06</u> |

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

No barriers or problems were encountered. (1.1) The HPR Director and an instructor visited Shelton State Community College and Wallace of Hanceville to obtain ideas for developing and implementing HPR courses. Two new classes (PED 106 and PED 107) were added as a result of the visits. (1.2) The HPR Director and the Continuing Education Director visited Jacksonville State University to observe its swimming program for senior citizens. Plans are underway to offer such a program at GSCC.

**Strategic Initiative #2:**

*Promote updated HPR course offerings to students, faculty, and staff.*

- |   |               |                   |
|---|---------------|-------------------|
| 1.1 Collaborate with Instructional Dean and Public Relations Department to develop and distribute print materials promoting new course offerings. | <u>May/06</u> | <u>incomplete</u> |
| 1.2 Send email announcements/flyers to faculty and staff to promote new courses.  | <u>May/06</u> | <u>May/06</u>     |

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

(1.1) Collaboration with other departments to develop and distribute print and/or electronic materials promoting HPR courses has begun but is not complete. (1.2) New course offerings were promoted through email announcements and flyers distributed to faculty, staff, and freshmen students (via orientation).

**Strategic Initiative #3:**

*Promote community service classes utilizing HPR facilities.*

- |   |                |                |
|---|----------------|----------------|
| 1.1 Collaborate with Community Service Department to increase community service classes offered through the HPR Division. | <u>ongoing</u> | <u>ongoing</u> |
| 1.2 Coordinate time schedules for HPR courses and community service classes.  | <u>ongoing</u> | <u>ongoing</u> |
| 1.3 Assist with advertisement of community service offerings through the HPR Division.                                    | <u>ongoing</u> | <u>ongoing</u> |

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**  
The HPR and Continuing Education Department have worked cooperatively to increase community service classes using HPR facilities as outlined in Standing Goal #5, page 2, of this evaluation. No barriers or problems were encountered in scheduling or advertising the continuing education classes that utilized HPR facilities.

**Objective #4:** Establish a web page for the HPR/Athletic Divisions.

**Strategic Initiative #1:**

Compile personnel pictures, phone numbers, email addresses, and office numbers for HPR/Athletic Divisions for inclusion on college web site.

Dec./05

May/06

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**  
The HPR website was completed later than planned because of time constraints needed to gather the information needed for the site and for the computer department to make the necessary additions to the GSCC website. The Athletic website has been updated for all sports.

Revised 2/5/07

**Gadsden State Community College**

Health, Physical Education, & Recreation  
**Organizational Unit**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

*Cynthia H. McElroy*  
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*Jim Pritchard*  
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**Gadsden State Community College**

Health, Physical Education, & Recreation  
**Organizational Unit**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

  
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## 2005-2006 Program/Area Evaluations

Organizational Unit: Information Technology  
Person Responsible: Sheila Lancaster, Chairperson *Sheila Lancaster*  
Date Submitted: December 19, 2006  
Approved by (Dean/VP): \_\_\_\_\_

### Part I

**Statement of Standing Goal #1: To provide the foundation for AS degree students in the areas of Information Technology.**

#### Expected Educational Outcomes

Success in this goal will prepare students who transfer to senior institutions. Students will be able to maximize the number of credits for transfer by accomplishing work recognized as equivalent to that offered at senior institutions.

#### **Evaluation Method for Goal #1:**

- a. Coordination with the colleges (JSU, Auburn, Univ. of Alabama, UAB, and UAH) on an annual basis by members of the Computer Science faculty. Topics of coordination will include:
  1. Computer Science Program content.
  2. Comparison of specific course syllabi.
  3. Identification of software and hardware trends and long-range planning implications.
  4. In addition, STARS data will be reviewed regularly to verify our program planning.
- b. Evaluation of Academic Performance Reports on transfer students (by major whenever possible), to determine if 70% of identified transfer students performed at the level of C or better.
- c. Graduate Follow-up Surveys to determine if 70% were satisfied with the level of instruction they received.

#### **Evaluation Findings for Goal #1:**

- a. Consultations with advisors and faculty within the Computer Science departments at JSU, University of Alabama at Tuscaloosa, and UAB, were made by GSCC CIS faculty in the process of advising students and modifying course content during the past year. The trend at the higher institutions continues to move higher level content down to the lower level classes, but to only accept 200 level courses when courses transfer.

The STARS content has not changed during the past year. Course numbers and content will continue to be monitored to reflect the courses approved on the STARS articulation agreements.

- b. No data was pertinent to Computer Science in the UAH or JSU Academic Performance Reports.  
No reports were received at the time of this reporting from UAB, the University of Alabama-Tuscaloosa, or Auburn.
- c. Graduate Follow Up surveys answered by students show;
  - o 81% felt their program at GSCC prepared them for their intended employment.
  - o 96% stated they reached their intended goal of preparing for a new job, improving skills, self enrichment, or preparing to transfer to a 4-year school.

- d. Data from the most recent Institutional Effectiveness Report of 2004-2005, completed on March 2006, show the following.

As a measure of students who score a C or higher in computer skills:

72% in Fall 2004

71% in Spring 2005

72% in Summer 2005

Completion percentage for 2002 cohort was up 4% with 20% in 2002 cohort compared to 16% in 2001 cohort.

#### **Identified weaknesses/deficiencies and remedial action to address**

##### **weaknesses/deficiencies:**

Work will continue with the Department of Post Secondary to unify content so that more courses will be accepted for transfer. This has been a problem throughout the state in the community college system. GSCC faculty in Information Technology will continue to serve on these curriculum committees to help identify and correct problems so that our students may benefit.

#### **Statement of Standing Goal #2: To provide a comprehensive AAS Computer Science Technology program.**

##### Expected Educational Outcomes

Success in this goal will prepare graduates for immediate employment and serve to retrain workers in Information Technology.

##### **Evaluation Method for Goal #2:**

- a. Evaluation of Employer Surveys to determine if 70% of those hired were adequately prepared.
- b. Graduate Follow-up Surveys to determine if 70% were satisfied with the level of instruction they received.
- c. Evaluation of Graduates Report (by degree and major whenever possible) to determine if 70% graduated or were alternate completers.

##### **Evaluation Findings for Goal #2:**

- a. Employer surveys completed on 5/2/2006 for the 2004-2005 graduates show:
  - 75% were satisfied with the computer and technical skills of the students.
  - 75% felt that the training GSCC gave the student in general, prepared them for employment.
- b. Specific Computer Science Placement Summary information from the Graduate Survey compilation of 2005-2006 shows the following of graduates:
  - 35% were employed in a field related to education with 60% total employed, 10% not seeking work, and 30% still seeking work.

#### **Identified weaknesses/deficiencies and remedial action to address**

##### **weaknesses/deficiencies:**

The Department of Post Secondary has almost completed the process of unifying content among the technical areas. It has served to create a curriculum that incorporates industry-standard skills, based upon the survey of Alabama business and industry. Work has begun to articulate these courses to the senior universities for transfer credit. Work will continue to standardize and develop these courses.

**Statement of Standing Goal #3: Maintain a current foundation level course that meets the requirements for all majors at Gadsden State Community College and serves as the required computer literacy transfer course for all AS degree programs.**

Expected Educational Outcomes

Success in this goal will ensure that our transfer and transient students can take a course that will continue their progress toward degree completion.

**Evaluation Method for Goal #2:**

- a. Articulation agreements.
- b. Coordinate with advisors in the two-year college system and receiving institutions.

**Evaluation Findings for Goal #3:**

The STARS content has not changed during the past year. Course numbers and content will continue to be monitored to reflect the courses approved on the STARS articulation agreements.

Coordination with recipient schools indicates that CIS 146 is still the primary foundation level course for all non-computer science majors and is still widely accepted.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None at this time, but this will continue to be monitored.

**PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
---	--

**Statement of 2005-2006 Strategic Initiative #1: Integrate new curriculum mandated by Postsecondary for technology programs.**

**Strategic Activities for Initiative #1**

1.1	CIS 201/202 Introduction to Computer Programming (replaces CIS 110 as foundation for programming course). Articulate this course with JSU as an approved transfer course. Seek approval for this course from the AGSC to be incorporated into STARS as an acceptable course for non-computer science majors.	Fall 2005	Fall 2005
1.2	CIS 273 Introduction to Network Communications, (replaces CIS 199 as networking fundamentals course).	Spring 2006	Spring 2006
1.3	CIS 268 Software Support (replaces CIS 239 Networking Software).	Fall 2005	Fall 2005
1.4	CIS 269 Hardware Support (replaces CIS 240	Fall 2005	Fall 2005

- |     |  |             |                      |
|-----|--|-------------|----------------------|
|     | Networking Hardware).  |             |                      |
| 1.5 | CIS 203 Introduction to Information Highway (replaces CIS 140 as Basic Web Development).<br>Seek approval for this course from the AGSC to be incorporated into STARS as an acceptable course for non-computer science majors. | Fall 2005   | Fall 2005            |
| 1.6 | CIS 208 Intermediate Web Development (replaces CIS 145 as advanced web development course).  | Spring 2006 | Still in development |

**Statement of 2005-2006 Strategic Initiative #2: Replace computer equipment, furniture, and networking support equipment in a cycle in order to provide updated equipment and a safe environment for the students.**

**Strategic Activities for Initiative #2**

- |     |   |               |  |
|-----|---|---------------|--|
| 1.1 | Complete server upgrade in Allen Hall.  | Fall 2005     | Fall 2005  |
| 1.2 | Replace folding tables in all labs with computer tables to correct safety problems and wiring problems. | Fall / Spring | Replaced lab 200B 8/06<br>\$6,334.23                 |
| 1.3 | Replace broken and worn-out chairs in labs.   | Fall / Spring | Replaced 90 chairs in Allen Hall 12/05<br>\$9,702.00 |
| 1.4 | Replace one computer lab in Allen Hall.   | Fall / Spring | One lab replaced 8/05 \$30,214.49                    |

**Statement of 2005-2006 Strategic Initiative #3: Maintain information services to assist the students in advisement, degree completion, and course assistance.**

**Strategic Activities for Initiative #3**

- |     |   |         |  |
|-----|---|---------|--|
| 1.1 | Continue to maintain division and faculty web pages for informational purposes. | Ongoing |  |
|-----|---|---------|--|

Gadsden State Community College

Information Technology  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Jim Moore  
Signature

11-13-06  
Date

Paul Curt  
Signature

11-13-2006  
Date

Sandy Roberts  
Signature

11/15/06  
Date

Diane Roberts  
Signature

11/15/06  
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Wayne Payne  
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Gadsden State Community College

INFORMATION TECHNOLOGY  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Signature Donna Wood

Date 11/13/06

Signature Tony Cobb

Date 11/13/06

Signature Pauline Ozrite

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# 2005-2006 Program/Area Evaluations

Organizational Unit: Language, Fine Arts, and Humanities

Person Responsible: Charles Hill

Date Submitted: December 11, 2006

Approved by Cabinet Member \_\_\_\_\_

## Part I

### **Statement of Standing Goal #1:**

Goal Statement—To provide general education that includes basic knowledge of communications, humanities, social sciences [mathematics / natural sciences, and computer skills] as required for certificate and degree programs.

### **Evaluation Method for Goal #1:**

- a. 100% of programs will be checked to assure that general education courses in Area of Languages, Fine Arts, and Humanities are provided.
- b. 75% of students enrolled in each “support” area (English, history, psychology, art, music, political science, foreign languages, religion, humanities, philosophy, etc.) will receive a grade of “C” or better.

### **Evaluation Findings for Goal #1:**

- a. 100% of programs have been checked, and 100% of programs include necessary courses in the Area of Languages, Fine Arts, and Humanities in their curricula.
- b. More than 75% (79%-94%) of students enrolled in each “support area (English, history, psychology, art, music, foreign languages, humanities, etc.) received a grade of “C” or better.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weakness/deficiencies perceived.

### **Statement of Standing Goal #2:**

To prepare students who transfer to perform successfully at senior institutions.

### **Evaluation Method for Goal #2:**

Data from senior institutions will indicate that Gadsden State transfer students, grades and graduation rates are within 10% of senior institutions' native students in general education courses in the Area of Languages, Fine Arts, and Humanities.

### **Evaluation Findings for Goal #2:**

Data from senior institutions indicates that Gadsden State transfer students, grades and graduation rates are within 10% of senior institutions' native students in general education courses in the Area of Languages, Fine Arts, and Humanities. Jacksonville State University (where the majority of our transfers go) indicates that Gadsden State students do slightly better in terms of grades and graduation rates than native students.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weakness/deficiencies perceived.

**Statement of Standing Goal #3:**

To provide National Public Radio and other public service radio programming for citizens within Gadsden State's service area

**Evaluation Method for Goal #3:**

Check ratings to assure that WSGN maintains at least a 3% market share within Gadsden State's service area by rebroadcasting WBHM radio.

**Evaluation Findings for Goal #3:**

Recent ratings show that WSGN maintains a 3.8% market share within Gadsden State's service area.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weakness/deficiencies perceived.

**Statement of Standing Goal #4:**

To provide quality instruction in the Alabama Language Institute so that students are successful on TOEFL (Test of English as a Foreign Language)

**Evaluation Method for Goal #4:**

This program is not presently within the area of Language and Fine Arts.

**Evaluation Findings for Goal #4:**

This program is not presently within the area of Language and Fine Arts.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

This program is not presently within the area of Language and Fine Arts.

**Statement of Standing Goal #5:**

To provide students with written and oral communication skills to support individual academic programs and careers

**Evaluation Method for Goal #5:**

- a. 70% of students will be able to express themselves in written communication as evidenced by earning a grade of "C" or better in a written communications course.
- b. 70% of students will be able to express themselves orally as evidence by earning a grade of "C" or better in an oral communications course.

**Evaluation Findings for Goal #5:**

- a. More than 70% of students were able to express themselves in written communication as evidenced by earning a grade of "C" or better in a written communications course.
- b. More than 70% of students were able to express themselves orally as evidence by earning a grade of "C" or better in an oral communications course.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses/deficiencies perceived.

**Statement of Standing Goal #6:**

To provide students with basic knowledge in the fine arts

**Evaluation Method for Goal #6:**

All students in transfer courses and designated non-transfer courses will take and successfully complete at least one fine arts/humanities course with a grade of "C" or better.

**Evaluation Findings for Goal #6:**

As a requirement for a degree, all students in transfer courses and designated non-transfer courses take and successfully complete at least one fine arts/humanities course with a grade of "C" or better.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses/deficiencies perceived.

**PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Objective #1: To increase awareness of Alabama Language Institute among potential student population.**

Strategic Initiative #1: Advertisement campaign conducted by International Student Office.

- |   |              |              |
|---|--------------|--------------|
| 1.1 Place ads in recruitment literature for at least two student areas.   | <u>9/05</u>  | <u>n/a**</u> |
| 1.2 Further develop web-based recruiting effort by developing existing web site and by linking to other agencies. | <u>11/05</u> | <u>n/a**</u> |
| 1.3 Attend international recruiting event.  | <u>12/05</u> | <u>n/a**</u> |

\*\*Supervision for the Alabama Language Institute was transferred; objective will be evaluated by Paula Ross Derrick.

**Objective #2: To revise developmental English courses so that students may enter and exit courses as flexibly as possible.**

Strategic Initiative #1: Provide students with developmental English courses to assure success in college.

- |  |             |             |
|--|-------------|-------------|
| 2.1 Identify and purchase computer-assisted English software     | <u>9/05</u> | <u>9/05</u> |
| 2.2 Identify/develop placement methods for open entry/open exit. | <u>1/06</u> | <u>1/06</u> |

**\*\*Note: Although this objective was met, the department feels that student achievement was better with traditional entry and exit, and we are not presently using flexible entry and exit.**

**Objective #3: To provide reading courses for all students whose test results indicate a need for developmental reading.**

Strategic Initiative #1: Provide students with reading courses to assure success in college.

- |   |             |             |
|---|-------------|-------------|
| 3.1 Develop computer programming to assure that all students who need reading must take reading during first two semesters. | <u>1/06</u> | <u>1/06</u> |
|---|-------------|-------------|

3.2 Test all incoming freshmen for reading ability.	<u>8/05</u>	<u>8/05</u>
3.3 Place all incoming freshmen according to placement scores.	<u>8/05</u>	<u>8/05</u>
3.4 Post-test reading students to assure that reading level is adequate for college success.	<u>8/05</u>	<u>8/05</u>

**Objective #4: To provide Internet courses to language and fine arts students.**

Strategic Initiative #1: To revise present video courses into Internet courses.

4.1 Provide video instructors with training in Internet instruction.	<u>10/05</u> <u>5/05</u>	<u>10/05</u> <u>5/05</u>
4.2 Migrate video courses into Internet courses.	<u>5/06</u>	<u>5/06</u>
4.3 Develop Speech Internet course.	<u>8/05</u>	<u>8/05</u>
4.4 Develop American Literature Internet courses	<u>1/06</u>	<u>1/06</u>

**Objective #5: To development area web pages.** 1/05 1/05

<u>Strategic Initiative #1:</u> Place area's personnel pictures, phone numbers, emails, and office numbers/location online	<u>1/05</u>	<u>          </u>
--	-------------	-------------------

**Statement of 2005-2006 Objective #5:**  
To develop web presence for Area

**Strategic Initiatives for Objective #5**

Strategic Initiative: Develop web presence beginning with departments, and adding faculty, and eventually courses

5.1 Develop web page for each department or unit within the Area of Language, Fine Arts, and Humanities	08/30/2003	08/30/2003
5.2 Develop web page for each faculty member within each department or unit	08/30/2003	see below
5.3 Develop course specific web pages for each course within area.	08/30/2003	partial see below

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Lack of web-design personnel has slowed this initiative. Progress has been made, but more personnel and time is necessary to implement the initiative.

# Unit Strategic Plans

## Language and Fine Arts

2005 - 2006

I have had opportunity for input in the 2005-2006  
Language and Fine Arts  
Unit Strategic Plans

NAME	PLEASE SIGN
Capel, Ann	Ann Capel
Cochran, Shelby	Shelby Cochran
Connell, Patricia	Patricia C. Connell
Crowe, Bill	Bill Crowe
Cunningham, Christine	Christine C.
Gagliardo, Melia	Melia Gagliardo
Gallardo, Mario	Mario Gallardo
Gray, Beth	Beth Gray
Hamilton, Todd	Todd Hamilton
Johnston, Robert	Robert H. Johnston
Kiger, Charlotte	Charlotte Kiger
Monroe, Yolanda	Yolanda Monroe
Mullin, Neil	Neil Mullin
Murdock, David	David S. Murdock
Sears, Dennis	Dennis Sears
Selman, Glenda	Glenda Selman
Whitten, Gloria	Gloria Whitten

## 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Library  
**Person Responsible:** Dr. Jeff Luzius  
**Date Submitted:** 11/17/06

**Approved by Cabinet Member:** 

### Part I

#### **Statement of Standing Goal #1:**

The library should establish, promote, maintain, and evaluate a range of quality services that support the institution's mission and goals. The library should provide competent and prompt assistance for its users. Hours of access to the library should be reasonable and convenient for its users. Reference should be available at times when the institution's primary users most need it.

#### **Evaluation Method for Goal #1:**

**Performance Measure #1:** The library will conduct a Student Opinion Survey once a year. The library will conduct a Faculty Opinion Survey once a year. The library will conduct a Student Survey of Bibliographic Instruction once a year. All of the above will be completed online.

**Performance Measure #2:** The libraries will have adequate staff to meet the needs of the students. A librarian and a clerk should be available in each department to handle the daily schedule.

**Performance Measure #3:** A qualified reference librarian, either full-time or adjunct, will be available during all hours the library is open.

#### **Evaluation Findings for Goal #1:**

**PM#1:** The Library and library services received a grade of excellent by faculty & students.

**PM#2:** A librarian and a clerk work in each department in all three libraries.

**PM#3:** A qualified librarian is on staff at all times at all three libraries.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None

**Statement of Standing Goal #2:**

The College ensures that all students and faculty members have access to library collections and other learning resources appropriate to the institution's mission and scope of educational programs.

**Evaluation Method for Goal #2:**

**Performance Measure #1:** The libraries' remain open at least 40 hours a week with a mixture of day and night hours.

**Performance Measure #2:** The library provides online access to scholarly resources which are available 24/7.

**Evaluation Findings for Goal #2:**

PM#1: The libraries are open as follows: 53 1/2 hours at Meadows, 53 1/2 hours at Ayers, and 43 at McClellan. Meadows and Ayers are open until 8:30 Monday through Thursday and McClellan is open until 7:00 Monday thru Wednesday.

PM#2: The AVL provides remote access to all their databases. Students must come in to the library first and sign up for an account which is good for three years. We also provide access to 42,000 e-books.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

McClellan should work towards staying open later on Thursday.

**Statement of Standing Goal #3:**

The library staff should be sufficient in size and quality to meet the programmatic and service needs of its users. Librarians should have a graduate degree from an ALA-accredited program. Support staff shall be assigned responsibilities appropriate to their qualifications, training, experience, and capabilities. The further development of professional and support staff should be promoted through an on-going commitment to continuing education, including training on security, emergencies, and the preservation of materials.

**Evaluation Method for Goal #3:**

**Performance Measure #1:** The size of the staff should be compared to other community colleges of a similar size.

**Performance Measure #2:** Librarians' curriculum vitas and transcripts will be kept on file.

**Performance Measure #3:** All support staff have job descriptions with lists of duties and responsibilities. These job descriptions will be used to complete the annual evaluations of the staff and will be edited as needed on an annual basis.

**Performance Measure #4:** Professional and support staff will attend college workshops, Library Management Network workshops, AVL workshops, and other appropriate workshops and educational programs. This information will be shown on the Professional Development Plan that each full-time staff member completes during the evaluation process.

**Evaluation Findings for Goal #3:**

**PM#1:** We have five full-time librarians, 7 part-time librarians, 5 full-time library assistants, and 3 part-time library assistants

**PM#2:** We have resumes on file and transcripts are kept at HR.

**PM#3:** All support staff have job descriptions with lists of duties and responsibilities which are used to complete annual evaluations.

**PM#4:** Professional and support staff have attended college workshops, Library Management Network workshops, AVL workshops, and other appropriate workshops.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

We need a full-time library assistant at the McClellan Library.

**Statement of Standing Goal #4:**

The library should be administrated in a manner that permits and encourages the most effective use of available library resources. The library director should report to the president or the appropriate chief academic or instructional officer of the institution. There should be a standing library advisory committee. The responsibilities and authority of the library director should be defined in writing. The library should be administered in accordance with the spirit of the AIA "Library Bill of Rights."

**Evaluation Method for Goal #4:**

**Performance Measure #1:** The library head reports to the Dean of Instructional Services who reports to the President.

**Performance Measure #2:** There is a library committee which should meet quarterly and aid in library planning.

**Performance Measure #3:** The job description of the library head is attached to the annual evaluation completed by the Dean of Instructional Services. At that time, the job description will be changed by the Dean, as needed, during annual review.

**Performance Measure #4:** The Library Bill of Rights is included in the Library's Policy Manual. Annually, the Bill of Rights should be reviewed and a written report prepared showing the library's strengths and weaknesses.

**Evaluation Findings for Goal #4:**

**PM#1:** Dr. Luzius (Library Director) reports to Dr. Jolly (Dean of Instruction) who reports to Dr. Culverhouse (President).

**PM#2:** A library committee was appointed by Lisa Thacker, but more meetings and communication need to take place.

**PM#3:** The job description of the Associate Dean for Library Services is attached to the annual evaluation completed by the Dean of Instructional Services.

**PM#4:** The Library Bill of Rights is included in the Library's Policy manual.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The library committee needs to meet more often and report to Dr. Luzius.

**Statement of Standing Goal #5:**

The library director should prepare, justify, and administer a library budget that is appropriate to the library's objectives. The budget should meet the reasonable expectations of library users when balanced against other institutional needs. The library should utilize its financial resources efficiently and effectively. The library director should have authority to apportion funds and initiate expenditures within the library budget and in accordance with institutional policy. The budget should support appropriate levels of staffing and adequate staff compensation.

**Evaluation Method for Goal #5:**

**Performance Measure #1:** Each year the library director prepares and justifies a budget request, which is submitted to the Dean of Instructional Services.

**Performance Measure #2:** The budget should be adequate to meet the needs of all programs of the college. The budget should be compared to budgets of other community colleges of comparable size.

**Performance Measure #3:** An annual report of library acquisitions will be prepared each year as part of the end of the fiscal year.

**Performance Measure #4:** Funds within the library budget are available at the discretion of the library director/head. Funds within the budget may be moved from line item to line item.

**Performance Measure #5:** The level of staffing should be adequate to manage the library's hours of operation. The compensation levels for staff are set by a state board and cannot be altered by the institution.

**Evaluation Findings for Goal #5:**

**PM#1:** The library director prepares and justifies a budget request each year with input from all library employees which is then submitted to the Dean of Instructional Services.

**PM#2:** The book budget is not as large as it should be.

**PM#3:** An annual report of library acquisitions was prepared and sent to the Dean of Finance.

**PM#4:** Library funds can be moved from line item to line item with the Dean of Instruction's approval.

**PM#5:** Meadows and Ayers have adequate staffing. There is always at least one librarian and one library assistant working.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

McClellan could use one full-time library assistant. Book budget should be increased by \$10,000 to improve the collection at McClellan.

## **PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

### **Statement of 2005-2006 Strategic Initiatives**

**Activity #1:** Upgrade computer workstations, web connections, and other technology for students and library staff. Perform upgrades in accordance with planned technology renewals, (evergreening).

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Replace four staff machines	11/2005	09/2006 (2 machines)
1.2 Replace ten student machines	11/2005	Not Completed
1.3 Use superceded machines to replace e-mail computers and add extra word processing stations	11/2005	Not completed

**Activity #2:** Incorporate new technologies and expand existing technologies essential to library support of College mission and programs.

### **Strategic Activities for Initiative #2**

2.1 Revise, maintain, and expand library web page	01/2006	11/2005, Ongoing
2.2 Incorporate web instruction aimed at distance Learners and off-campus library users (including a web tutorial and the LRC guide)	09/2005	11/2006, Ongoing
2.3 Install Smart Board in each library	06/2006	Not Completed
2.4 Install Projection system in McClellan Center, Ayers Computer Science Auditorium	06/2006	Portable systems are being used

2.5 Purchase and circulate six more laptops to College faculty & staff	06/2006	Not Completed
2.6 Review/evaluate current electronic databases	ongoing	Ongoing
2.7 Migrate Ayers Library from Athena library automation systems to newer Innovative system	10/2005	09/2006, ongoing
2.8 Add pictures phone numbers, email addresses, and office locations of staff to library web pages	10/2005	11/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Requests have been made in the Technology Wish List to add staff and student computers.

(Repeat outline above for each Initiative and activity)

Gadsden State Community College

Library

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

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11-15-06  
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11-16-2006  
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Gadsden State Community College

*L. Bracy*

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

*[Signature]*  
Signature

*11/15/06*  
Date

*Shirley A. Bunn*  
Signature

*11/15/06*  
Date

*Dindy Baird*  
Signature

*11/16/06*  
Date

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Gadsden State Community College

Library  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Tom Humphrey  
Signature

11/15/06  
Date

Wanda Wilkerson  
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11/15/06  
Date

Wanda Yates  
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11/15/06  
Date

Edna Pickel  
Signature

11-16-06  
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Gadsden State Community College

Library  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

Tom G. Ashby  
Signature

11/15/06  
Date

Wanda Wilkerson  
Signature

11/15/06  
Date

Wanda Yates  
Signature

11/15/06  
Date

Edna [unclear]  
Signature

11-16-06  
Date

William G. [unclear]  
Signature

11-17-06  
Date

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## 2005-2006 Program/Area Evaluations

**Organizational Unit:** Math and Engineering

**Person Responsible:** Susan Williams Brown/Tammy Potter/Lynette King

**Date Submitted:** October 3, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

### Part I

**Statement of Standing Goal #1:** Provide developmental courses to help students acquire the competencies necessary for success in college-level courses.

#### **Evaluation Method for Goal #1:**

Performance Measure #1: Analyze grades of full-time faculty to assure that 70% of developmental students enrolled after final withdrawal date will achieve a grade of "C" or higher ("S" if taken pass/fail) in their developmental mathematics courses.

#### **Evaluation Findings for Goal #1:**

Performance Measure #1: As shown on the attachment, for the year 2005-2006, 63.1% of the MTH 090 students achieved an "S" (75 or higher), and 66.2 % of the MTH 098 students achieved a grade of an "S." These classes had a combined passing rate of 64.7%. The results of this data also showed that MTH 098 and MTH 090 experienced a significant withdrawal rate. MTH 098 had a withdrawal rate of 22.3%, and MTH 090 had a withdrawal rate of 21.3%.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Goal #1 Performance Measure #1 was not met.

The results of the data show that the MTH 090 and MTH 098 students did not meet the performance measure, and both courses experienced an increase in the withdrawal rate. The department feels that these results were due to large class-size, which limits individual instruction. A proposed remedy would be to increase the departmental budget so that: (1) teacher aids could be hired to assist instructors in helping students one-on-one during class time, (2) more full-time and part-time faculty should be hired to help reduce the class-size, (3) more student math/lab tutors could be hired so that students would have more access to immediate help on all campuses, (4) another computer lab technician could be hired to keep the labs up-to-date and fix any technical problems and travel to all campuses, (5) more up-to-date computers with faster Internet access could be purchased for the mathematics labs. It would be beneficial to the department to have an updated school-wide computer system that would automatically prohibit enrollment from students who do not have the prerequisite.

**Statement of Standing Goal #2:** Offer courses that prepare transfer students to compete successfully with native students at respective colleges and universities.

#### **Evaluation Method for Goal #2:**

Performance Measure #1: Examine the total math classes offered at Gadsden State Community College to assure that 50% of the classes offered meet the mathematics component for transfer as a core mathematics course to four-year college programs.

#### **Evaluation Findings for Goal #2:**

Performance Measure #1: Of the total number of math classes taught during the fall 2005, spring 2006, and summer 2006 semesters (225), 113 classes (50.2%) meet the mathematics component for transfer to upper division college programs. (Math 100, 112, 113, 110, 120, 125, 126, 227, 131, 132, 265)

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Goal #2 Performance Measure #1 was marginally met.

Results of the data show that more classes still need to be offered that transfer as core math courses to upper division college programs. Data also show that Engineering classes still need to be added to the schedule. The goal was marginally met. Departmental budget needs to be increased to allow more money for funding additional full-time and part-time faculty positions, especially math/engineering teachers. This would also allow more money for funding overload contracts.

**Statement of Standing Goal #3:** Offer courses that will enable students to complete the math requirements for technical/training for business and industry/occupational students in degree/certificate programs.

**Evaluation Method for Goal #3:**

Performance Measure #1: Examine class offerings to show that 15% of the mathematics courses offered per year are MAH 101 and MTH 116.

Performance Measure #2: Analyze the completion rates of students enrolled in MAH 101 and MTH 116 taught by full-time faculty to ensure that 70% complete the course with a "C" or higher after the final withdrawal date.

**Evaluation Findings for Goal #3:**

Performance Measure #1: Examination of the 2005-2006 course offerings revealed that 39 of the 225 math classes offered were either MTH 116 or MAH 101. Therefore, 17.3% of the mathematics courses offered per year in the area of math for technical/training for business and industry/occupational students in degree/certificate programs were MTH 116 or MAH 101.

Performance Measure #2: As shown in the attachment, for the year 2005-2006, 81.4% of the MTH116 students achieved a "C" or higher, and 80.3% of MAH 101 students achieved a "C" or higher. Data reflects grades from all MTH 116 instructors, both part-time and full-time faculty.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses/deficiencies were found.

**Statement of Standing Goal #4:** Offer courses which permit students to complete successfully the mathematics requirements associated with the two-year college AS and AAS degrees.

**Evaluation Method for Goal #4:**

Performance Measure #1: Examine class offerings to show that 70% of the mathematics courses offered per year meet the requirements for the AS and AAS degrees.

**Evaluation Findings for Goal #4:**

Performance Measure #1: Of the total number of math classes (225) taught during the Fall 2005, Spring 2006, and Summer 2006 semesters, 149 classes (66.2%) meet the requirements for the AS and AAS degrees. (Math 100, 112, 113, 110, 116, 120, 125, 126, 227, 265, 131, 132)

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Goal #4 Performance Measure #1 was not met.

The results of the data show that more classes that meet the requirements for the AS and AAS degrees still need to be offered. The goal was not met due to budget constraints and class-size requirements. A proposed remedy would be to increase the departmental budget so that more full-time and part-time faculty could be hired. If funding were increased, more faculty could teach overload classes.

**Statement of Standing Goal #5:** Provide students with access to faculty course syllabi via Internet.

**Evaluation Method for Goal #5:**

Performance Measure #1: Examine the math/engineering website to assure that at least 70% of the syllabi for the full-time classes taught by full-time instructors are available via Internet.

**Evaluation Findings for Goal #5:**

Performance Measure #1: The webpage for each full-time math instructor was examined by the division webpage coordinator. It was found that 90% of full-time math instructors made available their syllabi via Internet.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses/deficiencies were found.

**Part II**

Statement of 2005-2006 Objective #1: Provide the highest degree of up-to-date information and instructional technology in the teaching and learning process.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #1</u>		
Strategic Initiative #1: Furnish mathematics teachers with laptop computers and other up-to-date instructional technology.		
1.1 Purchase 4 faculty workstations including printers for departmental use.	<u>Su06</u>	<u>Su06</u> (2 faculty workstations were purchased)
1.2 Purchase 2 laptop computers for departmental use In addition to online camera system (similar to Snead State).	<u>Su06</u>	<u>Su06</u> (4 Toshiba tablets with Tegrity were purchased)
1.3 Purchase flatbed scanner for departmental use.	<u>Su06</u>	<u>Su06</u>
1.4 Purchase shredder for departmental use.	<u>Su06</u>	<u>None purchased</u>
1.5 Purchase departmental fax machine.	<u>Su06</u>	<u>None purchased</u>
1.6 Purchase a LCD transcriptor panel or equivalent.	<u>Su06</u>	<u>None purchased</u>
1.7 Purchase 3 Presenter Elmo projection systems (or similar).	<u>Su06</u>	<u>None purchased</u>
Strategic Initiative #2: Evaluate current computer software and equipment in offices and labs.		
2.1 Examine current software to determine if it is appropriate and adequate.	<u>Fa05</u>	<u>Fa05</u>

2.2 Purchase updates for office computers such as:		
a. Mathtype	<u>Fa05</u>	<u>Perpetual license did not have to purchase upgrade</u>
b. Classmaster (Grading Program)	<u>Sp06</u>	<u>Sp06</u>
2.3 Purchase software updates for lab computers.	<u>Sp06</u>	<u>Currently using MyMathLab</u> <u>No software purchased</u>
2.4 Maintain computer equipment and purchase updated hardware as needed.	<u>Sp06</u>	<u>None purchased</u>
2.5 Purchase three faculty workstation for Computer Labs at Anniston and/or Ayers.	<u>Su06</u>	<u>None purchased</u>
2.6 Purchase 70 student workstations for Computer Labs at Anniston and/or Ayers.	<u>Su06</u>	<u>None purchased</u>
2.7 Purchase 6 printers for Computer Labs.	<u>Su06</u>	<u>None purchased</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable:**

Since the technology appropriation from the State for our college was not as much as we anticipated, our technology request list was reduced considerably. Therefore, the majority of these items that were not purchased will be carried over to the 2006-2007 Strategic Plan.

Statement of 2005-2006 Objective #2: To continue to implement and evaluate Distance Education.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #2</u>		
Strategic Initiative #1: To continue to monitor and evaluate the effectiveness of the Distance Education classes.		
1.1 Conduct random surveys or interviews of select students taking Distance Education classes.	<u>Sp06</u>	<u>Sp06</u>
1.2 Conduct student evaluations of the instructors teaching Distance Education classes.	<u>Fa05</u>	<u>Fa05/Sp06/Su06</u>

Strategic Initiative #2: To increase the usage of online materials and other student supplements in at least one college-level mathematics course.

2.1 To increase the usage of online materials and other student supplements in at least one MTH 112 pre-calculus course.	<u>Sp06</u>	<u>Su06</u>
2.2 Conduct a random survey of Math 112 students to determine students' perceptions of the effectiveness of online materials.	<u>Sp06</u>	<u>Su06</u>

**If initiative was not completed, describe barriers or problems encountered, and describe plans to complete initiatives in 2005-2006, if applicable.**

Statement of 2005-2006 Objective #3: To promote Professional Development.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
Strategic Initiative #1: Provide on campus professional development demonstrating the use of new technology in mathematics.		
1.1 Faculty will attend professional development activities involving the use of new technology hosted by textbook publishers.	<u>Sp06</u>	<u>Sp06</u>
1.2 Faculty will communicate with GSCC physics, engineering, or technical faculty to improve class scheduling.	<u>Sp06</u>	<u>Sp06</u>
Strategic Initiative #2: Encourage participation in off-campus professional development activities.		
2.1 Teachers will attend meetings, conferences, and/or workshops to obtain up-to-date information on the math curriculum, technology, and standards.	<u>Fa05/Sp06</u>	<u>Fa05/Sp06</u>
2.2 Teachers will network with faculty members from other two and four-year colleges to compare syllabi and resources.	<u>Sp06</u>	<u>Sp06</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.**

Most of the professional development activities that were attended by full-time faculty were held locally and sponsored by textbook publishers. Thomson sponsored a technology workshop on Iln/Thomson Now in spring 2006. Two full-time instructors attended this workshop in San Diego, California. We also had 50% participation from the full-time faculty at the A- Team professional development activities held in spring 2006 at Gadsden State Community College, which included faculty and staff from Wallace State Community College-Hanceville and Calhoun Community College. Two faculty members attended the ACA (Alabama College Association) 2005 conference held in Birmingham, Alabama. We still need to increase our travel budgets to encourage more participation and networking in professional development conferences and workshops off campus.

**Pass/Fail Summary for Math Courses  
Fall 2004, Spring 2005, and Summer 2005**

Semester	Course No. and Section	Total Students on first Official Class Roster	Total Students Enrolled at end of Semester	Students with "C" or better (75 or above in MTH 090/098)	Students with "D" or "F"	Incompletes	Total Withdrawals or drops
Fall 2004	Mth 090	414	343	247	96	0	71
Spring 2005	Mth 090	275	229	155	74	0	46
Summer 2005	Mth 090	112	101	81	20		11
<b>Totals</b>			<b>673</b>	<b>483</b>	<b>190</b>	<b>0</b>	<b>128</b>
				<b>71.8%</b>	<b>28.2%</b>	<b>0.0%</b>	
Fall 2004	Mth 098	354	292	206	86		62
Spring 2005	Mth 098	324	237	167	70	0	87
Summer 2005	Mth 098	101	85	69	16		16
<b>Totals</b>			<b>614</b>	<b>442</b>	<b>172</b>	<b>0</b>	<b>165</b>
				<b>71.99%</b>	<b>28.01%</b>	<b>0.00%</b>	
Fall 2004	Mth 100	400	286	208	74	4	114
Spring 2005	Mth 100	361	279	225	49	5	82
Summer 2005	Mth 100	180	146	115	28	3	34
<b>Totals</b>			<b>711</b>	<b>548</b>	<b>151</b>	<b>12</b>	<b>230</b>
				<b>77.1%</b>	<b>21.2%</b>	<b>1.7%</b>	
Fall 2004	Mth 110	Not offered					
Spring 2005	Mth 110	8	8	8	0	0	0
Summer 2005	Mth 110	Not offered					
<b>Totals</b>			<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>
				<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	
Fall 2004	Mth 112	335	259	218	40	1	76
Spring 2005	Mth 112	243	179	144	34	1	64
Summer 2005	Mth 112	182	154	138	16		28
<b>Totals</b>			<b>592</b>	<b>500</b>	<b>90</b>	<b>2</b>	<b>168</b>
				<b>84.5%</b>	<b>15.2%</b>	<b>0.3%</b>	
Fall 2004	Mth 113	62	55	51	4	0	7
Spring 2005	Mth 113	68	58	55	3	0	10
Summer 2005	Mth 113	32	28	26	2		
<b>Totals</b>			<b>141</b>	<b>132</b>	<b>9</b>	<b>0</b>	<b>17</b>
				<b>93.6%</b>	<b>6.4%</b>		
Fall 2004	Mth 116	416	344	283	57	4	72
Spring 2005	Mth 116	342	290	233	53	4	52
Summer 2005	Mth 116	149	124	101	21	2	2
<b>Totals</b>			<b>758</b>	<b>617</b>	<b>131</b>	<b>10</b>	<b>126</b>
				<b>81.40%</b>	<b>17.28%</b>	<b>1.32%</b>	

**Pass/Fail Summary for Math Courses  
Fall 2004, Spring 2005, and Summer 2005**

Semester	Course No. and Section	Total Students on first Official Class Roster	Total Students Enrolled at end of Semester	Students with "C" or better (75 or above in MTH 090/098)	Students with "D" or "F"	Incompletes	Total Withdrawals or drops
Fall 2004	Mth 120	Not offered					
Spring 2005	Mth 120	30	22	21	1	0	8
Summer 2005	Mth 120	Not offered					
<b>Totals</b>		<b>30</b>	<b>22</b>	<b>21</b>	<b>1</b>	<b>0</b>	<b>8</b>
				95.45%	4.55%	0.00%	
Fall 2004	Mth 125	54	41	34	5	2	13
Spring 2005	Mth 125	49	36	30	6	0	13
Summer 2005	Mth 125	30	23	21	2		7
<b>Totals</b>		<b>100</b>	<b>85</b>	<b>13</b>	<b>2</b>	<b>33</b>	
				85.0%	13.0%	2.0%	
Fall 2004	Mth 126	15	11	11	0	0	4
Spring 2005	Mth 126	24	20	14	5	1	4
Summer 2005	Mth 126	23	22	21	1		1
<b>Totals</b>		<b>53</b>	<b>46</b>	<b>6</b>	<b>1</b>	<b>9</b>	
				86.8%	11.3%	1.9%	
Fall 2004	Mth 131	31	29	28	1	0	2
Spring 2005	Mth 131	Not offered					
Summer 2005	Mth 131	29	29	29			
<b>Totals</b>		<b>58</b>	<b>57</b>	<b>1</b>	<b>0</b>	<b>2</b>	
				98.3%	1.7%	0.0%	
Fall 2004	Mth 132	24	23	22	1	0	1
Spring 2005	Mth 132	21	21	20	1	0	0
Summer 2005	Mth 132	17	17	17			
<b>Totals</b>		<b>61</b>	<b>59</b>	<b>2</b>	<b>0</b>	<b>1</b>	
				96.7%	3.3%	0.0%	
Fall 2004	Mth 227	Not offered					
Spring 2005	Mth 227	9	8	8	0	0	1
Summer 2005	Mth 227	8	8	8			
<b>Totals</b>		<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>1</b>	
				100.0%	0.0%	0.0%	
Fall 2004	Mth 238	Not offered					
Spring 2005	Mth 238	Not offered					
Summer 2005	Mth 238	Not offered					
<b>Totals</b>							
Fall 2004	Mth 265	Not offered					
Spring 2005	Mth 265	35	33	33	0	0	0
Summer 2005	Mth 265	Not offered					
<b>Totals</b>		<b>33</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	
				100.0%	0.0%	0.0%	
Fall 2004	MAH 101		19	15		4	
Spring 2005	MAH 101	79	68	55	7	6	11
Summer 2005	MAH 101	42	35	28		7	7
<b>Totals</b>		<b>122</b>	<b>98</b>	<b>7</b>	<b>17</b>	<b>18</b>	
				80.3%	5.7%	13.9%	

Gadsden State Community College

Math & Engineering  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Janet Reynolds

Signature

9/26/06

Date

Susan W. Brown

Signature

9-26-06

Date

Jammy Potter

Signature

9/26/06

Date

Molly Mische

Signature

9/26/06

Date

Sonny Kirby

Signature

9/26/06

Date

Rhoda Oden

Signature

9/26/06

Date

Esther D. Wilson

Signature

9/26/06

Date

Lynette J. King

Signature

9/29/06

Date

Col Smith

Signature

9/29/06

Date

Annmya Lanender

Signature

10/03/06

Date

Signature

Date

**Gadsden State Community College**

Math & Engineering  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Signature Jerry Olson

Date 9/26/2006

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Gadsden State Community College

Math & Engineering  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

McGowan PhD  
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9/27/06  
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## 2005 – 2006 ORGANIZATIONAL UNIT STRATEGIC PLAN

**Organizational Unit:** McClellan Center

**Person Responsible:** Kelley Haynes

**Date Submitted:** April 30, 2006

**Dean's Approval:**

  
\_\_\_\_\_

### Part 1

#### **Goal #1**

**To recruit students to the McClellan Center.**

##### Evaluation Method for Goal #1

1. Visit each high school in recruiting area at least once a year.
2. Distribute information at the McClellan center and other community outlets throughout the year regarding registration, schedules, and events.
3. Host events for area high school students.

##### Evaluation Findings for Goal #1

1. Each high school in recruiting area was visited at least once during the year.
2. Information regarding activities at the McClellan Center was distributed throughout the year to various locations.
3. Health Science Day at the McClellan Center was attended by 6 area high schools with 120 students participating.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses were identified.

#### **Goal #2**

**Serve our students to help them obtain education, career, and personal goals.**

##### Evaluation Method for Goal #2

1. Work closely with all department heads to plan class offerings and class schedules.
2. Cross train office employees to assist in all support services and to be ready to answer questions and direct students.
3. Provide an orientation to all part time staff at beginning of semester.
4. Provide onsite tutoring at McClellan Center

#### Evaluation Findings for Goal #2

1. Worked with department heads to ensure course offerings met the needs of the student.
2. Office employees attended informal meeting with the Registrar's office to gain better understanding of the admissions process.
3. Meetings were held with part time staff to update and orient them to the McClellan Center.
4. Onsite tutoring was provided for Math and English students at the McClellan Center.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses were identified.

#### **Goal #3**

**To play an active role in our Community and Economic Development.**

#### Evaluation Method for Goal #2:

1. Employee participation in a student club organization, community activity, and/or professional organization.
2. Work with business leaders and Calhoun County Chamber of Commerce to stay up to date on needs of industry and business.
3. Participate in Higher Education Day for the Calhoun County Leadership program.
4. Serve as volunteers and/or sponsors for various civic activities.

#### Evaluation Findings for Goal #2:

1. All office and staff personnel at the McClellan Center participated in a student club organization, community organization, local high school, and/or professional organization.
2. Attended Calhoun County Economic Forum and met with business leaders. Various business groups held seminars and classes at the GSCC McClellan Center.
3. Leadership Calhoun County toured the GSCC McClellan Center as part of their Higher Education Day Program.
4. Served as a sponsor for the Music at McClellan summer concert series and Free Family Movie Nights at McClellan. Job Fairs, Blood Drives, Health Fairs, and other student involvement activities were held at the GSCC McClellan Center.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses were identified.

#### **Goal #4**

#### **Provide Students and Staff with appropriate technology.**

##### Evaluation Method for Goal #3:

1. Installation of projection screens in all classrooms.
2. Projectors made available to faculty and staff through the library.
3. Work with JSU to provide equipment for presentations in the auditorium.

##### Evaluation Findings for Goal #3:

1. Projection screens have been installed in some classrooms.
2. Laptops and projectors are available for use through the library.
3. Equipment is installed for presentations in the auditorium.

##### Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:

1. Continue to work with JSU to ensure latest equipment and up to date technology in the auditorium.
2. Continue to work with staff and faculty to ensure they have proper technology in classroom.
3. Work toward having all classrooms equipped with projection screen.

#### **Part II**

#### **Program Objectives**

	<b>Project Completion</b>	<b>Date Completed</b>
<b>Objective #1:</b> Recruit students throughout our service area.		
1. Maintain strong presence in community through clubs, high schools, civic organizations, and businesses.		
1.1 Faculty, administration, and/or faculty adopt a school in Calhoun Count.	Fall 06	Summer 06
1.2 Successful move to McClellan.	Fall 06	Summer 06
1.3 Dual Enrollment		
1.4 Work closely with four year institutions to ensure smooth transfer.	Ongoing	Ongoing
2. Communicate with Dean Instructional Services weekly.	Ongoing	Ongoing

**Objective #2:** Make the McClellan Center of Gadsden State Community College a strong and visible education facility in the area.

- |  |         |           |
|--|---------|-----------|
| 1. Work with local media.                                    |         |           |
| 1.1 Speak on local radio and/or TV throughout the year.      | Ongoing | Ongoing   |
| 1.2 Work with local newspapers to maximize Visibility        | Ongoing | Ongoing   |
| 2. Work together with local civic groups and State agencies. |         |           |
| 1.1 Speak at Civic Clubs                                     | Ongoing | Ongoing   |
| 1.2 Participate in Relay for Life and United Way.            | Fall 06 | Summer 06 |
| 1.3 Hold Blood Drives twice a year                           | Fall 06 | Summer 06 |

**Objective #3:** To meet the needs of students pursuing degrees and job skills.

- |   |         |         |
|---|---------|---------|
| 1. Work with all students to assure understanding of requirements for a particular program. |         |         |
| 1.1 Encourage students to work closely with advisor.  | Ongoing | Ongoing |
| 1.2 Make all students aware of STARS Program  | Ongoing | Ongoing |
| 1.3 Provide access to all computer labs.  | Ongoing | Ongoing |

adsden State Community College

McClellan Center  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2010 Strategic Plan with the above named Organizational Unit.

Bruce Johnson  
Signature

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Date

Susan Wadsworth  
Signature

11-15-05  
Date

Heraldine McKinick  
Signature

11-16-05  
Date

Wanda Pedlow  
Signature

11-16-05  
Date

Kelley J. Harper  
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11-16-05  
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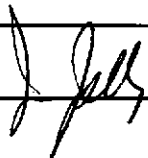
## 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Practical Nursing Program

Person Responsible: Brenda Holman/Connie Meloun

Date Submitted: 11/15/06

Approved by Cabinet Member: \_\_\_\_\_



### Part I

**Statement of Standing Goal #1: Prepare students for licensure and successful practice as licensed practical nurses.**

**Evaluation Method for Goal #1: a. NCLEX –PN Analysis / Results Alabama Board of Nursing b. End of Program Student Satisfaction Survey c. Six-Month Post Graduation Surveys of graduates d. Six-Month Post Graduate and One-Year Employer Surveys of Graduates**

**Evaluation Findings for Goal #1: a. 97.9% passed NCLEX PN in their first attempt and pass rate was above state and national averages b. 100% of graduates expressed “agree or strongly agree” that they were competent to manage care of patients and practice within the expected parameters of nursing, 100% expressed “agree or strongly agree” of their competence in communication and nursing process, 100% expressed agree or strongly agree of their competence in health teaching, 100% expressed agree or strongly agree of their competence in fostering the desire for Continuing growth, self direction, self awareness, enhanced development of personal, professional, and civic characteristics and overall effectiveness of the program. 100% expressed an “agree or strongly agree” that the program provided resources ( AV, computers, lab and clinical facilities) that gave them the needed assistance to meet the educational outcomes of the program and provided faculty members that were dedicated to learning and development and that were effective in teaching/learning activities. c. 86%-100% of graduates felt they were prepared or well prepared in critical thinking as it related to establishing priorities of care and making decisions consistent with standards and scope of practice. 92-100% of graduates felt they had been prepared or well prepared in communication skills. 92%-100% of graduates believed they were well prepared in their therapeutic nursing interventions. d. 88% of employers believed the graduates were prepared, well or very well prepared in the following areas: written communication skills, computer skills, technical skills, critical-thinking skills, problem-solving skills, ability to follow directions, quality work, work attitude, and ability to seek attention when required.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Hire experienced faculty**
- 2. Provide workshops for new faculty that is directed toward teaching techniques, test construction, stress management, and leadership issues**
- 3. Purchase 3 higher tech mannequins that have heart, lung, and bowel sounds**
- 4. Purchase additional computers for the computer lab and faculty offices, replacing old outdated equipment**
- 5. Hire a fulltime skills lab person on each campus site to assist the students and guide them when problem areas arise**
- 6. Purchase the following supplies in order to provide the instruction the students need: 3 IV Simulators, 4 medication administration carts, 4 IV Administration Pumps, 7 perineum models, 6 chest models, 4 suction machines**
- 7. Purchase the following equipment to support the building that is under construction in Center, Alabama: 10 beds for the college laboratory, 10 overbed tables, 10 bedside tables, linen for lab, fully equipped computer lab, and computer technician , 2 Tegrity carts, bedpans, urinals, basins, catheter trays, dressing trays, syringes/medications, pillows, blankets, IV equipment, etc**
- 8. Update/purchase new audiovisuals on outdated topics**
- 9. Purchase 2 NCLEX – PN review DVD's in order to have one at each campus site for students to view for NUR 109 and to prepare for NCLEX**
- 10. Hire a fulltime computer lab person on each campus site to assist the students and guide them when problem areas arise**

**Statement of Standing Goal #2: Maintain Alabama Board of Nursing approval**

**Evaluation Method for Goal #2: 80% or higher on NCLEX-PN first time test scores. Meet the standards for continued approval under Chapter 610-X-3 for Nursing Education Programs.**

**Evaluation Findings for Goal #2: NCLEX-PN first time test scores for this testing period was 97.9%. No deficiencies were noted in the annual review of nursing programs. All outcome standards (1-4) were met.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Hire experienced faculty with a master's degree in nursing**

2. Provide workshops (and or the monies) for new faculty that are directed toward teaching techniques, test construction, stress management, and leadership issues
3. Develop a plan to "groom"/ guide interested RN's who are seeking advanced degrees to come into nursing education. This can start by new adjunct faculty working with current faculty with expertise in clinical education.
4. Purchase NLCEX PN review DVD's for all campus sites.

**Statement of Standing Goal #3: Maintain pass rates on NCLEX-PN at or above the state and national levels**

**Evaluation Method for Goal #3: Pass rate analysis**

**Evaluation Findings for Goal #3: GSCC – 97.9%, State Average – 88.34%, National average – 89.98%**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

1. Hire experienced faculty with a master's degree in nursing
2. Provide workshops (and or the monies) for new faculty that are directed toward teaching techniques, test construction, stress management, and leadership issues

**Statement of Standing Goal #4: Achieve high job placement rates for students completing the Practical Nursing Program**

**Evaluation Method for Goal #4: Analysis of Six-Month Post – Graduation Survey**

**Evaluation Findings for Goal #4: Results from the six-month post-graduation survey of those responding were 86-92% are currently employed full time and within a reasonable distance from their home.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None identified. Many who were not employed full time were working on academics in order to enter an RN Mobility Program.**

**Statement of Standing Goal #5: Ensure that the graduate of the nursing program is competent to function in the capacity of providing basic bedside nursing in the areas of assessing, planning, implementing, and evaluating client care.**

**Evaluation Method for Goal #5: a. Analysis of Six- Month employer survey  
b. Analysis of Twelve- month employer follow-up survey**

**Evaluation Findings for Goal #5:a. 96% of employers believe that GSCC PN graduates are prepared in utilizing critical thinking. 97% believed the graduates were prepared in communication abilities. 86% believe the graduates were prepared to supervise non-licensed personnel. 88% believe the graduates participated in implementation of care plans across the lifespan. 94% believe the graduates assist the RN in caring for critically ill clients. b. awaiting these results**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Purchase the "Create A Lab" from Laerdal Company to give students an opportunity in a simulation setting to supervise non-licensed personnel and assist the RN in caring for critically ill clients. This program is a service that answers the real needs and practical problems of planning and maintaining a patient-care or emergency-care training.**
- 2. Acquire budget approval for several faculty to attend the National Conference on "Nursing Skills Laboratories" held in the summer of each year.**
- 3. Hire more experienced faculty, reducing the student-to-instructor ratio in the college/skills lab and clinical lab settings**

**Statement of Standing Goal #6: Achieve a high graduation rate for those students completing the Practical Nursing Program**

**Evaluation Method for Goal #6: Analysis of Student Attrition/Graduation data. Alabama College System program outcomes is 75% of students admitted to Licensed Practical Nursing Program will graduate within 24 months.**

**Evaluation Findings for Goal #6: The graduation rate was 50% within 12 months, which was down from last year's of 65%. Our Board of Nursing report looks at 12 months, not 24 months, so the numbers are skewed with this difference.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Hire more faculty to reduce ratio of student to faculty in all areas of nursing education – clinical and lab time**
- 2. Continue to offer the alternate track for some students that are struggling or know up front that they may need this option. Teaching more courses requires more faculty**
- 3. Continue to develop Tegrity lectures that enhance, challenge, and assist the student to learn and be successful**
- 4. Implement the information new faculty acquire after they attend workshops on topics discussed earlier in this document.**

**Statement of Standing Goal #7: Achieve a high passing standard for the exit examination**

**Evaluation Method for Goal #7: Analysis of Exit Examination (currently HESI)**

**Evaluation Findings for Goal #7: Selection of exam is still being discussed. What the standards will be is still unknown (scores). When the exit scores were evaluated, there was unclear relationship to passing the exam with an exit score (850 for us) and whether the student passed or failed the NCLEX- PN exam.**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

- 1. Continue to meet in Montgomery to discuss this issue**
- 2. Evaluate the current testing system and implement additional testing systems throughout the curriculum to improve the scores on the exit exam**
- 3. Faculty need to attend workshops to improve testing skills, enhance teaching with electric-style lectures that pull the student into the topic being discussed**
- 4. Design more web-ct class work**

## PART II

### 2005-2006 Objectives, Strategic Initiatives, and Strategic Activities

	<b>Projected Date</b>	<b>Date Completed</b>
A. Objective # 1: Promote critical thinking among nursing students		
#1 Strategy Initiative: Incorporate MEDS Learning System (MLS) into the nursing curriculum.		
Strategy activities:		
1.1 Provide in-service education for faculty on MLS	<u>Ongoing</u>	<u>08/05</u>
1.2 Provide students with a "how to" session	<u>Ongoing</u>	<u>08/05</u>
1.3 Require students to use the MLS beginning their first semester and throughout the curriculum	<u>Ongoing</u>	<u>08/05</u>
#2 Strategy Initiative: Utilize teaching and evaluation methods which promote critical thinking		
1.1 Implement critical thinking lab	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Utilize test plan to evaluate cognitive levels of exam questions	<u>Ongoing</u>	<u>Ongoing</u>
B. Objective # 2: Provide up-dated equipment for use in nursing program		
#1 Strategic Initiative: Purchase necessary equipment		
Strategy activities:		
1.1 Evaluate the present inventory	<u>Ongoing</u>	<u>08/05</u>
1.2 Determine items needed	<u>Ongoing</u>	<u>08/05</u>
1.3 Do purchase orders	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Receive ordered items into inventory	<u>Ongoing</u>	<u>10/05</u>
1.5 Implement the use into program	<u>Ongoing</u>	<u>Ongoing</u>
C. Objective #3: Increase number of qualified applicants into the nursing program		
#1 Strategy Initiative: Develop and implement an aggressive recruitment plan		
Strategy Activities:		
1.1 Establish a recruitment committee	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Survey local schools to determine students' areas of interest	<u>Ongoing</u>	<u>Ongoing</u>
1.3 Host a health care career day for HOE students	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Promote interest in health care careers in elementary and middle schools	<u>Ongoing</u>	<u>Ongoing</u>

D. Objective # 4: Decrease attrition in nursing program  
 #1 Strategic Initiative: Develop remediation strategies for at-risk students that will assist them in successfully completing the program.

Strategy Activities:	<u>Ongoing</u>	<u>08/05</u>
1.1 Evaluate current remediation techniques		
1.2 Identify common problem areas for students	<u>Ongoing</u>	<u>08/05</u>
1.3 Include the student in developing a remediation plan to meet their individual needs	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Utilize MLS program to evaluate students' strengths and weaknesses	<u>Ongoing</u>	<u>08/05</u>

E. Objective #5: Utilize new faculty to enhance quality instruction

#1 Strategic Initiative: Assist new faculty in developing their roles and responsibilities as a nursing faculty

Strategy Activities:	<u>Ongoing</u>	<u>Fall</u>
1.1 Pair with mentor		
1.2 Evaluate areas of expertise and utilize in those areas	<u>Ongoing</u>	<u>Ongoing</u>
1.3 Introduce effective teaching strategies	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Explore other areas of teaching interests		
1.5 Assist in acquiring necessary knowledge and skills related to other teaching interests	<u>Ongoing</u>	<u>Ongoing</u>
1.6 Observe teaching techniques in classroom/lab/clinical settings	<u>Ongoing</u>	<u>Ongoing</u>
1.7 Identify strengths and weaknesses on an ongoing basis	<u>Ongoing</u>	<u>Ongoing</u>
1.8 Provide formal performance evaluation	<u>04/06</u>	<u>04/06</u>

Gadsden State Community College

Nursing Education  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

Cynthia Trader  
Signature

Nov. 9, 2006  
Date

Lucie Jones  
Signature

11/9/06  
Date

Brenda Helms  
Signature

11/9/06  
Date

Erin Taylor  
Signature

11-9-06  
Date

Amy Ployd  
Signature

11-13/06  
Date

Kathy McManis  
Signature

11.13.06  
Date

Lee Robinson  
Signature

11/13/06  
Date

Lori Hill  
Signature

11-13-06  
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Andrew M. Green  
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11/13/06  
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Kelli Bair  
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11/13/06  
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Debra Bergeson  
Signature

11/13/06  
Date

Signature

*Patricia Hart*

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*Belinda Fuller*

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*Susan Muller*

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*11/13/06*

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*11/13/06*

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Date

**Gadsden State Community College**  
**Division of Nursing Education/Health Sciences**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named organizational unit.

Faculty's Signature:

Staci D. Culberson

11-9-06

Cynthia A. James

11-9-06

Kim Sonnenberger

11-9-06

**Gadsden State Community College  
Nursing Education**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named organizational unit.

*Evelyn Woods*

*Brenda Anderson*

*Ann Haynes*

# 2005-2006 Program/Area Evaluations

**Organizational Unit:** Public Safety Telecommunications

**Person Responsible:** Connie Meloun/Christina Dilges Isom

**Date Submitted:** November 03, 2006

**Approved by Cabinet Member:** 

## Part I

**Statement of Standing Goal #1:** To provide quality professional administrative, clerical, and instructional services necessary to support the College's mission.

**Evaluation Method for Goal #1:** Survey of graduates.

**Evaluation Findings for Goal #1:** PST courses have been taught in partnership with Jacksonville State University and the Institute for Emergency Preparedness. Assessment instruments administered have been uniformly positive.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** Additional monies will be requested for desktop computers during the 2007-2008 Strategic Plan for administrative and clerical persons in Public Safety Telecommunications.

**Statement of Standing Goal #2:** To recruit, employ, and maintain a highly experienced faculty in Public Safety Telecommunications.

**Evaluation Method for Goal #2:** Survey of graduates.

**Evaluation Findings for Goal #2:** PST courses have been taught in partnership with Jacksonville State University and the Institute for Emergency Preparedness. Assessment instruments administered have been uniformly positive.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** Additional monies will be requested for laptop computers during the 2007-2008 Strategic Plan for faculty in Public Safety Telecommunications.

**Statement of Standing Goal #3:** To provide students with the instructional resources and state-of-the-art education through distance learning in the Public Safety Telecommunications discipline.

**Evaluation Method for Goal #3:** Analysis of students who completed requirements for an associate's degree.

## **2005-2006 Program/Area Evaluations**

**Evaluation Findings for Goal #3:** Twelve (12) students have been awarded associates degrees to date.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None noted.

**Statement of Standing Goal #4:** To maintain the standards as set forth by the Institute of Emergency Preparedness and the Association of Public Safety Communications Officials, Inc.

**Evaluation Method for Goal #4:** Evaluate students for award of a Basic APCO certificate and an Advanced APCO certificate.

**Evaluation Findings for Goal #4:** 84 students have been awarded APCO certificates.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None noted.

**Statement of Standing Goal #5:** Recruit students for Gadsden State Community College and the Public Safety Telecommunications Program at pertinent workshops and conferences.

**Evaluation Method for Goal #5:** Evaluate need for attendance at APCO/9-1-1 conferences to promote GSCC and the Public Safety Telecommunications Program.

**Evaluation Findings for Goal #5:** Conferences and workshops were attended for recruitment purposes during 2005-2006 by the Public Safety Telecommunications Instructor/Coordinator and/or by Institute of Emergency Preparedness (IEP) faculty/staff. During 2005-2006, seventy-one (71) new students enrolled in the PST Program.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Additional monies will be requested during the 2007-2008 Strategic Plan for out of state travel in order to attend additional conferences for recruitment of Public Safety Telecommunications students. In addition, promotional items from the Public Safety Telecommunications Program at GSCC will be beneficial for these conferences.

## 2005-2006 Program/Area Evaluations

### PART II

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

#### **Strategic Initiative #1**

Strategic Initiative #1: Contract with part-time instructors for on-line course delivery of the PST courses.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
1.1 Identify the instructor(s)	<u>10/01/05</u>	<u>08/01/05</u>
1.2 Complete contracts	<u>10/01/05</u>	<u>08/20/05</u>
1.3 Evaluate instructor(s)	<u>07/30/06</u>	<u>07/01/06</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

#### **Strategic Initiative #2**

Strategic Initiative #2: Work with the Dean of Instructional Services to ensure the required academic courses for a degree in PST are offered on-line.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
2.1 Determine which courses are on-line.	<u>On-going</u>	<u>On-going</u>
2.2 Determine which courses need to be on-line.	<u>On-going</u>	<u>On-going</u>
2.3 Monitor to ensure all required courses are offered on a regular and recurring basis.	<u>On-going</u>	<u>On-going</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.**

## 2005-2006 Program/Area Evaluations

### Strategic Initiative #3

Strategic Initiative #3: Attend conferences and workshops to maintain continuing education in Public Safety Telecommunications and other related technology for PST instructors.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
3.1 Evaluate the need for attendance	<u>10/01/05</u>	<u>08/30/05</u>
3.2 Determine which conferences and workshops are available for attendance and the dates for same	<u>10/01/05</u>	<u>08/30/05</u>
3.3 Attend conferences and/or workshops to maintain continuing education and monitor the latest developments in PST	<u>09/01/06</u>	<u>09/30/06</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

### Strategic Initiative #4

Strategic Initiative #4: Recruit students for Gadsden State Community College and the Public Safety Telecommunications Program at pertinent conferences and workshops.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
4.1 Evaluate the need for attendance	<u>10/01/05</u>	<u>08/30/05</u>
4.2 Determine which conferences and workshops are available for attendance and the dates for same	<u>10/01/05</u>	<u>08/30/05</u>
4.3 Attend conferences and/or workshops for recruitment of PST students	<u>09/01/06</u>	<u>09/30/06</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

• **2005-2006 Program/Area Evaluations**

• **Strategic Initiative #5**

Strategic Initiative #5: Include on the Health Sciences web page the following information for each employee involved in the PST Program: name, picture, office location and number, e-mail address, and phone number

	<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
5.1 Confirm Information on web page	<u>09/01/05</u>	<u>07/30/06</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Adopted: 04/12/06  
Amended: 11/03/06  
Amended: 02/05/07

DOC/DISK: C:\PST2006-0030

**05/05**

**Gadsden State Community College**

Public Safety Telecommunications  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Christina Delgado Isaac  
Signature

11/03/06  
Date

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# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Radiologic Technology Program

**Person Responsible:** Deborah Gay Utz  
Gina Tice

**Date Submitted:** November 13, 2006

**Approved by Cabinet Member** \_\_\_\_\_



## Part I

### **Statement of Standing Goal #1:**

Provide students with knowledge and skills to competently and safely perform radiologic procedures as entry-level radiographers upon graduation.

### **Evaluation Method for Goal #1:**

Patient Care lab skills evaluation  
Employer survey  
Graduate survey  
Clinical competencies

Exit competencies  
General clinical evaluations  
Positioning lab evaluation

### **Evaluation Findings for Goal #1:**

Patient Care lab skills evaluation – Benchmark set at 90% / actual results 100%  
Employer survey – Benchmark set at 90% / actual results 100%  
Graduate survey – Benchmark set at 90% / actual results 100%  
Clinical competencies – Benchmark set at 90% / actual results 99%  
Exit competencies – Benchmark set at 90% / actual results 86%  
General clinical evaluations – Benchmark set at 90% / actual results 99%  
Positioning lab evaluation – Benchmark set at 90% / actual results 98%

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Funding is needed for a maintenance contract for the Swissray x-ray machine. The maintenance contract purchased at the time of installation has expired. This equipment must be maintained to allow students to experience digital radiography prior to going to the clinical sites. The exit survey results indicate that the benchmark was not met. Improvement was noted from last year, but faculty believes use of video equipment to tape students while performing examinations in the laboratory setting would help the

student to better understand his or her weaknesses. We would also need a DVD for review of the videos. Employer surveys indicate that students are prepared for the workplace, but there is room for improvement in the areas of surgical and mobile radiography. The purchase of a used c-arm and a portable radiographic machine would assist in better preparing students. A new stretcher is also needed. This would assist students with patient transfer techniques and would also be needed for use with the portable machine. New venipuncture arms are also needed for evaluating venipuncture skills as required by the ARRT.

**Statement of Standing Goal #2:**

Provide students with knowledge, skills, and opportunities to engage in problem solving and critical thinking.

**Evaluation Method for Goal #2:**

Principles of Exposure course assignments  
Image Evaluation course

**Evaluation Findings for Goal #2:**

Principles of Exposure course assignments – Benchmark set at 85% / actual results 93%  
Image Evaluation course – Benchmark set at 90% / actual results 97%

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Program needs to evaluate student critical thinking skills in a variety of ways. We are limited in our methods at this time. Critical thinking skills could also be evaluated if a used c-arm and portable radiographic equipment were available. This machinery would allow simulation of surgical and mobile radiographic procedures. The use of a video camera would also provide the Program with a means of evaluating critical thinking skills through student self evaluation. A DVD player would also be needed for viewing the videos.

**Statement of Standing Goal #3:**

Provide students with opportunities to demonstrate professional development and growth.

**Evaluation Method for Goal #3:**

General Clinical Evaluation  
Self-Assessment Form

**Evaluation Findings for Goal #3:**

General Clinical Evaluation – Benchmark set at 90% / actual results 100%  
Self-Assessment Form – Benchmark set at 85% / actual results 100%

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The faculty is not satisfied with the Self-Assessment Form and has developed an alternative method of assessing student progression. Current second-year students are completing progress reports at 4-and-12-week intervals during spring and fall semesters. First-year students are using the discussion board on WebCT for this purpose.

**Statement of Standing Goal #4:**

Produce graduates to meet the needs of the community.

**Evaluation Method for Goal #4:**

Academic Area Report Form  
ARRT Summary Report  
Graduate Survey

**Evaluation Findings for Goal #4:**

Academic Area Report Form – Benchmark set at 80% / actual results 79%  
ARRT Summary Report – Benchmark set at 80% / 96%  
Graduate Survey – Benchmark set at 90% / actual results 99%

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

To meet the needs of the community, the community must be involved in the educational process. The clinical instructors are employees of the clinical sites and are not compensated for their services. The Program would like to fund the attendance of 2-3 clinical instructors per year at a clinical instructor workshop. We would also like to provide PDAs for each clinical site to help the clinical instructors keep records of clinical competencies and student evaluations. The Program relies heavily on the use of computers for preparation of lectures, use of Tegrity, and use of WebCT. This technology will require updated hardware on a regular basis. Program faculty need to stay informed on the most recent technology in use in radiology by attending continuing education conferences.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

Purchase equipment for experimental laboratory use.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
Investigated the price of equipment.	07/06	07/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

After investigating the price of some equipment and speaking with our clinical affiliates, it has been determined that this is not a significant need at this time. The equipment currently available will be sufficient.

**Statement of 2005-2006 Strategic Initiative #2:**

Faculty to participate in professional updates in medical imaging procedures and practices.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
Budget for faculty to attend the Atlanta Student / Educator Conference in 2006.	3/06	03/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Out-of-state travel money not available.

**Statement of 2005-2006 Strategic Initiative #3:**

Purchase software to allow faculty to create tests that can be administered and graded via computer.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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**Strategic Activities for Initiative #3**

Budget for purchase of testing software.	05/06	08/06
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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

In August of 2006 the Program began using WebCT in addition to Tegrity. An updated version of WebCT will be used in Spring of 2007. At this time the faculty believes some testing could be designed for use in the Summer of 2007.

**Statement of 2005-2006 Strategic Initiative #4:**

Purchase videotapes on cultural diversity for use in the Patient Care course.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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**Strategic Activities for Initiative #4**

Budget for purchase of videotapes.	11/05	07/06
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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Videotapes were reviewed but not purchased. The faculty has decided to use on-campus faculty as guest speakers for this topic.

**Statement of 2005-2006 Strategic Initiative #5:**

Include on the Radiologic Technology webpage the following information for each full-time employee: name, picture, office location and number, email address, and phone number.

	<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
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**Strategic Activities for Initiative #5**

Make information available to appropriate personnel for inclusion on website.

09/05

07/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

All information included except for picture. This will not be added.

Gadsden State Community College

Radiologic Technology  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Anna C. Duce  
Signature

11/14/06  
Date

Richard J. Taylor  
Signature

11/14/06  
Date

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## 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Service Learning Center (now part of the Center for Civic Engagement and Service)

**Person Responsible:** Beryl Odom

**Date Submitted:** November 13, 2006

**Approved by Cabinet Member** \_\_\_\_\_



### Part I

**Statement of Standing Goal #1: To establish additional partnerships with community service agencies, faith-based organizations, and area schools where students are able to serve and learn through meaningful service learning projects and/or activities as needed**

#### **Evaluation Method for Goal #1:**

1. To ensure adequate understanding of the Service Learning program for agency staff by holding a training session during fall and summer terms (See evaluation finding below.)
2. To maintain the number of approved partnerships and placement sites at both schools and community service agencies

#### **Evaluation Findings for Goal #1:**

Agency training was held in Gadsden (Wallace Drive Campus) and Oxford (Ayers Campus) in June 2006. Evaluations indicated that agencies felt this type of training should be held at least yearly so that their staff would have an opportunity to learn about and understand the program and the agency's role in helping the college's service learning students.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

While this type of training is valuable, it is neither time nor cost effective to hold trainings every year. The SL Coordinator might be able to conduct training workshops every other year.

**Statement of Standing Goal #2: To encourage faculty to incorporate service learning components in courses where appropriate service activities will enhance student understanding of course material and reinforce course competencies.**

#### **Evaluation Method for Goal #2:**

To increase the number of faculty utilizing service learning in courses by 20% (based on the 20 faculty presently employing this methodology) as determined by student enrollment through the Service Learning Center (Number increased by 15%)

#### **Evaluation Findings for Goal #2:**

The number of faculty utilizing service learning has remained constant for the last 2-3 years. Unless the administration creates an infrastructure that will allow someone on each campus to encourage and work with faculty and enroll students as well as work with the coordinator on placement of these students, then the program will cease to grow. (A proposal was made Summer 2005 but was rejected by the President and Cabinet.)

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The strength of the program lies in having an adequate supply of students to meet identifiable community needs (which have been determined in the agency training sessions and through information supplied to the SL Coordinator). Without additional instructors becoming involved with service learning, the number of students engaged in serving the community will not keep up with the demand. Leadership (deans and division chairs) must encourage instructors to consider utilizing service learning as another methodology for teaching skills and practical application of classroom theory.

## **PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1: To promote service learning on all campuses of GSCC**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
Strategic Initiative Activities #1: To hold workshops and meetings by departments/disciplines to ensure that everyone understands the theory, practice, and procedures involved in service learning		
1.1 Meet with new faculty (both full-time and adjunct) each semester	8/2005 1/2006	8/2005 1/2006

**Barriers/Obstacles:** Time is not set aside for "orientation" of new faculty (either full-time or adjunct), so the SL Coordinator does not have adequate opportunity to explain the program and its benefits to instructors. Some practitioners do encourage new colleagues and the SL Coordinator will then work with those instructors.

**Objective #2: To focus on civic engagement as a key element of GSCC's Service Learning Program**

Strategic Initiative #1: To hold mandatory orientation sessions for all first-time service learning students

1.1 Require first-time SL students to attend at the beginning of each semester before they can enroll in the program	8/2005 1/2006, 6/2006	8/2005 1/2006, 6/2006
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**Objective #3: To engage faculty, staff, and students in more ongoing community service activities**

Strategic Initiative #1: To promote college-wide participation in community service activities

1.1 Promote <i>Make a Difference Day</i>	10/05	10/05
1.2 Recognize efforts of students, faculty, agencies, & schools through <i>Celebration of Service</i>	4/06	unmet*
1.3 Encourage area schools to participate in <i>National Youth Service Days</i>	9/05 & 3/06	9/05 & 3/06
1.4 Promote <i>National Volunteer Week</i>	4/06	4/06
1.5 Work with SGA and Interclub Council to coordinate Thanksgiving and Christmas service projects	11/05	11/05

**Barriers /Obstacles:** \*Lack of funds made holding a celebration impossible during the 2005-2006 academic year. Alternative recognition now comes in the form of a certificate that a student receives for successful completion of a service learning project.

**Objective #4: To redesign and update existing web pages for Service Learning**

Strategic Initiative #1: To work with webmaster regarding information needed on pages

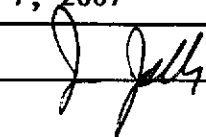
ongoing

**Barriers/Obstacles:** Lack of time has prevented the update.

I did not submit a SIGNATURE page because I do not have any full-time employees working with me in the Service Learning Program.

Beryl Odom  
Service Learning Coordinator

**Gadsden State Community College**  
**2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Science Division  
**Person Responsible:** Shirley Colvin  
**Date Submitted:** November 7, 2007  
**Approved by Cabinet Member:** 

**I. Part I**

**Statement of Standing Goal #1**

To provide quality science courses to support the requirements of the many degree and certificate programs at the College and to assure that all students enrolling in science courses will achieve at least a basic knowledge of these sciences.

**Evaluation Method for Goal #1:**

- a. Review grade records on a regular basis to ensure that appropriate grade levels are being met in each area without any evidence of grade inflation. In general, at least 70% of students who register and regularly attend science classes will complete the courses without dropping and earn a grade of "C" or better.
- b. Administer pre-tests composed of questions which will be embedded into regular tests throughout the semester in order to evaluate student's mastery of the material.

**Evaluation Findings for Goal #1:**

The Science Division has strived successfully to offer the full range of science courses during this year, including nights and weekends. Principles of Biology I and II and Anatomy and Physiology I and II have been offered in a mini-semester format. In addition, Medical Terminology and Microbiology have been added to our other science courses offered on campuses other than Wallace Drive.

- a. Overall for the 2005-2006 school year, 70.4% of students enrolled in science courses completed the course with a final grade of "C" (70%) or better. The retention rate in these courses for the same time period is 81.9%. Tabulated results are given in the table below.

	<b>FALL 05</b>			
	<b>70% +</b>	<b>69% - 0</b>	<b>WD</b>	<b>I</b>
<b><u>SCIENCE:</u></b>	1038/1503 69.0%	147/1503 9.2%	300/1503 19.9%	18/1503 .9%
<b><u>BIO:</u></b>	842/1273 66.1%	138/1273 10.8%	277/1273 21.8%	16/1273 1.3%
<b><u>CHM:</u></b>	137/155 88.4%	4/155 2.6%	12/155 7.7%	2/155 1.3%
<b><u>PHY:</u></b>	16/23 69.6%	2/23 8.7%	5/23 21.7%	0/23 0%

<b><u>PHS:</u></b>	31/37 83.8%	0/37 0%	6/37 16.2%	0/37 0%
<b><u>FSH:</u></b>	12/15 80.0%	3/15 20%	0/15 0%	0/15 0%

**SPRING 06**

	<b>70% +</b>	<b>69% - 0</b>	<b>WD</b>	<b>I</b>
<b><u>SCIENCE:</u></b>	1108/1561 71.0%	149/1561 9.5%	286/1561 18.3%	18/1561 1.2%
<b><u>BIO:</u></b>	855/1278 66.9%	142/1278 11.1%	264/1278 20.7%	17/1278 1.3%
<b><u>CHM:</u></b>	147/164 89.6%	3/164 1.8%	14/164 8.5%	0/164 0%
<b><u>PHY:</u></b>	13/16 81.3%	0/16 0%	3/16 18.8%	0/16 0%
<b><u>PHS:</u></b>	32/36 88.9%	3/36 8.3%	1/36 2.8%	0/36 0%
<b><u>AST:</u></b>	43/48 89.6%	1/48 2.1%	4/48 8.3%	0/48 0%
<b><u>FSH:</u></b>	18/19 94.7%	0/19 0%	0/19 5.3%	1/19 5.3%

**SUMMER 06**

	<b>70% +</b>	<b>69% - 0</b>	<b>WD</b>	<b>I</b>
<b><u>SCIENCE:</u></b>	609/849 71.7%	68/849 9.6%	163/849 21.2%	9/849 1.3%
<b><u>BIO:</u></b>	455/673 67.6.9%	66/673 9.8%	143/673 21.2%	9/673 1.3%
<b><u>CHM:</u></b>	108/116 93.1%	1/116 .9%	7/116 6.0%	0/116 0%
<b><u>PHY:</u></b>	13/19 68.4%	0/19 0%	6/19 31.6%	0/19 0%
<b><u>PHS:</u></b>	28/36 77.8%	1/36 2.8%	7/36 1.9%	0/36 0%
<b><u>FSH:</u></b>	5/5 100%	0/5 0%	0/5 0%	0/5 0%

## YEARLY TOTAL 05 - 06

	70% +	69% - 0	WD	I
<b><u>SCIENCE:</u></b>	2755/3913 70.4%	364/3913 9.3%	749/3913 19.1%	45/3913 1.2%
<b><u>BIO:</u></b>	2152/3224 66.7%	346/3224 10.7%	684/3224 21.2%	42/3224 1.3%
<b><u>CHM:</u></b>	392/435 90.1%	8/435 1.8%	33/435 7.6%	2/435 .5%
<b><u>PHY:</u></b>	42/58 72.4%	2/58 3.4%	14/58 24.1%	0/58 0%
<b><u>PHS:</u></b>	91/109 83.5%	4/109 3.67%	14/109 12.8%	0/109 0%
<b><u>FSH:</u></b>	35/39 89.7%	3/39 7.7%	0/39 0%	1/39 2.6%
<b><u>AST:</u></b>	43/48 89.6%	1/48 2.1%	4/48 8.3%	0/48 0%

- b. Beginning in the spring of 2006, the Science Division began pre-testing in the majority of the major science classes in order to measure student's mastery of the material. These same pre-test questions, which correspond to course objectives, were embedded into regular exams throughout the semester. At the end of the semester, instructors and the division chairperson evaluated and compared student performance to assess learning outcomes. Student learning objectives and outcomes assessment records are available in the Science Division office.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Post-test scores for each objective that fell below 70% were analyzed and a course of action was submitted to bring about student improvement in those areas. The results of these actions will be assessed at the end of the school year.

- ***Statement of Standing Goal #2***

To prepare GSCC science students for transfer and success at senior institutions.

**Evaluation Method for Goal #2:**

Transfer success evaluations, issued by the Office of Institutional Research, will be thoroughly reviewed by the administrator and faculty.

**Evaluation Findings for Goal #2:**

Transfer records from JSU indicate that GSCC students transferring to four-year institutions are successful in science courses.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

At this time, the majority of transfer records for this year are not yet available.

**• Statement of Standing Goal #3:**

Maintain and improve the aquaculture program to provide quality learning opportunities for students and supply support for the aquaculture community.

**Evaluation Method for Goal #3:**

Successfully complete objectives of USDA Grant project to promote quality aquaculture training among high school teachers.

- a. Recruit at least 15 new teachers into the high school aquaculture program.
- b. Move at least 4 current students into new internships with new mentoring agencies.

**Evaluation Findings for Goal #3:**

- a. The objectives for the USDA Grant project are nearly completed. Two different 5-day teacher workshops were held in June. There were 16 new teachers that attended the basic workshop and 12 teachers that attended the advanced workshop. Twelve new re-circulating aquaculture systems were constructed during the basic workshop and were moved to K12 schools. Teachers constructed two multi-tank systems and three hydroponic systems during the advanced workshop which will be moved to K12 schools in the next several weeks. In addition, Aquaculture Systems Technologies donated several bead filters (approximate value \$10,000) to our K12 school programs. These filters will be distributed among different school programs for use in the construction of other re-circulating aquaculture systems. There was a data DVD assembled containing curriculum materials, presentations, extension publications and other information that was provided to all of the teachers attending workshops. In addition, two different aquaculture workshop manuals were constructed, copied, bound, and disseminated among the teachers in attendance (approximately 100 pgs per manual).
- b. Waddell Mariculture Center in Bluffton, South Carolina (Red Drum seed-stock production), Prince William Sound Aquaculture Inc. (Pink Salmon production) and Eastaboga Fish Hatchery have provided new paid internships opportunities for students. Also, a student is doing a second internship, for the first time, in Marine Biology with Walt Disney World.

The AEDC has 14 new students beginning in the Fall 2006 and 5 returning students. Both the FHS 101 and FHS 102 courses have 11 students. This is a nearly 50% increase in enrollment for this program.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

To increase high school programs in our area, emphasis will be given to on-site visits and recruitment. In addition, the AEDC is hosting field trips for local high schools. Funding

has already been obtained for these activities. Workshops are being held in the summer of 2007 as recruitment tools.

Increased contacts with new mentoring agencies will hopefully result in increased internship opportunities for students in our aquaculture program.

• **Statement of Standing Goal #4:**

The Science Division will incorporate more technology and distance learning into the instructional process, including web-based courses and web-enhanced courses.

**Evaluation Method for Goal #4:**

Develop and include course offerings for biology, chemistry, and physical science that are web-based and web-enhanced beginning in the spring/summer semesters, 2006.

**Evaluation Findings for Goal #4:**

Faculty education/training and the acquisition of technological equipment have resulted in a dramatic increase in on-line offerings in the Science Division. In addition, the digital microscopy implemented by the department has greatly enhanced online learning. This year five new online science courses have been offered: BIO 103, BIO 104, BIO 201, BIO 202, and CHM 104, joining the BIO 120 which has already been available.

Faculty members have attended Tegrity training sessions and look forward to Tegrity's incorporation into the curriculum.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Physical science and chemistry courses are not yet on line. The instructor for these courses retired and we have not been able to retain an instructor to develop an on-line course.

**Part II**

	<u>Projected Completion</u>	<u>Date completed</u>
<b>1. Initiatives/Activities</b>		
1. <u>Initiative</u> Division Chairman and faculty will determine the ratio of student enrollment to student course completion.	Aug. 2006	Aug. 2006
<u>Activities</u> Review grades to insure quality in each science course.		
2. <u>Initiative</u> Division Chairman and faculty will evaluate and compare results of pre-test questions to those same questions when administered on regular exams.	Aug. 2006	Aug. 2006
<u>Activities</u> a. Administer pre-tests in science classes. b. Include the pre-test questions into regular science exams. c. Review and compare pre-tests to post-tests.		
3. <u>Initiative</u> Division Chairman and faculty will review transfer success evaluations which are issued by the Office of Institutional Research.	Aug. 2006	Aug. 2006
<u>Activities:</u>		

Review available transfer success evaluations in each science course.

- |  |   |   |
|--|---|---|
| <p>4. <u>Initiative</u><br/>           Work closely with USDA, Alabama Cooperative Extension System, Auburn University, Mississippi-Alabama Seagrant Consortium and other state and national organizations to advance our high school aquaculture program.<br/> <u>Activities</u><br/>           Conduct meeting to generate new collaborative projects.</p>   | <p>Ongoing</p>  | <p>Ongoing</p>  |
| <p>5. <u>Initiative</u><br/>           Hold two successful workshops for high school teachers; one basic workshop (June 5-9, 2006) and one advanced workshop (June 26-30, 2006).<br/> <u>Activities</u><br/>           Hold basic workshop for high school teachers.</p>   | <p>June 2006</p>  | <p>June 2006</p>  |
| <p>6. <u>Initiative</u><br/>           Generate at least 200,000 aquatic animals and move all of them to the Alabama aquaculture system.<br/> <u>Activities</u><br/>           Grow aquatic animals</p>  | <p>On going</p>   | <p>Ongoing</p>  |
| <p>7. <u>Initiative</u><br/>           Pursue at least two new extramural grant projects.<br/> <u>Activities</u><br/>           Submit two extramural grant proposals in 2006.</p>   | <p>June 2006</p>  | <p>Oct. 2006</p>  |
| <p>8. <u>Initiative</u><br/>           Schedule and attend meetings to aid in development of WebCT courses and Tegrity.<br/> <u>Activities</u><br/>           a. Attend at least one training session on WebCT<br/>           b. Attend at least one training session on Tegrity</p>   | <p>Aug. 2006</p>  | <p>Jan. &amp; July 2006</p>                                     |
| <p>9. <u>Initiative</u><br/>           Acquire, install, and operate a digital microscope for Web-based and traditional classes.<br/> <u>Activities</u><br/>           a. Install the digital microscope<br/>           b. Train instructors to operate the microscope<br/>           c. Develop new or enhance current PowerPoint presentations using images acquired with the digital microscope</p> | <p>Aug. 2006</p> <p>Aug. 2006</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Jan. 2006</p> <p>Jan. 2006</p> <p>Ongoing</p> <p>Ongoing</p> |

Gadsden State Community College  
Science Division

I have reviewed the 2005-2006 Strategic Plan and have been allowed time for questions and discussion.

Benny Boatright  
Signature

9/15/06  
Date

Mark Park  
Signature

9/15/06  
Date

Honey Lee  
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9/15/06  
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Bobby D. Tubaf  
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Cynthia Freeman  
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Julie Bowen  
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Nancy Dilbert  
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Phillip Sady  
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Spurley A. Colun  
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# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Skills Training

Person Responsible: Suzanne Zahorscak

Date Submitted: November 1, 2006

Approved by Cabinet Member \_\_\_\_\_

## Part I

**Statement of Standing Goal #1:** To provide quality short-term, non-credit training specific to the needs of the local community/industry at a reasonable cost and maintain a 70% favorable rating on the Course and Instructor Evaluation.

**Evaluation Method for Goal #1:** Utilize the Course and Instructor Evaluation to determine effectiveness of training.

**Evaluation Findings for Goal #1:** Course and Instructor Evaluations on the quality of training provided were an 86% favorable rating.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None noted at this time

**Statement of Standing Goal #2:** To assist students in Skills Training in acquiring their training goals.

**Evaluation Method for Goal #2:** Utilize the Course and Instructor Evaluation to determine the assistance the students received in acquiring their training goals.

**Evaluation Findings for Goal #2:** Course and Instructor Evaluations were 94% favorable relating to the assistance students received in acquiring their training goals.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None noted at this time

**Statement of Standing Goal #3:** To assist students in training related placement upon completion of their training and maintain a 70% training related placement rate within six months of graduation.

**Evaluation Method for Goal #3:** Review placement records in Skills Training Office – maintain 70% training related placement

**Evaluation Findings for Goal #3:** Skills Training placement records show an overall 72% placement rate.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None noted at this time.

(Evaluation should include elements shown above for all standing goals)

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Increase Skills Training Enrollment at Ayers

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Participate in Business Expos or other community functions in Calhoun County	Jan, 2005	Oct, 2005
1.2 Build relationship with Career Center Agencies in Calhoun County	June, 2005	June, 2005
1.3 Spend more time at Ayers Campus Promoting Skills Training	Dec, 2005	Dec, 2005

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #2:** Add a Skills Training Phlebotomy program to courses offered.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
2.1	Work with Nursing Dept to devise Phlebotomy Curriculum	Dec, 2005
2.2	Secure classroom location	Feb, 2006
2.3	Establish classroom	April, 2006
2.4	Enroll students	May, 2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Initiative wasn't completed due to lack of available space and funding to locate the program. After institutional review, the focus will be on credit phlebotomy, and Skills Training will not pursue a phlebotomy program.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
3.1	Work with Condensed Curriculum, Inc. to establish a CNA program	Dec, 2005
3.2	Secure classroom location	Nov, 2005
3.3	Establish classroom	Feb, 2006
3.4	Enroll students	April, 2006
		May, 2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Initiative wasn't completed due to lack of available space and funding to locate the program. Nursing Department is working on establishing a credit CNA program, so Skills will not pursue CNA program.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4</b>		
4.1 Establish objectives for website	Oct, 2005	Oct, 2005
4.2 Secure information	Nov, 2005	Oct, 2005
4.3 Secure photographs	Nov, 2005	
4.4 Submit information to Web Master	Jan, 2006	

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Due to changes in Skills Training Department, priorities were shifted from the website initiative to meet new objectives the changes created. Establishment of website will be addressed in the 2006-2007 plan.

(Repeat outline above for each Initiative and activity)

Gadsden State Community College

Skills Training

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Don Blalock  
Signature

11-2-06  
Date

Deborah Wood  
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11-3-06  
Date

Michelle Dejeu  
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11/3/06  
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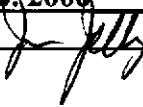
# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Social Sciences

**Person Responsible:** George W. Terrell Jr. – Wayne Findley

**Date Submitted:** November 30, 2006

**Approved by Cabinet Member:** \_\_\_\_\_



- I. **Mission/Purpose Statement:** The Social Science Division includes the areas of history, political science, geography, psychology, sociology, human services, early childhood education, philosophy, and religion. The courses offered in these areas are to enable students to fulfill the requirements necessary for them to transfer to 4-year institutions, complete terminal programs or certificates at Gadsden State, or to provide opportunities for personal enrichment. In the case of some certificate/degree programs such as human services or early childhood development, immediate entry into the work force is possible.
- II. **Standing Goals, Expected Educational Outcomes, and Assessment Measures:**

A. Goal #1:

1. Goal Statement – To offer courses comparable to what would be offered in other two/four year institutions at the freshman and sophomore levels in the Social Science fields of history, geography, political science, psychology, sociology, philosophy, religion, human services, and early childhood development.
2. Relationship to Institutional Mission/Goals – Identical

Expected Educational Outcomes and Assessment Measures

- a. Performance Measures # 1 – Programs are checked to be sure they provide general education in the Social Science Subjects offered at GSCC.

**EVALUATION: More than 90% of the programs contain general education courses in the area of Social Science.**

- b. Performance Measure #2 – Each subject area offered will be looked at to see what percentage of students enrolled in that area received a grade of “C” or better.

**EVALUATION: More than 70% of the students enrolled in Social Science courses received a grade of “C” or better.**

- c. Performance Measure #3 – Data from senior institutions will indicate that students are successful when they transfer and take higher level

(i.e. 300/400) courses and that their grades in these courses are comparable to the students who have taken all their courses at the senior level institutions.

**EVALUATION: Students transferring to Jacksonville State University had an average GPA equal to or better than native JSU students.**

B. Goal # 2:

1. Goal Statement – To adequately prepare students for their transfer to senior institutions and properly equip them to be successful in their programs at those schools.
2. Relationship to Institutional Mission/Goals – Identical

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure # 1 – Data from Senior Institutions will be reviewed to see if the grade point averages and graduation rates for transfer students from Gadsden State are comparable with the senior institutions' students who have completed ALL their work there. (In the social science-related fields)

**EVALUATION: Data from four-year institutions show that students transferring to senior institutions from Gadsden State have a GPA and graduation rate equal to that of native students.**

- b. Performance Measure #2 – Information from Senior Institutions will (hopefully) indicate that the Gadsden State transfer students are successful in higher level courses when compared to the students who have completed all work at the Senior Institutions.

**EVALUATION: Information from Jacksonville State University indicates that Gadsden State transfer students are as successful in higher level course work as native students.**

C. Goal #3:

1. Goal Statement – To provide courses that will prepare students to fill jobs in the field of Human Services.
2. Relationship to Institutional Mission/Goals – Identical
3. Performance Measures for Goal # 3

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure #1 – Check the percentage of students in Human Services classes who earn grades of “C” or better.

**EVALUATION: The percentage of students in Human Services classes who earned a grade of “C” or better is 88%.**

- b. Performance Measure #2 – Check the percentage of students in Human Services Internships who receive satisfactory evaluations from agency supervisors.

**EVALUATION: Letters reveal that the percentage of students who received satisfactory evaluations from the supervisor is 90%.**

- c. Performance Measure #3 – Check the number and percentage of Human Services students who gain employment in the field after graduation.

**EVALUATION: Based on phone interviews with graduates, approximately of Human Services students gain employment in the field after graduation.**

- d. Performance Measure #4 – Check the percentage of students in the Human Services Program who graduate.

**EVALUATION: Unable to decipher the percentage of students who graduate from the information available. During this year, 13 graduates were in the HUS program.**

- e. Performance Measure #5 – A survey of businesses who employ Human Services graduates will indicate that the graduates are well prepared for the work force.

**EVALUATION: The survey of businesses who employ HUS graduates is not complete.**

D. Goal #4

1. Goal Statement – To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force development initiatives in EARLY CHILDHOOD DEVELOPMENT.
2. Relationship to Institutional Mission/Goals – Identical
3. Performance Measures for Goal # 4

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure # 1 – Review the percentage of students in the Early Childhood Program who earn grades of “C” or better.

***EVALUATION:*** The percentages of students receiving a “C” or better included was 85%

- b. Performance Measure # 2 – Determine the number and percentage of Early Childhood students who are placed in jobs in the field of Early Childhood after graduation.

***EVALUATION:*** The total number of students from the fall of 2005 to the present is 195 students. Of those students, 26 have graduated and they account for 10% of the total. The percentage graduated students that are currently working in child related jobs is 84.6%.

- c. Performance Measure # 3 – The number of students who graduate from the Early Childhood program.

***EVALUATION:*** The number of students that graduated fall 2005 to present is 26

- d. Performance Measure # 4 – A survey of businesses who employ Early Childhood graduates will indicate satisfaction with the Employees’ training.

***EVALUATION:*** Completed surveys of area employers indicate GSCC graduates to be 79% highly proficient in all areas, 16% moderately proficient in all areas, 4% somewhat proficient in all areas, and 1% poorly prepared for the job in all areas.

- e. Performance Measure # 5 – A Focus Group consisting Early Childhood Advisory Council members will indicate that Early Childhood graduates are well prepared for the workforce.

***EVALUATION:*** The focus group has come to the conclusion, after repeated observations and lab work, that those students who have graduated from the program are well prepared to work with young children ages birth to 8 years of age. They also agreed students should be instructed in all areas of the child’s development, (curriculum planning and implementation, special needs and considerations, business set up and management, and health, nutrition and safety). After completing the two-year associate program, all graduates should be able to contribute substantially to the welfare and well-being of children and their

**families.**

E. Goal #5:

1. Goal Statement – To provide students with basic knowledge of Social Sciences, including information about history and development of society and contributions of various cultures, nations and the interaction of human behavior in both individuals and groups.
2. Relationship to Institutional Mission/Goals – The first institutional goal deals with “basic knowledge of . . . . humanities (and) social sciences.”
3. Performance Measures for Goal # 5

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure # 1 – Determine the percentage of students who earn a grade of “C” or better in the Social Science related courses offered at GSCC.

***EVALUATION: 75% of the students enrolled in Social Science courses received a grade of “C” or better.***

- b. Performance Measure # 2 – Data from senior institutions will indicate that students are successful at the next level social science courses with grades that are consistent with students native to the investigated senior institutions.

***EVALUATION: Information for four-year institutions indicate that Gadsden State students are as successful in upper level Social Science Courses as native students.***

**III. Long Range Goals (1-3 years)**

- A. To reduce the percentage of classes taught by part-time instructors by hiring additional full-time faculty in the social science fields.
- B. To revise all programs to address changes in the workforce and/or senior institutions social science programs.
- C. To recruit qualified part-time instructors in all areas to assure quality instruction and to fully evaluate these instructors with classroom visits/consultations.
- D. Utilize the STARS Articulation guides in the advisement process for Social Science.
- E. To increase the number of courses offered via the Internet.

**Projected      Date**

IV. 2005-2006 Objectives

Completion    Completed

Objective #1: To continue to organize the Social Science Department as a cohesive unit that reflects instruction by full-time and part-time instructors at all instructional sites.

Strategic Initiative #1:

- |   |             |              |
|---|-------------|--------------|
| 1.1 Purchase 2 faculty workstations including printers for Departmental use | <u>Sp07</u> | <u>No</u>    |
| 1.2 Purchase 4 laptop computers for Departmental use                        | <u>Sp07</u> | <u>No</u>    |
| 1.3 Purchase flatbed scanner for Departmental use                           | <u>Sp07</u> | <u>No</u>    |
| 1.4 Purchase 1 Heat-seal Laminating System with film                        | <u>Sp06</u> | <u>Fa 06</u> |
| 1.5 Purchase 3 Project Mounting Kits  | <u>Sp06</u> | <u>Fa 06</u> |

Strategic Initiative #2:

- |   |                  |                |
|---|------------------|----------------|
| 2.1 Examine current software to determine if it is appropriate and adequate | <u>Sp06</u>      | <u>Fa 06</u>   |
| 2.2 Purchase updates for office computers                                   | <u>Fa06</u>      | <u>Part</u>    |
| 2.3 Maintain computer equipment and purchase updated hardware as needed     | <u>Fa06/Sp07</u> | <u>Part 06</u> |

Objective # 2: To offer courses at the various instructional sites that meet the needs of students in that service area at the best times/days to ensure larger enrollment in the courses and that maximize the use of teaching funds.

Strategic Initiative #1:

- |   |                  |                 |
|---|------------------|-----------------|
| 1.1 Conduct random surveys or interviews of select students taking Distance Education Classes | <u>Fa05/Sp06</u> | <u>Complete</u> |
| 1.2 Conduct student evaluations of the instructors teaching Distance Education Classes        | <u>Fa05/Sp06</u> | <u>Complete</u> |

Objective # 3: To develop a WEB Presence for the Social Science Area.

1. Develop a WEB page for each subject area in the Social Science area, including full-time faculty, courses offered career opportunities, etc.

2. For all full-time faculty member in the field of Social Science to eventually have an individual web page listing information about themselves and the courses they teach.
3. Develop a COURSE SPECIFIC web page for each course offered in an area of instruction.

Strategic Initiative #1:

1.1 Secure funding for WEB development	<u>Fa06</u>	<u>No</u>
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Objective #4: To promote Professional Development.

Strategic Initiative #1: Provide on campus Professional development demonstrating the use of new technology in Social Science.

1.1 Faculty will attend professional development activities involving the use of new technology hosted by textbook publishers	<u>Sp06</u>	<u>Part</u>
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1.2 Faculty will communicate with GSCC faculty to improve class scheduling	<u>Sp06</u>	<u>Part</u>
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Strategic Initiative #2: Encourage participation in off-campus professional development activities.

2.1 Teachers will attend meetings, conferences, and/or workshops to obtain up-to-date information on the social science curriculum, technology, and standards	<u>Fa06/Sp07</u>	<u>Part</u>
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2.2 Teachers will network with faculty members from other two and four-year colleges to compare syllabi and resources	<u>Sp07</u>	<u>No</u>
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**Statement of Standing Goal #2:** Achieve high job placement rate for students completing the Surgical Technology Program.

**Evaluation Method for Goal #2:** Post graduation surveys will be sent to graduates.

**Evaluation Findings for Goal #2:** Post graduation survey's were sent; of the graduates responding to the survey greater than 70% reported gainful employment in the chosen field

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Not all graduates responded to survey. Encourage students before graduation to respond.

**Statement of Standing Goal #3:** High rate of satisfaction by employers of the Surgical Technology Program

**Evaluation Method for Goal #3:** Employer Survey will indicate that of those responding, at least 90% of employers of the Surgical Technology graduates will express satisfaction with the level of training.

**Evaluation Findings for Goal #3:** Employers responding indicated a 90% or greater satisfaction with the level of training and 100% indicated they would hire graduates of the program again.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Lack of adequate clinical time for the students was mentioned as a possible weakness. To have the students obtain more clinical time is not possible without increasing the length of the program. Some of the clinical sites have requested specific skills for their specific area be incorporated into the program. Discussions are underway to include more clinical time in some of the areas.

**Statement of Standing Goal #4:** Safety issues and practices are emphasized in the Surgical Technology Program

**Evaluation Method for Goal #4:** Program exit surveys

**Evaluation Findings for Goal #4:** On program exit survey's, greater than 90% of students acknowledged safety issues and practices emphasized

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None

**Statement of Standing Goal #5:** Achieve a predetermined program completion rate

**Evaluation Method for Goal #5:** Attrition rate report

**Evaluation Findings for Goal #5:** Excluding non-academic reasons, the attrition rate is 15%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1: Provide updated equipment for use in Surgical Technology Program.**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Evaluate the present inventory	<b><u>06/05</u></b>	<b><u>07/05</u></b>
1.2 Determine items needed	<b><u>06/05</u></b>	<b><u>07/05</u></b>
1.3 Do purchase orders	<b><u>07/05</u></b>	<b><u>07/05</u></b>
1.4 Receive ordered item into inventory	<b><u>09/05</u></b>	<b><u>12/05</u></b>
1.5 Implement the use into program	<b><u>09/05</u></b>	<b><u>12/05</u></b>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Equipment for a mock operating room is as costly as if the purchase were for a working operating room. Additional funding is required to complete the lab for the best possible outcome for the students. Must include budget monies for additional equipment and pursue grant monies.

# 2005-2006 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted: November 14, 2006

Approved by Cabinet Member 

## Part I

### **Statement of Standing Goal #1:**

1. Prepare students for certification exam (when accredited) and entry-level practice as a Surgical Technologist

### **Evaluation Method for Goal #1:**

2. Expected Educational Outcomes and Assessment Measures:
  - a. When accredited, 90% of students will pass certification exam on first attempt.
  - b. At least 90% of the employers of the Surgical Technology Program graduates will express satisfaction with the level of training provided by Gadsden State Community College

**Evaluation Findings for Goal #1:** Accreditation not obtained

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Funding needed for site visit and accreditation fees.

For each Strategic Initiative, identify completion times (or non-completion) for all strategic initiatives and activities.

Statement of 2005-2006 Strategic Initiative #3: Develop remediation strategies for at-risk students that will assist them in successfully completing the program.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #3:</b>		
3.1. Evaluate current remediation techniques	<u>Ongoing</u>	<u>Ongoing</u>
3.2. Identify common problem areas for students	<u>Ongoing</u>	<u>Ongoing</u>
3.3. Include the student in developing a remediation plan to meet their individual needs	<u>Ongoing</u>	<u>Ongoing</u>
3.4. Assessment of at-risk students monthly	<u>Monthly</u>	<u>Monthly</u>
3.5. Assistant Dean of Health Sciences mid-term and end-of-term interviews with at-risk students	<u>Midterm and End of Term</u>	<u>Midterm and End of Term</u>
Strategy Activity 2: Interview students who meet program requirements as to students' expectations of program, students' other responsibilities, students' workload	<u>Each Term</u>	<u>Each Term</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #2: Increase number of qualified applicants into the Surgical Technology Program.**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
2.1. Survey local schools to determine student's areas of interest	<b><u>Beginning of each semester</u></b>	<b><u>Mid Term</u></b>
2.2. Promote interest in health care careers in elementary and middle schools		
2.3. Host a health career day for HOE students	<b><u>03/05</u></b>	<b><u>03/05</u></b>
2.4. Participate in a Health Science Recruitment Committee on a regular basis.	<b><u>Each Semester</u></b>	<b><u>Each Semester</u></b>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable**

Gadsden State Community College

Nursing Education  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Cynthia Trader  
Signature

Nov. 9, 2006  
Date

Luann Jones  
Signature

11/9/06  
Date

Brenda Helms  
Signature

11/9/06  
Date

Erin Taylor  
Signature

11-9-06  
Date

Amy Floyd  
Signature

11-13/06  
Date

Kathy McManis  
Signature

11.13.06  
Date

Sue Robinson  
Signature

11/13/06  
Date

Leri Hill  
Signature

11-13-06  
Date

Andrew M. Green  
Signature

11/13/06  
Date

Kelli Davis  
Signature

11/13/06  
Date

Debra Cropper  
Signature

11/13/06  
Date

For each Strategic Initiative, identify completion times (or non-completion) for all strategic initiatives and activities.

**Statement of 2005-2006 Strategic Initiative #4: Provide more faculty in the classroom, labs and clinicals so as to increase enrollment in the program.**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4:</b>		
1.1 Obtain approval for part-time faculty and lab assistant	<b><u>09/05</u></b>	<b><u>Ongoing</u></b>
1.2 Recruit faculty who meet The Association of Surgical Technologist and Post-Secondary Requirements	<b><u>10/05</u></b>	<b><u>Ongoing</u></b>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.** Post Secondary and the Association of Surgical Technologists are in the process of reviewing and establishing a state curriculum for programs. Gadsden State Community College will review the standards and guidelines put forth as soon as the process had ended.

Signature

*Patricia Hart*

Signature

*Belinda Fuller*

Signature

*Susan Muller*

Signature

Signature

Signature

Signature

Signature

Date

*11/13/06*

Date

*11/13/06*

Date

*11/13/06*

Date

Date

Date

Date

Date

**Gadsden State Community College**  
**Division of Nursing Education/Health Sciences**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named organizational unit.

Faculty's Signature:

Staci D. Colborn

11-9-06

Cynthia S. James

11-9-06

Kim Sonnenberger

11-9-06

**Gadsden State Community College  
Nursing Education**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005-2006 Strategic Plan with the above named organizational unit.

*Evelyn Woods*

*Brenda Anderson*

*Ann Haynes*

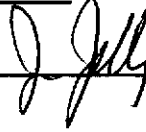
# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Therapeutic Massage Program

Person Responsible: Connie Meloun

Date Submitted: November 16, 2006

Approved by Cabinet Member \_\_\_\_\_



## Part I

**Statement of Standing Goal #1:** Prepare students for the national Certification Examination given by the National Certification Board for Therapeutic Massage and Bodywork.

**Evaluation Method for Goal #1:** NCBTMB Examination Reports

**Evaluation Findings for Goal #1:** We do not receive any official report from the NCBTMB as to which graduates have taken the national certification exam and the results. By contacting graduates who completed the Therapeutic Massage Program either in Fall Semester 2005, Spring Semester 2006, or Summer Semester 2006, we have identified that at least 12 of the 37 total number of graduates took the NCBTMB and were successful on their first attempt.

### **Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** Unreliable data as to which graduates have taken the NCBTMB examination and the passage rate. After having contacted the NCBTMB office, the school will have to pay \$25.00 for each quarterly report. Budget adjustments will need to be made to pay for this expense. We have modified the curriculum so that students take a certification review course prior to completing the program. Also to help assure that students are prepared for licensure, an instructor and a lab assistant are present to work with the students in labs and clinics so that students can be observed more closely and assisted with learning the appropriate techniques, etc.

**Statement of Standing Goal #2:** Maintain Alabama Board of Massage Therapy approval.

**Evaluation Method for Goal #2:** Certificate verifying annual approval by the Alabama Board of Massage Therapy.

**Evaluation Findings for Goal #2:** The Gadsden State Therapeutic Massage Program (Ayers Campus and Gadsden Campus) is approved through May 2007.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** It continues to be difficult to find therapeutic massage instructors who have an instructor's license issued by the Alabama Board of Massage Therapy and lab assistants who have a therapeutic massage license, which are requirements by the ABMT for program approval.

**Statement of Standing Goal #3:** Maintain pass rates on the NCBTMB at or above the state and national levels.

**Evaluation Method for Goal #3:** NCBTMB Examination Report

**Evaluation Findings for Goal #3:** Do not have this data for the national or state levels.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Assistant Dean of Health Sciences will contact the NCBTMB and the ABMT as to how above data can be obtained. This standing goal may have to be changed if comparative data cannot be obtained.

**Statement of Standing Goal #4:** Achieve high job placement rates for students completing the Certification Program in the Therapeutic Massage Program.

**Evaluation Method for Goal #4:** Six-month Therapeutic Massage Program Graduation Surveys.

**Evaluation Findings for Goal #4:** Six-month Graduation Surveys were not done for this evaluation period.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** There was not a six-month Graduate Survey for the Therapeutic Massage Program. Such a survey has been designed and will be sent to

all of the past graduates by December 2006. After the initial mailing to past graduates, the survey will be sent to graduates six months following graduation.

**Statement of Standing Goal #5:** Foster within students the desire for continuing growth, self-direction, self-awareness of aptitudes, and limitations, and the development of personal, professional, and civic characteristics consistent with the individual's role in society.

**Evaluation Method for Goal #5:** End-of-program survey and Six-month Therapeutic Massage Program Graduate surveys.

**Evaluation Findings for Goal #5:** End-of-Program survey and Six-Month Therapeutic Massage Program Graduate surveys have not been completed in the past.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** There was not a six-month graduate survey for the therapeutic massage program. Such a survey has been designed and will be sent to all of the past graduates by December 2006. After the initial mailing to past graduates, the survey will be sent to graduates six months following graduation. Items related to continuing growth and development of personal, professional, and civic characteristics will also be included in the Therapeutic Massage End-of-Program Survey in the future beginning with the Fall 2006 students who are completing the program.

**Statement of Standing Goal #6:** Provide continuing education, professional development, and personal enrichment for program graduates, health care professional, and others in the community.

**Evaluation Method for Goal #6:** Approval by the NCBTMB as a continuing education provider.

**Evaluation Findings for Goal #6:** Application has not yet been made to the NCBTMB as a continuing education provider.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Hiring of new instructors who are new to teaching. Once these instructors are more acclimated to the teaching role, then the program will apply to the NCBTMB to be a continuing education provider, as the application process for

such is very lengthy and time consuming and will require instructors who have experience teaching, as well as their therapeutic massage experience.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

**Introduce higher order thinking skills to massage students**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Introduce higher order thinking skills to massage students	<u>Aug 05</u>	<u>ongoing</u>
1.2 Explain and illustrate higher order thinking skills as defined in "Bloom's Taxonomy"	<u>Aug 05</u>	<u>ongoing</u>
1.3 Provide students with "how to" sessions	<u>Aug 05</u>	<u>ongoing</u>
1.4 Provide opportunities for students to use higher order thinking skills on tests and in laboratory settings.	<u>Sept 05</u>	<u>ongoing</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

This initiative is still "ongoing," as new faculty are learning about "Bloom's Taxonomy" and how to incorporate higher ordered thinking into the Therapeutic Massage Program.

**Statement of 2005-2006 Strategic Initiative #2:**

**Utilize teaching and evaluation methods that promote the use of higher order thinking skills**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
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**Strategic Activities for Initiative #2**

2.1	Provide opportunities for students to practice using higher order thinking skills.	<u>Oct 05</u>	<u>ongoing</u>
2.2	Incorporate higher level thinking skills into exam questions/lab activities	<u>Oct 05</u>	<u>ongoing</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

This initiative is still "ongoing" as new faculty are learning about "Bloom's Taxonomy" and how to incorporate higher ordered thinking into the Therapeutic Massage Program.

**Statement of 2005-2006 Strategic Initiative #3:**

**Provide additional equipment for use in the therapeutic massage program.**

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>	
<b>Strategic Activities for Initiative #3</b>			
1.1.	Evaluate the present inventory	<u>Aug 05</u>	<u>ongoing</u>
1.2.	Determine prices for items needed	<u>Aug 05</u>	<u>Jan 06</u>
1.3.	Do purchase orders	<u>Nov 05</u>	<u>Feb 06</u>
1.4.	Receive items and add to inventory	<u>Nov 05</u>	<u>Mar 06</u>
1.5.	Implement their use into program	<u>Nov 05</u>	<u>Mar 06</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

We were not able to purchase all of the equipment needed due to limited funds. We plan to request Voc Tech and Tech Fee funds to purchase some of the equipment needed.

**Statement of 2005-2006 Strategic Initiative #4:**

**Develop and implement an aggressive recruitment plan to increase the number of applicants into the therapeutic massage program.**

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
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**Strategic Activities for Initiative #4**

1.1 Establish a recruitment plan	<u>Sept 05</u>	<u>Ongoing</u>
1.2 Contact local high schools to inform about program	<u>Oct 05</u>	<u>Ongoing</u>
1.3 Participate in high school career faire	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Participate in community health fairs and other public forums to stimulate interest in the program and the profession	<u>Ongoing</u>	<u>Ongoing</u>
1.5 Participate in community events	<u>Ongoing</u>	<u>Ongoing</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Due to changes in personnel and the time necessary to orient and assist new instructors, the participation in the above activities was not as aggressive; however, enrollment in the program has not diminished.

**Statement of 2005-2006 Strategic Initiative #5:**

**Revamp, design and develop materials that will explain the program requirements to attract new students and will inform the public what the therapeutic massage program is about.**

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #5</b>		
1.1 Revamp existing brochures for prospective students	<u>Jan 06</u>	<u>Aug 06</u>
1.2 Design new materials to be used in recruitment	<u>Jan 06</u>	<u>Aug 06</u>
1.3 Develop pamphlets and brochures for the public	<u>Jan 06</u>	<u>Ongoing</u>
1.4 Submit to publications committee for approval	<u>Mar 06</u>	<u>Ongoing</u>
1.5 Update materials as needed	<u>Ongoing</u>	<u>Ongoing</u>
1.6 Place explanatory materials in strategic locations	<u>April 06</u>	<u>Ongoing</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #6:**

Assist faculty members in obtaining the required 50 hours of continuing education credit every 4 years to maintain NCBTMB and ABTM certification/licensure through assisting with cost of professional development activities.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #6</b>		
1.1 Budget in-state travel	<u>April 06</u>	<u>Mar 06</u>
1.2 Budget out-of-state travel	<u>April 06</u>	<u>Mar 06</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.

This initiative was not met. Even though monies were requested to assist in providing professional development activities, only in-state travel money was allotted. The amount allotted will be needed to pay for faculty who travel from their "home base" to other campuses to provide instruction.

**Statement of 2005-2006 Strategic Initiative #7:**

Acquire a laptop computer and appropriate software to enhance instruction through the use of powerpoint presentations and virtual (3-D) anatomical models

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #7</b>		
1.1 Purchase a laptop computer	<u>Oct 05</u>	<u>Jan 06</u>
1.2 Purchase appropriate software	<u>Feb 06</u>	<u>Ongoing</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.

We are still in the process of procuring appropriate software.

**Statement of 2005-2006 Strategic Initiative #8:**

Provide college bookstores with a list of equipment/supplies to be made available to students and the public.

<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
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**Strategic Activities for Initiative #8**

1.1 Provide bookstore with list of equipment/supplies

Aug 05

Each semester

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A list of books that students use is provided to the bookstore.

**Statement of 2005-2006 Strategic Initiative #9:**

**Revise web page for Therapeutic Massage/Division of health Sciences.**

<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
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**Strategic Activities for Initiative #9**

1.1 Include information for each employee, such as name, picture, office location and number, email address, and phone number of program web page

Sept 05

Ongoing

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

We are continuing to update the web page for therapeutic massage as we have new faculty.

# **Part II: Organizational Unit Evaluations of Strategic Plans**

## **Student Services**

## 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Institutional Advancement & Community Services

Person Responsible: 10 Vice President Valerie Richardson

Date Submitted: 11/14/2006

Approved by President [Signature]

### Part I

#### Statement of Standing Goal #1:

To promote awareness of the pre-college TRIO programs and GEAR-UP.

#### Evaluation Method for Goal #1:

- a. Increase the information taken to the Public Relations Committee for press releases, targeted advertising, radio spots and articles in the GSCC Update.
- b. Increase the promotional advertisement and the participation in community events of the pre-college TRIO and GEAR-UP programs.

#### Evaluation Findings for Goal #1:

During the 2005-2006 year, there was an increase in the attempts to publish information on the pre-college TRIO programs and increase in participation in community events. During 2005-2006, there were three (3) visits to Good Day Alabama on WJXS TV24 to promote the pre-college TRIO programs. This was a new initiative. In addition, a total of 8 articles on pre-college TRIO were forwarded to Public Relations or published during the year. Four articles (4) were on field trips by the various programs, three articles (3) were on student or program success and one article was on endangered funding for the TRIO programs. This represents a 14.3% increase over 2004-2005. The employees of the Institutional Advancement Division participated as a group in 3 community events – 2 United Way Day of Caring and the American Heart Association Heart Walk, which represents a 33% increase over 2004-2005. A total of 16 employees participated in these events, representing a 77% increase.

#### Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:

A lack of federal funding prevented the use of paid advertising by the programs. GEAR-UP was not refunded for the 2005-2006 year.

**Statement of Standing Goal #2:**

To identify, pursue, implement, and monitor Federal/state grant programs.

**Evaluation Method for Goal #2:**

- a. Receive a clear audit of all Federal/state grant programs.
- b. Existing Federal/state grant programs will be re-funded.

**Evaluation Findings for Goal #2:**

The last completed audit of the Federal/state grant programs was clear. The four grant programs who came up for renewal during the 2005-2006 year were all renewed. The four grant programs renewed were: Talent Search – Gadsden, Talent Search – Ayers, Health and Human Services Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students (SDS) and the Fund for Improvement of Postsecondary Education (FIPSE) U.S. – Brazil Cultural Initiative all received renewed funding, which is an improvement from 50% being refunded during 2004-2005. The CCAMPIS program was written at the end of 2004-2005.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The lack of a full-time grant writer limits the efforts of the Institutional Advancement (IA) division to writing for existing programs and exploring a limited number of new opportunities each year.

**Statement of Standing Goal #3:**

To organize, monitor, and evaluate the college's fund-raising initiatives (excluding the Foundations).

**Evaluation Method for Goal #3:**

- a. All fundraising activities will be approved in advance, following the procedures as outlined in the college regulations. This approval will be documented by a form with the signatures of the Vice President (over Student Services), the Dean of Financial and Administrative Services, and the President.
- b. An analysis of revenues and profits and an individual evaluation of each fundraiser will be completed.

**Evaluation Findings for Goal #3:**

All fundraisers (39) have completed paperwork on file with the required signatures on the form.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No identified weakness on the procedure.

**Statement of Standing Goal #4:**

To coordinate professional development activities among Institutional Advancement employees.

**Evaluation Method for Goal #4:**

- a. Participate in at least one joint satellite teleconference with attendees representing multiple campuses.
- b. Schedule one or more professional development activity with participation of staff from all locations.

**Evaluation Findings for Goal #4:**

While a joint satellite teleconference was not used, 3 web conferences and 1 audio conference with representatives from various campuses were held during the year. The conferences covered the topics of:

1. Student Suicide: Institutional Policy, Liability, and Prevention (audio)
2. Student Retention
3. COE Mandatory Objectives: Implications for Your Program & Institution
4. Student Satisfaction and Assessment.

Two of these were Noel-Levitz webinars – Student Retention and Student Satisfaction. Two professional development activities were held - one general professional development in August and one on Training the Trainer in Alcohol Intervention and Prevention during April.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No identified weakness.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

Increase the number of applicants for pre-college grant programs

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1</b>		
1.1 Recruit in local high schools.	<u>12/05</u>	<u>12/05</u>
1.2 Distribute the new advertising posters with program information to local high schools.	<u>2/06</u>	<u>Not completed</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

No funds were available for the development or printing of posters for advertising.

**Statement of 2005-2006 Strategic Initiative #2:**

Increase awareness of the HBCU designation of Valley Street and the Title III fund that serves that campus.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #2</b>		
1.1 Develop a targeted marketing package with the assistance of Public Relations.	<u>12/05</u>	<u>Not completed</u>
1.2 Seek one new grant opportunity that would be located on the Valley Street Campus.	<u>8/06</u>	<u>6/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Funds were not available for the marketing package this year. Three science grant opportunities were written with the Valley Street Campus in mind: National Science Foundation HBCU-UP, the Department of Education's Minority Science Programs grant, and the National Science Foundation's Scholarships for Science, Technology, Engineering and Mathematics (S-STEM) grant. Each of these grant opportunities included advertising funds.

**Statement of 2005-2006 Strategic Initiative #3:**

Identify new grant opportunities.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
1.1 Establish a team and conduct research for the grant.	<u>4/06</u>	<u>11/05</u>
1.2 Complete grant applications.	<u>7/06</u>	<u>7/06</u>
1.3 Submit grant applications.	<u>9/06</u>	<u>9/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

No weaknesses identified, other than the aforementioned lack of a grant writer.

**Statement of 2005-2006 Strategic Initiative #4:**

Plan a division calendar with joint activities.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4</b>		
1.1 Register for a satellite teleconference to be held jointly.	<u>3/06</u>	<u>4/06*</u>
1.2 Schedule a professional development meeting for all staff.	<u>7/06</u>	<u>8/06</u>
1.3 Plan IA calendar for upcoming year.	<u>12/05</u>	<u>12/05</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

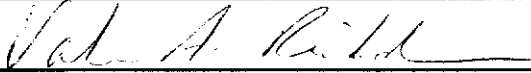
\*While a teleconference was not held jointly, 3 webinars and 1 audio conference were held beginning in April.

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: CCAMPIS (Childcare Access Means Parents in School)

Person Responsible: Pam Clough/Pam Johnson

Date Submitted: 11/15/2006

Approved by Cabinet Member 

**Note: The 2005 – 2006 Plan for the CCAMPIS Program was based on funding for both of the campuses. CCAMPIS only operated on the Ayers Campus for the 2005-2006, with the new combined grant funding which covers Gadsden and Ayers beginning in October of 2006.**

## Part I

### **Statement of Standing Goal #1:**

To recruit and enroll eligible student-parents.

### **Evaluation Method for Goal #1:**

- a. To conduct at least two recruiting campaigns per semester.
- b. To increase knowledge of availability of program within departments of the college.
- c. To enroll at least 15 CCAMPIS participants per semester.

### **Evaluation Findings for Goal #1:**

The Ayers CCAMPIS program only utilizes a summer program for school-age children but two recruiting campaigns were conducted during the Spring. Sixteen (16) total student-parents were accepted for the summer and the participants included technical, academic and health science majors.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

### **Statement of Standing Goal #2:**

To provide on-campus childcare services for children ages 2 ½ years and up.

### **Evaluation Method for Goal #2:**

- a. A physical count and review of the children's enrollment forms will show that at least 15 children per semester utilized the program.
- b. To maintain on-campus service hours of at least 35 hours per week.

**Evaluation Findings for Goal #2:**

Although CCAMPIS did not have childcare services for those under the age of kindergarten, the summer program did serve 24 children over the summer, averaging 15 per week. The total hours of Kids College instruction offered per week was 45 hours.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding to cover childcare at both campuses.

**Statement of Standing Goal #3:**

To provide unqualified childcare inquirers with referrals to outside sources which include GSCC's Continuing Education (Kid's College), the Department of Human Resources (Children Services), City of Gadsden (Even Start), Family Success Center, and independent child development centers.

**Evaluation Method for Goal #3:**

- a. 90% of childcare inquiries that do not qualify for CCAMPIS are referred to these agencies as reflected on "childcare inquiries" chart.

**Evaluation Findings for Goal #3:**

100% of inquiries with children under the age requirement of Kids College or with parents not eligible for services due to not being enrolled or not a Pell grant student are referred to the Continuing Education Department (Kids College), Head Start or other area childcare facilities. With CCAMPIS only operating on the Ayers Campus, however, the formal "inquiries" chart and referrals to Even Start in Gadsden are not used since all of the children must be 5 and over.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding for daycare facilities on the Gadsden campus.

**Statement of Standing Goal #4:**

To provide tutoring, counseling, life skills packets and service learning opportunities for clients.

**Evaluation Method for Goal #4:**

- a. 100% of CCAMPIS parents requesting tutoring, in the basic subjects, will receive tutoring as reflected by counseling logs and sign-in sheets.
- b. 100% of CCAMPIS parents requesting counseling, academic or personal, will receive counseling as reflected in counseling logs.
- c. 100% of new CCAMPIS participants are offered materials to help with time management, study skills, etc. (Materials are always available in the Arledge Center.)
- d. At least once a semester, life skills packets are assembled and made available to 100% of CCAMPIS parents.
- e. Service-learning experiences will be made available to and participated in by at least 70% of the CCAMPIS participants.

**Evaluation Findings for Goal #4:**

With CCAMPIS only operating on the Ayers Campus, tutoring, counseling, study skills, life skills, and the resources of the Arledge Center are not available to participants at a Center as in Gadsden. The Ayers Campus program only does scholarships to Kids College for the summer.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding for CCAMPIS on the Gadsden campus.

**Statement of Standing Goal #5:**

To help student-parents obtain their academic goals.

**Evaluation Method for Goal #5:**

- a. A comparison of the participant's academic goals to their school records (as found on the Host Session) will show that at least 70% of the student-parents are working steadily toward achieving their goals.
- b. At least 50% of the CCAMPIS participants will complete their course of study.

**Evaluation Findings for Goal #5:**

91% (10 of 11) of 2005-2006 student-parent participants remain enrolled still working toward their educational goals or have graduated during the year. Graduation rates

must give the students time to graduate. The graduation rate for the 36 month annual report ending September 2005 was 58.8% (20 of 34). If the two sophomores during 2005-2006 are included (who both graduated), the four-year graduation rate rises to 61.1%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #6:**

To pursue and maintain partnerships with GSCC's Continuing Education (Kid's College), the Department of Human Resources (Children Services), City of Gadsden (Even Start), and Family Success Center complex.

**Evaluation Method for Goal #6:**

- a. At least one personal contact will be made with each program per semester in order to stay current on services they offer which could benefit CCAMPIS student-parents.

**Evaluation Findings for Goal #6:**

Several contacts were made during each semester with GSCC's Continuing Education (Kid's College) Department. The other services relate more to Gadsden and there was not a CCAMPIS on the Gadsden Campus.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding for daycare facilities on the Gadsden campus.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

Review building safety and evacuation plan.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Schedule periodic planned and un-planned safety drills for emergencies in coordination with campus security.	<u>8/06</u>	<u>N/A*</u>
1.2 Review accidental poisoning procedures with all staff/workers.	<u>5/06</u>	<u>N/A*</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

\*There was not a physical facility for CCAMPIS or workers.

**Statement of 2005-2006 Strategic Initiative #2:**

Train new CCAMPIS staff members in CPR.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
1.1 Schedule CPR training certification and recertification for employees.	<u>2/06</u>	<u>N/A*</u>
1.2 Send notice to all staff members of required training.	<u>4/06</u>	<u>N/A*</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

\*There was not a physical facility for CCAMPIS or workers.

**Statement of 2005-2006 Strategic Initiative #3:**

Advertise to diverse student populations in order to increase enrollment of minority children in CCAMPIS childcare program.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
1.1 Contact counselors, college department heads, and local child service entities to increase knowledge of availability of service for students.	<u>5/06</u>	<u>5/06</u>
1.2 Examine class rosters to reveal ethnic enrollment statistics.	<u>5/06</u>	<u>9/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: COPC (Community Outreach Partnership Center)

Person Responsible: Beverly Hilderbrand

Date Submitted: 11/13/2006

Approved by Cabinet Member 

**Note: The 2005 – 2006 Plan for the COPC Program was dependent on the funding of this grant program by the Department of Housing and Urban Development (HUD). The grant application did not receive funding and therefore this unit did not operate after September 2005.**

## Part I

### **Statement of Standing Goal #1:**

To support the East Broad Street revitalization effort, (beautification, resident participation, leadership training) through human, intellectual, and institutional resources.

### **Evaluation Method for Goal #1:**

- a. Performance Measure #1 – At the completion of the new Family Success Center Complex (FSCC), students will participate in landscaping activities and other neighborhood revitalization efforts.

### **Evaluation Findings for Goal #1:**

The landscaping was completed at the Family Success Center and at the James M. Barrie Center for Children during July 2005.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding.

### **Statement of Standing Goal #2:**

To partner with community-based organizations to support the Family success Center Complex (FSCC).

### **Evaluation Method for Goal #2:**

- a. Performance Measure #1 – Increase in participation and utilization of family-oriented services provided in partnership with FSCC.

**Evaluation Findings for Goal #2:**

The addition of the computer lab equipment and furniture will provide the tools and opportunities needed by the Family Success Center to offer various additional family services such as tutoring, financial workshops, and job seeking workshops. The construction delays and Internet/networking wiring prevented the courses from being offered before the grant ended in October.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding.

**Statement of Standing Goal #3:**

To organize and provide services to residents of the two East Gadsden housing communities and to low-income residents living outside the housing communities to include: childcare enhancements, parenting classes, wellness, and safety programs.

**Evaluation Method for Goal #3:**

- a. Performance Measure #1 – Empowerment of housing community and low income residents by utilization of a computer lab as well as health and safety training.

**Evaluation Findings for Goal #3:**

The addition of the computer lab and furniture will provide the tools and opportunities needed by the Family Success Center to offer various workshops including job seeking workshops and health/safety training workshops. The construction delays and Internet/networking wiring prevented the courses from being offered before the grant ended in October.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding.

## PART II

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

\*Note: All the dates were initially set for 2005 because funding was not known. Additional funding was not received so all of the activities were not accomplished.

### **Statement of 2005-2006 Strategic Initiative #1:**

Downtown revitalization projects

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Assist the City of Gadsden after the construction of a Coosa River Boardwalk boat launch and bait shop facility on the east bank of the river. Organization of a clean-up day, volunteers, and technical assistance.	<u>8/05</u>	<u>08/05</u>
1.2 Assist the Family Success Center Complex (FSCC) with landscaping of new buildings.	<u>9/05</u>	<u>10/05</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Delays in the completion of the FSCC Construction delayed the landscaping. A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

### **Statement of 2005-2006 Strategic Initiative #2:**

Provide outreach activities in coordination with local agencies.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
1.1 Conduct in-service training programs and provide technical assistance.	<u>9/05</u>	<u>9/05</u>

1.2 Offer childcare enhancements and training.	<u>9/05</u>	<u>9/05</u>
1.3 Design and implement an incentive program.	<u>9/05</u>	<u>Not Applicable</u>
1.4 Develop and hold parenting classes.	<u>9/05</u>	<u>9/05</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Due to the grant not being refunded, the incentive program was not developed.

**Statement of 2005-2006 Strategic Initiative #3:**

To offer counseling at various locations.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #3</b>		
1.1 Develop and implement career workshops.	<u>10/05</u>	<u>10/05</u>
1.2 Coordinate with the Family Success Center Complex in providing a computer lab for utilization at the center.	<u>10/05</u>	<u>10/05</u>
1.3 Provide on-site job referrals and employment training assistance through the Adult Education and Skills Training Division.	<u>9/05</u>	<u>9/05</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

2005-2006 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: October 9, 2006

Approved by (Dean/VP) *Valerie A. Kell*

**Part I**

**Statement of Standing Goal #1:** To achieve a 2% increase in counseling and advisement services (including admissions, counseling, career counseling, college transfer advisement, retention counseling, re-entry counseling for dropouts, schedule planning assistance, placement testing/advisement, and scholarship advisement) to students in the Gadsden State Community College service area.

**Evaluation Method for Goal #1:** To compare the number of students, counseled and/or contacted annually, using the monthly student contact report form.

**Evaluation Findings for Goal #1:** The total number of students contacted for the 2004-2005 academic year was 33,740. The total student contacts for the 2005-2006 academic year was 39,167, which is an increase of 16%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**  
None discernable at this time.

(Evaluation should include elements shown above for all standing goals)

2005-2006 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: October 9, 2006

Approved by (Dean/VP) \_\_\_\_\_

**Part I**

**Statement of Standing Goal #2:** To facilitate self-awareness and individual growth through counseling in both individual and group settings.

**Evaluation Method for Goal #2:** Compare responses to questions #6, #9 and #10 (related to student self-awareness and individual growth, as a result of counseling services) of the annual Counseling Student Satisfaction Survey and achieve at least a 75% rating on these items.

**Evaluation Findings for Goal #2:** Of the evaluation forms returned, 100% gave a favorable response to questions #6, #9, and #10. (See attached survey)

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**  
None discernable at this time.

(Evaluation should include elements shown above for all standing goals)

2005-2006 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: October 9, 2006

Approved by (Dean/VP) \_\_\_\_\_

Part I

**Statement of Standing Goal #3:** To provide a quality orientation program that assists new and potential students in experiencing a successful entry into Gadsden State Community College.

**Evaluation Method for Goal #3:** To compare the positive response on the Orientation Evaluation yearly.

**Evaluation Findings for Goal #3:** In Fall 2005 we had 93% to respond favorably to the spring orientation program. In 2006 94% responded favorably to the summer orientation program, with 6% omits.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The supervision and responsibilities for Orientation have been moved to Instructional Services.

2005-2006 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: October 9, 2006

Approved by (Dean/VP) \_\_\_\_\_

**Part I**

**Statement of Standing Goal #4:** To assist students in developing appropriate objectives to achieve their goals and in developing a specific plan for success.

**Evaluation Method for Goal #4:** To achieve an 85% positive rating on questions #6, #9 and #10 (related to student self-awareness and individual growth as a result of counseling services) on the Counseling Student Satisfaction Survey yearly.

**Evaluation Findings for Goal #4:** A positive rating of 100% was achieved on the Counseling Student Satisfaction Survey on questions #6, #9, and #10.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None discernable at this time.

**PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Objective #1:** To continue a Faculty/Liaison program at GSCC to more fully involve faculty in recruiting and outreach activities.

**Statement of 2005-2006 Strategic Initiative #1:**

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1:</b> To provide faculty and staff with information on how the Faculty/Staff Liaison program is structured and other pertinent information about the program.		
1.1 Survey faculty for their interest in the Faculty/Staff Liaison Program	<u>Aug 2006</u>	<u>Ongoing</u>
1.2 Gather faculty and staff interest from initial e-mail	<u>Aug 2006</u>	<u>Ongoing</u>
We are currently seeking more faculty participation in the Faculty/Liaison Program. Currently we have 34 faculty/staff participating and 37 high schools involved in the program.		

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None discernable at this time.

**Statement of 2005-2006 Strategic Initiative #2:** To provide the opportunity for faculty and staff to establish and capitalize on these community-based relationships that exist among staff of GSCC.

**Strategic Activities for Initiative #2:**

2.1 Organize interested faculty/staff who expressed an interest in the Faculty/Staff liaison Program	<u>Ongoing</u>	<u>Ongoing</u>
2.2 Develop faculty and staff training workshop on recruiting procedures and the structure of the Faculty/Staff Liaison Program	<u>Ongoing</u>	<u>Ongoing</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None discernable at this time.

## **PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Objective #2:** To evaluate and modify the on-line orientation course for increased effectiveness.

**Strategic Activities for Initiative #1:** Encourage the use of the on-line orientation evaluation.

1.1 Provide incentives for student participation in the evaluation	<u>Ongoing</u>	<u>Aug 2006</u>
1.2 Provide evaluation reminders to students three times during each semester	<u>Ongoing</u>	<u>Aug 2006</u>
1.3 Collect informal evaluation information to be reviewed at the end of the semester	<u>Ongoing</u>	<u>Aug 2006</u>

**If Initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The supervision and responsibilities for Orientation have been moved to Instructional Services.

**Strategic Activities for Initiative #2:** Modify the orientation course as needed based upon the results of the evaluation.

2.1 Review evaluation materials to determine any required changes	<u>Ongoing</u>	<u>Aug 2006</u>
2.2 Update orientation curriculum content	<u>Ongoing</u>	<u>Aug 2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered And describe plans to complete initiatives in 2006-2007, if applicable.**

The supervision and responsibilities for Orientation have been moved to Instructional Services.

**Objective #3:** To promote the new on-line high school counselor information link on GSCC's website.

**Strategic Initiative #1:** To participate in the development and provide input and updates of pertinent high school counselor information.

1.1 Disperse needed high school counselor information to web development personnel and GSCC staff when needed	<u>Feb 2004</u>	<u>Ongoing</u>
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**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Personnel needed to develop and update information for counselors.

**PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Objective #4:** To develop a mandatory orientation program for GSCC students.

**Strategic Initiative #1:** To explore a variety of orientation techniques, programs, and methods; seek data on the orientation needs of GSCC students.

1.1 Research other community college orientation programs and gather information	<u>Mar 2005</u>	<u>Sept 2006</u>
1.2 Evaluate orientation research from other community colleges	<u>May 2005</u>	<u>Sept 2006</u>
1.3 Establish focus groups composed of GSCC students and staff to collect data on perceived needs and analyze gathered data	<u>Aug 2005</u>	<u>Sept 2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The supervision and responsibility for Orientation have been moved to Instructional Services.

**Strategic Initiative #2:** Develop a new orientation curriculum.

2.1 Establish student participation requirement for the orientation course	<u>May 2006</u>	<u>Sept 2006</u>
2.2 Develop orientation workbooks and videos	<u>May 2006</u>	<u>Sept 2006</u>

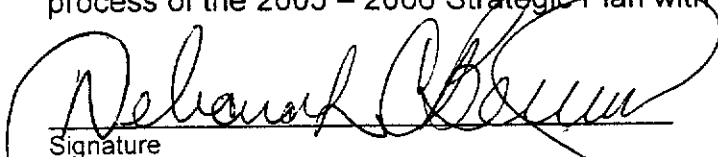
**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiative in 2006-2007, if applicable**

The supervision and responsibility for Orientation have been moved to Instructional Services.

Gadsden State Community College


Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.



Signature

10-27-06  
Date



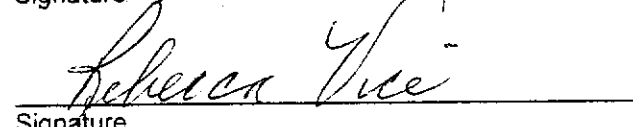
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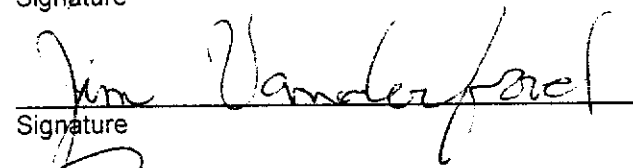
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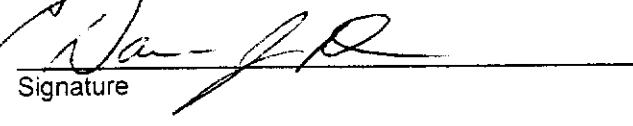
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GADSDEN STATE COMMUNITY COLLEGE  
COUNSELING STUDENT SATISFACTION SURVEY

Please help us evaluate the services in our Counseling area. Complete and leave this form with the secretary. Thank you for your assistance.

1. Check reason for coming to the Counseling area:

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Career Information  | <input type="checkbox"/> 6. Interest Inventory  |
| <input type="checkbox"/> 2. Career Research     | <input type="checkbox"/> 7. Personal Counseling |
| <input type="checkbox"/> 3. Academic Counseling | <input type="checkbox"/> 8. Schedule Assistance |
| <input type="checkbox"/> 4. Placement Testing   | <input type="checkbox"/> 9. Talent Search       |
| <input type="checkbox"/> 5. STARS System        | <input type="checkbox"/> 10. Other _____        |

2. Were you greeted in a friendly manner by staff?     yes     no
3. Did the staff seem willing to assist you?     yes     no
4. Did the staff have the information you requested?     yes     no
5. Did the staff explain information clearly?     yes     no
6. Do you feel that you have obtained the necessary information to meet your goals with the assistance you received from the counselor?     yes     no
7. Was the information received up-to-date?     yes     no
8. Are you more aware of your goals and needs because of the counseling provided?     yes     no
9. Did the information you receive assist you in clarifying goals, etc.?     yes     no
10. Would you return to the Counseling area for assistance in the future?     yes     no

11. What suggestions do you have for improvement in this area? Please list below.

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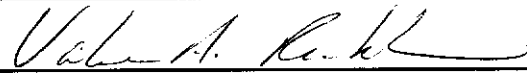
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## 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Educational Talent Search – Ayers Campus

**Person Responsible:** Carol Tidwell

**Date Submitted:** 11/16/06

**Approved by Cabinet Member:** 

### Part I

**Statement of Standing Goal #1:** Identify, select and enroll 700 students with postsecondary potential each year. Two-thirds (2/3) of the participants will be both low income and potential first generation students.

**Evaluation Method for Goal #1:** Applications were taken on new participants and entered into a database. Each application was reviewed and approved by the program director. The database produced reports to monitor participant status percentage. In addition to the program database, each advisor maintained a spreadsheet on each assigned target location to assist the advisor in determining participant eligibility status percentage. The two recordkeeping methods assure accurate reporting.

**Evaluation Findings for Goal #1:** Program served 707 participants in the project year ending August 31, 2006. There were 476 (2/3) both low income and potential first generation students.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #2:** 90% of participants enrolled in grades 6-8 will complete the current grade level and advance to the next grade level. 80% of participants in grades 9-11 will complete the current grade and advance to the next grade level.

**Evaluation Method for Goal #2:** All participants are tracked from one grade to the next using Blumen software and by personal contacts with advisors.

**Evaluation Findings for Goal #2:** 100% of 6-8<sup>th</sup> grade participants completed the current grade level and advanced to the next grade. 99% of 9-11<sup>th</sup> grade participants completed the current grade level and advanced to the next grade.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #3:** 90% of seniors will graduate each year.

**Evaluation Method for Goal #3:** All participants are tracked and evaluated to determine progress and graduation status. Advisors contact each senior individually to assist with college admissions and financial aid.

**Evaluation Findings for Goal #3:** 98% of seniors graduated.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #4:** 50% of participants who are high school or college dropouts will reenter high school, enroll in a GED program, or reenter college each year.

**Evaluation Method for Goal #4:** All participants are tracked and contacted by mail, phone, and in person, when possible, to make every effort to get students back on track.

**Evaluation Findings for Goal #4:** The program only experienced 1 senior who did not pass the high school exit exam this program year. This participant (100%) is attending GED classes.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #5:** 90% of college ready participants will receive assistance with financial aid and admissions applications each year.

**Evaluation Method for Goal #5:** All seniors and their parents are encouraged to attend a financial aid workshop. Personal contacts are made with each student to ensure that the participant receives the appropriate admissions and financial aid forms for their desired college. Advisors and director are available to assist students and parents in this process.

**Evaluation of Findings for Goal #5:** 99% of college ready participants actually applied for financial aid and received assistance with college admission applications.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #6:** 80% of college ready participants will enter or reenter a postsecondary educational program each year.

**Evaluation Method for Goal #6:** Students will be tracked through the admissions and records office of their perspective college.

**Evaluation of Findings for Goal #6:** 88% of college ready participants entered a postsecondary educational program this program year.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #7:** Retain 80% of participants in the program from one academic year to the next (excluding those who graduate, transfer to another high school, or exit for reasons of health or death).

**Evaluation Method for Goal #7:** Participants are tracked from one year to the next in Blumen software.

**Evaluation of Findings for Goal #7:** 90% of participants from the 2004/05 program year were retained to participate in the 2005/06 program year. 99% of participants from the 2005/06 program year were retained to participate in the 2006/07 program year.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

**Statement of Standing Goal #8:** 50% of program participants will have a parent or family member attend at least one college opportunity event at the Ayers Campus each year.

**Evaluation Method of Goal #8:** All participants' families are invited to attend workshops by mail and phone calls. These workshops are geared toward family involvement in the college selection process and for financial aid information.

**Evaluation Findings for Goal #8:** No events were held on the Ayers Campus due to very low participation in past years. Therefore, this goal is no longer applicable to this program.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies were identified.

## **PART II**

**For each unit objective, identify completion times (or non-completion) for all strategic initiatives and activities.**

**Statement of 2005-2006 Objective #1:** Enroll at least 700 youths, two thirds of which are low-income and potential first generation college students.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #1</b>		
ETS director and outreach advisors will select participants using various means.		
1.1 Referrals from target school personnel	<u>08/2006</u>	<u>08/2006</u>
1.2 ETS applications	<u>08/2006</u>	<u>04/2006</u>
1.3 Personal interviews	<u>08/2006</u>	<u>08/2006</u>
1.4 Achievement test scores	<u>08/2006</u>	<u>08/2006</u>
1.5 Academic and personal needs analysis	<u>08/2006</u>	<u>08/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2005-2006 Objective #2:** At least 90% of participants in grades 6-8 and 80% of participants in grades 9-11 will advance to the next grade level.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #2</b>		
Outreach advisors will maintain contact with participants, parents, and target school personnel to offer participants services to achieve this objective.		
1.1 Academic advisement	<u>08/2006</u>	<u>08/2006</u>
1.2 Tutoring	<u>08/2006</u>	<u>05/2006</u>
1.3 Career mentoring	<u>08/2006</u>	<u>08/2006</u>
1.4 Workshops on "Why High School"	<u>08/2006</u>	<u>11/2005</u>
1.5 Workshops on "Why College"	<u>08/2006</u>	<u>12/2005</u>
1.6 Educational field trips	<u>08/2006</u>	<u>05/2006</u>
1.7 Cultural field trips	<u>08/2006</u>	<u>05/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2005-2006 Objective #3:** Of the high school seniors, 90% will graduate (excluding those that exit the program).

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #3</b>		
ETS director and outreach advisors will provide a number of services to encourage graduation.		
1.1 Academic assessment of need	<u>08/2006</u>	<u>08/2006</u>
1.2 Career counseling	<u>08/2006</u>	<u>04/2006</u>
1.3 Financial Aid counseling	<u>04/2006</u>	<u>08/2006</u>
1.4 College campus visits	<u>08/2006</u>	<u>05/2006</u>
1.5 Tutoring	<u>08/2006</u>	<u>05/2006</u>
1.6 Motivational workshops	<u>08/2006</u>	<u>08/2006</u>
1.7 ACT preparation workshops	<u>08/2006</u>	<u>03/2006</u>
1.8 Parental involvement	<u>08/2006</u>	<u>08/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2004-2005 Objective #4:** 50% of participants who are high school, college dropouts will reenter high school, enroll in a GED program, or reenter college each year.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #4</b>		
ETS administrative assistant tracks and identifies participants and notifies the director and advisors. Director and advisors attempt to contact participants personally or by mail providing referral services.		
1.1 GED Centers	<u>08/2006</u>	<u>08/2006</u>
1.2 Department of Human Resources	<u>08/2006</u>	<u>08/2006</u>
1.3 Area Vocational Schools	<u>08/2006</u>	<u>08/2006</u>
1.4 Tutoring	<u>08/2006</u>	<u>05/2006</u>
1.5 Needs Assessment	<u>08/2006</u>	<u>08/2006</u>
1.6 Parental/spousal involvement	<u>08/2006</u>	<u>08/2006</u>
1.7 Motivational workshops	<u>08/2006</u>	<u>08/2006</u>
1.8 Career counseling	<u>08/2006</u>	<u>08/2006</u>
1.9 WIA program	<u>08/2006</u>	<u>08/2006</u>
1.10 Vocational Rehab. Services	<u>08/2006</u>	<u>08/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2005-2006 Objective #5:** 90% of the college ready participants will receive assistance with financial aid and admissions application each year.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #5</b>		
Financial Aid and admissions information will be provided clearly and completely using various means.		
1.1 Financial aid seminar	<u>04/2006</u>	<u>03/2006</u>
1.2 Newsletters	<u>08/2006</u>	<u>04/2006</u>
1.3 Parental letters	<u>08/2006</u>	<u>08/2006</u>
1.4 Personal help with FAFSA completion	<u>08/2006</u>	<u>08/2006</u>
1.5 College admission seminar	<u>08/2006</u>	<u>08/2006</u>
1.6 College visits	<u>08/2006</u>	<u>05/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2005-2006 Objective #6:** 80% of college ready participants will enter or reenter a postsecondary educational program each year.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #6</b>		
Director and outreach advisors will use various means to achieve this objective.		
1.1 Career counseling	<u>08/2006</u>	<u>08/2006</u>
1.2 Parental involvement	<u>08/2006</u>	<u>08/2006</u>
1.3 College campus visits	<u>08/2006</u>	<u>04/2006</u>
1.4 Financial Aid/Scholarship assistance	<u>08/2006</u>	<u>08/2006</u>
1.5 Admission procedure assistance	<u>08/2006</u>	<u>08/2006</u>
1.6 Why College workshop	<u>08/2006</u>	<u>12/2005</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2005-2006 Objective #7:** 80% of ETS participants will be retained in the program from one academic year to the next (excluding graduate, transfers or students exited for reasons of health or death)

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #7</b>		
Outreach advisors will maintain contact with each participant and target school personnel to offer a range of services to achieve this objective.		
1.1 Grade specific workshops	<u>08/2006</u>	<u>08/2006</u>
1.2 Tutoring	<u>08/2006</u>	<u>05/2006</u>
1.3 Why High School workshops	<u>08/2006</u>	<u>11/2005</u>
1.4 Individual academic advisement	<u>08/2006</u>	<u>08/2006</u>
1.5 Individual career advisement	<u>08/2006</u>	<u>08/2006</u>
1.6 Educational/cultural field trips	<u>08/2006</u>	<u>04/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

**Statement of 2005-2006 Objective #8:** 50% of ETS participants will have a parent or family member attend at least one college opportunity event at the Ayers Campus each year.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Initiatives for Objective #8</b>		
Program staff will provide opportunities for parental involvement and will publicize these events by various means.		
1.1 Newsletters	<u>08/2006</u>	<u>04/2006</u>
1.2 Public service announcements	<u>08/2006</u>	<u>08/2006</u>
1.3 Outreach advisor contact	<u>08/2006</u>	<u>08/2006</u>
1.4 Participant encouragement	<u>08/2006</u>	<u>08/2006</u>
1.5 Target school personnel	<u>08/2006</u>	<u>08/2006</u>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.** No barriers or problems were encountered in the completion of this initiative.

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Financial Aid

Person Responsible: Kelly D'Eath, Director of Financial Aid

Date Submitted: November 20, 2007

Approved by Cabinet Member



## Part I

**Statement of Standing Goal #1:** Make electronic/digitally-imaged information available to staff at the McClellan and Ayes sites.

**Evaluation Method for Goal #1:** Not listed.

**Evaluation Findings for Goal #1:** Imaging systems have been installed at both sites.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Although the imaging system was purchased for McClellan, scanning did not begin until October 2006. A work-study student needs to be employed to assist with this project.

**Statement of Standing Goal #2:** Improve services provided to students attending the McClellan site by employing a full-time financial aid clerk.

**Evaluation Method for Goal #2:** Not listed.

**Evaluation Findings for Goal #2:** No additional personnel have been hired at this time.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Continue to coordinate the schedules of the available staff to meet the needs of McClellan students.

**Statement of Standing Goal #3:** Open help counters at East Broad and Valley Street campuses to answer student questions about financial aid and to help students complete required forms.

**Evaluation Method for Goal #3:** Not listed.

**Evaluation Findings for Goal #3:** No additional personnel have been hired at this time.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Continue to host financial aid workshops at these locations to answer questions and assist with the completion of required forms.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Redesign the physical outlay of the office of the Wallace Drive Campus.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Design an office plan that optimizes space and provides enhanced customer privacy.	<u>12/30/2005</u>	<u>Yet to be completed</u>
1.2 Replace worn furniture.	<u>03/30/2006</u>	<u>08/2006</u>
1.3 Provide customers with reading materials, such as newspapers and magazines.	<u>03/30/2006</u>	<u>10/2006</u>

**Statement of 2005-2006 Strategic Initiative #2:** Make applying for financial aid as easy as possible for students.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
2.1 March through April of each year submit financial aid applications electronically for students.	<u>4/30/2006</u>	<u>04/2006</u>
2.2 March of each year, mail letters to high school counselors in our service area soliciting their assistance in encouraging high school seniors to apply for aid in March.	<u>03/1/2006</u>	<u>Not completed</u>
2.3 May through June of each year help students complete paper financial aid applications to be mailed to a processor.	<u>06/30/2006</u>	<u>Ongoing</u>
2.4 Post instructions on how to apply electronically for financial aid in computer labs.	<u>02/29/2006</u>	<u>Yet to completed</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The redesign of the office should be completed during the 2006-2007 year. Letters will be mailed to counselors this upcoming February, in conjunction with financial aid month. Since web-based instructions are now available through the Department of Education, this initiative is no longer required.

## 2005-2006 Program/Area Unit Evaluations

Organizational Unit: GEAR UP

Person Responsible: Carl Byers, Jr.

Date Submitted: 11/13/2006

Approved by Cabinet Member 

**Note:** The 2005 – 2006 Plan for the GEAR UP Program was dependent on the funding of this grant program by the Department of Education. The grant application did not receive funding and therefore this unit did not operate for the 2005-2006 year.

### Part I

#### **Statement of Standing Goal #1:**

To establish a GEAR-UP program in the Gadsden City School District that is based on the community partnership model and that results in increased access to a college education for all students.

#### **Evaluation Method for Goal #1:**

- a. Performance Measure #1 - Actual establishment of program in 3 city schools.
- b. Performance Measure #2 – Establishment of community-wide partnerships.
- c. Performance Measure #3 – Annual Steering Committee/Core Team meeting.

#### **Evaluation Findings for Goal #1:**

Unit did not operate for 2005-2006.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding.

#### **Statement of Standing Goal #2:**

To increase the likelihood of students attending and succeeding in college.

#### **Evaluation Method for Goal #2:**

- a. Performance Measure #1 – Offering tutoring services twice weekly at each school every week during the academic year.
- b. Performance Measure #2 – Offering daily in-class assistance to students requiring additional help in their academics.
- c. Performance Measure #3 – Offering professional development activities approximately twice a year to teachers to enhance their effectiveness and methodologies.
- d. Performance Measure #4 – Providing an annual “Computers in the Homes” program to at least 5% of our student population to enhance the academic experience for those students whose families would not otherwise be able to provide this educational tool.

**Evaluation Findings for Goal #2:**

Unit did not operate for 2005-2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding.

**Statement of Standing Goal #3:**

To enrich the partnership school system to provide the support and climate needed to provide equal access to college for all students.

**Evaluation Method for Goal #3:**

- a. Performance Measure #1 – Providing at least 4 college visits during the year to acclimate students to a realistic college atmosphere.
- b. Performance Measure #2 – Offering weekly mentoring services provided by local volunteers as a form of positive reinforcement for students.
- c. Performance Measure #3 – Involving local business and industry partners in the planning and implementation of job-shadowing activities for our students in an effort to ensure that these students are aware of the type of education and training required to attain specific types of jobs.

**Evaluation Findings for Goal #3:**

Unit did not operate for 2005-2006.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of federal funding.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

Provide services and activities to warrant an effective GEAR-UP Partnership.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Continuous recruitment of volunteers.	<u>5/06</u>	<u>Not Applicable</u>
1.2 Maintain formal, written documentation formalizing the partnership and its operational procedures.	<u>5/06</u>	<u>Not Applicable</u>
1.3 Monitor member participation levels in terms of meeting attendance and matching resources.	<u>5/06</u>	<u>Not Applicable</u>
1.4 Perform annual partnership performance evaluation.	<u>4/06</u>	<u>Not Applicable</u>
1.5 Monitor involvement of each school's community-based partners as measured by in-kind donations, mentors, tutors, etc.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #2:**

Monitor and analyze students' academic performance and participation in GEAR-UP activities.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
1.1 Monitor program and delivery of services in all targeted schools.	<u>4/06</u>	<u>Not Applicable</u>

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.2 Monitor student participation rates in program activities.	<u>4/06</u>	<u>Not Applicable</u>
1.3 Administer and analyze student surveys annually.	<u>4/06</u>	<u>Not Applicable</u>
1.4 Observe outcome measures as they relate to academic performance as specified in the grant.	<u>4/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #3:**

Increase parental involvement and participation via leisure activities, workshops, chaperoning, and continuing education classes.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #3</b>		
1.1 Evaluate parent survey responses.	<u>4/06</u>	<u>Not Applicable</u>
1.2 Assess parent participation rates in program activities.	<u>4/06</u>	<u>Not Applicable</u>
1.3 Examine the effectiveness of utilizing GEAR-UP incentives to increase parental involvement.	<u>4/06</u>	<u>Not Applicable</u>
1.4 Assess the number of parents who return to school, increase their literacy, or seek additional training as a result of GEAR-UP referrals.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #4:**

Incorporate activities that encourage students to go to college.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4</b>		
1.1 Review student survey responses.	<u>4/06</u>	<u>Not Applicable</u>
1.2 Increase student participation rates in college preparation classes and GEAR-UP activities.	<u>5/06</u>	<u>Not Applicable</u>
1.3 Encourage greater participation and performance in core college preparation classes.	<u>5/06</u>	<u>Not Applicable</u>
1.4 Strive to increase student participation in college classes during high school.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #5:**

Forge a joint effort with counselors, administrators, and teachers by keeping abreast of students' overall academic performance.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #5</b>		
1.1 Review standardized test scores.	<u>5/06</u>	<u>Not Applicable</u>
1.2 Monitor grades and overall school performance.	<u>5/06</u>	<u>Not Applicable</u>
1.3 Measure achievement of instructional program goals.	<u>5/06</u>	<u>Not Applicable</u>
1.4 Gauge participation rates in optional academic activities.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #6:**

Fostering overall knowledge of overall qualifications for college by monitoring attendance, study skills, and course selection.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #6</b>		
1.1 Encourage greater participation in aspects of GEAR-UP program.	<u>5/06</u>	<u>Not Applicable</u>
1.2 Monitor attendance and truancy rates.	<u>5/06</u>	<u>Not Applicable</u>
1.3 Observe study skills and organizational habits.	<u>5/06</u>	<u>Not Applicable</u>
1.4 Evaluate course selection in high school.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #7:**

To ensure a conducive learning environment for students by providing workshops, demonstrating new instructional methods, and participating in school activities.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #7</b>		
1.1 Adhere to teacher/counselor responses to baseline survey.	<u>5/06</u>	<u>Not Applicable</u>
1.2 Strive to influence an increase in staffing patterns as a result of GEAR-UP.	<u>5/06</u>	<u>Not Applicable</u>
1.3 Motivate teacher/counselor participation in professional development activities.	<u>5/06</u>	<u>Not Applicable</u>
1.4 Administer teacher/counselor workshop		

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
and class evaluation forms.	<u>5/06</u>	<u>Not Applicable</u>
1.5 Introduce new instructional methods in the classroom.	<u>5/06</u>	<u>Not Applicable</u>
1.6 Promote a number of special school-sponsored activities and programs.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**Statement of 2005-2006 Strategic Initiative #8:**

To broaden the scope and impact of GEAR-UP so that students will be able to excel in todays college environment.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #8</b>		
1.1 Disseminate materials to all parents and teachers.	<u>5/06</u>	<u>Not Applicable</u>
1.2 Encourage participation of non-GEAR-UP teachers/counselors in activities.	<u>5/06</u>	<u>Not Applicable</u>
1.3 Aim for replication of aspects of GEAR-UP techniques in elementary schools.	<u>5/06</u>	<u>Not Applicable</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

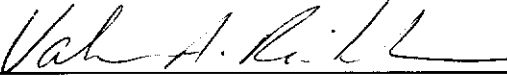
A lack of federal funding prevented this unit from operating in 2005-2006 and will prevent it from operating in 2006-2007 also.

**GADSDEN STATE COMMUNITY COLLEGE  
UNIT STRATEGIC PLAN EVALUATION  
2005-2006**

**Organizational Unit:** Student Activities

**Person Responsible:** Judy Hill

**Date Submitted:** November 15, 2006

**Approved by Cabinet Member:** 

**I. Part I**

**Statement of Standing Goal #1:**

**Offer a broad spectrum of programs and events to provide opportunities for educational, personal, and professional advancement.**

**Evaluation Measures of Goal #1:**

- A variety of clubs will be sponsored by GSCC to allow students opportunity for membership among academic, career-oriented, civic/service, social/recreational, and faith-based organizations.
- Student attendance at the Student Leadership Rallies will reflect diversity as to gender, race, age, and majors.
- Coordinator of Student Activities will keep a tally of events sponsored by campus clubs and organizations as reported from sponsors and club liaisons to demonstrate the level of diversity in programming for the College.

**Evaluation Findings for Goal #1:**

- Variety of Student Clubs (two additional organizations active over 2004-2005):
 

<u>Faith-based (2)</u>	<u>Academic/Career (15)</u>	<u>Social/Recreational (6)</u>	<u>Civic/Service (4)</u>
Baptist Campus Ministries	Alpha Beta Gamma	International Student Association	Circle K
Chi Alpha	Computer Science	A Cappella Choir	Inter-Club Council
	Student Nurses Association	Show Band	Ambassadors
	Inst. Electrical Electronic Eng.	Southern Belles	BACCHUS
	Massage Therapy Club	Student Government Association	
	Medical Lab Tech Society	Residence Hall Association	
	Nat'l Tech Honor Society		
	Paralegal Association		
	Phi Beta Lambda		
	Phi Theta Kappa		
	Realtime Reporting		
	Rho Theta Sigma		
	Science-Math-Engineering		
	Student AEA		
	Voc. Industrial Clubs of America (VICA)		

- Diversity of Participation in Student Leadership Rallies (added Valley Street meeting for 2005-2006):

The issues discussed demonstrated the diversity of students who were present. The numbers of participants for each of the meetings are listed below:

Gadsden	44
McClellan	100
Ayers	53
Valley Street	33

- Reported Diversity of Events:

Though a report on all the programs—social, recreational, physical, professional, faith-based, multicultural, etc.—is not currently available, there were several events planned specifically for multicultural emphasis. Those sponsored through SGA and Student Activities were the following:

Constitution Week, Get on Board (2), Talent Show (2), Student Leadership Rallies (4), Christmas Parade (3), Dance (2), Katrina Relief Effort (5), Youth Summit, Movie Night (*Glory Road*) (3), Bowling Night, Summer Sizzler (7), Rosa Parks Salute on 50<sup>th</sup> Anniversary of Sit In (3)

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

There is no formal reporting system from organizations to Coordinator of Student Activities so gathering information outside of SGA, Inter-Club Council, and Student Activities is difficult. The report in the future will be made from events which are advertised on the college's Public Relations Calendar in addition to information which comes to the Coordinator of Student Life through other resources.

**Statement of Standing Goal #2:**

**Support a strong, active SGA, demonstrating a presence at all campuses.**

**Evaluation Measures for Goal #2:**

- SGA will sponsor at least one social event on each campus for fall and spring semesters.
- SGA will sponsor campus-wide elections SGA executive officers and representatives as well as for various campus issues.
- SGA will have representatives on each campus.
- SGA will sponsor or participate in at least one event that is service or policy oriented each semester.
- SGA calendars will be made available at all instructional sites.

**Evaluation Findings for Goal #2:**

- Events per site:

Gadsden – Get on Board, Constitution Week, SGA Elections, Homecoming Court Elections, Student Leadership Rally, Halloween Dance and Contest, Tailgate/Kick-off Party, Hang It Up, Bowling, Movie, Play, Talent Show, G-Day, Pageant, Athletic Events, Blood Drive, Rosa Parks Week, Graduation, Honors Day, Summer Sizzler

Valley Street – Constitution Week, SGA Elections, Homecoming Court Elections, Student Leadership Rally, Rosa Parks Week, Bowling, Movie, Summer Sizzler

McClellan – Constitution Week, SGA Elections, Homecoming Court Elections Ayers, Student Leadership Rally, Talent Show, Hang It Up, Rosa Parks Week, M\*A\*S\*H, Blood Drives, Summer Sizzler, Honors Day, Graduation

Ayers – Get on Board, Constitution Week, SGA Elections, Halloween Costume Contest, Hang It Up, Homecoming Court Elections, Student Leadership Rally, Talent Show, Rosa Parks Week, Blood Drives, Summer Sizzler, Mardi Gras Dance

- Each instructional site had on-site SGA elections opportunities for both fall and spring elections as well as Homecoming Court. The on-line voting option was also introduced to limited success.
- Each campus was represented in SGA offices and meetings.
- SGA sponsors Katrina relief events (donations at Get on Board(s), wear a blue ribbon, collection of household items) and several Blood Drives for LifeSouth and Red Cross.

- SGA calendars were available to students in the library sites, at Get on Board Days, in the ID card locations, and many other opportunities. Over 3000 SGA calendars were given away.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No deficiencies identified.

**Statement of Standing Goal #3:**

**SGA will offer support to and receive support from clubs and organizations on-campus through the Inter-Club Council.**

**Evaluation Measures for Goal #3:**

- SGA will organize the Inter-Club Council to assist student clubs and organizations with programming, fund-raising, service projects, and marketing.
- Have at least 3 meetings of the Inter-Club Council, two fall and one spring.
- Host at least 40 representatives at the Student Leadership Rally for organizational representatives.
- Receive event calendars from at least 50% of the active clubs and organizations for the campus tallies maintained by the Coordinator of Student Activities.

**Evaluation Findings for Goal #3:**

- SGA sponsored Inter-Club Council to assist communication between SGA and other organizations and among student clubs and their sponsors.
- Inter-Club Council met August 31<sup>st</sup>, October 12<sup>th</sup>, and February 1<sup>st</sup>.
- Participation in Student Leadership Rallies reached 230 participants.
- No event calendars were received from the clubs by the Coordinator of Student Activities.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Event calendars were not solicited by the Coordinator of Student Activities. It was suggested by the Student Services Planning and Evaluation Committee that a more attainable record would be to review events on the college's Public Relations calendars each month.

**Statement of Standing Goal #4:**

**Implement a variety of traditional events throughout the academic year.**

**Evaluation Measures for Goal #4:**

- A generous spectrum of social activities and events will be provided, sponsoring at least one event each month that draws an attendance of not less than 25 participants.
- Traditional GSCC events such as Get on Board, G-Day, MASH and Talent Shows will be hosted at Gadsden McClellan, and Ayers to try to include all students in special events.
- Host one event each semester on the Valley Street Campus

**Evaluation Findings for Goal #4:**

- Student Activities experienced a very successful year. Some of the more notable events are listed below:
  - Sept. – Get on Board (1000 – Gadsden, 500 - Ayers), Fall Talent Show (9 contestants, 50 audience at McClellan), Student Leadership Rally (Gadsden – 44, McClellan -100, Ayers – 53, Valley Street – 33), Constitution Week (Meet Martha Washington at Gadsden, Valley Street, Ayers, McClellan well attended; Slide Shows – Gadsden (40)
  - Oct. – Costume Contests at (about 70 involved among 4 sites), Halloween Dance (200 – Gadsden)
  - Nov. – Hang It Up (Ayers – 75, Gadsden – 100); Tailgate/Kick-off Pep Rally (Gadsden – 200)
  - Dec. – Christmas Parade (Oxford – 9, Gadsden – 10, Anniston – 6)
  - Jan. – Homecoming (Gadsden – 500)
  - Feb. – Mardi Gras (Ayers – 70)
  - Mar. – Talent Show (Gadsden – 95)
  - Apr. – M\*A\*S\*H (McClellan – 200), G-Day (Gadsden – 800),
  - June – Summer Sizzler (Gadsden – 150, Ayers – 200, McClellan – 100, Valley Street – 20, East Broad Street – 300)
  - Aug. – Assisted with four orientation sessions (Gadsden – 400, Anniston – 125)
- Get on Board Day was held at Gadsden and Ayers Campus in a format identical to the traditional Gadsden events. Constitution Week events “Like the Fourth of July” held at Gadsden, McClellan, and Ayers. M\*A\*S\*H was held at McClellan Center as a complimentary program to G-Day. Student Leadership Rallies were conducted at Gadsden, Valley Street, McClellan, and Ayers. Summer Sizzler was conducted at Gadsden, East Broad Street, Valley Street, McClellan, Ayers, and Cherokee County. Halloween costume contests were held at Gadsden, McClellan, and Ayers.
- Valley Street events: Meet Martha Washington (September), Student Leadership Rally(September), Rosa Parks Display (February), Summer Sizzler (June)

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No deficiencies found; however, variety and frequency would be enhance with a more generous program budget and additional Student Activities staff.

**II. Part II**

		<b><u>Projected Completion</u></b>	<b><u>Date Completed</u></b>
<b>A.</b>	<b>Objective #1:</b> Duplicate events and programs at convenient locales for all students, as much as resources permit.	<u>05/15/06</u>	<u>05/15/06</u>
	<b>Strategic Initiative #1:</b> Sponsor a "get on board" type event at Ayers in the fall semester.	<u>9/30/05</u>	<u>9/15/05</u>
	1.1 Coordinate with Campus Directors.	<u>8/15/05</u>	<u>8/15/05</u>
	1.2 Approach all club sponsors about chapters/members in Anniston.	<u>8/28/05</u>	<u>7/20/05</u>
	1.3 Market the event w/students, faculty, & staff.	<u>9/06/05</u>	<u>9/15/05</u>
	1.4 Coordinate with Show Band and Choir.	<u>8/15/05</u>	<u>8/15/05</u>
	1.5 Implement event(s).	<u>9/30/05</u>	<u>9/15/05</u>
	<b>Strategic Initiative #2:</b> Identify SGA Representatives for McClellan and Ayers.	<u>9/30/05</u>	<u>9/28/05</u>
	2.1 Have at least four students from Ayers and four from McClellan to run for SGA representative.	<u>9/15/05</u>	<u>9/15/05</u>
	2.2 Post signs to attract interested students.	<u>9/01/05</u>	<u>8/31/05</u>
	2.3 Host elections/selection	<u>9/30/05</u>	<u>9/28/05</u>
	2.4 Host a planning meeting with newly elected reps.	<u>10/31/05</u>	<u>10/14/05</u>
	<b>Strategic Initiative #3:</b> Implement at least one campus-wide SGA sponsored event at Ayers and at least one at McClellan.	<u>5/15/06</u>	<u>10/13/05</u>
	3.1 Assist students in implementing fun, inexpensive events to interest a broad spectrum of students.	<u>8/31/06</u>	<u>6/30/06</u>
	3.2 Implement a fall social/recreational event.	<u>12/10/05</u>	<u>10/30/05</u>
	3.3 Implement a spring social/recreational event.	<u>5/01/06</u>	<u>4/19/06</u>
<b>B.</b>	<b>Objective #2:</b> Create an awareness in and expectation for students to have student ID cards and for faculty/staff to wear ID badges.	<u>9/15/05</u>	<u>9/15/05</u>
	<b>Strategic Initiative #1:</b> Make obtaining IDs as convenient as possible for students/faculty/staff.	<u>9/15/05</u>	<u>9/15/05</u>
	1.1 Make IDs for students beginning with orientation meetings and fall registration.	<u>8/10/05</u>	<u>8/10/05</u>
	1.2 Send allemp messages regarding badges and IDs at least once each semester.	Fall: <u>8/20/05</u> Spring: <u>1/10/06</u> Summer: <u>5/30/06</u>	<u>8/20/05</u> Not completed Not completed
	1.3 Schedule weekly ID times at the three locations.	<u>9/15/05</u>	Not completed

	<u>Projected Completion</u>	<u>Date Completed</u>
<b>C. Objective #3:</b> Serve as an information clearing-house and resource on competitive scholarships for GSCC and transfer institutions.	<u>8/31/2006</u>	<u>4/12/06</u>
<b>Strategic Initiative #1:</b> Publish a college-wide newsletter at least twice each fall and spring to emphasize competitive scholarship opportunities.	<u>10/15/05</u> <u>12/31/05</u> <u>3/1/06</u> <u>5/1/06</u>	<u>Not completed</u> <u>Not completed</u> <u>1/30/06</u> <u>2/28/06</u>
<b>Strategic Initiative #2:</b> Keep faculty/staff informed about key scholarship opportunities for students through campus intranet (e.g. transfer, Cooke, Goldwater, minority, etc.)	<u>3/15/06</u>	<u>4/12/06</u>
<b>Strategic Initiative #3:</b> Provide a visible, non-threatening contact and resource for students, prospective students, and prospective donors regarding scholarship opportunities.	<u>8/31/06</u>	<u>4/12/06</u>
3.1 Publish the phone number associated with scholarships in at least three campus publications.	<u>9/01/05</u>	<u>4/12/06</u>
3.2 Offer business cards, at least one per week, to drop-by visitors or campus and community contacts.	<u>5/15/06</u>	<u>5/15/06</u>
3.3 Visit as expediently as possible by phone or in person with individuals who have indicated interest in scholarship information (target of 24 hour turn-around and not more than one week in response time).	<u>5/15/06</u>	<u>Not Completed</u>
<b>Strategic Initiative #4:</b> Assist the Honors Committee in selection of recipients of GSCC selected scholarships.	<u>4/15/06</u>	<u>4/12/06</u>
4.1 Solicit scholarship applications.	<u>3/15/06</u>	<u>3/08/06</u>
4.2 Gather support materials for applications.	<u>3/15/06</u>	<u>3/08/06</u>
4.3 Perform correspondence and phoning as requested by the Honors Committee.	<u>4/15/06</u>	<u>4/12/06</u>
4.4 Distill applications and materials for the Honors Committee to include only those applicants who meet the initial criteria for the specific scholarship.	<u>4/15/06</u>	<u>3/08/06</u>

V.	<b>Weaknesses and Deficiencies <u>Identified in Unit Evaluations</u></b>	<b><u>Remedial Action Required</u></b>	<b><u>Proposed Cost</u></b>
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**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.**

**Weakness:** College-wide marketing of Student IDs was not implemented in Spring or Summer 2006.

**Action:** With the support of academic departments requiring ID badges, the libraries requiring updated IDs, and the bookstore requiring photo IDs, there was no need to continue to market Student IDs. It is covered extensively in the Freshman Focus, and reminders will continue to be sent out in the Fall semester. Notification during Spring and Summer semesters should no longer be a requirement.

**Cost:** No additional costs

**Weakness:** The Scholarship Scope newsletter was only published two times during the school year due to an over-extended schedule for the Coordinator of Student Activities. Responsibilities not directly related to Student Activities cannot take priority over the primary tasks for the office.

**Action:** Plans for improvements for 2006-2007 are to try to make competitive and transfer scholarships more a priority to the office.

**Cost:** No additional cost

**Weakness:** The deadline of 24 hour turn around for calls/visits needing information about competitive and transfer scholarships was not a realistic goal with the limitations of current staff. Frequently, questions involve more research than can be done in 24 hours. More frequently, in-office responsibilities are too consuming to permit focusing on a non-immediate issue.

**Action:** Revisit the objective with a more realistic time turn-around for questions, research, and contacts.

**Cost:** No additional cost

## 2005-2006 Program/Area Evaluations

**Organizational Unit:** Student Support Services

**Person Responsible:** Dale Hill

**Date Submitted:** November 14, 2006

**Approved by Vice-President:** 

### Part I

#### **Statement of Standing Goal #1:**

To provide supportive services to eligible students to ensure that 60% persist from the 1<sup>st</sup> cohort year to the 2<sup>nd</sup> cohort year, and 40% from the 2<sup>nd</sup> cohort year to the 3<sup>rd</sup> cohort year. Student Support Services will ensure that 40% will graduate or transfer in three years.

#### **Evaluation Method for Goal #1:**

Evaluation Measure #1-The retention of SSS Students will be tracked through a computerized database using graduation and enrollment information from the College computer system as well as transfer information and personal contacts with students.

Evaluation Measure #2- The graduation/transfer rates of SSS Students will be determined to compare to the goal of 40% by using graduation data from the computer system, personal contact and surveys from students, and information from transfer colleges.

#### **Evaluation Findings for Goal #1:**

Evaluation Measure #1

Retention of SSS Students-

Seventy-three percent (73%) of the students persisted toward completion of the academic program in which they were enrolled.

Evaluation Measure #2

Graduation and transfer rates of SSS students-Gadsden

Seventy-five SSS students graduated with an AS, AAS Degree or Certificate.

Thirty-two students transferred to a four-year institution.

#### **Statement of Standing Goal #2:**

To provide supportive services to aid low income, first generation and students with disabilities to be successful at GSCC

#### **Evaluation Method for Goal #2:**

Evaluation Measure #1-

Academic Achievement- Of all SSS participants, 75% will be in good academic standing at the end of each year (2.0 or better on a 4.0 scale).

Evaluation Measure #2-

Developmental Needs Counseling- At least 85% of the participants will pass with a grade of "Satisfactory" in developmental level courses for which they received professional and/or peer tutoring.

**Evaluation Findings for Goal #2:**

Evaluation Measure #1-

Eighty-two percent (82%) of the students achieved at a 2.0 GPA on a 4.0 scale.

Evaluation Measure #2-

Seventy-four percent (74%) of the SSS participants passed with a grade of Satisfactory in developmental level courses.

**Statement of Standing Goal #3:**

To provide supportive services to aid SSS participants with basic computer literacy.

**Evaluation Method for Goal #3:**

Evaluation Measure #1-

Technology Literacy-90% of SSS participants who indicate on an assessment that they can use e-mail, the Internet, the GSCC on-line student system, STARS transfer guide and that they possess basic computer literacy.

Evaluation Measure #2-

Technology Literacy-Provide ten or more seminars each semester that focus on Computer skills.

**Evaluation Findings for Goal #3:**

Evaluation Measure #1-

Over 90% indicated that they can use email, the Internet, the GSCC on line registration, STARS, and possess basic computer literacy.

Evaluation Measure #2-

SSS sponsored fourteen activities and seminars for SSS students that focused on computer skills.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses/deficiencies found.

**PART II**

**Strategic Initiatives for Objective #1**

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiative #1- Develop an academic plan for each student enrolled in the SSS program.		
Strategic Activities		
1.1 Application and needs assessment filled out by each student.	<u>01/30/06</u>	<u>08/01/06</u>
1.2 Test scores, transcripts, and grades recorded.	<u>08/30/06</u>	<u>08/30/06</u>
Strategic Initiative #2- Offer services to aid students.		
2.1 Tutorial services recommended when needed.	<u>08/10/06</u>	<u>08/15/06</u>
2.2 Tutorial hours recorded.	<u>08/15/06</u>	<u>08/30/06</u>
2.3 Academic advisement hours recorded.	<u>08/15/06</u>	<u>08/01/06</u>
2.4 Seminars offered and dated sign-in sheets recorded.	<u>08/15/06</u>	<u>08/01/06</u>
2.5 Cultural events documented with written descriptions of trips, numbers attending and evaluations by each student.	<u>08/15/06</u>	<u>08/15/06</u>
2.6 Accommodations provided when needed.	<u>08/30/06</u>	<u>08/15/06</u>
2.7 Mid-term progress reports on each student.	<u>Midterm</u>	<u>08/01/06</u>
Strategic Initiative #3: Develop a plan of events for the year to enhance transfer of students.		
Strategic Activities		
3.1 Transfer trips to four-year institutions with students giving evaluations on each trip.	<u>08/15/06</u>	<u>08/15/06</u>
3.2 Representatives from four-year institutions to meet individually with students.	<u>08/01/06</u>	<u>08/01/06</u>
3.3 Transfer seminars	<u>08/01/06</u>	<u>08/01/06</u>
3.4 Financial aid seminars	<u>08/01/06</u>	<u>08/01/06</u>
3.5 Follow-up on transfer students.	<u>08/31/06</u>	<u>08/31/06</u>
Strategic Initiative #4: Develop a communication network with state four-year institutions to enhance transfer		
Strategic Activities		
4.1 Attend transfer programs	<u>07/15/06</u>	<u>08/15/06</u>
4.2 Attend transfer days with students.	<u>08/15/06</u>	<u>08/15/06</u>
4.3 Notify students when recruiters will be on campus.	<u>08/01/06</u>	<u>08/01/06</u>
4.4 Notify students of scholarships available at various institutions	<u>08/01/06</u>	<u>08/01/06</u>
4.5 Follow up with four-year institutions.	<u>08/31/06</u>	<u>08/31/06</u>

2005-2006 Program/Area Evaluations

For Student Support Services

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**Strategic Initiatives for Objective #2**

Strategic Initiative #1- Provide SSS students with individualized academic and tutorial services.

- |   |                 |                 |
|---|-----------------|-----------------|
| 1.1 Assign Tutors and do follow-up  | <u>08/15/06</u> | <u>08/15/06</u> |
| 1.2 Assign additional tutors and computer lab time for students enrolled in developmental classes   | <u>08/15/06</u> | <u>08/15/06</u> |
| 1.3 Send out mid term progress reports  | <u>Midterm</u>  | <u>Midterm</u>  |
| 1.4 Offer accommodations such as note takers, readers, and a quiet area for testing. Offer adaptive technology such as FM Systems; Alpha laptop alternatives for note taking; and software. Order textbooks on tape | <u>08/10/06</u> | <u>08/15/06</u> |

Strategic Initiative #2- Develop a communication network

- |   |                 |                 |
|---|-----------------|-----------------|
| 2.1 Offer career counseling                           | <u>08/01/06</u> | <u>08/01/06</u> |
| 2.2 Offer special needs counseling                    | <u>08/01/06</u> | <u>08/01/06</u> |
| 2.3 Provide academic advising                         | <u>08/01/06</u> | <u>08/01/06</u> |
| 2.4 Send e-mails to students throughout the semester. | <u>08/31/06</u> | <u>08/31/06</u> |

**Strategic Initiatives for Objective #3**

Strategic Initiative #1- Identify computer literacy needs of SSS students

- |                               |                 |                 |
|-------------------------------|-----------------|-----------------|
| 1.1 Fill out needs assessment | <u>01/30/06</u> | <u>08/01/06</u> |
|-------------------------------|-----------------|-----------------|

Strategic Initiative #2- Provide SSS students with computer literacy services through workshops and seminars.

- |  |                 |                 |
|--|-----------------|-----------------|
| 2.1 Provide information on how to use on-line system   | <u>08/15/06</u> | <u>08/30/06</u> |
| 2.2 Provide information and computers for registration | <u>08/15/06</u> | <u>08/30/06</u> |
| 2.3 Provide financial aid workshops                    | <u>08/15/06</u> | <u>08/15/06</u> |
| 2.4 Check grades                                       | <u>08/15/06</u> | <u>08/15/06</u> |
| 2.5 Conduct degree audit                               | <u>08/15/06</u> | <u>08/15/06</u> |
| 2.6 Provide students with e-mail                       | <u>08/15/06</u> | <u>08/30/06</u> |
| 2.7 Provide internet literacy workshops                | <u>08/15/06</u> | <u>08/01/06</u> |
| 2.8 Conduct STARS workshops                            | <u>08/15/06</u> | <u>08/01/06</u> |
| 2.9 Provide basic computer skills workshops            | <u>08/15/06</u> | <u>08/01/06</u> |

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.**

All initiatives were completed in 2005-2006.

**2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Student Support Services/Avers Campus (SSS)

**Person Responsible:** Sherry Curtis, Program Director

**Date Submitted:** November 17, 2006

**Approved by Cabinet Member:** 

**Part I**

**Statement of Standing Goal #1:**

To expand by 10% the mentoring program from the previous year to increase retention.

**Evaluation Method of Goal #1:**

List of mentorees in Program Year (PY) 2004-2005 compared to the list of mentorees in PY 2005-2006 and the documented contacts made with these mentorees by the Student Support Services (SSS) mentor and the SSS Mentoring Program Coordinator.

**Evaluation Findings for Goal #1:**

SSS served approximately the same number of mentorees who were served in 2003-2004. Our educational Outcome Objective was to increase this number by at least 10%. Given our limited resources, the staff decided to focus increasing services to those mentorees who were already in the program. All new SSS participants were given the opportunity to become participants in the mentoring program. Those who elected to join the mentoring program received intensive services.

**Identified weakness/deficiencies and remedial action to address weaknesses/deficiencies:**

SSS continues to find new ways to achieve its goal to expand the mentoring program to increase retention. The program had a paid mentor in PY 2005-2006. Budgetary considerations prevent the program from having more paid tutors and/or more contact hours with the mentorees. In addition to the paid mentor, the program had a staff coordinator working with the mentoring program. This gave the program more contact hours with the mentorees. In addition, the academic tutors had the opportunity to do some peer mentoring in their tutoring sessions. The program will continue to strengthen its mentoring program.

**Statement of Standing Goal #2:**

40% of SSS participants for each year's cohort will graduate or transfer within three years and the transfer rate will increase to 12% to four-year colleges and universities for SSS students.

**Evaluation Method for Goal #2:**

In the new SSS grant of 2005-2006, SSS had the goal that 40% of each year's cohort will graduate or transfer with three years. Beginning with the 2005-2006 cohort participants,

the program will track each participant to determine if they graduate or transfer within three years. We will not know if we have reached this goal until 2007-2008. We can measure the increase in the number of graduates and transfer for 2005-2006 in relationship to 2004-2005. The actual number of transfer was the greatest number that the program has had in nine years.

**Identified Action to Address Goal #2:**

Student Support Services will continue, through its Transfer Initiative Program, to encourage and facilitate the transfer process. The program is enrolling more students who are in General Studies. These students are already planning to transfer. We also have more students in programs that are transferable. Our campus visitations are vital in facilitating this goal.

**Evaluation Findings for Goal #2:**

SSS achieved the transfer goal of 12% percent for the program (based on the total number of students reported (218).

**Statement of Standing Goal #3:**

To provide the SSS students greater access to technology.

**Evaluation Method of Goal #3:**

SSS has a large dedicated lab for our participants. The lab has 11 computer stations. In addition, SSS has two laptops for check-out by SSS students. Also, we have three desktops that can be checked out for the semester by participants who have special needs. We have sign-up sheets at each computer to document usage. Also, we ask each applicant on the SSS application form about their basic computer skills. Students will be asked to complete a year-end post assessment that they can use email, the Internet, the GSCC on-line student system, STARS computerized transfer guide, and that they possess basic computer literacy.

**Evaluation Findings for Goal #3:**

The number of students who have used the SSS lab computers and used the laptops for checkout has increased by at least 15% as measured by the sign-in sheets in the computer lab and the checkout system. All new participants in 2005-2006 were given instructions on how to use the GSCC online student system. We taught basic skills to any student who requested help. Eighty-nine percent of the SSS participants agreed on a year-end post assessment that they can use email, the Internet, the GSCC on-line student system, STARS computerized transfer guide, and that they possess basic computer literacy. Students who have been out of the classroom for five years or more said that they are still learning basic computer skills.

**Statement of Standing Goal #4:**

To provide supplemental instruction in writing skills.

**Evaluation Method for Goal #4:**

An evaluation survey completed by students who have taken advantage of supplemental writing instruction either as part of a group and/or individual instruction. All students

who sought writing assistance requested one-on-one help. We met this need. There were some group sessions.

**Evaluation Findings for Goal #4**

One-hundred percent of the individuals who used writing assistance agreed that they liked these methods of assistance and that they found the methods helpful. These students were surveyed at the end of each semester.

**Part II**

**Statement of 2005-2006 Strategic Initiative #1:**

To identify eligible students based on Department of Education Guidelines.

<b>Strategic Activities for Initiative #1</b>		<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
1.1	Participate in college registration of students.	<u>06/2006</u>	<u>06/2006</u>
1.2	Visit developmental classes.	<u>07/2006</u>	<u>06/2006</u>
1.3	Seek faculty recommendations.	<u>02/2006</u>	<u>06/2006</u>
1.4	Explore the possibility of having SSS information on the GSCC web page.	<u>12/2005</u>	<u>In Progress</u>
1.5	Interview prospective students for SSS.	<u>02/2006</u>	<u>02/2006</u>

Note: Student Support Services met all eligibility guidelines for the Program Year 2005-2006.

**Statement of 2005-2006 Strategic Initiative #2:**

Evaluate students by using standardized instruments and their financial aid applications in order to design an Individual Action Plan.

<b>Strategic Activities for Initiative #2</b>		<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
2.1	Work with the financial aid office to help students apply for all financial aid for which they are eligible.	<u>08/2006</u>	<u>08/2006</u>
2.2	Use placement test scores to recommend course selection.	<u>07/2006</u>	<u>07/2006</u>
2.3	Use study skills inventories to identify students' strengths and weaknesses.	<u>08/2006</u>	<u>08/2006</u>
2.4	Use learning styles inventories to assess the best way to tutor each student.	<u>08/2006</u>	<u>08/2006</u>

Note: 100 % of all SSS students have an Individual Action Plan based on academic and financial need. These are designed when a student is enrolled in the program.

**Statement of 2005-2006 Strategic Initiative #3:**

To provide academic support to students through the use of tutoring, mentoring, and individual education plans.

<b>Strategic Activities for Initiative #3</b>		<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
3.1	Identify at-risk students	<u>08/2006</u>	<u>08/2006</u>
3.2	Conduct tutoring	<u>08/2006</u>	<u>08/2006</u>
3.3	Provide mentoring	<u>06/2006</u>	<u>08/2006</u>
3.4	Provide academic advisement	<u>08/2006</u>	<u>08/2006</u>
3.5	Offer workshops for academic development (study skills)	<u>08/2006</u>	<u>08/2006</u>

Note: In the program year 2005-2006, the Overall Grade Point Average was 2.91.

**Statement of 2005-2006 Strategic Initiative #4:**

Provide a variety of support services to students (tutoring, mentoring, personal counseling, financial aid counseling, academic counseling) and identify at-risk students early for intervention.

<b>Strategic Activities for Initiative #4</b>		<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
4.1	Mentoring (Project Xcellence)	<u>07/2006</u>	<u>07/2006</u>
4.2	Tutoring	<u>08/2006</u>	<u>08/2006</u>
4.3	Financial Counseling	<u>08/2006</u>	<u>08/2006</u>
4.4	Academic Counseling	<u>08/2006</u>	<u>08/2006</u>
4.5	Personal Counseling	<u>08/2006</u>	<u>08/2006</u>
4.6	Faculty Referrals	<u>02/2006</u>	<u>02/2006</u>

**Statement of 2005-2006 Strategic Initiative #5:**

Monitor the progress of SSS students enrolled in developmental courses.

<b>Strategic Activities for Initiative #5</b>		<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
5.1	Seek faculty progress reports at mid-term.	<u>08/2006</u>	<u>08/2006</u>
5.2	Provide a variety of academic tutoring.	<u>07/2006</u>	<u>07/2006</u>
5.3	Offer study skills workshops.	<u>08/2006</u>	<u>08/2006</u>

Note: 80% of SSS students passed all developmental courses. This includes all SSS students, even those who did not elect to receive tutoring. Of those who received

tutorial assistance, the passing rate was much higher,  
and the goal of 85% was reached.

**Statement of 2005-2006 Strategic Initiative #6:**

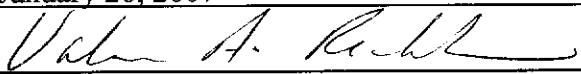
Develop an administrative annual plan with input from all staff which follows all federal guidelines.

<b>Strategic Activities for Initiative #6</b>		<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
6.1	Plan all project activities on an annual master plan	<u>07/2006</u>	<u>07/2006</u>
6.2	Have dates for activities to be finished	<u>07/2006</u>	<u>07/2006</u>
6.3	Assign professional staff directly responsible for the activity	<u>07/2006</u>	<u>07/2006</u>
6.4	Have a check list to note when activities have been completed	<u>07/2006</u>	<u>07/2006</u>
6.5	Prepare an annual report for the U.S. Department of Education	<u>11/2006</u>	<u>01/2007</u>

If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.

Student Support Services is exploring the possibilities of having SSS information on the GSCC Web Page. There are no barriers in completing this initiative. Our goal is to have this accomplished by summer semester.

**2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Talent Search - Gadsden  
**Person Responsible:** Cherlyn C. Stowe  
**Date Submitted:** January 26, 2007  
**Approved by Cabinet Member:** 

**Part I**

**Statement of Standing Goal #1:**

To identify 600 eligible youths with potential for postsecondary education within the academic school year, two-thirds of which will be low-income and potential first generation postsecondary participants.

**Evaluation Method for Goal #1:**

Applications and referrals were taken for Gadsden-Etowah Talent Search (GETS) in the target schools. These applications were evaluated as to eligibility and need.

**Evaluation Findings for Goal #1:**

Enough eligible students were identified and enrolled during the 2005-2006 year to total 600 participants. Of the 600 selected participants, over 400 were low-income and potential first generation postsecondary participants, which met the two-thirds requirement.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #2:**

To ensure that at least 90% of senior participants graduate in a given year.

**Evaluation Method for Goal #2:**

Senior participants were tracked through the year and constantly evaluated to determine progress and graduation status. 100% of senior participants were contacted in person or by telephone, excluding those who had moved from the target area or could not be located.

**Evaluation Findings for Goal #2:**

90% of senior participants did graduate from high school.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #3:**

To ensure that 75% of participants who complete secondary school enter a postsecondary program of education by October after graduating.

**Evaluation Method for Goal #3:**

Written verification was received from postsecondary institutions confirming enrollment of graduated participants.

**Evaluation Findings for Goal #3:**

75% of senior participants who were eligible for postsecondary have enrolled in college.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #4:**

To publicize clearly and completely to 100% of college-ready participants the availability of financial aid during the academic school year.

**Evaluation Method for Goal #4:**

All senior participants received a newsletter mailed directly to their homes to publicize the financial aid workshop for Talent Search seniors. Personal contacts, news media and school announcements were also used to deliver notification of workshops.

**Evaluation Findings for Goal #4:**

100% of senior participants received notification of the Talent Search financial aid workshop and the availability of financial aid.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #5:**

To ensure that 60% of secondary school dropouts served will reenter an educational program this project period.

**Evaluation Method for Goal #5:**

Attempts were made to personally contact secondary school dropouts by telephone and direct mailings. Their reentry into an educational program was verified.

**Evaluation Findings for Goal #5:**

60% of secondary school dropouts served did reenter an educational program during this project period.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #6:**

To encourage 50% of postsecondary stopouts served to reenter a program of postsecondary education this project period.

**Evaluation Method for Goal #6:**

When postsecondary stopouts are identified, they receive the appropriate counseling and encouragement to reenter postsecondary.

**Evaluation Findings for Goal #6:**

There were no postsecondary stopouts identified this project year.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #7:**

To ensure that 75% of non-graduating secondary participants served in the project year will be retained in secondary school for the next academic term.

**Evaluation Method for Goal #7:**

Non-graduating participants were tracked from one academic term to the next to determine secondary enrollment.

**Evaluation Findings for Goal #7:**

For 2005-2006, 82% of non-graduating secondary participants served in the project year were retained in secondary school.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #8:**

To assist 100% of "college ready" participants in applying for postsecondary admissions this project period.

**Evaluation Method for Goal #8:**

Talent Search counselors conducted college/career workshops in target schools and counseled participants on college admissions. The counselors continued to track participants through personal contacts and telephone calls.

**Evaluation Findings for Goal #8:**

100% of "college ready" participants received assistance in applying for college admissions.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #9:**

To provide computerized information and printouts on careers, colleges, and scholarships to at least 70% of the senior participants.

**Evaluation Method for Goal #9:**

Talent Search counselors conducted in-school workshops on careers and colleges providing participants with computer printouts about their chosen career interests. Printouts of chosen careers were mailed to some participants. Participants also received individual, personal and/or academic counseling.

**Evaluation Findings for Goal #9:**

70% of senior participants received computerized information and printouts on careers, colleges, and scholarships.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Statement of Standing Goal #10:**

To publicize field trips, campus visits, mentoring, tutoring, workshops, and other activities to 100% of participants, target school personnel and the community.

**Evaluation Method for Goal #10:**

Newsletters, newspaper articles, school announcements, radio spots and personal contacts were used to publicize the Talent Search activities.

**Evaluation Findings for Goal #10:**

100% of participants, target school personnel, and the community received notice of field trips, campus visits, mentoring, tutoring, workshops and other activities.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None were found in this objective.

**Part II**

For each unit Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

**Statement of 2005-2006 Strategic Initiative #1:**

To enroll at least 600 youths, two-thirds of which are low-income and potential first generation postsecondary participants.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
Initiative #1: Select participants using stated criteria.		
1.1 Receive referrals from target school personnel.	<u>08/2006</u>	<u>08/2006</u>
1.2 Distribute Talent Search applications.	<u>08/2006</u>	<u>08/2006</u>
1.3 Conduct personal interviews.	<u>08/2006</u>	<u>08/2006</u>
1.4 Evaluate achievement test scores.	<u>08/2006</u>	<u>08/2006</u>
1.5 Evaluate academic and personal needs. *	<u>08/2006</u>	<u>08/2006</u>

**Statement of 2005-2006 Strategic Initiative #2:**

To ensure at least 90% of senior participants will graduate from high school in a given year.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
Initiative #1: Conduct intervening services.		
1.1 Assess academic need of participants.	<u>05/2006</u>	<u>05/2006</u>
1.2 Conduct career counseling.	<u>05/2006</u>	<u>05/2006</u>
1.3 Conduct financial aid counseling.	<u>05/2006</u>	<u>05/2006</u>
1.4 Conduct mentoring.	<u>05/2006</u>	<u>05/2006</u>
1.5 Conduct college campus visits.	<u>05/2006</u>	<u>05/2006</u>
1.6 Conduct tutoring.	<u>05/2006</u>	<u>05/2006</u>
1.7 Conduct motivational workshops.	<u>05/2006</u>	<u>05/2006</u>

**Statement of 2005-2006 Strategic Initiative #3:**

To ensure at least 75% of participants who complete secondary school enroll in a program of postsecondary education by October after graduating.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
Initiative #1: Conduct intervention strategies.		
1.1 Continue career counseling.	<u>08/2006</u>	<u>08/2006</u>
1.2 Continue parental involvement.	<u>08/2006</u>	<u>08/2006</u>
1.3 Continue financial aid and admissions information.	<u>08/2006</u>	<u>08/2006</u>
1.4 Continue scholarship information.	<u>08/2006</u>	<u>08/2006</u>
1.5 Conduct college campus visits.	<u>08/2006</u>	<u>08/2006</u>
1.6 Conduct "Why College" workshops.	<u>08/2006</u>	<u>05/2006</u>
1.7 Continue career mentoring.	<u>08/2006</u>	<u>08/2006</u>

**Statement of 2005-2006 Strategic Initiative #4:**

To ensure 100% of participants eligible for admission to a postsecondary program will receive information on the availability of financial aid.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4</b>		
Initiative #1: Continue publicizing financial aid availability using varied individual and media based programs.		
1.1 Conduct financial aid seminar.	<u>03/2006</u>	<u>03/2006</u>
1.2 Distribute newsletters.	<u>03/2006</u>	<u>03/2006</u>
1.3 Contact Gadsden State Community College (GSCC) Public Relations Office	<u>03/2006</u>	<u>03/2006</u>
1.4 Contact local community service programs.	<u>03/2006</u>	<u>03/2006</u>

**Statement of 2005-2006 Strategic Initiative #5:**

To ensure at least 60% of secondary school dropouts served by Talent Search will reenter a program of education during a project year.

	<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
<b>Strategic Initiatives for Objective #5</b>		
Initiative #1: Identify and serve participants with the aid of numerous referral services, target school personnel and a wide range of instructional media.		
1.1 Contact adult education personnel.	<u>08/2006</u>	<u>08/2006</u>
1.2 Contact Department of Human Resources personnel.	<u>08/2006</u>	<u>08/2006</u>
1.3 Contact area vocational school personnel.	<u>08/2006</u>	<u>08/2006</u>
1.4 Initiate tutoring.	<u>08/2006</u>	<u>08/2006</u>
1.5 Assess needs.	<u>08/2006</u>	<u>08/2006</u>
1.6 Seek parental involvement.	<u>08/2006</u>	<u>08/2006</u>
1.7 Conduct motivational workshops. *	<u>08/2006</u>	<u>08/2006</u>

**Statement of 2005-2006 Strategic Initiative #6:**

To ensure at least 50% of postsecondary school dropouts will reenter a postsecondary program during the project year.

	<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
<b>Strategic Activities for Initiative #6</b>		
Initiative #1: Identify participants through various agencies and personnel in order to provide services which encourage reentering educational programs		
1.1 Contact target school personnel.	<u>08/2006</u>	<u>08/2006</u>
1.2 Contact parents of dropouts.	<u>08/2006</u>	<u>08/2006</u>
1.3 Initiate tutoring program.	<u>08/2006</u>	<u>08/2006</u>
1.4 Assess needs of dropouts.	<u>08/2006</u>	<u>08/2006</u>
1.5 Initiate motivational counseling.	<u>08/2006</u>	<u>08/2006</u>
1.6 Conduct career counseling. *	<u>08/2006</u>	<u>08/2006</u>

**Statement of 2005-2006 Strategic Initiative #7:**

To ensure Talent Search will retain at least 75% of non-graduating secondary school participants for the next academic term.

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #7</b>		
Initiative #1: Maintain contact with participants and target school personnel in order to offer a range of services.		
1.1 Conduct tutoring program.	<u>05/2006</u>	<u>05/2006</u>
1.2 Encourage career mentoring.	<u>05/2006</u>	<u>08/2006</u>
1.3 Conduct "Why High School" workshops.	<u>05/2006</u>	<u>05/2006</u>
1.4 Conduct individual counseling sessions.	<u>05/2006</u>	<u>05/2006</u>
1.5 Conduct "Why College" workshops.	<u>05/2006</u>	<u>05/2006</u>
1.6 Conduct educational field trips.	<u>05/2006</u>	<u>07/2006</u>

**Statement of 2005-2006 Strategic Initiative #8:**

To ensure 100% of participants who are "college ready" will be assisted in applying for college admission.

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #8</b>		
Initiative #1: Track and maintain contact with "college ready" participants using an assortment of services to assist in college admission.		
1.1 Provide assistance in admission procedures.	<u>08/2006</u>	<u>08/2006</u>
1.2 Provide information on various colleges.	<u>08/2006</u>	<u>08/2006</u>
1.3 Provide information on scholarships.	<u>08/2006</u>	<u>08/2006</u>
1.4 Conduct college campus visits.	<u>08/2006</u>	<u>07/2006</u>
1.5 Provide assistance with completing financial aid forms.	<u>08/2006</u>	<u>08/2006</u>
1.6 Conduct motivational workshops.	<u>08/2006</u>	<u>05/2006</u>

**Statement of 2005-2006 Strategic Initiative #9:**

To ensure at least 70% of senior participants will receive computer printouts on careers, colleges, and scholarship information.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #9</b>		
Initiative #1: Utilize computer software programs and other sources to provide senior participants with relevant information.		
1.1 Introduce FOCUS (career software).	<u>08/2006</u>	<u>08/2006</u>
1.2 Introduce Financial Aid for Minorities (booklet).	<u>08/2006</u>	<u>08/2006</u>
1.3 Utilize Occupational Outlook Handbook.	<u>08/2006</u>	<u>08/2006</u>
1.4 Introduce GSCC Career Center computer programs and publications.	<u>08/2006</u>	<u>08/2006</u>

**Statement of 2005-2006 Strategic Initiative #10:**

To provide notification to 100% of participants and target school personnel of Talent Search field trips, campus visits, tutoring and other activities.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #10</b>		
Initiative #1: Continue to keep the participants and target school personnel abreast of all activities provided by the program using varied means of communication.		
1.1 Distribute newsletters.	<u>08/2006</u>	<u>08/2006</u>
1.2 Provide announcements at target schools.	<u>05/2006</u>	<u>05/2006</u>
1.3 Initiate telephone contacts.	<u>08/2006</u>	<u>08/2006</u>
1.4 Encourage radio spots.	<u>08/2006</u>	<u>08/2006</u>
1.5 Encourage local newspaper articles.	<u>08/2006</u>	<u>08/2006</u>
1.6 Contact GSCC Public Relations Office.	<u>08/2006</u>	<u>08/2006</u>

\* Most activities are continuous and on-going throughout the project year.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** 

**Part I:**

**Statement of Standing Goal #1:**

**Goal # 1: To increase awareness among area high school students of the opportunities in technical programs offered at the College.**

**Evaluation Method for Goal #1:**

Visit and establish outreach relationships with technical schools and conduct College Prep Seminars in area high schools and technical schools. To evaluate visits made to high schools and discussions with faculty and students. To assess educational goals and needs identified through those contacts. Perform follow-up contacts through mail-outs, phone calls, and tours of the Valley Street Campus.

**Evaluation Findings for Goal #1:**

The Outreach/Enrollment Advisor worked with the Director of HBCU Initiatives to research new programs for implementation on the Valley Street Campus with emphasis on increasing the number of students visiting and enrolling in programs on the Valley Street Campus. The Outreach/Enrollment Advisor also collaborated with the Director of Activity I on a project to include more of the services available through Activity I on the Title III web page, including information relating to the orientation handbook, advisor's guide, and the peer/advisor's guide.

Activity I sponsored a counselor's meeting on March 15, 2006, and provided information on the Title III Program, technical programs offered on the Valley Street Campus and an overview of student support services available through Activity I. The counselors received an orientation notebook containing information on technical programs and student support services. Packages were mailed out to 34 counselors that included the meeting notice, agenda and the orientation disk. Sixteen were in attendance for the workshop.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Outreach and College Prep Seminars should be improved and enhanced and additional College Prep Seminars should be held throughout the academic year.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #2:**

**Goal # 2: Increase awareness of retention strategies among the faculty and staff.**

**Evaluation Method for Goal #2:**

Assessing outcomes of conducting professional development programs and workshops on retention strategies and advisement processes.

**Evaluation of Findings for Goal #2:**

During the 2004-2005 academic year, one hundred percent (100%) of the faculty and staff housed on the Valley Street Campus received training and information on retention strategies utilized by Activity I. In the 2005-2006 academic year, one hundred percent (100%) of the faculty and staff housed on the Valley Street Campus received training and/or information on retention strategies. This outcome reflects a successful collaboration in implementing and providing ongoing advising and counseling.

In 2005-2006, approximately one hundred percent (100%) of the faculty participated in individual training sessions for the On-Line College Student Inventory (CSI) and the Early Alert System Program. There has been continued utilization of the Noel-Levitz Retention Management System, which aids in intrusive academic advisement and communication channels between faculty, staff and students at the Valley Street Campus.

Activity I's efforts to improve retention awareness and strategies is an ongoing process which has proven to be successful through the implementation of the Retention Management and the Early Alert System. The outcomes reflect a successful collaboration of the faculty and staff participating in the recommendation of early intervention for those students that are At-Risk.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

There were no identified weaknesses or deficiencies.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #3:**

**Goal # 3: Increase enrollment of minority students in Valley Street Campus programs.**

**Evaluation Method for Goal #3:**

To institute meetings with area residents consisting of presentations of technical programs offered on the Valley Street Campus for awareness of programs and possible enrollment.

**Evaluation Findings for Goal #3:**

On September 29, 2006, an Outreach Program entitled Basic Estate Planning was sponsored by Activity I. Eighteen were in attendance, including college personnel and community residents. The agenda included a history of the Valley Street Campus, Overview of the Title III Program, and the technical programs offered on the Valley Street Campus.

The Title III Staff is working with the Director of HBCU Initiatives to increase the number of programs offered on the Valley Street Campus. Enrollment and financial aid assistance is available to any student enrolled in or interested in programs on the Valley Street Campus and is also made available to those students enrolling for the first time.

The increase in minority enrollment for 2004-2005 was sixteen percent (16%). The increase in minority enrollment for 2005-2006 was twenty-one percent (21%).

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

We will continue to explore different enrollment strategies; participate in seminars/workshops that address minority enrollment and recruitment; and explore other community colleges' plans for the recruitment and retention of minority students.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #4:**

**Goal # 4: Increase the number of students utilizing counseling services on the Valley Street Campus.**

**Evaluation Method for Goal #4:**

Increase student awareness of student services and resources available through Activity I, by holding new student orientation and other group sessions. Counseling services information will be provided to one hundred percent (100%) of the students enrolled on the Valley Street Campus.

**Evaluation Findings for Goal #4:**

Students were provided counseling services according to student needs. Needs were accessed with the use of the CSI, the Early Alert System, Educational Plans, and the Retention Survey. By September 2006, the number of students utilizing counseling services decreased by four percent (4%). The decrease is attributed to the reduced enrollment for the LPN program.

	2004-2005	2005-2006
Students Utilizing Counseling Services	154	146

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses or deficiencies identified. We will continue our present practices and continue to strive for future improvement in providing student support services.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #5:**

**Goal # 5: Provide tutorial services for students enrolled on the Valley Street Campus.**

**Evaluation Method for Goal #5:**

To identify students needing assistance and secure a tutor in appropriate areas. Evaluating methods included analyzing the CSI and Retention Survey which were administered to each student enrolled in a program on the Valley Street Campus. Students and the Advisement/Retention Counselor are able to identify specific services needed which will enable the student to meet their educational and career goals.

**Evaluation Findings for Goal #5:**

Tutorial services for reading comprehension, basic math skills, English, dosage and solution calculations, and study skills were made available to students enrolled on the Valley Street Campus. Tutorial services were provided to every student requesting services. The chart below reflects the number of students served for 2004-2005 and 2005-2006.

	2004-2005	2005-2006
Students provided tutorial services	32	30

The number of students utilizing tutorial services decreased four percent (4%). The decrease is attributed to the reduced enrollment in the LPN program.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No weaknesses or deficiencies identified. We will continue our present practices and continue to strive for future improvement in providing student support services.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I**

**Statement of Standing Goal #6:**

**Standing Goal # 6: Design and implement effective expansion and renovation of a multi-purpose instructional classroom.**

**Evaluation Method for Goal #6:** Complete one (1) renovated instructional classroom.

**Evaluation Findings for Goal #6:**

Space utilization was a major factor in determining the feasibility and design of an existing area in a previous Masonry Shop area. It was determined that the allotted space in the shop could accommodate a state-of-the-art technology program which would increase credit hour production in Associate Degree/Certificate programs. Funds were also available to continue renovation on the Construction Technology Lab. Renovation of the old masonry area was completed and the multi-purpose instruction classroom is available to implement new programs. Brick work, gutters, installation of doors and windows have been completed on the Construction Technology Laboratory.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Renovation of the interior of the Construction Technology Laboratory will be completed with funding from the 2006-2007 budget year.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #7:**

**Standing Goal #7: To provide faculty and staff with information concerning professional development activities.**

**Evaluation Method for Goal #7:**

Professional development needs were assessed through meetings conducted to assist in determining the professional development needs of the faculty and staff of the Valley Street Campus. Included in the meetings were areas such as the role Title III could have in meeting the needs of professional development activities, suggested times for presentation, topics and factors that would motivate attendance.

**Evaluation Findings for Goal #7:**

The response of faculty and staff were favorable in relation to professional development activities held on the Valley Street Campus. Flyers and e-mail were used to notify faculty and staff to professional development activities that were conducted. The Professional Development Handbook for faculty and staff continues to be used.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

We will continue to improve our efforts in order to strive for future improvement in providing professional development activities for faculty and staff.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #8:**

**Standing Goal # 8: Facilitate improvement of faculty performance through the use of technological tools enabling more effective teaching.**

**Evaluation Method for Goal #8:**

Seventy percent (70%) of the faculty will have developed subject specific curriculum and lesson plans that integrate technology tools into their teaching methodology. One hundred percent (100) % of faculty will have participated in at least one workshop or accessed archived training material.

**Evaluation Findings for Goal #8:**

LPN faculty have incorporated multimedia presentation tools, software, websites, and certification exam practice as part of their instructional methodologies. Tegrity, an on-line multimedia presentation platform, was incorporated into all courses and used daily by LPN instructors. WebCT is utilized as a course enhancement in all courses. All LPN faculty received group, one-on-one and "just in time" training throughout the year, as needed, for Tegrity and WebCT.

Air Conditioning and Refrigeration instructors utilized WebCT for examination practice to prepare for EPA certification which is taken in the lab through on-line resources. Certification is granted upon passing an on-line exam from the official HVAC site. One instructor uses multimedia presentations, SmartBoard, digital imaging technologies, etc. on a daily basis.

The Marketing faculty member instructs students to use digital cameras and camcorders to capture real-world models of marketing displays and graphic representations. These are displayed through print and digital media. PowerPoint presentations are assigned and the computer laboratory is utilized for training and creation purposes.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

All activity objectives are progressing as planned.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #9:**

**Standing Goal # 9: Improve student technology proficiency outcomes.**

**Evaluation Method for Goal #9:**

Introductory computer lab orientations have been conducted to one hundred percent (100%) of all students utilizing the computer laboratory. One hundred percent (100%) of programs taught on the Valley Street Campus have had students in their area participating in introductory computer application sessions. A fifteen percent (15%) increase in student proficiency will occur in training sessions in which network literacy and computer applications have been taught.

**Evaluation Findings for Goal #9:**

Eighteen computer laboratory orientations were conducted for Valley Street Campus students during the period of October 2005 through September 2006. Prior to initial utilization of the computer laboratory students are required to attend a computer lab orientation. During this time, rules for using the campus computer lab are discussed, the Institution's "Policies on Computer Use and Internet" is reviewed, and the Alabama Virtual Library is accessed along with a demonstration of how to use the Student On-line System. Basic level computer skills are taught to enable students to be more proficient in learning activities conducted in the lab. Students are asked to complete the "Student Survey on Educational Technology" and a follow-up survey is conducted before students complete their coursework.

All students enrolled in programs on campus were given a survey during the computer lab orientation at the beginning of the year. This survey, "Student Survey on Educational Technology", includes skill related questions related to computer use. A follow-up survey was given to students before program completion. Results were positive, showing a twenty-three point sixty percent (23.60%) increase in skill based and self-rating components. Students' preferred method of incorporating technology into learning was shared with instructors.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

All activity objectives are progressing as planned. We will continue our current practices and will continue to strive for future improvement in assessing student technology proficiency outcomes.

**Gadsden State Community College  
2005-2006 Program/Area Unit Evaluations**

**Organizational Unit:** Title III/HBCU Strengthening Historically Black Colleges  
and Universities Program

**Person Responsible:** Tarva N. Vaughn

**Date Submitted:** November 16, 2006

**Approved by Cabinet Member:** \_\_\_\_\_

**Part I:**

**Statement of Standing Goal #10:**

**Standing Goal #10: Improve on-line resources available to increase curriculum accessibility  
for students.**

**Evaluation Method for Goal #10:**

Fifty percent (50%) of the programs on the Valley Street Campus will have a department web page which will include: program description and requirements, contact information, course syllabi, course notes and on-line resources.

**Evaluation Findings for Goal #10:**

There are four programs on the Valley Street Campus (Marketing, Practical Nursing, Carpentry, and Air Conditioning and Refrigeration) and three of the four (75%) have a webpage. Contained in the college on-line catalog accessible from the Institution's website are Valley Street Campus program descriptions, requirements, and contact information. Vocational programs such as Air Conditioning and Refrigeration and Carpentry have a designated web space offering more detailed information about their program. Practical Nursing students have access to password protected web pages for each course which allows for the downloading of on-line materials such as course syllabi and instructional materials.

All programs on the Valley Street Campus have instructors' schedules posted through the "On-line Student Information System". One hundred percent (100%) of all Practical Nursing instructors are utilizing WebCT, an on-line learning platform, for posting assignments, presentations, syllabi, calendars, e-mail, and additional resources. Tegrity recordings are uploaded daily which consist of all daily lectures with presentation materials for students to review at their own convenience. One hundred percent (100%) of Air Conditioning and Refrigeration programs utilize WebCT for posting on-line practice quizzes to prepare students for the EPA examination.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Marketing courses currently are not using an on-line component for instructional purposes although this would benefit the students greatly to have on-line resources. However, support will be provided to the instructor for implementation.

## PART II

For each unit Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

**Statement of Strategic Initiative #1:** Increase students, counselors, parents and teachers' awareness through various methods.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1:</b>		
1:1 Visit high schools and develop outreach relationships.	<u>8/11/06</u>	<u>not completed*</u>
1:2 Conduct college prep-seminars.	<u>8/11/06</u>	<u>8/11/06</u>
1:3 Develop PowerPoint presentations.	<u>8/11/06</u>	<u>9/15/06</u>
1:4 Revise brochure.	<u>5/12/06</u>	<u>not completed*</u>
1:5 Advise prospective students of financial aid/ scholarship procedures.	<u>8/11/06</u>	<u>8/11/06</u>

**Statement of Strategic Initiative #2:** To increase knowledge of retention strategies.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #2:</b>		
2:1 Conduct professional development programs and workshops on retention strategies.	<u>8/11/06</u>	<u>08/11/06</u>
2:2 Assess faculty's awareness and needs.	<u>8/11/06</u>	<u>12/15/05</u>
2:3 Review exemplary programs' retention plans.	<u>8/11/06</u>	<u>07/21/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**\*1:1** An outreach initiative consisted of inviting High School Counselors to attend a Counselor's Workshop on March 15, 2006. Counselors were given materials including programs on the Valley Street Campus, Student Support Services, and Financial Aid.

**\*1:4** A brochure has not been finalized.

**Statement of Strategic Initiative #3:** To design and implement diverse activities which will encourage the enrollment of minority students.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3:</b>		
3:1 Develop and implement outreach programs.	<u>8/11/06</u>	<u>not completed*</u>
3:2 Assist students with financial aid applications.	<u>8/11/06</u>	<u>8/11/06</u>
3:3 Assist students with enrollment process.	<u>8/11/06</u>	<u>8/11/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

\*3:1 Outreach programs are being developed by the Outreach/Enrollment Counselor to include a series of seminars on the Valley Street Campus.

**Statement of Strategic Initiative #4:** Increase awareness of counseling services.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #4:</b>		
4:1 Develop brochure outlining available counseling services.	<u>8/11/06</u>	<u>8/25/06</u>
4:2 Contact students per letter upon admission to College.	<u>8/11/06</u>	<u>8/29/06</u>
4:3 Offer new student orientation.	<u>8/11/06</u>	<u>8/29/06</u>
4:4 Develop "hands on" counseling intervention strategies with students.	<u>8/11/06</u>	<u>8/25/06</u>

**Statement of Strategic Initiative #5:** Develop and implement tutorial services for students.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #5:</b>		
5:1 Publicize tutorial services.	<u>8/11/06</u>	<u>8/11/06</u>
5:2 Identify students needing assistance.	<u>8/11/06</u>	<u>8/29/06</u>
5:3 Secure tutors.	<u>8/11/06</u>	<u>8/11/06</u>

**Statement of Strategic Initiative #6:** Analyze, plan, design, renovate and/or construct a new classroom.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #6:</b>		
6:1 Complete renovation on one classroom.	<u>8/11/06</u>	<u>02/28/06</u>
6:2 Analyze feasibility of constructing new classroom areas.	<u>8/11/06</u>	<u>09/14/06</u>

**Statement of Strategic Initiative #7:** To design, develop and implement professional development activities for faculty/staff.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #7:</b>		
7:1 Conduct needs assessment.	<u>8/11/06</u>	<u>8/25/06</u>
7:2 Review exemplary programs.	<u>8/11/06</u>	<u>8/25/06</u>
7:3 Conduct workshops/seminars.	<u>8/11/06</u>	<u>8/25/06</u>

**Statement of Strategic Initiative #8:** Develop a new faculty/staff orientation program.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #8:</b>		
8:1 Analyze personnel needs.	<u>8/11/06</u>	<u>8/25/06</u>
8:2 Review personnel orientation programs.	<u>8/11/06</u>	<u>8/25/06</u>
8:3 Design and implement orientation program.	<u>8/11/06</u>	<u>8/25/06</u>

**Statement of Strategic Initiative #9:** To develop web-based faculty and staff professional development activities.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #9</b>		
9:1 Conduct a needs assessment.	<u>8/11/06</u>	<u>9/25/06</u>
9:2 Design and develop relevant material.	<u>8/14/06</u>	<u>8/14/06</u>
9:3 Implement web presence.	<u>8/14/06</u>	<u>8/14/06</u>

**Statement of Strategic Initiative #10:** To improve student technology proficiency outcomes.

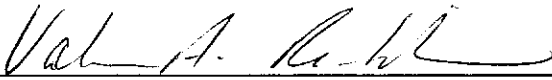
	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #10:</b>		
<b>10:1</b> Conduct pre and post technology skills.	<u>8/14/06</u>	<u>8/26/06</u>
<b>10:2</b> Conduct computer lab orientations.	<u>8/14/06</u>	<u>8/26/06</u>
<b>10:3</b> Present various computer workshops.	<u>8/14/06</u>	<u>8/18/06</u>

## 2005-2006 Program /Area Evaluations

Organizational Unit: Upward Bound

Person Responsible: Patricia Rutledge

Date Submitted: November 15, 2006

Approved by Cabinet Member 

### Part 1

**Statement of Standing Goal # 1:** To identify and select 55 to 65 Regular and 20 Initiative Expansion low-income/potential first generation high school students with at least a moderate interest and potential for postsecondary education, who are highly motivated to accept and benefit from the opportunities afforded by the Upward Bound program.

**Evaluation Method for Goal # 1:** Students must meet the eligibility guidelines mandated by the Department of Education which states a participant must be classified in at least one category, as follows:

- All students must be either from low-income families or be potential first-generation college students.
- Two-thirds of the participants in a project must be both low-income and potential first-generation college students.
- The remaining one-third must be either low-income or potential first-generation college students.

**Evaluation Findings for Goal# 1:** Applications were taken from all interested persons in the target area, primarily freshmen and sophomores:

Based on 85 eligible participants		
Low-income and first -generation	70	(82 %)
Low-income only	10	(12%)
First generation only	5	( 6%)

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No identifiable weaknesses were noted.

## 2005-2006 Program/Unit Evaluation

### Upward Bound

#### Page 2

**Statement of Standing Goal # 2:** To provide a year-round program of intensive academic enrichment in English, math, science, social studies, computer technology, and other core disciplines; thus, generating improved academic skills assessment for college success.

**Evaluation Method for Goal # 2:** The Upward Bound curriculum consists of two phases: The Academic Phase, offered during the regular school year; and the Summer Residency Phase, which includes a bridge program, which allows graduating senior participants to take college classes and live in the dorm during the summer.

The student's progress is monitored and recorded on an (IPAS) Individual Plan for Academic Success form. Progress is monitored through teacher progress reports, UB counseling sessions, grade reports, and standardized testing. A performance report is submitted yearly to the Department of Education that requires evaluation of each participant's academic performance.

**Evaluation Findings for Goal # 2:** A careful analysis of student grades standardized test scores, and progress reports submitted by instructors indicated that 82% of the participants showed an overall improvement in one or more standardized test subjects.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/**

**Deficiencies:** The task of working with additional "Higher Risk" students is challenging, as it relates to the recent Initiative Expansion program, but we are gradually seeing standardized test score improvements with the help of additional tutors, teachers, and computer software programs.

**Statement of Standing Goal # 3:** To assist students in developing skills in human relations, leadership, and other life experiences needed by participants not only to be successful students, but to be good citizens and to be successful in their personal lives as well.

**Evaluation Method for Goal # 3:** Students are given surveys regarding their thoughts on life skills and lessons. After high school graduation, former participants are tracked in college by mail out surveys and phone contacts. The final correspondence is made once the participant is working in his/her chosen field.

**Evaluation Findings for Goal # 3:** At least 75% of the participants responded agreeing to the questions on the student survey that Upward Bound had improved their human relations, leadership and life skills, and the impact Upward Bound has made on their lives. In addition, many of our UB graduates enrolled in college, return and work as summer advisors.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Postsecondary institutions and previous students are not always forthcoming in submitting follow-up information.

**Statement of Standing Goal # 4:** To enrich the lives of parents/guardians and siblings of participants by providing opportunities for exposure to and involvement in various Upward Bound activities.

**Evaluation Method for Goal # 4:** Attendance records of scheduled sessions such as orientations, workshops, and parent enrichment sessions will show that a minimum of 75% of parents/guardians are supportive in UB activities.

**Evaluation Findings for Goal # 4:** Findings indicate that there is an increase in parent/guardian participation, from the previous year's participation rate of 35% to the current year's rate of 50%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

We presently have 50% participation from the parents/guardians, and the goal is to reach 75%. With flexible scheduling and alternate meeting times, we remain confident that participation will continue to increase.

**PART II**

For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

**Statement of 2005-2006 Strategic Initiative #1:**

An eligible participant must complete an application and be classified in at least one category as follows: first generation college student, or low-income individual (verification of taxable income). Upward Bound accepts applications September-April.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Verification of academic potential will be obtained from the school counselor.	<u>4/2006</u>	<u>4/30/2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #2:**

To determine what services are needed, an Individual Plan for Academic Success (IPAS) will be used for each participant.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
1.1 Student is given a plan that involves both parent/guardian and school personnel in monitoring progress.	<u>8/2006</u>	<u>4/30/2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #3:**

The participant's progress will be monitored by grade and progress reports received from the high schools.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
1.1 Tutoring will be offered for those students in need of academic assistance.	<u>7/2006</u>	<u>4/2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #4:**

A student whose GPA falls below 2.5 will be required to attend tutoring.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Activities for Initiative #4**

1.1 We will monitor progress through tutor

contact reports received from the teachers. 7/2006

7/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #5:**

Documentation by attendance rosters, evaluations by instructors, and inventories submitted to participants.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Activities for Initiative #5**

1.1 Students are surveyed regarding their

thoughts on the effectiveness of the

program.

7/2006

7/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #6:**

Senior UB participants are enrolled in pre-college readiness courses designed to promote academic success in high school thus ensuring a positive transition into college.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Activities for Initiative #6**

1.2 Seniors tour many colleges and universities throughout the state; in addition, to meeting regularly with the UB counselor who follows-up on each participants progress and advises when necessary.

8/2006

8/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #7:**

As the seniors enroll in college courses on the GSCC campus, we will make sure the students are taking classes that will transfer to any college or university.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Activities for Initiative #7**

1.1 We will continue to monitor the progress of each Bridge participant enrolled in a course and offer academic advising and tutoring.

8/2006

8/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #8:**

Twice a year, we will continue to submit follow-up surveys to determine the participant's progress at postsecondary schools.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Activities for Initiative #8**

1.1 Offer UB graduate reunions as a tool for tracking and recording progress of previous students.

8/2006

8/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

**Statement of 2005-2006 Strategic Initiative #9:**

We will continue to monitor the participation of our parents through sign in sheets at scheduled activities. Parents also receive surveys regarding their opinion of the program and are urged to give suggestions for improvement. These comments are kept on file.

**Projected  
Completion  
Date**

**Actual  
Completion  
Date**

**Strategic Activities for Initiative #9**

1.1 Selected parents are permitted to accompany students on UB sponsored field trips.

7/2006

7/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None identified.

# 2005-2006 Program/Area Evaluation

Organizational Unit: Upward Bound Program (Ayers Campus)

Person Responsible: Sharon McGruder

Date Submitted: November 28, 2006

Approved by Cabinet Member: 

## Part I

**Statement of Standing Goal #1:** Enrollment: The Ayers Upward Bound (UB) will identify and select 50 participants within 60 days of each project year with at least two-thirds (67%) of the participants both low income and potential first generation college students and one-third (33%) either low income or potential first generation.

**Evaluation Method for Goal #1:** The goal of 33 low income and first generation accepted participants (67%) is measurable based on numbers and percentages given. The objective is attainable given the resources requested for this project and the commitments of the college, community, and individuals.

**Evaluation Findings for Goal #1:** We met the goal of 50 program participants, but the goal was not met within 60 days of the program year. All of the program participants met the admission criteria for the program. All of this was made possible with the coordination of services from UB staff and the schools in the target areas.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The recruitment calendar needs to be redesigned to encourage earlier application submittal.

**Statement of Standing Goal #2:** 70% of the Ayers UB participants will increase their Grade Point Average (GPA) by at least .2 (two tenths) by the end of each spring semester based on a 4.0 grading scale.

**Evaluation Method for Goal #2:** The goal is measured based on grade report data collected by the UB staff and entered into the Blumen database, which is used to generate a GPA history from the participant's initial entry into the program and at the end of each subsequent academic year.

**2005-2006 Program/Area Evaluation  
Upward Bound (Ayers Campus)  
Page Two**

**Evaluation Findings for Goal #2:** Of the 51 participants served in 2005-2006, there were only 37 (73%) GPAs available at the beginning of the academic year, due to 14 ninth graders beginning with a 0.00 high school GPA. At the end of the 2005-2006 academic year, 27 (73%) of the participants had a GPA increase or maintained their GPA [23 (62%) of the participants had a GPA of 2.5 and greater on a 4.0 scale, 18 (49%) maintained the same GPA]. Three (3) participants (8%) showed an increase of .2 (2 tenths) or greater in their cumulative GPA.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Although the cumulative GPAs were not as anticipated, with continued remediation the scores should improve significantly.

**Statement of Standing Goal #3:** Performance on Standardized Tests: To insure that 60% of UB participants will demonstrate one grade level of improvement in academic subjects tested annually.

**Evaluation Method for Goal #3:** The goal is measurable based on the administration of the designated Educational Assessment used. We have incorporated the ACT Plan to demonstrate improvement. The pre-test and post-test scores are measured and maintained in an external file.

**Evaluation Findings for Goal #3:** We have incorporated the ACT Plan to demonstrate improvement, and because it is a nationally-recognized, benchmarked exam. Only 23 participants had pre and post test scores, due to the late arrival of test units and the transition to ACT Plan.

Twenty-three (23) reports were scored. Twenty (20) out of 23 (87%) showed an improvement in at least one out of the four areas of assessment. All 51 participants were promoted to the next grade or graduated.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** We previously used ARIO as our assessment tool for reporting. In an effort to provide more detailed information regarding standardized testing measures for academic skills and competencies, we incorporated the ACT Plan. 2005-2006 was the first year for implementation of the ACT Plan.

**Statement of Standing Goal #4:** 80% of participants will complete their current grade level and advance to the next grade level each year.

**2005-2006 Program/Area Evaluation  
Upward Bound (Ayers Campus)  
Page Three**

**Evaluation Method for Goal #4:** The goal is measurable since UB staff monitors the grade reports and credits earned several times a year and enters the information into the Blumen database, where participants are tracked individually and by cohort through their enrollment in UB.

**Evaluation Findings for Goal #4:** 50 of the 51 (98%) program participants completed their current grade and advanced to the next grade level.

**Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** One (1) student chose to leave high school and take the GED test in an effort to start his college career early. The student is presently enrolled here at Gadsden State.

**Statement of Standing Goal #5:** 60% of participants who are juniors or seniors will score at or above the state average for college-bound students on college admission tests.

**Evaluation Method for Goal #5:** The goal is measurable as UB staff record when participants take the ACT Test, as well as the scores earned. The information is entered into the Blumen database, where participants are tracked individually and by cohort through their enrollment in UB.

**Evaluation Findings for Goal #5:** There were 12 seniors in the program. Ten (10) of the twelve (12) seniors in the program reported ACT Test scores. Two seniors met at or above the state/national average.

**Identified weaknesses/deficiencies and remedial action to address**

**weaknesses/deficiencies:** Academic enrichment will focus on the areas showing the greatest need to increase participant scores to the state/national average on the ACT.

**Statement of Standing Goal #6:** 70% of participants will be retained in the project through the beginning of the next program year or will earn a high school diploma.

**Evaluation Method for Goal #6:** The goal is measurable based on the Blumen database, which records student participation from enrollment to exit, and then tracks them through eight years of college participation.

**Evaluation Findings for Goal #6:** In 2005-2006, 51 participants were served. 44 (86%) were retained or graduated (continuing participants from the previous year).

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**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None.

**Statement of Standing Goal #7:** 95% of the 12<sup>th</sup> grade participants will earn a high school diploma (excluding those who move out of the target area, transfer, enter military service, or exit for reasons of health or death).

**Evaluation Method for Goal #7:** The goal is measurable as the UB staff collect and record graduation data each year for entry in the Blumen database.

**Evaluation Findings for Goal #7:** All 12 (100%) senior class participants graduated from high school.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None.

**Statement of Standing Goal #8:** 85% of participants who graduated from high school will enroll in a postsecondary institution the next term.

**Evaluation Method for Goal #8:** The goal is measurable by information in the Blumen database, based on collected data regarding college enrollment of participants.

**Evaluation Findings for Goal #8:** There were 12 scheduled graduating participants. All 12 (100%) graduated from high school. Eight (8) of 12 (67%) were Bridge students, where the program paid for them to take college courses in the summer immediately following their high school graduation. Eleven (11) of 12 (92%) applied for admission to a postsecondary institution. Ten (10) of 11 (91%) enrolled in a postsecondary institution, excluding military service. One student entered military services after applying for postsecondary admission. Ten (10) students is a significant number in that they have all completed the program expectations up to this point. They are continuing in their postsecondary education and are on track for graduation.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None.

**PART II**

**For each strategic Initiative, identify completion times (or non-completion) for all strategic activities.**

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**Statement of 2005-2006 Strategic Initiative # 1:** Upward Bound director and advisor will recruit, interview, and select participants using various criteria.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative # 1</b>		
The UB project director and UB professional staff will meet with the target schools', principals, and guidance counselors to develop recruitment procedures.	<u>Aug/05</u>	<u>Aug/05</u>
Distribute UB brochures, referral forms, and eligibility requirements to target schools and students.	<u>Aug/05</u>	<u>Aug/05</u>
Notify media and distribute information to community referral agencies and individuals.	<u>Sept/05</u>	<u>Sept/05</u>
Referrals received from target school personnel.	<u>Sept/05</u>	<u>Sept/05</u>
Distribute applications and assist with information.	<u>Sept/05</u>	<u>Sept/05</u>
Evaluate applications and collect data regarding eligibility.	<u>Sept/05</u>	<u>Sept/05</u>
Conduct interviews.	<u>Sept/Oct/05</u>	<u>Sept/05</u>
UB Director makes final selection and notifies students in writing.	<u>Sept/Oct/05</u>	<u>Sept/05</u>
Academic and personal needs analysis.	<u>Sept/Oct/05</u>	<u>Sept/Oct/05</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative # 2:** The UB Director and advisor will monitor each participant's progress.

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<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
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**Strategic Activities for Initiative # 2**

UB director, UB advisor and teachers will develop an Individual Education Plan (IEP) for each participant.	<u>March/06</u>	<u>Aug/06</u>
Students' grades will be requested at the end of the fall and spring semesters.	<u>May/06</u>	<u>May/06</u>
Academic counseling and advising are provided according to each participant's grades and needs.	<u>Jan/06</u>	<u>Jan/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.** Completing an Individual Education Plan (IEP) on each of the participants took more time than expected to complete. We are presently up to date with all the current participants.

**Statement of 2005-2006 Strategic Initiative # 3:** The UB staff will assess basic skills levels and subject-area proficiency.

<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
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**Strategic Activities for Initiative # 3**

Assessment Testing will be administered: Pre-test	<u>Oct/05</u>	<u>Oct/05</u>
Post-test	<u>May/06</u>	<u>May/06</u>
Results from both tests will be compared and recorded.	<u>May/06</u>	<u>May/06</u>
Academic instruction will be provided according to the assessment results.	<u>May/06</u>	<u>May/06</u>
Tutoring will be required, as needed.	<u>May/06</u>	<u>May/06</u>

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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative # 4:** The participants will complete their current grade level and advance to the next grade level each year.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative # 4</b>		
Providing academic year instruction.	<u>May/06</u>	<u>May/06</u>
Providing tutoring and summer academic counseling as needed.	<u>May/06</u>	<u>July/06</u>
Providing an intensive summer academic Internship.	<u>July/06</u>	<u>July/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.** Tutoring and academic counseling are made available as needed, in the academic program and in the summer enrichment program. The summer component ended in July.

**Statement of 2005-2006 Strategic Initiative # 5:** The participants that are juniors and seniors will score at or above the state average on college admissions tests.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative # 5</b>		
ACT orientation/individual computer practice.	<u>May/06</u>	<u>May/06</u>
Distribute ACT application packages and assist with application process.	<u>May/06</u>	<u>May/06</u>
Collect and record participants' scores.	<u>May/06</u>	<u>May/06</u>

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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.**

No barriers encountered.

**Statement of 2005-2006 Strategic Initiative # 6:** The participants will be retained in the program through the beginning of the next year or will earn a diploma.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative # 6</b>		
Documentation through attendance rosters.	<u>May/06</u>	<u>July/06</u>
Evaluations submitted by instructors and participants.	<u>May/06</u>	<u>July/06</u>
Integration of cultural, social, and recreational activities in the summer component.	<u>July/06</u>	<u>July/06</u>
Use of stipends as an incentive.	<u>July/06</u>	<u>July/06</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.** Documentation is completed for all program activities, which includes but is not limited to attendance rosters, participant progress evaluations, program evaluations, etc.

**Statement of 2005-2006 Strategic Initiative #7:** The 12<sup>th</sup> grade participants will earn a high school diploma.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative # 7</b>		
Providing an intensive academic year component.	<u>May/06</u>	<u>May/06</u>
Providing an academically intensive summer Component.	<u>July/06</u>	<u>July/06</u>

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Providing tutoring and individual academic counseling, as needed.

July/06

July/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #8:** The participants who graduate from high school will enroll in a postsecondary institution in the next term.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative # 8</b>		
Career workshops.	<u>May/06</u>	<u>July/06</u>
Career exploration activities.	<u>June/06</u>	<u>June/06</u>
Parental involvement.	<u>June/06</u>	<u>June/06</u>
College visits.	<u>June/06</u>	<u>June/06</u>
Exposing participants to college campus life during the summer internship.	<u>June/06</u>	<u>June/06</u>

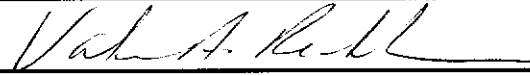
**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete in 2006-2007, if applicable.** This activity was completed on time. Additional Special workshops were added during the summer component.

**2005-2006 PROGRAM/AREA UNIT EVALUATION**

**Organizational Unit:** Veterans Upward Bound

**Person Responsible:** James C. Johnson

**Date Submitted:** November 9, 2006

**Approved by Cabinet Member** 

**PART I**

**Statement of Standing Goal #1:**

To recruit and enroll a minimum of 120 eligible veterans who are economically disadvantaged, and/or first-generation college students.

**Evaluation Method for Goal #1:**

1. Enter student information into a computerized database, which will total the number of participants enrolled in the program and the eligibility status of each participant. Federal grant requirements provide for a minimum of one hundred twenty eligible participants to be enrolled in the program during a reporting year and at least two-thirds of the eligible participants enrolled must qualify as both low-income and potential first-generation college students.

**Evaluation Findings of Goal #1:**

1. Forty-nine new participants were entered into the computerized database in 2005-2006. The information entered into the computerized database provided details on each program participant's eligibility status for program enrollment and the data entered for 2005-2006 revealed that the program exceeded the minimum enrollment requirements.
2. One hundred eighty-four participants were enrolled during the 2005-2006 reporting period, which indicated that the recruiting component of the program is both strong and effective in realizing the goal.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The program has met its objectives for 2005-2006. No weaknesses identified.

**Statement of Standing Goal #2:**

To enhance participants' academic skills and competencies as measured by standardized achievement tests, and to enhance cultural awareness and self-esteem.

**Evaluation Method of Goal #2:**

1. Administer standardized achievement tests and compare the results.

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2. Allow participants to complete evaluations after attending VUB cultural activities and self-esteem seminars. These evaluations will measure program effectiveness and provide program staff with information necessary for improvements.

**Evaluation Findings for Goal #2:**

1. The results of the standardized achievement pre- and posts-tests were compared and an increase in participants' scores was reflected. An average increase of 1.25 (on a 4.0 scale) was reflected in participants' grade point averages for reporting period of 2005-2006 while participating in the program. A standardized achievement test is administered to each program participant enrolled in the program.
2. The evaluations on program cultural and educational awareness, career development opportunities, and personal enrichment were reviewed. Ninety-six percent of the participants who completed an evaluation responded favorably toward programs of cultural and educational awareness, career development, and personal enrichment.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The program has met its objectives for 2005-2006. No weaknesses identified.

**Statement of Standing Goal #3:**

To guide participants toward postsecondary enrollment and completion of a program of study that results in the awarding of a degree or certificate from a postsecondary institution.

**Evaluation Method for Goal #3:**

1. Evaluate participant transcripts and records.
2. Review the results of the standardized achievement tests and follow-up with tutoring and counseling as needed.

**Evaluation Findings for Goal #3:**

1. Ninety-three participants were enrolled in a program of postsecondary education during the 2005-2006 reporting period. Fifty-eight participants were enrolled in a program of postsecondary education for the fall semester for 2005. Forty-four participants were enrolled in a program of postsecondary education for the fall semester for 2006. These participants demonstrated a potential for success in postsecondary education.

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2. While participating in the VUB program, participants were assisted in applying for postsecondary admission, gaining admission, and/or providing services while attending college. Participants are enrolling in a program of postsecondary education and maintaining a level of participation in VUB that increases the potential for successful completion of a program of postsecondary education. VUB will continue to ensure that participants are provided with the necessary services to foster educational success.
3. Individualized instruction and tutoring services were successfully provided to participants. Participants who are enrolled in VUB continue to receive services based on need with emphasis on directing participants toward enrollment in postsecondary education and with the goal of completing a degree or certificate program within a period established by the participant and VUB. Fourteen participants completed a program of postsecondary education and received a degree or certificate during the 2005-2006 reporting period.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The program has met its objectives for 2005-2006. No weaknesses identified.

**PART II**

**For each unit Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

To recruit and enroll a minimum of 120 eligible veterans who are economically disadvantaged and/or first generation college students.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1:</b>		
Activity #1: Recruit and enroll a minimum of 120 eligible veterans with the potential for success in postsecondary education.		
1.1 Provide information to potential recruits.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.2 Increase visibility to current student population at area colleges.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.3 Enroll a minimum of 120 eligible veterans		

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	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
for the reporting period.	<u>08/2006</u>	<u>08/2006</u>
1.4 Enroll low-income and/or first generation college students who meet two-thirds requirements.	<u>08/2006</u>	<u>08/2006</u>
Activity #2: Participants complete survey regarding VUB services.		
2.1 Distribute survey to participants.	<u>08/2006</u>	<u>08/2006</u>
2.2 Compile results of completed surveys.	<u>08/2006</u>	<u>08/2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

N/A

**Statement of 2005-2006 Strategic Initiative #2:**

To enhance participants' academic skills and competencies as measured by standardized tests, and to enhance cultural awareness, and self-esteem.

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #2:</b>		
Activity #1: Increase academic skills of participants through assessment instruments and tutoring sessions.		
1.1 Administer standardized achievement tests to participants.	<u>08/2006</u>	<u>08/2006</u>
1.2 Participants provided tutoring by VUB staff as needed.	<u>08/2006</u>	<u>08/2006</u>
1.3 Counsel participants on their academic needs and program of study.	<u>08/2006</u>	<u>08/2006</u>
Activity #2: Enhance cultural awareness opportunities for program participants through individual feedback from participants.		
2.1 Distribute evaluations to program participants.	<u>08/2006</u>	<u>08/2006</u>
2.2 Compile information from evaluations.	<u>08/2006</u>	<u>08/2006</u>
2.3 Consult results of evaluations and plan cultural awareness opportunities.	<u>08/2006</u>	<u>08/2006</u>

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Activity #3: Develop programs to enhance participants' self-esteem.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
3.1 Increase opportunities for participants to enhance self-esteem through personal counseling and presentations by staff and guests speakers.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

N/A

**Statement of 2005-2006 Strategic Initiative #3:**

To guide participants toward postsecondary enrollment and completion of a program of study that results in the awarding of a degree or certificate from a postsecondary institution.

**Strategic Activities for Initiative #3:**

Activity #1: Assist participants in completing program requirements, enrollment in postsecondary education and completing a degree or certificate.

1.1 Identify strategies for increasing potential for success in a program of postsecondary education.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.2 Review results of any standardized achievement tests for each participant at the time of enrollment in the program.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.3 Provide counseling to each participant as needed to assist in program completion.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>

Activity #2: Increase opportunities for individualized instruction and tutoring services to each participant requiring such services.

2.1 Ensure the availability of tutors for program participants at both VUB locations.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
2.2 Provide updated instructional resources to tutors and participants.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
2.3 Ensure flexibility of tutoring schedule to meet the needs of each participant.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>

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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

N/A

**Statement of 2005-2006 Strategic Initiative #4:**

To improve community awareness of VUB and its services.

**Strategic Activities for Initiative #4:**

Activity #1: Conduct public awareness campaign through various media sources such as television, radio, newspaper, and newsletters, and through various community agencies.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
1.1 Submit VUB program information to media sources within the service area through the Public Relations Office of Gadsden State Community College.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.2 Publish and distribute the VUB quarterly newsletter ( <i>The Patriot</i> ) to program participants and other interested parties.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.3 Provide current information on VUB services and activities to the Public Relations Office of Gadsden State Community College.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>
1.4 Network with local community agencies by arranging visits to such agencies, providing program information for distribution by these agencies, and utilize available resources from these agencies to promote and successfully accomplish the mission of VUB.	<b><u>08/2006</u></b>	<b><u>08/2006</u></b>

**If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

N/A

# **Part II: Organizational Unit Evaluations of Strategic Plans**

## **Community Outreach/Economic Development**

# 2005-2006 Program/Area Evaluations

Organizational Unit: Community and External Liaison

Person Responsible: Jack Page

Date Submitted: October 19, 2006

APPROVED BY (Dean/VP) John E. Blue, II 

## Part I

**Statement of Standing Goal #1:** Aggressively pursue opportunities to engage Gadsden State Community College in partnerships outside the traditional role of a community college that will enhance the image of GSCC locally, regionally and nationally.

**Evaluation Method for Goal #1:** Pursue partnerships with three (3) organizations that will enhance the image of GSCC.

**Evaluation Findings for Goal #1:** The Community and External Affairs unit has partnered with 5 organizations that will enhance the image of GSCC. These organizations include: Alabama Department of Agriculture and Industry; D & F Manufacturing; Sportsman Club; Jones, Blair, Waldrup and Tucker; and Alabama Coal Association.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #2:** Build the financial resources of the Gadsden State Community College Foundation, Inc. in order for those resources to be utilized to enhance the learning environment of the College.

**Evaluation Method for Goal #2:** Increase the financial resources of the Gadsden State Community College Foundation, Inc. by 10% over 2004 resources.

**Evaluation Findings for Goal #2:** The financial resources of the GSCC Foundation have increased by 10.13%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #3:** Assist the Alumni Association Board of Directors in building the number of members in the Association.

**Evaluation Method for Goal #3:** Increase Gadsden State Community College Alumni Association membership by 10% as compared to 2003-2004 membership numbers.

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**Evaluation Findings for Goal #3:** The Alumni Association has increased the number of members by 27.88%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #4:** Continue to seek additional local, state, and federal funding, either private or public, to help address the deferred maintenance deficit.

**Evaluation Method for Goal #4:** Pursue monies for the purpose of deferred maintenance.

**Evaluation Findings for Goal #4:** Money for deferred maintenance has not been received in this fiscal year.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** *During 2005-2006 state bond money was not issued but is anticipated for 2006-07 or 2007-08 and when approved will provide adequate money for deferred maintenance.*

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Work with the Gadsden State Community College Foundation, Inc. to learn the operations, goals and funding sources.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Attend meeting of GSCC Foundation.	<u>11/30/05</u>	<u>12.03.2005</u>
1.2 Determine current financial resources.	<u>12/15/05</u>	<u>12.15.2005</u>
1.3 Determine means to increase financial resources.	<u>01/30/06</u>	<u>01.25.2006</u>
1.4 Implement means to increase financial resources.	<u>02/28/06</u>	<u>03.02.2006</u>
1.5 Evaluate new current financial resources.	<u>05/30/06</u>	<u>06.10.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

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**Statement of 2005-2006 Strategic Initiative #2:** Participate with Gadsden State Community College Alumni Association to increase membership numbers.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2</b>		
2.1 Attend meeting of Alumni Association.	<u>11/30/05</u>	<u>12.03.2005</u>
2.2 Determine current membership numbers.	<u>12/15/05</u>	<u>12.15.2005</u>
2.3 Determine means to increase membership numbers.	<u>01/30/06</u>	<u>01.28.2006</u>
2.4 Implement means to increase membership numbers.	<u>02/28/06</u>	<u>02.10.2006</u>
2.5 Evaluate new current membership numbers.	<u>05/30/06</u>	<u>07.15.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #3:** Determine non-traditional needs of local businesses in which the College can provide assistance in meeting.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
3.1 Meet with 5 local business leaders.	<u>11/30/05</u>	<u>12.10.2006</u>
3.2 Determine needs of business leaders.	<u>12/15/05</u>	<u>01.07.2006</u>
3.3 Determine means to meet the needs.	<u>01/30/06</u>	<u>01.29.2006</u>
3.4 Implement means to meet the needs.	<u>02/28/06</u>	<u>03.02.2006</u>
3.5 Evaluate implementation and/or new needs.	<u>05/30/06</u>	<u>05.25.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

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**Statement of 2005-2006 Strategic Initiative #4:** Participate in activities as directed by the President.

<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
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**Strategic Activities for Initiative #4**

4.1 Attend 6 meetings as directed by the President.	<u>07/30/06</u>	<u>09.15.2006</u>
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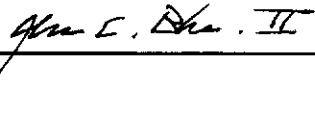
**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Community Traffic Safety Program

**Person Responsible:** Melinda Cooper

**Date Submitted:** October 31, 2006

**Approved by Cabinet Member:** JOHN E. BLUE, II 

## Part I

**Statement of Standing Goal #1:** Obtain federal and state grant funding for continued coordination of and in support of the Community Traffic Safety Program (CTSP).

**Evaluation Method for Goal #1:** Secure approval of two (2) federal CTSP grants.

**Evaluation Findings for Goal #1:** The CTSP exceeded the goal and secured three (3) federal CTSP grants totaling \$269,113.00.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Evaluation Method for Goal #1:** To secure approval of two (2) state CTSP grants.

**Evaluation Findings for Goal #1:** The CTSP secured one (1) state CTSP grant totaling \$107,873.00.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

*Though not a weakness or deficiency of the program, ADECA did not allocate an equipment grant during this period to any CTSP in Alabama. Funds for an equipment grant are usually from state funds. If ADECA allows the CTSP to apply for an equipment grant in 2006-2007, such will be done.*

**Statement of Standing Goal #2:** Coordinate a Public Information and Education (PIE) Program for the East Central Region, which targets the top three (3) causes of traffic fatalities in Alabama: "Belts, Booze and Speed".

**Evaluation Method for Goal #2:** Coordinate eight (8) PIE events, presentations, campaigns and/or newsletters about traffic safety with focus on protecting occupants/seat belts, driving under the influence and speeding.

**Evaluation Findings for Goal #2:** The CTSP exceeded the goal through coordinating at least 27 Public Information and Education (PIE) courses/presentations and/or campaigns about traffic safety, to include but not limited to, one (1) "Buckle Up in Your Truck" campaign with four (4) PIE presentations on seat belt safety, one (1) "Click It or Ticket" campaign with three (3) PIE presentations on occupant protection, one (1) Child Passenger Safety (CPS) Technician Course, one (1) CPS information booth at a department store, one (1) "Drunk Driving: Over the Limit, Under Arrest" campaign with one (1) PIE presentation, five (5) SIDNE events (Simulated Impaired DrivINg Experience), four (4) Fatal Vision events on impaired function, two (2) "Hands Across the Border" news conferences on DUI, seat belts and speeding; and four (4) Safe And Legal Traffic Stops / Safe And Legal Road Blocks (SALTS/SARB) classes and one (1) radar certification class for law enforcement personnel.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**2005-2006 Program/Area Unit Evaluations  
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Page Two**

**Evaluation Method for Goal #2:** Publish three (3) paid media advertisements within the region, to promote safe driving and encourage compliance with Alabama's traffic laws.

**Evaluation Findings for Goal #2:** ADECA would not allow any CTSP in Alabama to purchase media advertisements during the period. They encouraged free media publicity for CTSP promotions.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**  
*Though not a weakness or deficiency of the program, ADECA will not allow the CTSP to purchase media advertisements during 2006-2007.*

**Evaluation Method for Goal #2:** Circulate four (4) earned media press releases (free advertisements) around blitz periods as designated by ADECA, and to promote other traffic safety initiatives through the use of various types of media throughout the region.

**Evaluation Findings for Goal #2:** The CTSP staff circulated two (2) press releases, to 47 media organizations (94 press releases), and coordinated 38 press releases by law enforcement departments participating in the CTSP, to various local media throughout the region, and each around a national holiday/blitz period as designated by ADECA, to promote traffic safety initiatives.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #3:** Coordinate blitzes for the conduction of overtime traffic enforcement throughout the region, in support of the Community Traffic Safety Program.

**Evaluation Method for Goal #3:** Coordinate two (2) traffic safety/traffic enforcement blitzes, as designated by ADECA.

**Evaluation Findings for Goal #3:** The CTSP coordinated three (3) traffic safety/traffic enforcement blitzes. The "Buckle Up in Your Truck" campaign was the first blitz of its type in Alabama. The usual "Click It or Ticket" campaign was conducted around Memorial Day. The slogan for this period's DUI campaign changed this year to "Drunk Driving: Over the Limit, Under Arrest" and was conducted around Labor Day.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Evaluation Method for Goal #3:** Provide \$85,000.00 in grant funding for overtime traffic safety/traffic enforcement.

**Evaluation Findings for Goal #3:** The CTSP secured \$161,240.00 through two (2) federal grants for overtime traffic safety/traffic enforcement.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

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**Statement of Standing Goal #4:** Provide grant funding through which law enforcement departments throughout the region would receive traffic safety and/or traffic enforcement equipment.

**Evaluation Method for Goal #4:** Coordinate applicable grant project(s) through which traffic safety and/or traffic enforcement equipment, totaling a worth of \$50,000.00, would be purchased for and granted to CTSP-participating law enforcement departments throughout the region.

**Evaluation Findings for Goal #4:** ADECA did not allocate an equipment grant during this period to any CTSP in Alabama. Therefore, the CTSP was not allowed to apply for such a grant.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

*Though not a weakness or deficiency of the program, if ADECA allows the CTSP to apply for an equipment grant in 2006-2007, such will be done.*

**Statement of Standing Goal #5:** Maintain a CTSP Advisory Committee.

**Evaluation Method for Goal #5:** Coordinate meetings of a CTSP Advisory Committee comprised of some participating law enforcement departments throughout the region and other key CTSP affiliates.

**Evaluation Findings for Goal #5:** The CTSP continued to maintain a CTSP Advisory Committee. There was one (1) committee meeting during the period. There were countless communications between CTSP staff and committee members throughout the fiscal year, as applicable, depending on each department's or affiliate's needs, as well as the program's needs.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Part II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #1:** Secure approval of two (2) federal and two (2) state CTSP grants.

**Strategic Activities for Initiative #1:** The CTSP sought and gained approval by ADECA of three (3) federal grants: Community Traffic Safety Coordination (CTSC) Grant, the Selective Traffic Enforcement Program (STEP) Grant, and the Alcohol Incentive (A I) Grant. The CTSP sought and gained approval by ADECA of one (1) state grant: Law Enforcement/Traffic Safety Trust Fund (LETS TF) Grant. ADECA did not allocate an equipment grant during this period to any CTSP in Alabama. Funds for an equipment grant are usually from state funds.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
1.1 Prepare and submit a grant application packet for each applicable grant, to include budget and attachments	<u>03-31-06</u>	<u>03-02-06</u>
1.2 Upon issuance of a grant award by ADECA, complete and submit the acceptance forms for each applicable grant	<u>04-30-06</u>	<u>04-05-06</u>
1.3 Prepare GSCC's internal budget for each grant	<u>05-31-06</u>	<u>04-27-06</u>

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	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.4 Expend grant funds in accordance with each grant's budget	<u>09-30-06</u>	<u>In-process</u>

Comments on Strategic Initiative #1: Funds under the LETS TF Grant were expended by May 04, 2006. Funds under the CTSC Grant were expended by October 06, 2006.

*However, though final reimbursement claims under the STEP and A I Grants were submitted to ADECA by October 04, 2006, GSCC has not received reimbursement for them yet. Upon final payments by ADECA, GSCC will reimburse the applicable departments. This time-line will be similar for each year of the program; and therefore, final expenditures will never be made under all CTSP grants by September 30<sup>th</sup>, for that fiscal year's activity.*

**Statement of 2005-2006 Strategic Initiative #2:** Coordinate eight (8) Public Information and Education (PIE) events, presentations, campaigns and/or newsletters about traffic safety.

**Strategic Activities for Initiative #2:** The CTSP coordinated at least 27 Public Information and Education (PIE) courses/presentations and/or campaigns about traffic safety, to include but not limited to, one (1) "Buckle Up in Your Truck" (BUIYT) campaign with four (4) PIE presentations on seat belt safety, one (1) "Click It or Ticket" (CIOT) campaign with three (3) PIE presentations on occupant protection, one (1) Child Passenger Safety (CPS) Technician Course, one (1) CPS information booth at a department store, one (1) "Drunk Driving: Over the Limit, Under Arrest" (DD OLUA) campaign with one (1) PIE presentation, five (5) SIDNE events (Simulated Impaired DrivINg Experience), four (4) Fatal Vision events on impaired function, two (2) "Hands Across the Border" (HATB) news conferences on DUI, seat belts and speeding; four (4) Safe And Legal Traffic Stops / Safe And Legal Road Blocks (SALTS/SARB) classes and one (1) radar certification class for law enforcement personnel, three (3) motorcycle safety classes, two (2) railroad crossing safety classes, three (3) older driver safety classes, one (1) Calhoun Area Metropolitan Planning Organization meeting about CTSP; and the CTSP provided PIE material for four (4) bicycle safety/skill rodeos, one (1) bicycle safety information booth at a public festival, one (1) walk for charity, and two (2) boating safety classes.

2.1 Coordinate PIE focusing on occupant protection through seat belt use for one (1) blitz around Memorial Day for the "Click It or Ticket" Campaign	<u>06-15-06</u>	<u>06-04-06</u>
2.2 Coordinate PIE focusing on driving under the influence (DUI) for one (1) blitz around Labor Day for the "You Drink & Drive, You Lose" Campaign (slogan later was changed to "Drunk Driving: Over the Limit, Under Arrest")	<u>09-15-06</u>	<u>09-04-06</u>
2.3 Coordinate two (2) Fatal Vision events to combat excessive alcohol consumption and DUI	<u>09-30-06</u>	<u>11-17-05</u>
2.4 Coordinate two (2) SIDNE events to combat DUI (SIDNE: Simulated Impaired DrivINg Experience)	<u>09-30-06</u>	<u>04-20-06</u>

Comments on Strategic Initiative #2: In addition to the above information, media contacts were made by CTSP staff and law enforcement personnel for campaigns as follows: For BUIYT, there were 13 press releases, one (1) TV interview, two (2) radio interviews, three (3) print interviews, and 16 other media contacts. For CIOT, there were 12 press releases, one (1) TV interview, and 22 other media contacts. For DD OLUA, there were 107 press releases, two (2) news conferences, two (2) TV interviews, and 15 other media contacts. These contacts resulted in countless news stories to the public through various media organizations, at no cost to the CTSP.

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**Strategic Activities for Initiative #2:** Prepare a CTSP newsletter twice per year (in June and December).

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
2.1 Draft the newsletter	<u>06-07-06</u>	<u>N/C</u>
2.2 Send newsletter to P.R. Committee for approval	<u>06-15-06</u>	<u>N/C</u>
2.3 Send out newsletter after P.R. Committee approval	<u>06-30-06</u>	<u>N/C</u>

*Comments on Strategic Initiative #2: This initiative was planned but not completed (N/C). CTSP staff successfully completed all state and federal program requirements of the CTSP; however, staff was not able to work in completion of this initiative within the work day. Though this activity was not completed as planned, the Statement of Strategic Initiative was completed. This initiative and activity are included in the CTSP Strategic Plan for 2006-2007 and CTSP staff intend to complete it.*

**Statement of 2005-2006 Strategic Initiative #3:** Coordinate media (paid and free) within the region to promote safe driving and encourage compliance with Alabama's traffic laws.

**Strategic Activities for Initiative #3:** The CTSP coordinated multiple "earned media" events (free advertising) within the region, to promote occupant protection, sober driving, and adherence to posted speed limits. Media contacts were made by CTSP staff and law enforcement personnel as follows: 132 press releases, two (2) news conferences, four (4) TV interviews, two (2) radio interviews, three (3) print interviews, and 53 other media contacts. These combined contacts resulted in countless news stories to the public through various media organizations, at no cost to the CTSP.

3.1 Design and purchase publication of one (1) advertisement to promote vehicle occupant protection through use of seat belts	<u>05-31-06</u>	<u>N/A</u>
3.2 Design and purchase publication of one (1) advertisement to promote sober driving	<u>09-15-06</u>	<u>N/A</u>
3.3 Design and purchase publication of one (1) advertisement to promote adherence to posted speed limits	<u>09-30-06</u>	<u>N/A</u>
3.4 Circulate two (2) press releases around blitz periods through the use of various types of media throughout the region (newspaper, radio and TV), to promote "Click It or Ticket" and "You Drink & Drive, You Lose" Campaigns (latter slogan later was changed to "Drunk Driving: Over the Limit, Under Arrest")	<u>08-31-06</u>	<u>08-30-06</u>
3.5 Circulate two (2) press releases to various media to promote PIE programs on traffic safety	<u>09-30-06</u>	<u>08-30-06</u>

Comments on Strategic Initiative #3: "Paid media" not applicable (N/A).

*ADECA would not allow any CTSP in Alabama to purchase media advertisements during the period. They encouraged free media publicity for CTSP promotions. ADECA will not allow the CTSP to purchase media advertisements during 2006-2007.*

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**Statement of 2005-2006 Strategic Initiative #4:** Coordinate two (2) blitzes for the conduction of overtime traffic enforcement throughout the region.

**Strategic Activities for Initiative #4:** The CTSP coordinated three (3) traffic safety/traffic enforcement blitzes, as designated by ADECA: "Buckle Up in Your Truck" (the week before the Memorial Day Blitz), "Click It or Ticket" [two (2) weeks around Memorial Day], and "Drunk Driving: Over the Limit, Under Arrest" [two (2) weeks around Labor Day].

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
4.1 Coordinate one (1) blitz around Memorial Day focusing on occupant protection through seat belt use for the "Click It or Ticket" Campaign	<u>06-15-06</u>	<u>06-04-06</u>
4.2 Coordinate one (1) blitz around Labor Day focusing on driving under the influence (DUI) for the "You Drink & Drive, You Lose" Campaign (slogan later was changed to "Drunk Driving: Over the Limit, Under Arrest")	<u>09-15-06</u>	<u>09-04-06</u>
4.3 Upon approval of an \$85,000.00 overtime grant, enter into contract with law enforcement departments throughout the region to conduct overtime traffic enforcement	<u>05-15-06</u>	<u>05-10-06</u>
4.4 Process reimbursement requests from law enforcement departments and reimburse such departments for overtime worked under the grant	<u>11-15-06</u>	<u>In process</u>

Comments on Strategic Initiative #4: *The CTSP provided \$65,940.00 in Alcohol Incentive Grant funding for such overtime. Though the CTSP planned to be allocated at least \$85,000.00 for the blitzes, ADECA based their allocations on crash fatality and other data, and since the East Central Region did not have as many traffic deaths as most of the other regions in Alabama, we did not receive as much funding.*

*However, the CTSP received \$95,300.00 in STEP Grant overtime funds for traffic enforcement in "Hot Spots" of the region [five (5) mile segments of roadways on which someone was killed the previous year]. These funds for Hot Spots were limited to only 10 departments, whereas the Alcohol Incentive funds could be spent by all CTSP law enforcement departments and were not restricted to a particular location. STEP funds could be spent during these blitzes, as well as throughout the fiscal year. Alcohol Incentive funds began expenditure with the Memorial Day Blitz, but could be spent during non-blitz periods, as well.*

*Though final reimbursement claims under the STEP and A I Grants were submitted to ADECA by October 04, 2006, GSCC has not received reimbursement for them yet. Upon final payments by ADECA, GSCC will reimburse the applicable departments.*

**Statement of 2005-2006 Strategic Initiative #5:** Provide for \$50,000.00 in grant funding through which law enforcement departments throughout the region would receive traffic safety and/or traffic enforcement equipment.

**Strategic Activities for Initiative #5:** ADECA did not allocate an equipment grant during this period to any CTSP in Alabama. Therefore, the CTSP was not allowed to apply for such a grant. If ADECA allows the CTSP to apply for an equipment grant in 2006-2007, such will be done.

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Page Seven**

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
5.1 Upon approval of a \$50,000.00 equipment grant, assess types and quantities of equipment to purchase, and proceed with ordering such	<u>08-15-06</u>	<u>N/A</u>
5.2 Upon receipt of the equipment, issue granted equipment to CTSP-participating law enforcement departments	<u>09-30-06</u>	<u>N/A</u>
5.3 Prepare applicable documentation for tracking and transfer of equipment from GSCC to law enforcement departments	<u>09-30-06</u>	<u>N/A</u>

Comments on Strategic Initiative #5: Not applicable (N/A).

**Statement of 2005-2006 Strategic Initiative #6:** Convene meetings of the CTSP Advisory Committee.

**Strategic Activities for Initiative #6:** The CTSP convened one (1) meeting of the CTSP Advisory Committee. There were countless communications between CTSP staff and committee members throughout the fiscal year, as applicable, depending on each department's or affiliate's needs, as well as the program's needs.

6.1 Determine Advisory Committee members to be appointed	<u>10-15-05</u>	<u>N/A</u>
6.2 Prepare and distribute appointment letters to members from Dr. Culverhouse	<u>10-31-05</u>	<u>N/A</u>
6.3 Determine date, time and location for meetings and announce	<u>04-30-06</u>	<u>03-22-06</u>
6.4 Prepare minutes from the meetings	<u>06-15-06</u>	<u>04-21-06</u>

Comments on Strategic Initiative #6: The CTSP Advisory Committee met on April 07, 2006.

*Since each law enforcement department's Post Commander, Chief or Sheriff appoints by contract, who their CTSP department representative will be, actual appointment by any other entity cannot be made to the CTSP Advisory Committee. The department's chief law enforcement official or appointed designee may designate a proxy for meetings. Therefore, the first two (2) activities listed above would be not applicable (N/A).*

*Though the CTSP had planned to conduct two (2) meetings of the CTSP Advisory Committee, only one (1) was necessary, due to the short time-line [only four (4) months] that ADECA provided grant funding to all law enforcement departments. The only grant for which all departments were eligible, was the Alcohol Incentive Grant, through which enforcement activity began in May 2006.*

Adopted: 10/31/06

Gadsden State Community College

Community Traffic Safety Program  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Linda Fulmer  
Signature 10-30-06  
Date

Juan R. M. by  
Signature 10-30-06  
Date

Melinda C. Cooper  
Signature 10-30-06  
Date

Ann E. Duke II  
Signature 10.30.06  
Date

Kathy Dillison  
Signature 10.30.06  
Date

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Signature \_\_\_\_\_  
Date

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Date

# 2005-2006 Program/Area Evaluations

Organizational Unit: Economic Development

Person Responsible: Kathy Gillison-Parker

Date Submitted: October 19, 2006

APPROVED BY (Dean/VP) John E. Blue, II 

## Part I

**Statement of Standing Goal #1:** Support the President and Vice President with special projects and special assignments.

**Evaluation Method for Goal #1:** Successfully complete special projects and special assignments as directed by the President and Vice President.

**Evaluation Findings for Goal #1:** The Economic Development unit successfully completed all special projects for the President and Vice President as requested. Examples include research on specific topics as per request with associated cataloging in notebook, and completion of surveys related to the College.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #2:** Support the Vice President in working with the President and President's Cabinet to determine, prepare and advance the College's legislative agenda.

**Evaluation Method for Goal #2:** Work with the Vice President to determine, prepare and advance the College's legislative agenda.

**Evaluation Findings for Goal #2:** The Economic Development unit did work with the Vice President to determine, prepare and advance the College's legislative agenda to include preparation of a draft 5-year legislative plan for the Cabinet's review.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #3:** Support legislative efforts at the local, state and federal levels.

**Evaluation Method for Goal #3:** Pursue ten legislative grants and/or appropriations as directed by the Vice President.

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**Economic Development**  
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**Evaluation Findings for Goal #3:** The Economic Development unit pursued five new legislative grant requests as determined by the College's legislative agenda and the 5-year plan. The grants pursued include: 1) \$500,000 for GSCC Technology Infrastructure Development; 2) \$300,000 for Cherokee County Technology Infrastructure; 3) \$500,000 for GSCC Technology Infrastructure Development of Workforce and Economic Development Initiatives; 4) \$500,000 for Health Science Programs at GSCC for specialized labs and materials; and 5) \$500,000 for GSCC Realtime Reporting Program.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted. The original number of legislative grants to pursue was ten but this number was decreased to five by GSCC Cabinet approval.

**Statement of Standing Goal #4:** Promote relationships with governmental leaders to assist with procurement of grant funds and appropriations.

**Evaluation Method for Goal #4: A)** Complete funding requests documents and submit to applicable agencies as required.

**Evaluation Method for Goal #4: B)** Follow up with governmental leaders and their designees to assist with procurement of grant funds and appropriations.

**Evaluation Findings for Goal #4: A)** The Economic Development unit completed five funding request documents and submitted each of these five to our federal representatives and senators, i.e. Representative Mike Rogers, Representative Robert Aderholt, Senator Jeff Sessions and Senator Richard Shelby.

**Evaluation Findings for Goal #4: B)** The Economic Development unit has followed up with governmental leaders and their respective staffs. One of the funding requests has been approved by the house and is in the budget for the senate to consider.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #5:** Promote external partnerships to assist in meeting the needs of special populations within the community.

**Evaluation Method for Goal #5:** Participate in six community based discussions, forums, and taskforces and/or events to promote external partnerships to assist in meeting the needs of special populations within the community.

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**Evaluation Findings for Goal #5:** The Economic Development unit participated in 6 community based discussions, committees, forums, taskforces and/or events to promote economic development opportunities for the College service area. They include: participation in the Calhoun County Chamber of Commerce Economic Summit, participation in the Calhoun County Chamber of Commerce Leadership Calhoun County, Calhoun County Chamber of Commerce Education Committee, Cherokee County Chamber of Commerce, Gadsden State Cherokee Center and the Fiber Optic Initiative.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #6:** Provide the oversight necessary to operate the Joe M. Ford Center for Economic Development.

**Evaluation Method for Goal #6:** Provide the physical facilities necessary to support 48 community based meetings, classes and/or events which are held at the Ford Center.

**Evaluation Findings for Goal #6:** The Economic Development unit provided the physical facilities to support more than 48 community based meetings and/or events in which to promote economic development. These include: meetings with Job Corp, Hope Unity Fund Board Meetings, Fiber Optic Initiative Meetings, Gadsden State Cherokee Center Meetings, AEA Meetings, FBI Supervisor training meetings, Etowah County School Board Meetings, GSCC LDI Group meetings, Etowah County Leadership meetings, and JSU Upper Division Class meetings.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #7:** Support the Vice President in his role as Ex Officio member of the Gadsden State Community College Foundation, Inc. and the Harry M. Ayers State Technical College Foundation.

**Evaluation Method for Goal #7:** Assist the Vice President and the Gadsden State Community College Foundation Inc. and the Harry M. Ayers Foundation as directed by the Vice President.

**Evaluation Findings for Goal #7:** The Economic Development unit provided support and assistance to the Vice President and the Gadsden State Community College Foundation, Inc. and the Harry M. Ayers Foundation as directed by the Vice President.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Support the President and Vice President with special projects and special assignments.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>	
<b>Strategic Activities for Initiative #1</b>			
1.1	Receive project/assignment.	<u>08/31/06</u>	<u>08.31.2006</u>
1.2	Develop plan to complete project.	<u>08/31/06</u>	<u>08.31.2006</u>
1.3	Execute plan.	<u>08/31/06</u>	<u>08.31.2006</u>
1.4	Evaluate execution of plan.	<u>08/31/06</u>	<u>08.31.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #2A:** Support legislative efforts through preparation and submission of legislative request documents.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>	
<b>Strategic Activities for Initiative #2A</b>			
2.1	Prepare legislative request documents as prioritized by the College Legislative Priorities document prepared by the Vice President.	<u>02/28/06</u>	<u>03.15.2006</u>
2.2	Submit legislative request documents as directed by the Vice President.	<u>02/28/06</u>	<u>03.15.2006</u>

**Statement of 2005-2006 Strategic Initiative #2B:** Follow up with governmental leaders and their designees to assist with procurement of grant funds and appropriations.

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**Strategic Activities for Initiative #2B**

2.3	Follow up with governmental leaders as directed by the Vice President.	<u>08/31/06</u>	<u>08.31.2006</u>
2.4	Monitor legislative requests and provide additional information as requested by the Legislators and/or their designee and as directed by the Vice President.	<u>08/31/06</u>	<u>08.31.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #3:** Provide oversight to operate the Ford Center for Economic Development.

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
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**Strategic Activities for Initiative #3**

3.1	Monitor physical facility of Ford Center on regular basis for replacement and repair of facility to maintain safe and effective environment.	<u>08/31/06</u>	<u>08.31.2006</u>
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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #4:** Support the Vice President in his role as Ex Officio member of the Gadsden State Community College Foundation, Inc. and the Harry M. Ayers State Technical College Foundation.

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
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**Strategic Activities for Initiative #4**

4.1	Prepare documents as needed for the Foundation.	<u>08/31/06</u>	<u>08.31.2006</u>
4.2	Prepare Foundation meetings packets and agendas.	<u>08/31/06</u>	<u>08.31.2006</u>

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Page Six**

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Gadsden State Community College

Vice President's Office  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Kathy Ellison-Parker  
Signature

10.20.06  
Date

Larry C. Stowe  
Signature

10.26.06  
Date

Deylla Baly  
Signature

11/1/06  
Date

John G. Payne  
Signature

11/1/06  
Date

Carol Dutees  
Signature

11.01.06  
Date

Belvinia Sterring  
Signature

11.01.06  
Date

John Stowe  
Signature

11-1-06  
Date

Bridgette Byrd  
Signature

11-14-06  
Date

Ann C. Bhe. II  
Signature

11.14.2006  
Date

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Signature

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Date

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Signature

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Date

# 2005-2006 Program/Area Evaluations

Organizational Unit: Governmental Relations

Person Responsible: Larry Stowe

Date Submitted: October 19, 2006

APPROVED BY (Dean/VP) John E. Blue, II 

## Part I

**Statement of Standing Goal #1:** Strengthen partnerships with governmental leaders and elected officials.

**Evaluation Method for Goal #1:** Participate in twelve meetings with governmental leaders and elected officials.

**Evaluation Findings for Goal #1:** The Governmental Relations unit has participated in over 40 meetings with governmental leaders and elected officials. These include meetings with city councils, county commissions, State and Federal legislators.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #2:** Maintain an organizational unit of the College to support the development of strategic initiatives relating to local, state and/or federal legislation as it relates to the College.

**Evaluation Method for Goal #2:** Participate in six legislative planning sessions on legislation relative to the College and its mission.

**Evaluation Findings for Goal #2:** The Governmental Relations unit has participated in over 12 legislative planning sessions on legislation that is relative to the College and its mission. These include meetings with city, county, state and federal legislators and/or their designees.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #3:** Provide the resources and support necessary to maintain effective communications among our elected officials to forge political consensus on issues critical to the mission of Gadsden State Community College.

**Evaluation Method for Goal #3:** Attend six city, county, regional, state and federal meetings to gain insight on public policy and participate in governmental forums to educate our electorate on our institutional mission and goals.

**Evaluation Findings for Goal #3:** The Governmental Relations unit has attended and participated in over 10 city, county, regional and state meetings to gain insight on public policy and participate in governmental forums to educate our electorate on our institutional mission and goals.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

## PART II

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Meet with governmental leaders to forge political consensus on issues critical to the mission of GSCC.

<b>Strategic Activities for Initiative #1</b>	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
1.1 Determine meeting schedule of city and county governmental elected officials.	<u>10/30/05</u>	<u>10.30.2005</u>
1.2 Attend meetings of city governmental elected officials.	<u>06/30/06</u>	<u>08.31.2006</u>
1.3 Attend meetings of county governmental elected officials.	<u>06/30/06</u>	<u>08.31.2006</u>
1.4 Attend meetings of state governmental elected officials.	<u>06/30/06</u>	<u>08.31.2006</u>
1.5 Attend meetings with federal governmental elected officials.	<u>06/30/06</u>	<u>08.31.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**2005-2006 Program/Area Evaluations**  
**Governmental Relations**  
**Page Three**

**Statement of 2005-2006 Strategic Initiative #2:** Utilize media publications and web sites to obtain information regarding GSCC, the Alabama College System, legislative issues and economic data.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #2:</b>		
2.1 Review local media publications and/or web sites daily.	<u>06/30/06</u>	<u>08.31.2006</u>
2.2 Provide briefing to the Vice President on articles pertinent to GSCC, the Alabama College System, legislative issues and economic data.	<u>06/30/06</u>	<u>08.31.2006</u>
2.3 Provide resource data to administrative assistant for placement into resource notebook.	<u>06/30/06</u>	<u>08.31.2006</u>
2.4 Review state media publications and/or web sites daily.	<u>06/30/06</u>	<u>08.31.2006</u>
2.5 Provide briefing to the Vice President on College System, legislative issues and economic data.	<u>06/30/06</u>	<u>08.31.2006</u>
2.6 Provide resource data to administrative assistant for placement into resource notebook.	<u>06/30/06</u>	<u>08.31.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Statement of 2005-2006 Strategic Initiative #3:** Review and update information on local, state and federal elected and appointed officials on a regular and as-needed basis to insure that accurate information is on file in the Vice President's office.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #3</b>		
3.1 Review information on local, state, and federal elected and appointed officials on a regular and as-needed basis.	<u>06/30/06</u>	<u>08.31.2006</u>
3.2 Update information as necessary to insure that notebooks are up-to-date.	<u>06/30/06</u>	<u>08.31.2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Director, HBCU Initiatives/Valley Street Campus

Person Responsible: Willie L. Duncan

Date Submitted: October 12, 2006

APPROVED BY: (Dean/VP) John E. Blue, II 

## Part I

**Statement of Standing Goal #1:** Provide additional classroom space and training areas to the Valley Street Campus

**Evaluation Method for Goal #1:** The surrounding property was found to be heir property and not available for purchase. The existing space on campus was evaluated, and it was found that renovation projects could be utilized to provide additional classrooms.

**Evaluation Findings for Goal #1:** With the use of federal and state funding, renovation projects have begun to provide four (4) classrooms on the Valley Street Campus.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The inability to secure additional property, since the acquisition of property near the Valley Street Campus is no longer an option. The alternative of renovating existing space has been pursued to remedy the need for additional space.

**Statement of Standing Goal #2:** Acquire grants for new programs to enhance diversity in training programs.

**Evaluation Method for Goal # 2:** Submit a minimum of two grants per year to aggressively pursue federal grants offered for developmental programs of study for minority students.

**Evaluation of Findings for Goal #2:** The UNCFSSP/NLM-HBCU ACCESS Project Proposal was submitted for approval and is pending notification.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The process to identify grant opportunities in this category appropriate for the local program is on-going. This year, one was identified that was appropriate.

**2005-2006 Program Area Evaluations**  
**Director HBCU Initiatives/Valley Street Campus Director**  
**Page Two**

**Statement of Standing Goal #3:** Pursue funding through HBCU congressional appropriations.

**Evaluation Method for Goal #3:** Meet with and form partnerships/relationships with three (3) other HBCUs in order to lobby our federal representatives and senators.

**Evaluation Findings for Goal #3:** Relationships have been established with other HBCU presidents and liaisons to discuss group support for individual and collective projects for discussions with representatives relative to funding. Further, Talladega College, Alabama State University, and Gadsden State Community College HBCU presidents, directors, and liaisons networked through teleconferences and meetings to discuss strategies in obtaining federal grants.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses/deficiencies noted.

**Statement of Standing Goal #4:** Seek federal contracts.

**Evaluation Method for Goal #4:** Contract with a minimum of five (5) federal agencies related to work that can be performed at and/or by Gadsden State Community College.

**Evaluation of Findings for Goal #4:** The collective group of HBCU presidents, directors, and liaisons worked together by providing information from each institution to secure funding and support from local and state representatives for a Homeland Security Proposal to be utilized at each institution. The effort failed eventually due to lack of group support in the pursuit of this proposal, which could not be accomplished apart from this support.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** The group support from other entities required for the initiative was necessary but not sustainable. The search is continually ongoing for similar opportunities that fit the local program.

**2005-2006 Program Area Evaluations  
Director HBCU Initiatives/Valley Street Campus Director  
Page Three**

**Part II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** Re-roof the Valley Street Campus Prater Administration Building and other buildings on the Valley Street Campus.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1:</b> Continue to keep the Institutional Planning & Assessment Committee abreast of the re-roofing concerns and needs on the Valley Street Campus.		
1.1 Acquire RFP's for the replacement of roofs on Valley Street Campus	<u>6/31/06</u>	<u>10/30/06</u>

**Statement of 2005-2006 Strategic Initiative #2:** Purchase property adjacent to the Valley Street property for the purpose of constructing a multi-purpose building or other learning facilities.

**Strategic Activities for Initiative #2:**  
Prepare recommendation and budget to purchase specific property adjacent to Valley Street Campus.

**2005-2006 Program Area Evaluations**  
**Director HBCU Initiatives/Valley Street Campus Director**  
**Page Four**

1.1 Consult with property owners to determine cost. 8/31/06 8/31/06

Research was conducted and revealed that the property under consideration was heir property and was no longer a viable option and not profitable for continued research. Alternative in the form of renovation of existing facilities now underway.

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

**Weaknesses and Deficiencies identified in evaluation of last year's Unit Plan**

**Remedial Action Required**

**Proposed Costs**

Funding for travel	Increase travel 2006-2007 (In/Out of State)	\$5,000
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**Gadsden State Community College**

Director of HBCU Initiatives/Campus Director  
**Organizational Unit**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

*Thirley Hall*  
\_\_\_\_\_  
Signature

*10/12/06*  
\_\_\_\_\_  
Date

*Shawntia L. Fouts*  
\_\_\_\_\_  
Signature

*10/12/06*  
\_\_\_\_\_  
Date

*Ermon Burns*  
\_\_\_\_\_  
Signature

*10/12/06*  
\_\_\_\_\_  
Date

*Alan C. Egan, II*  
\_\_\_\_\_  
Signature

*10.20.06*  
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Date

## 2005-2006 Program/Area Evaluations

**Organizational Unit:** Public Relations / Development

**Person Responsible:** Robert Ledford and Kay Smith-Foster

**Date Submitted:** November 13, 2006

**Approved by (Dean/VP):** John E. Blue, II *John E. Blue, II*

### Part I

#### **Statement of Standing Goal #1:**

Establish continuity with publications and advertisements that are readily identifiable and include the slogan, jingle, logo and/or web information.

#### **Evaluation Method for Goal #1:**

Have 100% of all printed and electronic publications bear the same logo, slogan, colors and format.

#### **Evaluation Findings for Goal #1:**

The collaborative work of Public Relations and the Public Relations Committee improved the coordination of major college publications. Yet this endeavor did not have the full benefit that comes from a strategic branding initiative.

#### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

As submitted in proposed operating budget for 2006-07, \$70,000 is needed to secure the services of a full service advertising agency to create and implement a visual and written identity for the college in order to reach targeted audiences.

#### **Statement of Standing Goal #2:**

Promote the departments and programs of the college.

#### **Evaluation Method for Goal #2:**

Have 80% of faculty/staff polled respond in the positive that their program has been adequately marketed.

#### **Evaluation Findings for Goal #2:**

The number of responses from faculty and staff was not sufficient enough to gain any qualitative information. However, department staff has identified during the planning process several areas of focus for improving services to the college.

**2005-2006 Program/Area Evaluations**  
**Economic Development**  
**Page Two**

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

A comprehensive operational plan will be prepared for implementing an integrated marketing plan for 2006-07. A key feature will be securing and assessing levels of support needed for college needs.

**Statement of Standing Goal #3:**

Promote faculty/staff participation in college and community events.

**Evaluation Method for Goal #3:**

Increase by 10% the number of faculty/staff who attend college events and activities as compared to 2004-2005 numbers.

**Evaluation Findings for Goal #3:**

70% of respondents attended one to five college events.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

This measure will be evaluated to determine relevance as an effectiveness indicator.

**Statement of Standing Goal #4:**

To promote the "One-College" concept in our expanded communities.

**Evaluation Method for Goal #4:**

Increase by 5% the number of college-sponsored community events as compared to 2004-2005 events.

**Evaluation Findings for Goal #4:**

Evaluation data is inconclusive. This measure will be evaluated to determine relevance as indicator of effectiveness.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Needed improvements will be determined.

**Statement of Standing Goal #5:**

Promote better internal college communications between the Public Relations Department and all other areas/departments of the college.

**2005-2006 Program/Area Evaluations  
Economic Development  
Page Three**

**Evaluation Method for Goal #5:**

1. Decrease by 10% the number of college/departmental sponsored events that do not receive coverage because the Public Relations Department was unaware of the event as compared to 2004-2005 numbers.
2. Keep updated news release request forms, publications request forms and fact sheets available to all employees via the website.
3. Develop an informational booklet containing fact sheets from all departments.

**Evaluation Findings for Goal #5:**

A determination was made by the director and coordinator that the process for identification, selection and distribution of news releases for events needed to be enhanced, along with the development of a communications plan for using future news releases and other types of public information. Meaningful data was not available such as the tracking and reporting of results for placement of features stories and news releases.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Enhancements for 2006-07 feature an approved editorial calendar that strategically shapes the development of news releases and public information, enhanced processes for frequent interaction with college departments to improve product knowledge of development staff, and improved tracking of activities to demonstrate effectiveness.

**Part II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

	<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
<b>Statement of 2005-2006 Strategic Initiative #1:</b>		
Improve community awareness of academic, technical, and continuing education programs available.		
<b>Strategic Activities for Initiative #1:</b>		
1. Perform six recruiting programs involving GSCC Band and A capella choir to area schools.	May 2006	April 2006
Ten recruiting programs conducted.		
2. Schedule a minimum of six speaking engagements concerning GSCC programs.	May 2006	April 2006

**2005-2006 Program/Area Evaluations**  
**Economic Development**  
**Page Four**

Thirty speaking engagements conducted, including weekly appearances on TV 24.

**Statement of 2005-2006 Strategic Initiative #2:**  
Support major college and community events.

**Strategic Activities for Initiative #2:**

2.1. Promote and advertise alumni events and feature outstanding alumni in focus ads. May 2006 Sept. 2005

Outstanding alumni featured in news releases and in Alumni newsletter.

2.2. Promote college participation in community drives, fundraising events and awareness campaigns. May 2006 April 2006

Employee participation in events such as United Way, Annual Showcase, and Habitat for Humanity were used for public information purposes.

3.3. Conduct billboard campaign. May 2006

4.4. Conduct television campaign. May 2006 April 2006

Television promotion used to promote registration for each academic term.

5. Provide continuous updated information for website and GSCC Update. May 2006 April 2006

News stories and promotion of college events with frequent updates used on website.

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The collaborative work of Public Relations and the Public Relations Committee improved the coordination of major college publications. Yet this endeavor

**2005-2006 Program/Area Evaluations**  
**Economic Development**  
**Page Five**

did not have the full benefit that comes from a strategic branding initiative. As submitted in proposed operating budget for 2006-07, \$70,000 is needed to secure the services of a full service advertising agency to create and implement a visual and written identity for the college in order to reach targeted audiences.

Coordination of print and electronic advertising was an important enhancement from previous years. However, current budget resources are not sufficient enough to sustain an integrated marketing approach necessary to consistently reach target audiences. \$180,000 has been requested to enhance marketing outreach and to produce required creative work.

These efforts will be complemented by operational enhancements to improve departmental effectiveness in creating and placing feature stories in targeted publications and releasing news stories, and to facilitate the development of communication channels and messages to enhance the college's participation with and engagement of its two foundations and alumni association in the community.

**Gadsden State Community College**  
**Development**  

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**Organizational Unit**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Kathy Brown (see attached e-mail)

Signature

November 16, 2006

Date

Dave Fitz (see attached e-mail)

Signature

November 14, 2006

Date

David Hartley (see attached e-mail)

Signature

November 14, 2006

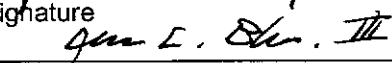
Date



Signature

November 16, 2006

Date



Signature

11.14.2006

Date

Signature

Date

Signature

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Signature

Date

## Robert Ledford

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**From:** Kathy Brown [kbrown@gadsdenstate.edu]  
**Sent:** Thursday, November 16, 2006 10:28 AM  
**To:** 'Robert Ledford'  
**Subject:** RE: Unit Plan Evaluation

I am acknowledging that I had input in the planning process of the Unit Evaluation Plan.

Kathy Brown

---

**From:** Robert Ledford [mailto:rledford@gadsdenstate.edu]  
**Sent:** Tuesday, November 14, 2006 10:26 AM  
**To:** 'David Hartley'; 'Kathy Brown'; 'Dave Fitz'  
**Subject:** Unit Plan Evaluation

Hello Everyone,

During our planning process in April and May, each of you provided feedback to me in the form of evaluating current progress toward our goals for 2005-06. As a final step we all signed the required form verifying that you had an opportunity to participate in this important step. We now need to update that signature form.

The attached file is an updated formal version of your comments and input during the evaluation process. Would you take a few minutes to review and respond to me by e-mail stating that you have read the evaluation and are in agreement.

This e-mail acknowledgement will allow us to respond quickly and avoid having to route a document for signatures since we are in different locations.

Thank you,

BL

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**From:** Dave Fitz [mailto:dfitz@gadsdenstate.edu]  
**Sent:** Tuesday, November 14, 2006 1:19 PM  
**To:** 'Robert Ledford'  
**Subject:** RE: Unit Plan Evaluation

I have read the evaluation of the 2005-2006 goals and agree with it.

---

**From:** Robert Ledford [mailto:rledford@gadsdenstate.edu]  
**Sent:** Tuesday, November 14, 2006 10:26 AM  
**To:** 'David Hartley'; 'Kathy Brown'; 'Dave Fitz'  
**Subject:** Unit Plan Evaluation

Hello Everyone,

During our planning process in April and May, each of you provided feedback to me in the form of evaluating current progress toward our goals for 2005-06. As a final step we all signed the required form verifying that you had an opportunity to participate in this important step. We now need to update that signature form.

The attached file is an updated formal version of your comments and input during the evaluation process. Would you take a few minutes to review and respond to me by e-mail stating that you have read the evaluation and are in agreement.

This e-mail acknowledgement will allow us to respond quickly and avoid having to route a document for signatures since we are in different locations.

Thank you,

BL

## Robert Ledford

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**From:** David Hartley [dhartley@gadsdenstate.edu]  
**Sent:** Tuesday, November 14, 2006 12:10 PM  
**To:** Robert Ledford  
**Cc:** David Hartley  
**Subject:** Re: Unit Plan Evaluation

Mr. Ledford,

I have read the attached document and am in agreement with its content.

David Hartley

On Nov 14, 2006, at 10:25 AM, Robert Ledford wrote:

> <Planning and Evaluation 2005-06 111306.doc>

Gadsden State Community College

Vice President's Office  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 - 2006 Strategic Plan with the above named Organizational Unit.

Mr. E. Bhu. II  
Signature \_\_\_\_\_ Date 01.29.2007

Larry Stowe  
Signature \_\_\_\_\_ Date 01-29, 2007

Willie R. Duncan  
Signature \_\_\_\_\_ Date 01-29-2007

Diigo B...  
Signature \_\_\_\_\_ Date 01.29.2007

Carol Duster  
Signature \_\_\_\_\_ Date 01.29.2007

Kathy Dillion-Rankin  
Signature \_\_\_\_\_ Date 01.29.2007

Jean Eads  
Signature \_\_\_\_\_ Date 01.29.2007

Johnny Baker  
Signature \_\_\_\_\_ Date 01.29.2007

Ernie Burns (Willie Duncan)  
Signature \_\_\_\_\_ Date 01-29-2007

Robert Lethal  
Signature \_\_\_\_\_ Date 01.29.07

Eric W. Stinger  
Signature \_\_\_\_\_ Date 1-29-07

Kelley J. Haynes  
Signature \_\_\_\_\_ Date 1-29-07

Kathy Brown  
Signature \_\_\_\_\_ Date 01-29-07

Melinda C. Cooper  
Signature \_\_\_\_\_ Date 1-29-07

Signature \_\_\_\_\_ Date \_\_\_\_\_

# **Part II: Organizational Unit Evaluations of Strategic Plans**

## **Administrative Processes**

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Financial and Administrative Services

Person Responsible: Dr. Jim Prucnal

Date Submitted: 11/16/06

Approved by Cabinet Member 

## Part I

### Statement of Standing Goal #1:

Provide financial management for the College.

### Evaluation Method for Goal #1:

- a. File appropriate reports as required with the Department of Postsecondary Education.
- b. Budget for administrative services to accomplish general goals of the College.
- c. Monitor all accounting functions so that the annual audit by the Examiners of Public Accounts yields an unqualified opinion and no findings.
- d. Monitor fund balance to maintain the amount required by the Chancellor.

### Evaluation Findings for Goal #1:

- a. Reports were filed as required by the Department of Postsecondary Education.
- b. Goals were accomplished through budget for administrative services.
- c. The annual audit by the Examiners of Public Accounts yielded an unqualified opinion and no findings.
- d. Fund balance exceeded chancellor's requirement of 3 months.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**  
None.

### Statement of Standing Goal #2:

Develop, maintain, and supervise capital projects of the College.

### Evaluation Method for Goal #2:

- a. Examine construction projects for completion status.
- b. Examine all State Board approved projects to determine completion percent.

### Evaluation Findings for Goal #2:

- a. Ayers Shop and Job Corp Gymnasium were 100% completed but the renovation of Allen Hall was not started.
- b. TBI Interior (cosmetology) and Naylor Hall were 100% completed.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**  
Lack of funds is the reason the Allen Hall renovations were not started.

**Statement of Standing Goal #3:**

Provide auxiliary services to students, faculty, staff, and community.

**Evaluation Method for Goal #3:**

- a. Operate the College bookstore at a profit.
- b. Operate the College cafeteria at a profit.
- c. Operate vending at a profit.

**Evaluation Findings for Goal #3:**

Auxiliary services operated at a profit.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The cafeteria had a loss; however, the profits from the bookstore and vending offset the loss. Action is being taken to increase awareness to students of the cafeteria in hopes to generate more revenue.

**Statement of Standing Goal #4:**

Ensure appropriate forms and amounts of insurance are maintained.

**Evaluation Method for Goal #4:**

- a. Annually review insurance and coverage of buildings and contents.
- b. Obtain printouts of students who have paid insurance and submit for payment.
- c. Periodically review insurance on vehicles and obtain insurance on new vehicles when purchased.
- d. Monitor new employees to insure that insurance is being provided.

**Evaluation Findings for Goal #4:**

Annual review of insurance types and coverage reveals that appropriate insurance is in place for buildings and contents, students (accident, health programs, international, athletic and other, as applicable), automobiles, employees, etc. (This goal is no longer the responsibility of this office and will fall under the direction of the Business Services Manager.)

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None.

**PART II**

**Statement of 2005-2006 Strategic Initiative #1:**

To ensure that proper documentation for administrative services is implemented by monitoring practices and procedures so that reports are completed.

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #1:</b>		
1.1 Develop Facilities Master Plan Request for Department of Postsecondary Education (ACHE specs.)	7/2006	9/7/2006
1.2 Update Master Plan for all campuses.	7/2006	In progress

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Architect contracted on 8/3/06. Due date is Nov. 17, 2006.

**Statement of 2005 – 2006 Strategic Initiative #2:**

To complete renovations using plant funds by monitoring design and construction of various capital projects.

**Strategic Activities for Initiative #2:**

(Examine each capital project budgeted for completion)	10/2005	9/30/06
2.1 Ayers Shop Renovation (welding stor.)	6/2006	6/13/06
2.2 Job Corps Gymnasium	6/2006	6/14/06
2.3 Completion of TBI Interior (cosmetology)	9/2006	7/31/06
2.4 . Renovation of Allen Hall 1 <sup>st</sup> Floor	9/2006	Not completed

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Plans changed to renovate construction trades on East Broad for One-Stop Center.

**Statement of 2005-2006 Strategic Initiative #3:**

To monitor and provide auxiliary services that break-even financially.

**Strategic Activities for Initiative #3:**

3.1 Examine bookstore accounts to verify an operating profit.	9/2006	9/30/06
3.2 Examine cafeteria accounts to verify an operating profit.	9/2006	9/30/06
3.3 Examine vending accounts to verify an operating profit.	9/2006	9/30/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Overall auxiliary services operated at a profit: bookstore had operating profit of \$236,117; cafeteria had loss of \$78,941; vending had profit of \$49,503. Action is being taken to increase awareness to students of the cafeteria in hopes to generate more revenue.

**Statement of 2005-2006 Strategic Initiative #4:**

To monitor and ensure that certain desirable financial measures are met.

**Strategic Activities for Initiative #4:**

4.1 Review opinion of Examiners of Public Accounts to verify that the one received is unqualified.	9/2006	Not complete
4.2 Review (2004-2005) audit to verify there were no findings.	9/2006	5/5/06
4.3 Review fund balance to ensure it meets or exceeds the Chancellor's requirement.	9/2006	9/30/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Audit began on August 1, 2006 and is not scheduled to be complete until December 2006.

# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Assistant to the President for Quality Assurance

**Person Responsible:** Lisa Thacker

**Date Submitted:** November 13, 2006

**Approved by Cabinet Member** Lisa Thacker

## **Part I**

**Statement of Standing Goal #1:** Maintain an organizational unit of the College to promote an atmosphere of compliance and quality within the institution.

### **Evaluation Method for Goal #1:**

Meet with cabinet members individually at least annually to identify areas of concern within their responsibility area. Conduct internal audits in accordance with annual plan as approved by the President. Conduct internal audits as requested by administrators as approved by the President. Review contracts as requested by administrators. To have no findings related to legal compliance reported in the annual audit by the State Examiners of Public Accounts.

### **Evaluation Findings for Goal #1:**

Meetings with cabinet members were held, but were not documented. For the 2006-2007 year, meetings and discussions with each cabinet member will be documented. The internal audit plan was approved by the President and the completed audit reports with findings and related recommendations have been submitted. All contracts submitted by administrators were reviewed, amended as needed, and submitted to the President for approval. There were no legal compliance finding in the annual audit by the State Examiners of Public Accounts.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

While the expected educational outcome was met, there is insufficient quantitative data to support that fact other than the audit from the Examiners of Public Accounts and the internal audit plan. Therefore, for 2006 – 2007 documentation will be kept of individual meetings with Cabinet members and contracts reviewed.

**Statement of Standing Goal #2:** Insure that the College complies with reporting and resolution requirements relating to Title IX issues.

### **Evaluation Method for Goal #2:**

College literature contains the appropriate wording related to Title IX compliance. All complaints are reviewed, investigated and documented and action taken, when appropriate. Work with Professional Development office to insure that harassment training is provided on an annual basis.

**Evaluation Findings for Goal #2:**

Nine (9) sexual harassment investigations were conducted in the 2005 – 2006 year. One such alleged accused filed a complaint with the U. S. Department of Education Office of Civil Rights. The OCR agreed with the outcome of the investigation, but had several suggested revisions to GSCC's sexual harassment and student discipline committee policies and procedures. Those revisions are currently being made to the policy and, upon review by the OCR will be implemented.

An online sexual harassment training program was developed during 2005 – 2006 and implemented during July 2006. The program is mandatory for all employees (full time and part time) and must be completed by the end of Fall 2006 and annually thereafter.

Research into sexual harassment literature and the handling of sexual harassment investigations has highlighted the importance of education and documentation of education as a defense in sexual harassment suits.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Discussions with the OCR, deficiencies were noted in College policy that will be correct by the Spring 2007 term.

**Statement of Standing Goal #3:** Provide the President and others as approved by the President with needed data.

**Evaluation Method for Goal #3**

Monthly reports are provided to the President relating to requested information. SACS indicators are computed and reviewed on a quarterly basis. QPA indicators are computed and reviewed on a quarterly basis.

**Evaluation Findings for Goal #3**

Monthly financial summaries are provided to the President. The SACS indicators were not computed and reviewed on a quarterly basis. It should be noted that after a review of the components of the SACS indicators was performed, the data is not readily available for computation. The same holds true for the QPA (now CAPP) indicators. Once the CAPP document was finalized there was minimal financial data required, and that is only available at year end when the formal CAPP is submitted.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

A review of the data revealed that the quarterly reporting of QPA and CAPP data are not valid indicators and were, therefore, omitted from the 2006 – 2007 standing goals. Monthly financial summaries and requested reports will continue to be submitted to the President and other administrators.

## PART II

For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

### **Statement of 2005-2006 Strategic Initiative #1**

Develop Internal Audit cycle and implement first year of cycle.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>	
<b>Strategic Activities for Initiative #1:</b>			
1.1	Review previous internal audit for timing and subject matter.	09/2005	12/2005
1.2	Develop plan and submit to President for approval.	09/2005	01/2006
1.3	Assemble Internal Audit committee in accordance with plan submitted to SACS.	09/2005	10/2005
1.4	Conduct 05/06 audits.	08/2006	10/2006
1.5	Recommend and follow-up on corrective action for deficiencies.	08/2006	10/2006

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None noted.

### **Statement of 2005-2006 Strategic Initiative #2**

Become affiliated with a nationally recognized organization/association.

#### **Strategic Activities for Initiative #2:**

2.1	Review various internal auditing organizations for benefits in relation to departmental mission.	12/2005	Not Completed
2.2	Join organization that appears to be most beneficial in supporting departmental functions.	01/2006	Not Completed

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

In January 2006, I assumed supervision of the Human Resources and Institutional Effectiveness departments. In February 2006, I assumed supervision of the newly established Office of Diversity and Multicultural Affairs and in February 2006, I was assigned supervision of the Athletics Department. Therefore, the further development of the Internal Audit function was not possible during 2005 – 2006 due to time constraints. Contact was made with the Director of Internal Auditing at Auburn University. He will be forwarding information about the Alabama Association of Internal Auditors.

**Statement of 2005-2006 Strategic Initiative #3**

Obtain training in addressing harassment complaints

**Strategic Activities for Initiative #3:**

3.1	Study purchased literature regarding regulations.	10/2005	09/2006
3.2	Work with Assistant to the President to obtain training on addressing specific complaints at the College.	08/2006	12/2005

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None noted.

## 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Athletics

**Person Responsible:** Riley Whitaker

**Date Submitted:** November 16, 2006

**Approved by (Dean/VP)** Lisa Shacker

### Part I

**Statement of Standing Goal #1:** Make athletics an integral part of the education of athletes, instilling pride in their achievements/recognition.

**Evaluation Method for Goal #1:** Student athletes will complete an end-of-the-year survey in which 75% of respondents will indicate "agree" or "strongly agree" that athletics has helped to instill pride in their personal achievements/recognition and their educational development.

**Evaluation Findings for Goal #1:** Survey results indicate that 98% of respondents "agree" or "strongly agree" that "athletics helped to instill pride in their personal achievements/recognition and their educational development."

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**  
None.

**Statement of Standing Goal #2:** Ensure that the graduation rates/transfer rates of student athletes will be equivalent to that of the entire student body.

**Evaluation Method for Goal #2:** As reported in the annual Student Right-to-Know Graduation and Transfer Report(s), the graduation (completion) rate of student athletes will be equivalent to that of the entire student body.

**Evaluation Findings for Goal #2:** Based on the latest information available from Institutional Research (2001 and 2002 cohorts), athletes had an average completion rate of 10.9% and a transfer out rate of 47.1. The breakdown by sport is as follows: Men's Basketball: completer rate—14.3%, transfer out rate—35.7%; Women's Basketball: completer rate—15.4%, transfer out rate—38.5%; Baseball: completer rate—5.3%, transfer out rate—42.1%; Cross Country completer rate—20%, transfer out rate—40%; All Other Sports Combined: completer rate for men—6.7%, completer rate for women—11.1%; transfer out rate for men—60%, transfer out rate for women—52.8%. The average completion rate for the entire student body was 22.1% and the transfer out rate was 17.8%.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The completion rate for student athletes was well below the rate for the entire student body, while the transfer out rate for student athletes continues to be more than double the rate for the entire student body. The Student Athlete Academic Follow-up Reporting System has been implemented, and coaches are diligent in sending periodic progress reports to instructors for all student athletes and following up on those athletes who need academic assistance. The athletic staff will continue to seek ways to improve the academic performance and completion rates of student athletes at GSCC.

**Statement of Standing Goal #3:** Provide student activity opportunities for students who do not compete in intercollegiate athletics.

**Evaluation Method for Goal #3:** The annual On-line Student Evaluation of Campus and Services survey will indicate that 75% of the respondents "agree" or "strongly agree" that intercollegiate athletics provided appropriate student activity opportunities for students to attend.

**Evaluation Findings for Goal #3:** Results of the On-line Student Evaluation of Campus and Services were not available for this item "due to a computer glitch."

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

No results were available due to the computer problem. This problem will be corrected before next year's evaluation.

**Statement of Standing Goal #4:** Athletics will serve as effective liaison between the College and the community and will provide a means by which student athletes are perceived as positive role models by members of the community.

**Evaluation Method for Goal #4:** An annual survey of area high school coaches will indicate a 75% favorable response rate to statements regarding the athletic program and the positive influence of student athletes.

**Evaluation Findings for Goal #4:** Results of the annual survey of area high school coaches showed that 86.4% of those surveyed (19 of the 22 respondents) had a favorable perception of the athletic program at GSCC. Survey results also show that 90.1% respondents felt that the athletes at GSCC were positive role models for high school athletes. Suggestions for improvement to the athletic program included (1) recruit more local talent, when possible, (2) more exposure with local news, (3) community college coaches should be more visible in local schools, keeping open lines of communication, (4) conduct more summer camps, (5) upgrade GSCC facilities, and (6) add a wrestling team.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

The Athletic Director will continue to encourage GSCC coaches to visit local high school coaches, and, when possible, recruit local talent. The Athletic Director will continue to seek support and funding for improvements and upgrades to GSCC facilities and equipment. The number of summer camps increased in 2005-2006 with the following breakdown by sport: Men's Basketball, 1 camp with 100 participants; Women's Basketball, 2 camps with 277 participants; Volleyball, 9 camps with 340 participants. Coaches for softball, baseball, and tennis are

considering offering summer camps this year. Adding an additional sport is not feasible within the limitations of the current athletic budget.

## **PART II**

### **Statement of 2005-2006 Strategic Initiative #1: Tennis court renovations**

	<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
<b>Strategic Activities for Initiative #1</b>		
1.1 Resurface tennis court behind Beck Field House	May 2006	Deleted
1.2 Install lights and pavilion with restrooms and water fountain at tennis complex behind Beck Field House	May 2006	Deleted
1.3 Resurface tennis complex behind the baseball complex	May 2006	Deleted
1.4 Landscape around tennis complexes	May 2006	Deleted

#### **Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

Renovation of the tennis courts have been an initiative in athletics for more than five years, but due to the high cost of needed renovations and budget constraints for athletics, this initiative has been deleted until such time in the future that special funds are available for such renovations.

### **Statement of 2005-2006 Strategic Initiative #2: Baseball field renovations**

<b>Strategic Activities for Initiative #2</b>		
2.1 Construct new two-story press box (behind home plate)	May 2006	Deleted
2.2 Make bathrooms handicap accessible	May 2006	Deleted
2.3 Renovate current press box for use as dressing room	May 2006	Deleted
2.4 Construct new batting cages	May 2006	August 2006
2.5 Increase lighting to meet standards	May 2006	Deleted
2.6 Purchase new tractor and ground preparation equipment	May 2006	August 2006
2.7 Clear underbrush under trees from baseball field to river	May 2006	Deleted

#### **Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

Major renovations and upgrades to the baseball complex have been an initiative for several years, but due prohibitive cost factors, several of the items have been deleted until additional funding can be secured.

### **Statement of 2005-2006 Strategic Initiative #3: Softball complex renovations**

<b>Strategic Activities for Initiative #3:</b>		
3.1 Complete renovations of press box	May 2006	Incomplete
3.2 Cover or relocate the air conditioning unit	May 2006	In-process
3.3 Make bathrooms handicap accessible	May 2006	Deleted
3.4 Move garbage container out of parking area	May 2006	In-process
3.5 Construct softball dugouts	May 2006	Deleted
3.6 Construct dressing rooms for softball	May 2006	Deleted
3.7 Construct new batting cages	May 2006	Incomplete
3.8 Pave alleys between fields and tower	May 2006	Deleted
3.9 Add two fast-pitch softball fields	May 2006	Incomplete
3.10 Increase lighting to meet standards	May 2006	Deleted

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

Lack of funding for athletics prevented major renovations to the softball complex. Plans have been discussed with the Assistant to the President for Quality Assurance and the Director of Maintenance to cover the air-conditioning unit and to move the garbage container out of the parking area. High dollar items have been deleted as it is unlikely that funds will be available to complete these in 2006-2007. The Athletic Director and the softball coach will continue to seek funding to renovate the press box to include a dressing area for players and to construct batting cages for softball.

**Statement of 2005-2006 Strategic Initiative #4: Beck Field House renovations**

**Strategic Activities for Initiative #4**

4.1 Renovate the lobby of the gym	May 2006	Incomplete
4.2 Renovate the concession area	May 2006	November 2005
4.3 Restore bleachers at end of gym to meet liability standards and make usable	May 2006	November 2006
4.4 Update restroom facilities in lobby area of Beck Field House	May 2007	Incomplete

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

The concession area was renovated before basketball season began last year. According to the Maintenance Supervisor, the lobby area is scheduled for renovation in the fall of 2006. Steps and handrails for the wooden bleachers are being constructed by the Carpentry and Welding Departments and should be ready for installation in 2006. Additional renovation planned for the wooden bleachers include painting them to color coordinate with other bleachers. The Athletic Director will continue to explore possibilities for renovation of the restroom facilities in Beck Field House.

**Statement of 2005-2006 Strategic Initiative #5: Improve student athlete academic performance**

**Strategic Activities for Initiative #5:**

5.1 Make revisions to academic intervention strategy as needed	May 2006	On-going
5.2 Evaluate success of follow-up system	May 2006	September 2006

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

Revisions will continue to be made to the academic intervention strategy as deemed necessary by the Athletic Director and/or coaches. After examining the academic success of athletes for 2005-2006 based on grade reports and eligibility status, the Athletic Director and coaches determined that the current follow-up system is working well. While graduation rates of athletes is still low due to the option of many athletes to transfer before graduation, the overall G.P.A. and transfer-out rate of GSCC athletes is above the norm.

**Statement of 2005-2006 Strategic Initiative #6: Initiate and/or facilitate more competitive athletic championship events to be held at Gadsden State Community College**

**Strategic Activities for Initiative #6:**

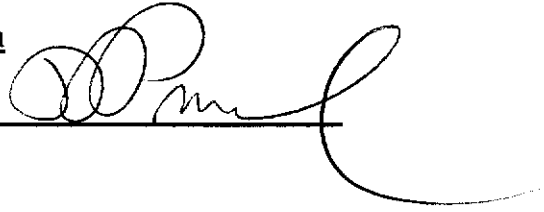
6.1 Work cooperatively with area coaches to host high school championship events	May 2006	On-going
6.2 Work cooperatively with City of Gadsden Recreation Department to host or co-host competitive events for which GSCC has adequate facilities	May 2006	On-going
6.3 Initiate bid proposals to host competitive ACCC championships	May 2006	On-going

**Barriers or problems encountered and plans to complete initiatives in 2006-2007:**

Lighting does not meet required standards on the baseball and softball fields to enable GSCC to bid on ACCC tournaments in those areas. The seating at Beck Field House is insufficient to host state tournaments in basketball and volleyball. The tennis courts at GSCC are not usable for regular season matches or for state matches.

# 2005 – 2006 Program/Area Unit Evaluations

**Organizational Unit:** Financial Services  
**Person Responsible:** Jacqueline Clark Henderson  
**Date Submitted:** November 17, 2006  
**Approved by Cabinet Member** \_\_\_\_\_



## Part I

### **Statement of Standing Goal #1:**

Provide optimal Financial Services to students, faculty and staff of Gadsden State Community College.

### **Evaluation Method for Goal #1:**

- a. Maintain atleast an 80% favorable rating on the student survey in each of the following areas:  
The procedures for payment of tuition and fees are easy to follow.  
The services and information provided by the Business Office are satisfactory.  
The services and information provided by the Student Refund Office are satisfactory.
- b. Maintain atleast an 80% favorable rating on the employee survey in each of the following areas:  
The Payroll Office provides adequate office hours and information regarding employee pay.  
The Business Office provides adequate office hours and information regarding charges and receipts.  
The Purchasing Office processes purchase order and bid requests in a timely manner.  
The Accounts Payable Office processes checks and requests for information in a timely manner.  
The Financial Services Office processes information and budget revision requests in a timely manner.  
The Financial Services websites provide up-to-date and informative policies and procedures.

### **Evaluation Findings for Goal #1:**

- a. On-line student evaluations of Financial Services revealed the following:  
Results exceed the targeted 80% favorable rating.
- b. On-line employee evaluations of the Business Office revealed the following:  
Data not available as of November 17, 2006.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None noted.

### **Statement of Standing Goal #2:**

Provide optimal financial management for the College.

### **Evaluation Method for Goal #2:**

- a. Number of noncompliance matters relating to the Financial Services area reported by the State of Alabama Examiners of Public Accounts.
- b. Number of noncompliance matters relating to the Financial Services area reported by state or federal grantor agencies.
- c. Contingency balance equal to Chancellor's requirement.

### **Evaluation Findings for Goal #2:**

- a. The audit of the fiscal year ended September 30, 2005 issued May 5, 2006 reported no matters of noncompliance relating to Financial Services.
- b. No state or federal grantor agencies noted noncompliance matters relating to Financial Services.

- c. Ending fund balance exceeded targeted two month contingency plus 5% of state appropriation.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None noted.

**Statement of Standing Goal #3:**

Provide Financial Services employees with equipment and knowledge to support the activities for which they are responsible.

**Evaluation Method for Goal #3:**

- a. At least one professional development opportunity on customer service per business office employee.
- b. At least one professional development opportunity on specific duties (return of Title IV funds, cash management, financial management, payroll, purchasing, etc.) to each accountant.

**Evaluation Findings for Goal #3:**

- a. All business office staff attended at least one professional development.
- b. All accountants attended at least one professional development.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None noted.

**Part II**

**Statement of 2005-2006 Strategic Initiative #1:**

Collect and distribute Financial Services data in automated format.

**Strategic Activities for Initiative #1:**

	<b>Projected Completion <u>Date</u></b>	<b>Actual Completion <u>Date</u></b>
1.1 Image and store all prior fiscal years Financial Services documentation on server.	01/06	12/05 Not
1.2 Transmit monthly budget managers' reports electronically.	10/05	Complete
1.3 Obtain reports requested from the computer center electronically and print in offices to computer or CD.	01/06	Not Complete
1.4 Approve purchase orders electronically and disburse via email, fax or mail.	10/05	09/05
1.5 Print personal computer files directly to imaging system.	12/05	11/06

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Computer center was not able to complete the programming required for 1.2 and 1.3.

**Statement of 2005-2006 Strategic Initiative #2:**

Modify purchasing system and budgeting systems to more timely provide needed items to user departments.

**Strategic Activities for Initiative #2:**

- |   |       |              |
|---|-------|--------------|
| 2.1 Modify purchasing system to allow requisitioning employees to input data into PU01 and forward to cabinet member electronically when purchasing percentage is exceeded. | 10/05 | Not Complete |
| 2.2 Modify purchasing and budgeting systems to allow funds to be automatically transferred between certain object codes to allow purchase orders to be keyed.               | 10/05 | Not Complete |

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Computer center was not able to complete the programming required for 2.1 and 2.2.

**Statement of 2005-2006 Strategic Initiative #3:**

Review, revise, and implement policies and procedures to safeguard capital assets.

**Strategic Activities for Initiative #3:**

- |   |       |       |
|---|-------|-------|
|   | 08/05 | 03/06 |
| 3.1 Hold training session for budget and property managers. |       |       |
| 3.2 Update capital assets policies and procedures.          | 08/05 | 03/06 |
| 3.3 Conduct an effective capital asset inventory.           | 08/05 | 07/06 |

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None noted.

# 2005-2006 Program/Area Evaluations

**Organizational Unit:** Human Resources

**Person Responsible:** Kimberly Cobb

**Date Submitted:** October 20, 2006

**Approved by Cabinet Member:** Lisa Hacker

## Part I

### **Statement of Standing Goal #1:**

To coordinate the employment process following State Board of Education, Department of Postsecondary Education, and federal employment laws.

### **Evaluation Method for Goal #1:**

Report from *Shuford/Kennedy* Audit will contain no major deficiencies. Equal Employment Opportunity Commission complaints will result in no court decisions or findings against the College.

### **Evaluation Findings for Goal #1:**

Director of Legal and Human Resources for DPE last audited GSCC employment processes on March 19, 2004. The audit has not been performed for 2004-2005 or 2005-2006. Audits are scheduled by DPE, and the next audit has not been scheduled. There have been no court decisions or findings against the College resulting from EEOC complaints.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

### **Statement of Standing Goal #2:**

To provide guidance and support to selection committees.

### **Evaluation Method for Goal #2:**

Ninety-five percent of committee members will respond with "strongly agree" or "agree" when surveyed on satisfaction with HR guidance and support.

### **Evaluation Findings for Goal #2:**

Results of selection committee survey indicate that ninety-five percent of respondents "strongly agree" or "agree" with statements on satisfaction with HR guidance and support.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Committee composition requirements limit number of members who can lend expertise to the process with specific in-field knowledge of the vacant position. At least one

member will have in-field expertise or knowledge. Additional members are selected based on objectivity, leadership, and organizational skills. Will continue to be mindful of member expertise when forming committees.

**Statement of Standing Goal #3:**

To maintain complete and organized files of selection committee activities.

**Evaluation Method for Goal #3:**

Report from *Shuford/Kennedy* Audit will contain no major deficiencies.

**Evaluation Findings for Goal #3:**

Director of Legal and Human Resources for DPE last audited GSCC employment processes on March 19, 2004. The audit has not been performed for 2004-2005 or 2005-2006. Audits are scheduled by DPE, and the next audit has not been scheduled.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #4:**

To submit employment and personnel reports as directed.

**Evaluation Method for Goal #4:**

Prepare required reports by specified deadlines.

**Evaluation Findings for Goal #4:**

All required reports were submitted in a timely manner.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**Statement of Standing Goal #5:**

To generate full-time and part-time employment contracts.

**Evaluation Method for Goal #5:**

All personnel files will contain evidence of work history and all employees will be paid in a timely manner.

**Evaluation Findings for Goal #5:**

Contracts are filed in personnel files to document work history. On occasion, part-time employee pay has been delayed due to incomplete application or payroll paperwork.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

To accommodate part-time employees working on other campuses, application/payroll materials may be collected in departments on each campus and forwarded to HR. Departments are promptly notified if information is incomplete.

**Statement of Standing Goal #6:**

To maintain accurate and current applicant and employee databases.

**Evaluation Method for Goal #6:**

Data will be 100% accurate to ensure correctness for information requests, report production, or applicant history.

**Evaluation Findings for Goal #6:**

Databases are accurate and current.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None identified.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

To update the support personnel classification manual.

	<b><u>Projected Completion Date</u></b>	<b><u>Actual Completion Date</u></b>
<b>Strategic Activities for Initiative #1:</b>		
Review and revise support personnel position descriptions	<u>10/2005</u>	<u>4/2006</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

N/A

**Statement of 2005-2006 Strategic Initiative #2:**  
 To improve the new employee orientation process.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #2:</b>		
Develop a PowerPoint training session to present at first of semester for new employees	<u>10/2005</u>	Not completed
Plan agenda including other departments	<u>10/2005</u>	Not completed

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

The Director of Human Resources is collecting and reviewing samples of various employee orientation programs. Time sensitive activities such as job searches, reports, employment contracts, and other daily demands were given priority. The Director continues to provide a brief individual new employee orientation. Plan to complete initiative in 2006-2007.

**Statement of 2005-2006 Strategic Initiative #3:**  
 To implement an employee exit procedure.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #3:</b>		
Develop a check-list for collection of College Property	<u>10/2005</u>	<u>10/2005</u>
Develop questions for exit interview	<u>10/2005</u>	<u>10/2005</u>

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

N/A

Gadsden State Community College

Human Resources  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Kimberly Cobb  
Signature

10-20-2006  
Date

Genetia McEntyre  
Signature

10/20/2006  
Date

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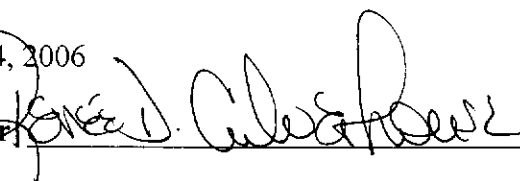
## 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Institutional Research and Professional Development

**Person Responsible:** Jennie Dobson

**Date Submitted:** November 14, 2006

**Approved by Cabinet Member**



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### Part I

**Statement of Standing Goal #1:** To coordinate the development of the Annual Institutional Strategic Plan and the Three-Year Institutional Management Plan (IMP).

**Evaluation Method for Goal #1:** The IMP will be accurately and expertly written and submitted with all requested information in a timely manner. As indicated in the IR Survey, 80% of respondents will assign positive responses to questions related to the IMP. (Responsibility for the Annual Institutional Strategic Plan has been moved to another department through reorganization.)

**Evaluation Findings for Goal #1:** The IMP was submitted on time with no inconsistencies or problems noted from the Department of Postsecondary Education.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None identified.

**Statement of Standing Goal #2:** To conduct research activities that deal with enrollment, retention, program completion, job placement, employee satisfaction, student satisfaction, and needs assessment.'

**Evaluation Method for Goal #2:** All reports required by the USDE and DPE will be submitted in a timely manner and all college-required evaluations and surveys will be completed on schedule.

**Evaluation Findings for Goal #2:** Only minor variances were found by the DPE monitor and these variances were rectified prior to final submission of the IPEDS reports. Of the 45 GSCC respondents to the Fall 2005 Institutional Research Evaluation, 84% indicated that institutional research data is provided on a timely basis (13% left question "status unknown").

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None identified.

**Statement of Standing Goal #3:** To disseminate to administration, faculty, and community interest groups pertinent research data in support of strategic planning and evaluation.

**Evaluation Method for Goal #3:** Results of the Fall 2005 Employee Evaluation of Colleges and Services will show that 80% of employees responded positively to the questions relating to dissemination of research data.

**Evaluation Findings for Goal #3:** As revealed in the Fall 2005 Employee Evaluation of Colleges and Services, 100% of those responding to the question, "The Office of IR provides data as needed for the decision-making process" strongly agreed or agreed.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** None identified.

## **Part II**

For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.

### **Statement of 2005-06 Strategic Initiative #1:**

To initiate a follow-up study of non-returning students.

This project was scheduled to begin in January 2006 and end April 2006. Mr. Jim Pitchford (who set up this plan) retired in January 2006, and Jennie Dobson was not aware of the plan until months later.

### **Statement of Strategic Initiative #2:**

To create a network-based hierarchial database (for strategic planning and evaluation).

This project was scheduled to begin in October 2005 and end January 2006. Mr. Jim Pitchford (who set up this plan) retired in January 2006 and left no information to follow.

Gadsden State Community College

Institutional Research & Prof Dev  
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2005 – 2006 Strategic Plan with the above named Organizational Unit.

Kona Bridges  
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11-14-06  
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Jennie Dobson  
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11-14-06  
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# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Maintenance, Housekeeping Services

Person Responsible: Stewart Davis

Date Submitted: November 17, 2006

Approved by Cabinet Member \_\_\_\_\_



## Part I

### **Statement of Standing Goal #1:**

To ensure buildings are clean and well maintained.

### **Evaluation Method for Goal #1:**

Survey areas and departments to ensure that all buildings are functioning and kept in a clean, orderly manner.

### **Evaluation Findings for Goal #1:**

Incorporating the housekeeping plan in to the Preventative Maintenance Plan has provided better communication and knowledge of facility conditions on a daily basis.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

New contract with Rite-Way has increased campus coverage by adding additional buildings to contract.

### **Statement of Standing Goal #2**

To review and update the Preventative Maintenance Plan to address routine maintenance needs.

### **Evaluation Method for Goal #2**

Micro Main Program will ensure preventative maintenance is carried out in a timely manner and scheduled maintenance will be directed to proper crafted laborers.

### **Evaluation Findings for Goal #2**

New Preventative Maintenance Plan has allowed better communication and support throughout all campuses.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Lack of technical training. Technicians are currently being trained.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

To budget additional staff for 2005-2006.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1</b>		
1.1 Replace retiring HVAC technician	10/05	05/05
1.2 Add additional maintenance technician	02/05	Not complete

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Not complete due to budget restraint.

**Statement of 2005-2006 Strategic Initiative #2:**

To update Preventative Maintenance Plan.

**Strategic Activities for Initiative #2**

2.1 Implement preventative maintenance on HVAC systems	10/05	01/06
2.2 Schedule routine maintenance on exterior lighting	02/05	04/05
2.3 Initiate a contract for total grounds	10/05	10/05
2.4 Stripe and repaint all parking lots	06/05	07/05

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None noted.

**Statement of 2005-2006 Strategic Initiative #3:**

To renovate deficient buildings on Gadsden campuses.

**Strategic Activities for Initiative #3**

3.1	Renovate Mitchell Hall	03/05	Not complete
3.2	Remodel first floor of Allen Hall	10/05	65% complete
3.3	Enlarge WD maintenance building	10/05	Not complete
3.4	Replace roof on:		
	Beck Field House classroom	10/05	10/05
	Browder Hall	10/05	10/05
	Reference Center of Library	10/05	10/05
	Browder Hall Auditorium	10/05	10/05

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Projects not complete due to budget restraints.

**Statement of 2005-2006 Strategic Initiative #4:**

Repair major prior property issues.

**Strategic Activities for Initiative #4**

4.1	Erosion problems behind Allen Hall	10/05	03/06
4.2	Damaged fences	10/05	04/06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None noted.

**Statement of 2005-2006 Strategic Initiative #5:**

Acquisition of needed equipment.

**Strategic Activities for Initiative #5**

5.1	Purchase Bobcat and attachments	10/05	Not complete
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**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

Not complete due to budget restraint.

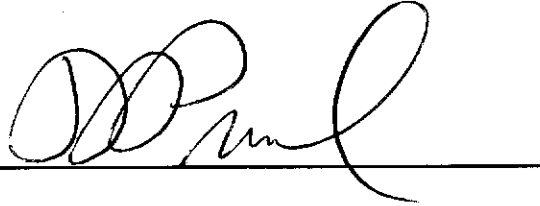
# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Maintenance Department –Calhoun County

Person Responsible: Don Smith

Date Submitted: 11-07-06

Approved by Cabinet Member: \_\_\_\_\_



## Part I

### **Statement of Standing Goal #1:**

To ensure buildings and grounds are clean and well maintained.

### **Evaluation Method for Goal #1:**

Survey results will indicate that 90% of students and employees responding to the survey will be satisfied with the cleanliness of the physical facilities in Calhoun County.

### **Evaluation Findings for Goal #1:**

Findings of the spring 06 survey show that in Calhoun County that we met or exceeded the goals over all for the Ayers and McClellan campuses. Findings indicated that at Ayers campus we had three areas of concern that were below 90%. The survey indicated that McClellan campus had two areas of concern that were below 90%.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

#### Areas of concern for Ayers Campus:

Conditions of rest rooms received an 88% satisfactory rating: I met with staff and contracted services to remedy problems in order to obtain a satisfactory rating. The staff and contracted services were instructed to clean restrooms on a daily basis. Campus parking received a 71% satisfactory rating: 122 new parking spaces were added. Lighting for new parking lot received a 78% satisfactory rating. We are seeking funding for new lighting in new parking areas.

#### Areas of concern McClellan:

Conditions of restrooms received an 83% approval rating. We do not control janitorial services; our contract is with Jacksonville State University. I have discussed our concerns with the building director. Campus lighting received a 38% satisfactory rating. Four additional lights were added this spring to the parking areas. Jacksonville State University has contracted to add more lights around building.

### **Statement of Standing Goal #2:**

To review and update Preventative Maintenance Plan to address routine maintenance needs.

**Evaluation Method for Goal #2:**

Survey of employees will indicate that 90% of employee requests are completed in a timely manner.

**Evaluation Findings for Goal #2:**

Survey findings indicate that our Preventative Maintenance Plan exceeded the goal of 90% of participants agreeing that our requests were completed in a timely manner.

**Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

Install a computerized Maintenance Management System that will help standardize maintenance requests, and help identify any problem areas to increase response time to requests.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:** To budget additional staff for 2006-2007 by meeting with supervisor during budgeting process to justify additional staff.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1:</b>		
1.1 Meet with employees in each department to determine need of additional employees.	03-05	04-05
1.2 Meet with Dean of Administrative and Financial Services to justify additional employees.	04-06	04-06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

None noted.

**Statement of 2005-2006 Strategic Initiative #2:** To update Preventative Maintenance Plan to help reduce long-term maintenance cost.

<b>Strategic Activities for Initiative #2:</b>		
2.1 Meet with maintenance staff to determine changes in plan.	05-06	08-06
2.2 Meet with Gadsden campus Maintenance Director to standardize preventative maintenance.	06-06	08-06
2.3 Complete Preventative Maintenance Plan and seek Supervisor approval.	09-06	08-06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**  
None noted.

**Statement of 2005-2006 Strategic Initiative #3:** Meet with Gadsden campus maintenance staff to set standard procedures between campuses.

**Strategic Activities for Initiative #3:**

3.1 Meet with maintenance staff to determine standard procedures.	07-06	07-06
3.2 Meet with Gadsden campuses Maintenance Director to standardize procedures.	09-06	08-06
3.3 Determine implementation schedule .	09-06	09-06

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**  
None noted.

**Statement of 2005-2006 Strategic Initiative #4:** To replace roofs at Ayers.

**Strategic Activities for Initiative #4:**

4.1 Replace roof on Learning Resource Center.	10-05	Not complete
4.2 Replace roof on Administration Building.	08-06	Not complete

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**  
Learning Resource Center roof was started but didn't have funding to complete the job. There were no funds to replace roof on Administration Building.

**Statement of 2005-2006 Strategic Initiative #5:** Resurface campus roads at Ayers.

**Strategic Activities for Initiative #5:**

5.1 Prepare estimate & employ engineer.	06-06	Not complete
5.2 Seek external funding.	06-06	Not complete

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**  
Funding was not available.

Gadsden State Community College

Maintenance Department - Calhoun County  
Organizational Unit

I certify that I have had the opportunity for input into the 2006 - 2007 Strategic Planning process with the above named Organizational Unit.

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# 2005-2006 PROGRAM/AREA UNIT EVALUATIONS

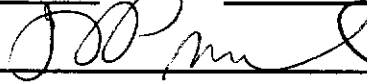
**ORGANIZATIONAL UNIT: MANAGEMENT INFORMATION SYSTEMS**

**PERSON RESPONSIBLE: JEFF GREEN, DIRECTOR OF COMPUTER SERVICES**

**DATE SUBMITTED:**

11/15/06

**APPROVED BY (DEAN/VP):**



## **PART I**

### **Statement of Standing Goal #1:**

Maintain a working knowledge of new technology to provide the college with the best possible support for the changing needs of the community.

#### **A. Evaluation Method(s) for Goal #1:**

Compare percentage of faculty/staff connected to campus network to previous year percentage.

#### **Evaluation Findings for Goal #1:**

99% of full-time connected compared to 99% in previous year.

#### **Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

None identified.

#### **B. Evaluation Method(s) for Goal #1:**

Compare number of faculty/staff with personal computers less than 2 years old to the number with computers older than 2 years old.

#### **Evaluation Findings for Goal #1:**

Unable to determine a count without proper software.

#### **Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

Purchase software to poll all computers on system and retrieve accurate number.

### **Statement of Standing Goal #2:**

Evaluate new systems and maintain existing systems.

#### **A. Evaluation Method(s) for Goal #2:**

Survey a random sample of the faculty/staff to verify if their needs are being met.

#### **Evaluation Findings for Goal #2:**

Random survey shows 90% of agreed needs are being met (Employee Evaluation of College & Services – partial results).

#### **Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

None identified.

#### **B. Evaluation Method(s) for Goal #2:**

Survey a random sample of students to verify if their needs are being met.

#### **Evaluation Findings for Goal #2:**

97% agreed Computer Services is meeting their needs (Evaluation of Campus and Services)

#### **Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

None identified.

**Statement of Standing Goal #3:**

Provide academic, administrative support, and fulfill state reporting requirements.

**A. Evaluation Method(s) for Goal #3:**

Compare turn around time at end of semester for state reporting to previous year time.

**Evaluation Findings for Goal #3:**

The reporting time has remained constant with previous year. The time is 2 weeks following end of semester which makes the reports normally a minimum of 1 week early.

**Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

None identified.

**B. Evaluation Method(s) for Goal #3:**

Survey random sample of college personnel to identify if needs are being met in an acceptable time frame.

**Evaluation Findings for Goal #3:**

95% of users surveyed agreed needs are met in acceptable time frame (Employee Evaluation of College & Services – partial results).

**Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

None identified.

**Statement of Standing Goal #4:**

Provide the needed applications and support to pass computer based audit by Examiners of Public Accounts.

**Evaluation Method(s) for Goal #4:**

Review the number of findings resulting from the computer based audit.

**Evaluation Findings for Goal #4:**

No audit findings related to computer services.

**Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:**

None identified.

**PART II**

<b>Projected Completion Date</b>	<b>Actual Completion Date</b>
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**STATEMENT OF 2005-2006 STRATEGIC INITIATIVE #1:**

To reduce time computer is down for nightly processing and provide users with less down time.

**Strategic Activities for Initiative #1:** Replace existing hardware with newer technology and with advanced capabilities.

1.1 Develop new nightly processing procedures to provide the college with sound data storage and retrieval methods.

Dec. 2005

Mar. 2006

1.2 Remove existing tape drives from operation.

Jan. 2006

Jan. 2006

**Describe barriers or problems encountered and describe plans to complete initiatives in 2006 – 2007:**  
None.

**STATEMENT OF 2005-2006 STRATEGIC INITIATIVE #2:**

Develop record keeping of cable locations on all campuses.

**Strategic Activities for Initiative #2:** Enhance telephone cable records and network cable records.

2.1 Develop a detailed map of all phone wires on each campus

	to aid in outside plant operations and internal wiring problems.	Nov. 2005	under development
2.2	Develop personal computer based system to give location of each extension in phone system.	Dec. 2005	under development
2.3	Develop an online system to maintain cable locations through hubs and switches on the network of each campus.	Jan. 2006	under development

**Describe barriers or problems encountered and describe plans to complete initiatives in 2006 – 2007:**  
Not completed due to time constraints.

**STATEMENT OF 2005-2006 STRATEGIC INITIATIVE #3:**

Expand college telephone system.

**Strategic Activities for Initiative #3:** Upgrade and replace wiring on all campuses.

3.1	Evaluate and replace telephone wiring on East Broad and Valley Street campuses.	July 2006	under development
3.2	Evaluate and replace fiber optic cabling on George Wallace, East Broad, and Valley Street campuses.	July 2006	under development

**Describe barriers or problems encountered and describe plans to complete initiatives in 2006 – 2007:**  
Not completed due to budget constraints.

**STATEMENT OF 2005-2006 STRATEGIC INITIATIVE #4:**

Relocate college network system.

**Strategic Activities for Initiative #4:** Move network system to computer room.

4.1	Install network racks on computer room floor and verify power, air conditioning, and space are adequate.	Dec. 2005	Aug. 2006
4.2	Move fiber connections, network connections, and network equipment into network rack.	Dec. 2005	Aug. 2006

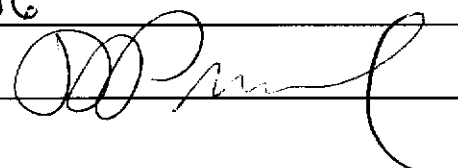
**Describe barriers or problems encountered and describe plans to complete initiatives in 2006 – 2007:**  
None.

# 2005-2006 Program/Area Unit Evaluations

Organizational Unit: Physical Plant – Harry M. Ayers Campus

Person Responsible: (Phillip E. Bain) Chris Robinson

Date Submitted: 11/13/06

Approved by Cabinet Member 

## Part I

**Statement of Standing Goal #1:** To promote a physical environment conducive to learning.

**Evaluation Method for Goal #1:** Survey results will indicate that 90% of student and employees responding to the survey will be satisfied with the physical facilities of the Ayers Campus.

**Evaluation Findings for Goal #1:** Goal of 90% was met.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** No weaknesses or deficiencies found.

**Statement of Standing Goal #2:** To identify, pursue, and construct/improve the physical facilities to meet the growing needs of the Ayers Campus population.

**Evaluation Method for Goal #2:** Acquire additional funding and construct additional space.

**Evaluation Findings for Goal #2:** Funding not found.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:** Mr. Phil Bain retired prior to locating any additional funding sources. The responsibility of facilities and fund allocation is the responsibility of the Facilities Planning Taskforce.

## PART II

**Statement of 2005-2006 Strategic Initiative #1:** To update Facilities Master Plan for the Ayers Campus in conjunction with the College's Facilities Master Plan.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1:</b> Serve on the College's Facilities Planning Taskforce.		
a. Attend meeting as setup by the chairperson.	10-05	Not complete
b. Make changes as determined.	02-06	Not complete
*See note for clarification		
Meet with employees to determine future needs of campus.		
a. Meet with Maintenance Director to determine needs.	10-05	12-05
b. Meet with Dean of Administrative & Financial Services to justify request.	10-05	12-05

**Statement of 2005-2006 Strategic Initiative #2:** To seek funding to build Child Care Building.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #2:</b> Meet with appropriate GSCC employees to set objective.		
a. Meet with supervisor to seek possible financial resources to construct building.	10-05	Not complete
b. Explore restricted funds to assist in constructing building.	02-06	Not complete
*See note for clarification		
Meet with Cheaha Regional Head Start personnel to set objective.		
a. Meet with personnel to determine their ability to assist in funding.	02-06	Not complete
b. Determine projected cost of construction.	02-06	Not complete
*See note for clarification		

**If initiative/activity was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2006-2007, if applicable.**

\* Mr. Phillip E. Bain retired as of December 31, 2006. He did however meet with the Dean of Administrative and Financial Services to discuss the funding to construct a Child Care building. The outcome for that meeting was that there was no funding available to construct such a facility. Mr. Bain did sit on the Facilities Planning Taskforce committee until his date of retirement.

The Organizational Unit, Physical Plant, has been dissolved. The duties of this unit have been divided and dispersed to different departments in a way to ensure all duties are being handled in an orderly and timely manner.

# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Residence Life

**Person Responsible:** Sam W. Ledbetter, Director of Safety & Security

**Date Submitted:** November 17, 2006

**Approved by Cabinet Member** \_\_\_\_\_



## **Part I**

### **Statement of Standing Goal #1:**

To achieve overall satisfaction of Residence Life and its programs.

### **Evaluation Method for Goal #1:**

Survey residents and conduct open residence hall meetings for input.

### **Evaluation Findings for Goal #1:**

Goals set were found to not be reasonable for a two-year college. You have a 25 to 30% turnover each semester because of transfers and graduation.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

A residence hall counsel has been established and input taken. A new web site is in place with positive results.

### **Statement of Standing Goal #2:**

To increase occupancy to 90% overall.

### **Evaluation Method for Goal #2:**

Have at least 100 residents.

### **Evaluation Findings for Goal #2:**

At present, we have 103 residents.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None.

### **Statement of Standing Goal #3:**

To improve professionalism of Fowler Hall personnel.

### **Evaluation Method for Goal #3:**

Survey exit forms and obtain regular feedback from residents.

### **Evaluation Findings for Goal #3:**

In the last evaluation period, we have received zero complaints on the staff or desk workers.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Note: All staff members have attended The Essentials of Managing the Front Desk seminar twice in the last 18 months.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

Create a marketing brochure for residence hall.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1</b>		
1.1 Draft Copy	<u>12/2005</u>	<u>Not Complete</u>
1.2 Take Photos	<u>10/2005</u>	<u>Not Complete</u>
1.3 Draft brochure	<u>12/2005</u>	<u>Not Complete</u>
1.4 Submit to Publications Committee	<u>1/2006</u>	<u>Not Complete</u>
1.5 Participate in printing bid	<u>2/2006</u>	<u>Not Complete</u>

Project terminated until construction complete.

**Statement of 2005-2006 Strategic Initiative #2:**

To provide small computer lab for dorm residents in Residence Hall.

**Strategic Activities for Initiative #2**

1.1 Procure necessary furniture for lab	<u>11/2005</u>	<u>10/2005</u>
1.2 Procure 5 computers and related equipment for residence hall use	<u>12/2005</u>	<u>10/2005</u>
1.3 Procure software	<u>12/2005</u>	<u>10/2005</u>
1.4 Write policies and procedures for student use	<u>1/2006</u>	<u>10/2005</u>

**Statement of 2005-2006 Strategic Initiative #3:**

To provide game room renovation and games for both male and female side of residence hall.

**Strategic Activities for Initiative #3**

1.1 Renovate male side	<u>12/2005</u>	<u>50% as of 12/2005</u>
1.2 Renovate female side	<u>12/2005</u>	<u>50% as of 12/2005</u>
1.3 Secure games and furniture	<u>1/2006</u>	<u>1/2006</u>
1.4 Renovate pool tables	<u>1/2006</u>	<u>1/2006</u>
1.5 Write policies and procedures for student use	<u>1/1/2006</u>	<u>1/2006</u>

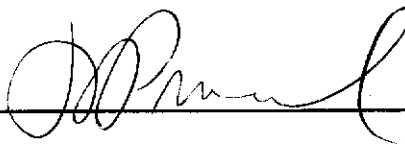
# 2005-2006 Program/Area Unit Evaluations

**Organizational Unit:** Safety-Security, Postal, Transportation Services

**Person Responsible:** Sam W. Ledbetter, Director of Safety & Security

**Date Submitted:** November 17, 2006

**Approved by Cabinet Member** \_\_\_\_\_



## Part I

### **Statement of Standing Goal #1:**

Integrate safety into the daily campus operation.

### **Evaluation Method for Goal #1:**

Survey campus population with a goal of at least 90% of respondents agreeing that actions taken are timely completed to ensure a safe campus.

### **Evaluation Findings for Goal #1:**

The combined campus student evaluation showed a 97% approval of all security operations.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

One campus had a rating in the 80% range. This campus now has been assigned a full-time officer with improved comments.

### **Statement of Standing Goal #2:**

Identify and mark emergency no parking areas campus wide.

### **Evaluation Method for Goal #2:**

Develop and mark progress on a hard copy campus map as required. (All No Parking areas are painted.)

### **Evaluation Findings for Goal #2:**

All campuses have a parking layout and all but Valley Street have been repainted. We have purchased our own paint striping machine and have employees trained to use it.

### **Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Volume, location, and weather have prevented 100% completion. The Ayers Campus is in process and Valley Street is next in our rotation. The use of our own machine and employees has resulted in great savings and a better planned schedule will ensure a safer campus parking system.

### **Statement of Standing Goal #3:**

To improve in-house postal operations.

### **Evaluation Method for Goal #3:**

Monitor and survey time to process morning and afternoon mail for all campus locations.

**Evaluation Findings for Goal #3:**

The entire postal operation has been moved to the security building with the addition of a 19-hour employee when needed.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None.

**Statement of Standing Goal #4:**

To establish a well-trained security staff of full-time and part-time employees.

**Evaluation Method for Goal #4:**

Survey security employees and monitor training and performance.

**Evaluation Findings for Goal #4:**

A firm schedule for all six campuses is in place to include all special events with no negative feedback from staff or students. The combined student survey report showed 81% agreeing that security is visible with 97% agreeing they feel safe and secure, staff survey shows 97% agreeing security is visible and they are safe.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None.

**Statement of Standing Goal #5:**

Provide local professional development for all Safety and Security employees.

**Evaluation Method for Goal #5:**

Survey security employees and monitor training and performance.

**Evaluation Findings for Goal #5:**

All full-time security employees including clerical will attend additional training to include a minimum of 15 credit hours or CEUs with the Gadsden Police Department.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Current plan and partnership with the Gadsden Police Department will be followed.

**Statement of Standing Goal #6:**

Monitor and upgrade Safety and Security for Fowler Hall; 32 security camera system and upgrade outside lighting.

**Evaluation Method for Goal #6:**

Survey dorm residents and security duty reports.

**Evaluation Findings for Goal #6:**

A third shift Security officer is now in place at Fowler Hall. A new digital 32 camera surveillance system with six monitoring locations is in place. Feedback from dorm residents has been very positive. There are no dead or uncovered areas inside or outside of the dorm.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

Upgrade outside lighting.

**Statement of Standing Goal #7:**

Train and equip Safety and Security staff with automatic defibrillators.

**Evaluation Method for Goal #7:**

Complete training for all staff and purchase additional equipment.

**Evaluation Findings for Goal #1:**

Two auto-defibrillators have been placed in Beck Field House and all coaches and employees trained. We have had no history of need on any campus. We will continue to track use and need for other campuses.

**Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:**

None.

**PART II**

**For each Strategic Initiative, identify completion times (or non-completion) for all Strategic Activities.**

**Statement of 2005-2006 Strategic Initiative #1:**

Expand details for all buildings.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<b>Strategic Activities for Initiative #1</b>		
1.1 Review each building for needed details.	<u>12-31-05</u>	<u>12-31-05</u>
1.2 Record progress with Maintenance Dept.	<u>12-31-05</u>	<u>Quarterly</u>

**Statement of 2005-2006 Strategic Initiative #2:**

Plan and organize training sessions.

**Strategic Activities for Initiative #2**

2.1 CPR for all safety and security.	<u>12-31-05</u>	<u>Not Complete</u>
2.2 Defibrillator training for 50% of Safety and Security.	<u>12-31-05</u>	<u>12-31-05</u>

Will continue to schedule and try to obtain additional class slots.

**Statement of 2005-2006 Strategic Initiative #3:**

Schedule regular fire inspections on all campuses.

**Strategic Activities for Initiative #3**

3.1 Inspect all buildings quarterly.	<u>Quarterly</u>	<u>Complete</u>
3.2 Inspect all fire extinguishers quarterly.	<u>Quarterly</u>	<u>Complete</u>
3.3 Repair or replace all useable fire extinguishers as needed.	<u>12-31-05</u>	<u>12-31-05</u>