

GADSDEN STATE COMMUNITY COLLEGE



2008-2009 Institutional Effectiveness Report

December 2009

TABLE OF CONTENTS

• Introduction	3
• Institutional Effectiveness Model	4
• Major Steps in the Institutional Effectiveness Process	5
• Institutional Effectiveness Calendar	6
• Planning Matrix.....	7
• Institutional Effectiveness Responsibilities	9
• Part I: Report of Performance Measures for Institutional Goals	10
• Goal #1	10
• Goal #2	13
• Goal #3	15
• Goal #4	22
• Goal #5	24
• Goal #6	25
• Goal #7	27
• Goal #8	32
• Goal #9	33
• Part II: Organizational Unit Evaluations of Strategic Plans.....	34
• Educational Programs	35
• Student Services	37
• Community Outreach/Economic Development	41
• Administrative Processes	44

INTRODUCTION

Gadsden State Community College's Strategic Plan for Institutional Effectiveness is based on a well-defined mission that was developed in consultation with the College community and approved by the Alabama State Board of Education. In its quest for quality the College has formulated a set of institutional goals and performance measures that clearly identify expected educational results. The mission and goals serve as the foundation for a planning and evaluation system that is broad-based, interrelated, and appropriate to the College's approved mission. This system specifies expected results, evaluation procedures for assessing outcomes, and methods for incorporating assessment findings in improving effectiveness in educational, administrative, and educational support services.

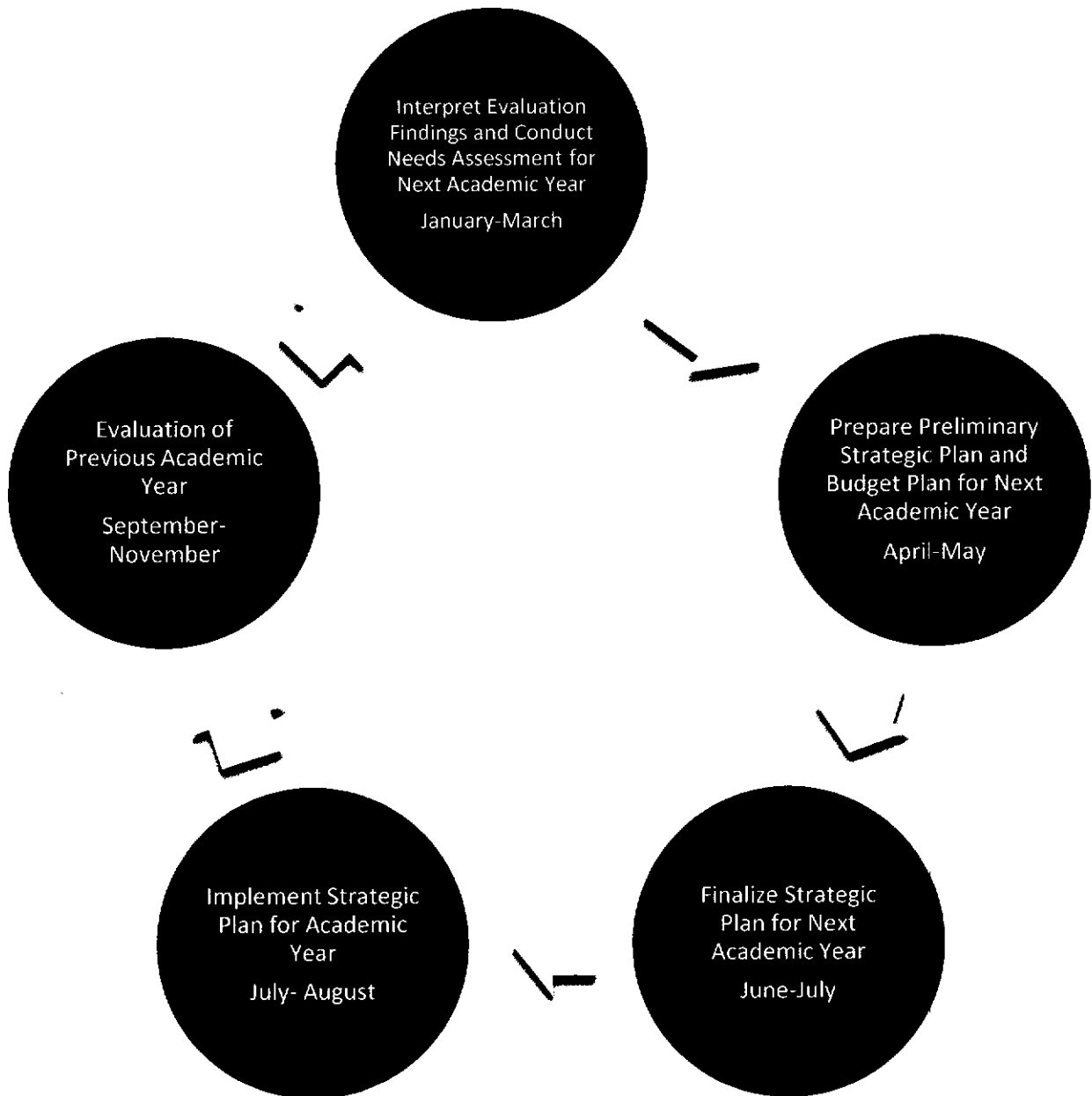
Gadsden State's "Institutional Effectiveness Model" establishes well-defined time frames for completion of major activities that comprise the planning and assessment system. The model outlines a systematic sequence of activities that include an annual review of mission, goals, planning priorities, and long-range objectives. The model further specifies the sequence for preliminary strategic plan development, budget planning, finalizing the strategic plan, implementation and evaluation of the plan, and utilization of assessments.

The Institutional Effectiveness Planning Process for Gadsden State is comprised of three levels of committee responsibility. The President's Executive Staff (comprised of the Vice-Presidents, College Deans and the Assistant to the President for Quality Assurance) assists and advises the President in establishing institutional priorities, setting long range goals, developing the institutional strategic plan and budgets, and in analyzing evaluation results. The Institutional Planning Committee (IPC) is comprised of 12-16 members from units throughout the College and is responsible for recommending changes in the overall IE process, mission, goals, and performance measures. The IPC is responsible for analyzing planning and evaluation processes to ensure compliance with SACS IE criteria. Major responsibility for planning and assessment for organizational units rests with Planning and Evaluation Committees for Educational Programs, Student Services, Administrative Processes, and Community Outreach & Economic Development. These Committees guide planning and evaluation processes for organizational units that constitute the major functional areas of the College. The Assistant to the President for Quality Assurance is responsible for ensuring that planning and evaluation activities are conducted in accordance with the IE Calendar. The Assistant to the President for Quality Assurance also oversees the preparation of the end-of-year Institutional Effectiveness Report and serves as a resource person to IE committees and organizational units.

The Strategic Plan for Institutional Effectiveness identifies the components, provides time frames, and delineates responsibility for the planning and evaluation system. The Plan provides for:

1. Development of unit and institutional strategic plans
2. Development of budgets for the College and its units that are guided by evaluation results and planning priorities
3. Thorough evaluation of unit and organizational plans to assess achievement of expected results
4. Analysis and use of evaluation results to improve College services

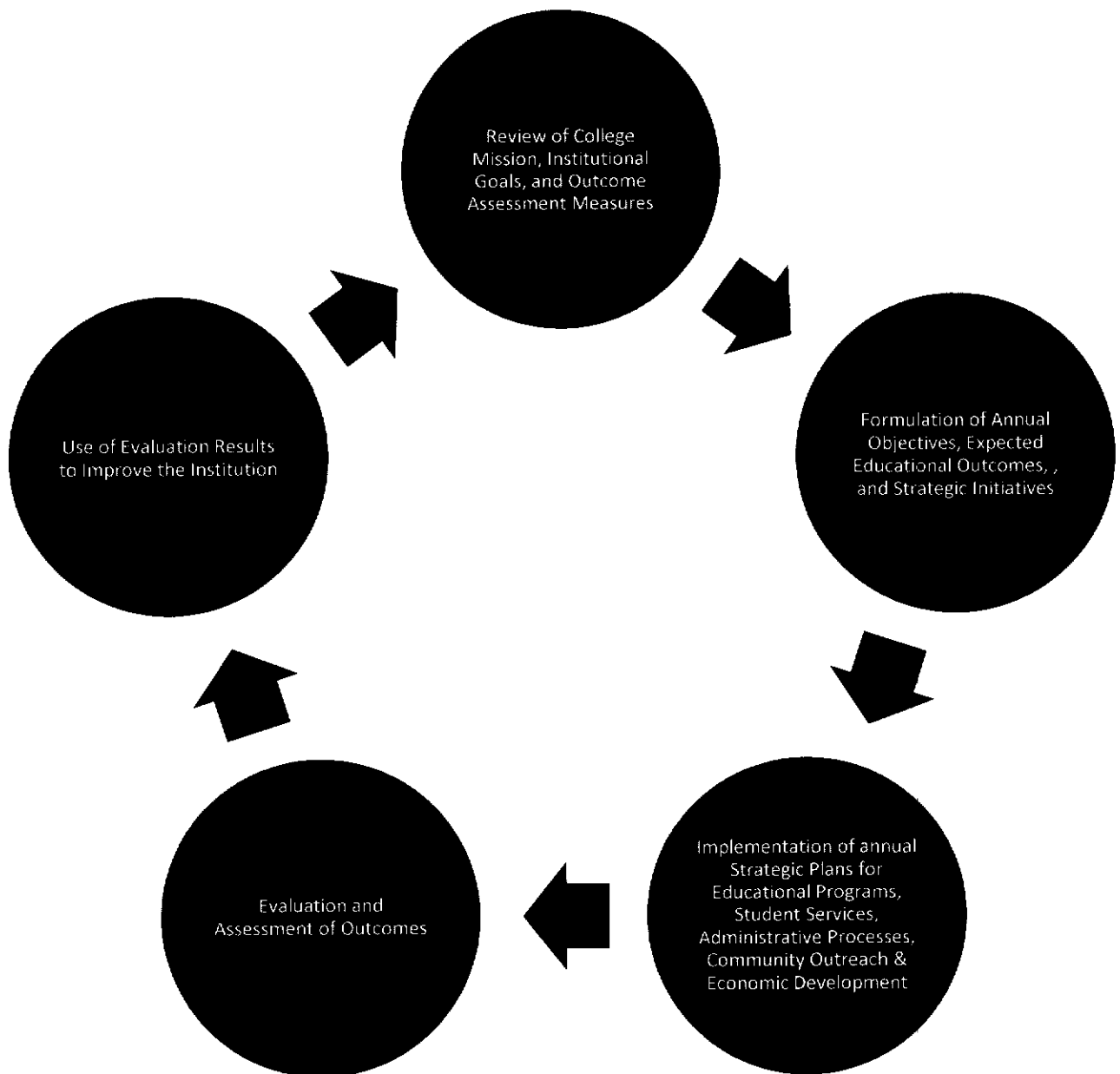
Institutional Effectiveness Model



Major Steps in the Annual Institutional Effectiveness Process

The annual institutional effectiveness process consists of five main steps:

1. Review of the College Mission, Institutional Goals, and Outcome Assessment Manual
2. Formulation of Annual Objectives, Expected Educational Outcomes, and Strategic Initiatives
3. Implementation of annual Strategic Plans for Educational Programs, Student Services, Administrative Processes, Community Outreach & Economic Development
4. Evaluation and Assessment of Outcomes
5. Use of Evaluation Results to Improve the Institution



Institutional Effectiveness Assessment Implementation Calendar

Instrument Used	Month or Term Administered	Administered By	Administered To	Maintained By	Reported To	Results Used By
Distance Learning Student Evaluation	Each Term	Institutional Research Office	Students enrolled in distance learning courses	Institutional Research Office	Institutional Services Division	Instructional Services to improve services to students
Student Evaluation of Faculty	Each Term	Institutional Research Office	Current Students	Institutional Research Office	Institutional Chairs & Instructional Officers to improve instruction	Instructors, Division Chairs & Instructional Officers to improve instruction
Annual Institutional Effectiveness Report	Fall Term	Institutional Effectiveness Office		Institutional Effectiveness Office	Strategic Planning Taskforce	Functional Units and Budget Managers
Employee Evaluation of Colleges & Services	Fall Term	Institutional Research Office	All College employees	Institutional Research Office	Strategic Planning Taskforce	Functional Units and Budget Managers to improve services
Evaluation of Budgeting Processes	Fall Term	Institutional Research Office	Faculty and Staff	Institutional Research Office	President	Functional Units and Budget Managers to improve planning and services
Evaluation of Institutional Research	Fall Term	Institutional Research Office	All College Employees	Institutional Research Office	President	Institutional Research Office to improve services
Evaluation of Strategic Plan for Institutional Effectiveness	Fall Term	Institutional Effectiveness Office	Institutional Planning Taskforce	Institutional Research Office	Strategic Planning Steering	Institutional Planning Taskforce and Functional Units to ensure compliance with SACS and improve planning & services
Graduate Follow-up Survey	Fall Term	Institutional Research Office	Graduates	Institutional Research Office	Appropriate Dean	Functional units to improve services to students
Organizational Unit Evaluations of Unit Strategic Plans	Fall Term	Organizational Units		Institutional Effectiveness Office	Strategic Planning Taskforce	Organizational Units to improve services
Training for Business and Industry Survey	Fall Term	Training for Business & Industry Office	Businesses and industries w/ the service area	Training for Business & Industry Office	Training for Business & Industry	Appropriate Dean(s) in order to improve services to business and industry within the service area
Dual Enrollment Partnership Evaluation	Spring Term	Institutional Services	Area high schools	Institutional Services		Instructional Services to improve services to students

PLANNING MATRIX

Executive Programs

Assistant to the President for Cherokee Operations
Assistant to the President and Professional Development
Assistant to the President for Quality Assurance
Community Liaison & External Affairs
Dean of Instructional Services
Dean of Financial and Administrative Services
Dean of Technical Programs
Director of Quality Enhancement Plan
Vice President for Institutional Advancement & Student Services
Vice-President for Economic Development & Governmental Relations

Educational Programs

Admissions & Records
Adult Education Services
Applied Technologies
Associate Degree Registered Nursing Program
ATN/TBI
Business Division
CARCAM
Career Services
Career Transitions
Center for Civic Engagement & Service
Clinical Laboratory Technology
Continuing Education
Correctional Education Program-St. Clair
Distance Learning
Emergency Medical Services Program
Engineering Technologies
Health & Physical Education & Recreation
Health Sciences
Information Technology
International Programs/Alabama Language Institute
Job Corps
Language & Fine Arts
Library
Mathematics & Engineering
McClellan Center
Nursing Assistant
Orientation Program
Practical Nursing Program
Public Safety Telecommunications Program

Radiologic Technology Program
Science Division
Skills Training
Social Sciences
Surgical Technology Program
Therapeutic Massage

Administrative Processes

Athletics
Business Services
Diversity & Compliance
Financial Services
Human Resources
Institutional Planning & Research
Maintenance and Housekeeping Services-Gadsden
Maintenance Department-Calhoun County
Management Information System
Public Relations
Safety & Security, Postal, & Transportation Service

Student Services

Arledge Center
Ayers Campus
CCAMPIS
Counseling & Recruitment
Educational Talent Search Program-Ayers
Educational Talent Search Program, Gadsden-Etowah
Financial Aid
GED Testing Center
Strengthening HBCU Title III Program
Student Activities
Student Support Services
Upward Bound Program-Ayers
Upward Bound Program-Gadsden
Valley Street Center
Veterans Upward Bound Program

Economic & Community Development

Community & External Affairs - Calhoun
Community Traffic Safety Program
Economic Development

GADSDEN STATE COMMUNITY COLLEGE INSTITUTIONAL EFFECTIVENESS RESPONSIBILITIES

PRESIDENT

- Appoints Institutional Planning Taskforce members
- Appoints members of four major Planning & Evaluation Committees
- Approves institutional planning priorities and long range goals
- Approves budget proposals
- Approves institutional strategic plan
- Reviews and approves annual IE Report

PRESIDENT'S EXECUTIVE STAFF

- Reviews IE Evaluation Reports and recommends planning priorities and long range goals to President
- Reviews area budget proposals and recommends budgets to President
- Recommends Strategic Plan to President
- Reviews and recommends approval of end-of-year evaluations

INSTITUTIONAL PLANNING COMMITTEE

- Conducts assessments of overall IE process; prepares report for President on compliance with SACS IE criteria
- Reviews IE evaluation summary, planning priorities, and long range goals; reviews and recommends changes in mission statement, institutional goals, and performance measures

PLANNING & EVALUATION AREA COMMITTEES

- Educational Programs, Student Services, Administrative Processes, and Community Outreach & Economic Development
- In consultation with the Vice-Presidents and Deans, each committee sets planning priorities and long range goals for respective area.
- Works with deans in developing budgets and strategic plans for respective areas
- Reviews and recommends approval of program/area unit plans and budgets
- In consultation with deans, conducts area evaluations and assessments and reviews and makes recommendations regarding program/area evaluations
- Assesses evaluation feedback and utilizes findings for setting priorities for upcoming year

INSTITUTIONAL EFFECTIVENESS TEAM

- Gathers evaluation data, prepares Institutional Effectiveness Evaluation Summary, and disseminates to College staff
- Conducts needs assessments
- Serves as ex-officio member of Institutional Planning Committee
- Distributes planning and evaluation notice to appropriate staff prior to their initiating planning and evaluation activities

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 (ESL), English (ENG), Foreign Languages (SPA), Reading (RDG), and Speech (SPH)
- Computer Science: Computer Science (CIS)
- Humanities: Humanities (HUM), Music (MUS), Art (ART), Theatre (THR), Philosophy (PHL), and Religion (REL)
- Math/Natural Sciences: Math (MTH), Biology (BIO), Chemistry (CHM), Fishery Science (FHS), Physics (PHY), and Physical Science (PHS)
- Social Science: Economics (ECO), History (HIS), Political Science (POL), Psychology (PSY), Sociology (SOC), Child Development (CHD), Geography (GEO), Home Economics (HUS), and Human Services (HEC).

The College continues to place emphasis on providing quality educational instruction to students. During the Fall 2008 semester, there was a decrease of 3.4% of those students making a “C” or higher as compared to Fall semester in 2007. During the Spring 2009 semester, there was an increase of 1.2% of those students making a “C” or higher as compared to Spring semester in 2008. During the Summer 2009 semester, there was a decrease of 1% in the number of students making a “C” or higher as compared to the Summer semester in 2008. Overall, during the 2008-2009 academic year there was a 1.1% decrease in the number of students earning a grade of “C” or higher compared to the same semesters in 2007-2008 period.

During the Fall of 2008, approximately 19% of the students withdrew from general education courses. This was 1% lower than what was reported for the Fall of 2007. This trend continued in the Spring Semester of 2009 at 19%. During the Summer of 2009, approximately 15% of the students withdrew from general education courses. The decrease in the number of students making a “C” or higher may be attributable to students with marginal grades who choose to persist through the end of the semester due to reasons related to financial aid. Approximately 18% of all students enrolled in general education courses withdrew from the course prior to the end of the semester for the 2008-2009 academic year.

The following charts for the academic year 2008-2009 list the areas comprising general education courses, the total number of grades assigned, the percentage of "C's" or higher, the 2007-2008 Semester Percentage, and the 2008-2009 Percentage Increase or Decrease:

FALL SEMESTER 2008

AREA	TOTAL GRADES ASSIGNED	FALL 2007 PERCENT OF C's OR HIGHER	FALL 2008 PERCENT OF C's OR HIGHER	2008-2009 PERCENTAGE INCREASE OR DECREASE
Communications	3644	71%	68%	- 3 % decrease
Computer Science	920	69%	64%	- 5 % decrease
Humanities	915	70%	67%	- 3 % decrease
Math/Natural Sciences	3882	61%	57%	- 4 % decrease
Social Sciences	3001	70%	68%	- 2 % decrease
		68.2 % Average	64.8 % Average	- 3.4 % decrease

SPRING SEMESTER 2009

AREA	TOTAL GRADES ASSIGNED	SPRING 2008 PERCENT OF C's OR HIGHER	SPRING 2009 PERCENT OF C's OR HIGHER	2008-2009 PERCENTAGE INCREASE OR DECREASE
Communications	3348	67%	68%	+ 1 % increase
Computer Science	882	55%	59%	+ 4 % increase
Humanities	905	69%	66%	- 3 % decrease
Math/Natural Sciences	3722	57%	60%	+ 3 % increase
Social Sciences	3158	68%	69%	+ 1 % increase
		63.2 % Average	64.4 % Average	+ 1.2 % increase

SUMMER SEMESTER 2009

AREA	TOTAL GRADES ASSIGNED	SUMMER 2008 PERCENT OF C's OR HIGHER	SUMMER 2009 PERCENT OF C's OR HIGHER	2008-2009 PERCENTAGE INCREASE OR DECREASE
Communications	1530	79%	78%	- 1 % decrease
Computer Science	436	61%	69%	+ 8 % increase
Humanities	400	78%	74%	- 4 % decrease
Math/Natural Sciences	1997	69%	64%	- 5 % decrease
Social Sciences	1261	75%	72%	- 3 % decrease
		72.4 % Average	71.4 % Average	- 1 % decrease

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 Gadsden State transfer students with the GPAs of other college transfer students and native university students.
- Includes the percentage of Gadsden State transfers who graduate from senior institutions within 150% of the normal completion time. **Not addressed

The University of Alabama (UA), Auburn University (AU), and Jacksonville State University (JSU) were requested to respond to requests for Gadsden State transfer data. Academic performance reports from Auburn University and Jacksonville State University were not available at the time of report preparation.

A comparison of GPAs of Gadsden State transfer students¹ with the GPAs of native² University of Alabama (UA) students revealed that Gadsden State students did not earn better GPAs than native UA students. The charts below report data for the period from summer 2007 through spring 2008. The second chart shows the period from summer 2008 until spring 2009. Data on transfers from other colleges to UA and native students was not available at the time of the 2007-2008 request.

The second chart indicates a 25% decrease in the number of students who transferred from Gadsden State to UA during this period.

¹ UA defines "transfer student" as a student who transfers at least 15 hours to UA

² UA defines "native student" as a student who transfers less than 15 hours

**AVERAGE OVERALL STUDENT STATISTICS
COMPARED TO THE UNIVERSITY OF ALABAMA**
Academic Performance Comparison
Students Enrolled at UA Summer 2007 – Spring 2008 Compared to
Students Enrolled at UA Summer 2008-- Spring 2009

Academic Performance Comparison
Students Enrolled at UA Summer 2007 – Spring 2008

	Hours in Undergraduate Courses 300 Level and Above			
Student Category	Number of Students	Average Semester Hours Attempted	Average Semester Hours Earned	Average GPA
Transfers from Gadsden State Community College	90	52.2	49.3	2.91
Transfers from All Alabama Public Two-Year Colleges	9077	27.2	26.2	2.36
Others Transfers	0	0	0	0
Native Students	3	4.0	4.0	2.23
All Transfer and Native Students (Lines 2, 3, and 4)	9080	27.2	26.1	2.36

Academic Performance Comparison
Students Enrolled at UA Summer 2008 – Spring 2009

	Hours in Undergraduate Courses 300 Level and Above			
Student Category	Number of Students	Average Semester Hours Attempted	Average Semester Hours Earned	Average GPA
Transfers from Gadsden State Community College	69	30.1	29.3	2.62
Transfers from All Alabama Public Two-Year Colleges	2074	25.2	24.9	3.13
Others Transfers	4801	22.2	21.9	2.99
Native Students	6138	22.3	22.0	2.99
All Transfer and Native Students (Lines 2, 3, and 4)	13013	22.7	22.4	3.01

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

Assessment Measures:

- Number 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 2008-2009 Graduate Survey, of the 503 total respondents, 217 graduates (43%) were employed in a field related to training (39% for 2007-2008), 106 (21%) were employed in a field unrelated to training (26% for 2007-2008), 0% were in military service according to surveys for both years, 119 (24%) were unemployed—seeking work (19% for 2007-2008), and 60 (12%) were unemployed—not seeking work (15% for 2007-2008).³

The following chart is the “Program Completion Data for Students Enrolled in Applied Science Degree and Certificate Programs” at Gadsden State Community College. This chart provides the completion rate for each specific Applied Science Degree or Certificate Program. This chart indicates that a total of 507 students were enrolled in these programs. Out of the 507, there were 175 (35%) graduates. This was a 3% decrease from the previous cohort.

PROGRAM COMPLETION DATA FOR STUDENTS ENROLLED IN APPLIED SCIENCE DEGREE AND CERTIFICATE PROGRAMS				
Summer/Fall IPEDS Graduate Rate Survey Cohort of First-time, Full-time Students (Program Completion Data Through Summer 2008)				
Program	Number in 2005 Cohort	Graduates in 2005 Cohort	Completion % for 2005 Cohort	Comparative Completion % for 2004 Cohort
A/C Refrigeration	7	2	29%	27%
Accounting	9	2	22%	25%
Auto Body	18	5	28%	45%
Auto Mechanics	18	7	39%	33%
Cabinetmaking	1	0	0%	0%
Carpentry	3	3	100%	0%
Carpentry Mgt.	1	1	100%	None reported
Child Development	17	6	35%	9%
Civil Engineering	9	1	11%	38%
Clinical Lab Tech	1	0	0%	0%
Clerical Tech	25	10	40%	53%
Computer Tech	3	2	67%	0%

³ The 2005 Cohort is measured against 2007-2008 data

Cosmetology	45	9	20%	42%
CPT Repair	2	0	0%	None reported
CT Nursing Assistant	1	0	0%	None reported
Diesel/Hvy Equip	20	9	45%	45%
Drafting/Design Tec	10	4	40%	25%
Elec. Eng. Tech	16	3	19%	0%
Electricity	23	10	43%	27%
EMS Certificate	2	0	0%	0%
Emergency Med Serv	9	1	11%	0%
Esthetics	4	0	0%	33%
Furniture Refinish	5	2	40%	42%
Human Services	2	1	50%	0%
Industrial Maint.	2	1	50%	0%
JC A/C Ref.	23	9	39%	56%
JC Computer	10	0	0%	78%
JC Carpentry	14	12	86%	50%
JC Nurs Asst	23	14	61%	78%
Legal Secretary	1	0	0%	None reported
Litigation Asst.	1	0	0%	None reported
Machine Basic	1	1	100%	100%
Machine Shop	20	10	50%	48%
Marketing	6	0	0%	15%
Masonry	10	5	50%	100%
Mech Design Tech	5	0	0%	50%
Medical Sec	16	3	19%	20%
Medical Trans	3	0	0%	0%
Nail Tech	5	0	0%	None reported
Network Admn.	1	0	0%	None reported
Nursing-RN	6	2	33%	8%
Office Admin	14	4	29%	0%
P-E Commer	1	0	0%	0%
Paralegal	4	1	25%	14%
Practical Nursing	14	4	29%	29%
Pub Sy Tel	2	0	0%	None reported
Radiologic Tech	6	4	67%	57%
Realtime Reporting	5	1	20%	38%
Surgicalop	5	0	0%	0%
Telecommunications	1	0	0%	0%
Therapeutic Massage	16	7	44%	55%
Tran/Coding	6	1	17%	None reported
Welding	25	13	52%	32%
Welding CR	2	1	50%	None reported
Welding SC	8	4	50%	44%
Totals	507	175	35%	38%

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 2002 through 2005.

IPEDS Graduation Rate Survey Report					
Four-Year Average Completer and Transfer Rates					
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.					
	2002	2003	2004	2005	4-Year Averages
Total in Cohort	1153	1111	1082	1088	1109
Total Completers	255	243	191	219	225
Total Transfers	205	230	187	211	208
Annual Completion Percentage	22%	22%	18%	20%	20%
Annual Transfer Percentage	18%	21%	17%	19%	19%
4-Year Average Completion Rate					22%
4-Year Average Transfer Rate					19%

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 2005-2006, 2006-2007, 2007-2008, and 2008-2009.

PROGRAM	YEAR	PASS RATE
Registered Nursing	2005-2006	91%
	2006-2007	79.5%
	2007-2008	86.8%
	2008-2009	97.1
Emergency Medical Service-Paramedic	2005-2006	66%
	2006-2007	79.25%
	2007-2008	75%
	2008-2009	67%
Practical Nursing LPN Valley Street Campus LPN McClellan Campus LPN Valley Street Campus LPN McClellan Campus LPN Valley Street Campus LPN McClellan Campus LPN Valley Street Campus LPN McClellan Campus Cherokee Instructional Site	2005-2006	98%
	2005-2006	100%
	2006-2007	100%
	2006-2007	100%
	2007-2008	96.6%
	2007-2008	100%
	2008-2009	100
	2008-2009	100
	2008-2009	88.9
Radiologic Technology	2005-2006	96.55%
	2006-2007	100%
	2007-2008	94%
	2008-2009	86%
Clinical Laboratory Science	2005-2006	100%
	2006-2007	88%
	2007-2008	92%
	2008-2009	100%

A total of 92 employers responded to the 2007-2008 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.

Forty-one (41) or 45% of employers gave an "excellent" overall rating to training provided at Gadsden State. Twenty-seven (27) employers or 29% assigned a "good" rating to employee training provided by the College. During this Survey (2007-2008) there was a decrease of about 14% in the combination of Excellent and Good ratings as compared to the previous survey. Only 4% assigned "fair" or "poor" ratings. Twenty-two percent of respondents omitted this item.

**Gadsden State Community College
Office of Institutional Research
2007-2008 Graduates' Employer Survey**

92 Respondents
26 Mar 2009

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

Choice	Count	Percent
1 He/she is a current employee.	57	62%
2 He/she is a former employee.	25	27%
3 He/she has never been employed by this company	0	0%
Omits	10	11%
Multi-Marked	0	0%

2. The job assignment of this employee is

Choice	Count	Percent
1 in his/her field of study (as shown above)	48	52%
2 not in his/her field of study but is closely related	12	13%
3 in an unrelated field	16	17%
Omits	16	17%
Multi-Marked	0	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	Count	Percent
1 Excellent	35	38%
2 Good	39	42%
3 Fair	10	11%
4 Poor	1	1%
5 No Opinion	2	2%
Omits	5	5%
Multi-Marked	0	0%

B. Oral communication skills

Choice	Count	Percent
1 Excellent	42	46%
2 Good	37	40%
3 Fair	7	8%
4 Poor	1	1%
5 No Opinion	1	1%
Omits	4	4%
Multi-Marked	0	0%

Gadsden State Community College
Office of Institutional Research
2007-2008 Graduates' Employer Survey

92 Respondents
26 Mar 2009

C. Math Skills

	Choice	Count	Percent
1	Excellent	31	34%
2	Good	40	43%
3	Fair	4	4%
4	Poor	1	1%
5	No Opinion	11	12%
	Omits	5	5%
	Multi-Marked	0	0%

D. Computer Skills

	Choice	Count	Percent
1	Excellent	39	42%
2	Good	29	32%
3	Fair	5	5%
4	Poor	1	1%
5	No Opinion	13	14%
	Omits	5	5%
	Multi-Marked	0	0%

E. Technical Knowledge

	Choice	Count	Percent
1	Excellent	41	45%
2	Good	30	33%
3	Fair	10	11%
4	Poor	1	1%
5	No Opinion	6	7%
	Omits	4	4%
	Multi-Marked	0	0%

F. Expertise in equipment operations

	Choice	Count	Percent
1	Excellent	32	35%
2	Good	36	39%
3	Fair	11	12%
4	Poor	2	2%
5	No Opinion	7	8%
	Omits	4	4%
	Multi-Marked	0	0%

G. Problem solving skills

	Choice	Count	Percent
1	Excellent	34	37%
2	Good	35	38%
3	Fair	10	11%
4	Poor	3	3%
5	No Opinion	5	5%
	Omits	5	5%
	Multi-Marked	0	0%

H. Human relation skills

	Choice	Count	Percent
1	Excellent	41	45%
2	Good	33	36%
3	Fair	10	11%
4	Poor	2	2%
5	No Opinion	2	2%
	Omits	4	4%
	Multi-Marked	0	0%

Gadsden State Community College
Office of Institutional Research
2007-2008 Graduates' Employer Survey

92 Respondents
26 Mar 2009

I. Ability to follow directions

	Choice	Count	Percent
1	Excellent	52	57%
2	Good	25	27%
3	Fair	7	8%
4	Poor	3	3%
5	No Opinion	0	0%
	Omits	5	5%
	Multi-Marked	0	0%

J. Work Quality

	Choice	Count	Percent
1	Excellent	48	52%
2	Good	30	33%
3	Fair	7	8%
4	Poor	2	2%
5	No Opinion	0	0%
	Omits	5	5%
	Multi-Marked	0	0%

K. Quantity of work

	Choice	Count	Percent
1	Excellent	41	45%
2	Good	37	40%
3	Fair	5	5%
4	Poor	3	3%
5	No Opinion	1	1%
	Omits	5	5%
	Multi-Marked	0	0%

L. Work attitude

	Choice	Count	Percent
1	Excellent	48	52%
2	Good	29	32%
3	Fair	5	5%
4	Poor	4	4%
5	No Opinion	0	0%
	Omits	6	7%
	Multi-Marked	0	0%

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	Count	Percent
1	Excellent	41	45%
2	Good	27	29%
3	Fair	2	2%
4	Poor	2	2%
	Omits	20	22%
	Multi-Marked	0	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	Count	Percent
1	Excellent	26	28%
2	Good	35	38%
3	Fair	22	24%
4	Poor	2	2%
	Omits	7	8%
	Multi-Marked	0	0%

Gadsden State Community College
Office of Institutional Research
2007-2008 Graduates' Employer Survey

92 Respondents
26 Mar 2009

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

	Choice	Count	Percent
1	Yes	50	54%
2	No	13	14%
3	No basis for opinion	23	25%
	Omits	6	7%
	Multi-Marked	0	0%

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

	Choice	Count	Percent
1	The Gadsden State graduate is better prepared	32	35%
2	Employees trained elsewhere are better prepared	1	1%
3	There is no significant difference in preparation	21	23%
4	No basis for comparison	32	35%
	Omits	6	7%
	Multi-marked	0	0%

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

	Choice	Count	Percent
1	Under \$10,000	2	2%
2	\$10,000-15,000	7	8%
3	\$15,000-20,000	26	28%
4	Over \$20,000	48	52%
	Omits	8	9%
	Multi-Marked	1	1%

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	Count	Percent
1	Yes	74	80%
2	No	2	2%
3	No basis for opinion	11	12%
	Omits	5	5%
	Multi-Marked	0	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 internet and other 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. These generally include on-line courses, hybrid courses, and other types of distance learning such as two-way interactive video, pre-recorded, and directed studies. Comparison for the past three years indicates an extremely positive trend in not only student enrollment but also course development. From the Fall of 2008 until the Fall of 2009, there was an increase of 37% in the number of registrations of these courses. This was accomplished using a 10% reduction in the number of course offerings (215 sections in Fall 2008 to 194 sections in Fall 2009). The actual registrations of technology-rich courses increased from 2303 in the Fall of 2007 to 3200 registrations in the Fall of 2008 and finally to 4382 registrations in the Fall of 2009. This substantial increase validates the continued impact that state-of-the-art instructional delivery technologies have on the College.

The table below shows the number of online, hybrid, video classes and/or web enhanced courses offered at the institution during the 2007, 2008, and 2009 Fall Terms.

	Fall 2007	Fall 2008		Fall 2009	
Number of Registrations	2303	3200	39% Increase	4382	37% Increase
Number of Courses	279	215	29% Decrease	194	10% Decrease

As additional documentation validating Distance Learning as an effective part of the College, the following chart records student opinion responses on the Student Evaluation of Distance Learning Survey. Results from the Summer 2009 term indicate 89% of students responding agree or strongly agree that the non-traditional format contributed positively to their success in their course.

Gadsden State Community College
Office of Institutional Planning and Research

Distance Learning Evaluation Results

Summer Semester 2009

Total Responses: 176

Evaluation Statement	Strongly Agree 4		Agree 3		No Opinion 2	Disagree 2		Strongly Disagree 1		Responses
	Total	%	Total	%	Total	Total	%	Total	%	Total
1. The course syllabus provided is useful.	128	74%	40	23%	5	5	3%	0	0%	173
2. The course objectives as explained by the syllabus or the instructor were clear and understandable.	123	72%	40	23%	4	7	4%	2	1%	172
3. Tests, assignments, and other evaluations are related to course content and objectives.	131	76%	35	20%	4	5	3%	2	1%	173
4. Assigned reading, links, other activities and materials help to strengthen the information covered in this class.	118	69%	38	22%	5	11	6%	4	2%	171
5. The course is well organized.	119	68%	37	21%	2	13	7%	5	3%	174
6. The textbook helped me to learn.	103	61%	47	28%	3	9	5%	9	5%	168
7. Tests, assignments, and other evaluations include clear instructions.	111	64%	49	28%	3	6	3%	7	4%	173
8. Tests, assignments, other evaluations, and materials force me to think about and analyze the information.	107	65%	49	30%	11	5	3%	4	2%	165
9. Helpful feedback on tests, assignments, and other evaluations is provided.	106	62%	35	21%	6	16	9%	13	8%	170
10. Tests, assignments, and other evaluations are graded and returned in a timely manner.	119	69%	36	21%	4	9	5%	8	5%	172
11. The procedure for grading is fair.	123	74%	37	22%	9	4	2%	3	2%	167
12. There is a test proctor for exams to ensure academic integrity.	103	71%	29	20%	30	8	5%	6	4%	146
13. The instructor encourages student participation.	115	69%	46	28%	9	3	2%	3	2%	167
14. The instructor shows interest in student learning.	117	70%	37	22%	16	2	1%	10	6%	166
15. The instructor is available via email and phone for student conferences and additional help.	116	67%	45	26%	5	7	4%	5	3%	173
16. The instructor provides adequate feedback to the student.	113	67%	36	21%	7	10	6%	10	6%	169
17. I completed assigned work on time.	133	77%	31	18%	4	8	5%	0	0%	172
18. I log on to the class more than three times per week.	123	72%	39	23%	6	8	5%	0	0%	170
19. I study the class materials and complete other instructional activities before the due date.	120	74%	37	23%	13	6	4%	0	0%	163
20. I ask for additional help when I need it.	115	68%	45	26%	6	10	6%	0	0%	170
21. The nontraditional format assisted in my success in this course.	106	64%	41	25%	10	13	8%	6	4%	166
22. I will take another class that utilizes this method of instructional delivery.	116	71%	31	19%	8	6	4%	10	6%	163

Revised Spring Semester 2008

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 2008 – 2009 Continuing Education records reflect that 335 classes were offered which relate to 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 2,105 individuals (compared to 2,512 the previous year). These totals include classes held at Ayers, Cherokee, Gadsden, and McClellan campuses. During the course of the 2008-2009 academic year, 21 professional development courses/workshops served 359 students and 6 free classes were offered and served 31 citizens. In addition to these, 159 community education classes were attended by 2,080 participants. Comparing the academic year of 2008-2009 against that of 2007-2008, there was a 19% decrease in participants of the continuing education classes. The strained economy is credited for this loss.

The 2009 Spring Break Kids College had 4 classes serving 31 students. The Summer Kids College included 4 two-week sessions and 1 one-week session; a total of 932 children (compared to 1,228 the previous year) participated in the 32 total classes offered on the Ayers Campus and the Gadsden Campus. The 21st Century Community Learning Camp grant was awarded to Gadsden State for the third year and served 29 rising high school juniors and seniors through this program. Comparing the year of 2008-2009 against that of 2007-2008, there was a 31% decrease in participants.

Adult Education served 1,776 students during the 2008-2009 fiscal year as compared to 1,697 for last year (+5% increase). Two hundred and thirty-seven students (13%) earned a GED through this program. All performance goals were met or exceeded for this period.

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. Comparisons indicate a slight decrease in each of these areas. This decrease was anticipated due to the downturn in the economy in 2008 and 2009.

Presented below is a summary of Training for Business and Industry Activity for 2008-2009.

- Number of employers for whom training classes were provided 185
- Number of different courses provided 128
- Number of classes conducted 203
- Number of employees enrolled 2333

Presented below is a comparison of the 2007-2008 summary of Training for Business and Industry Activity evaluated against that of the academic year 2008-2009.

	2007 -2008 Academic Year	2008 – 2009 Academic Year	
Employers Served	225	185	18% decrease
Number of Different Courses Provided	130	128	.05% decrease
Number of Classes Conducted	210	203	.05% decrease
Students Attending Training Program	3028	2333	23% 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 College's training programs were adequate to meet their industry needs. The Training for Business and Industry Survey for 2008-2009 reflected that all respondents agreed training was adequate, the College is committed to serving the community, and that course content was appropriate.

Skills Training reports an increase of 4% in the number of students served for 2008-2009. Seventy-six percent of the 218 students participating in Skills Training completed their program compared to 70% for the 2007-2008 period. Seventy-two percent of these students were employed at an average wage of \$17.71 compared to the previous year data of 81% employed at an average wage of \$14.33.

	2006-2007	2007-2008	2008-2009
Students Served	187	210	218
% Completed Training	64%	70%	76%
% Employed	76%	81%	72%
Average Wage	\$12.53	\$14.33	\$17.71

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.

The following is a brief summary of the Campus and Services on-line student evaluations. This is a combined report that covers all campuses, which include Wallace Drive Campus, Ayers Campus, East Broad Campus, McClellan Center, and Valley Street Campus. There were 291 responses to this survey. The following is a summary of each of the areas and the specific survey results are listed in the charts:

Campus Environment

Overall, student comments were generally quite positive regarding their Campus Environments. Ninety-seven percent of students responding agreed or strongly agreed that the College provides reasonable accommodations for students with disabilities. The lowest mark overall regarding Campus Environment was a 67% satisfaction rating for campus parking.

Publications/Website

This area received all A's, with 98% of students agreeing or strongly agreeing that the catalogs are user friendly and 96% of students agreeing that the website is user friendly.

Student Services

Ninety-nine percent of students giving an opinion agreed or strongly agreed that Student Services personnel are sensitive to their needs. This area received A's and B's, with 80% of students giving an opinion agreeing or strongly agreeing that Student Orientation is a valuable personal experience. Students continued in their favorable opinion of Admissions, Testing, and Registration by indicating agree or strongly agree in response 97% on survey items concerned with these areas.

TRIO Programs

Only 64% of students giving an opinion agreed or strongly agreed that they were aware of the services provided by Student Support Services, but 91% agreed that the program is beneficial to students. Three-quarters (73%) of respondents giving an opinion were aware of the services available to high school students from Educational Talent Search, and 73% were aware of the services provided by Upward Bound.

GADSDEN STATE COMMUNITY COLLEGE

Combined Campus Report

On-line Student Evaluation of Campus and Services

291 Responses

Spring Semester 2009

Institutional Planning and Research

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
CAMPUS ENVIRONMENT										
1. Overall, I feel safe and secure on campus.	191	67%	87	31%	6	4	1%	3	1%	285
2. Campus buildings are clean.	174	61%	106	37%	5	5	2%	1	0%	286
3. The number of bathrooms is adequate.	152	54%	94	33%	8	28	10%	9	3%	283
4. The condition of bathrooms is satisfactory.	141	50%	108	38%	8	26	9%	8	3%	283
5. Overall, I am satisfied with the maintenance at the college.	156	55%	111	39%	6	14	5%	4	1%	285
6. Campus facilities offer an environment conducive to learning.	176	62%	102	36%	5	8	3%	0	0%	286
7. Overall, I am satisfied with the quality of the equipment for learning.	151	53%	114	40%	8	15	5%	3	1%	283
8. Campus parking for students is adequate.	91	32%	99	35%	7	51	18%	43	15%	284
9. Campus Security is visible.	128	45%	120	43%	9	28	10%	6	2%	282
10. The lighting outside of the buildings is adequate.	122	49%	109	44%	44	13	5%	3	1%	247
11. The lighting in the parking lots is adequate.	116	48%	106	44%	48	18	7%	3	1%	243
12. Overall, I am satisfied with the appearance of the college.	140	49%	127	45%	8	13	5%	3	1%	283
13. College personnel adequately supervise the activities in the Student Center.	121	55%	90	41%	71	7	3%	2	1%	220
14. The cafeteria food is of good quality.	47	52%	37	41%	200	6	7%	1	1%	91
15. The cafeteria food prices are reasonable.	45	52%	32	37%	204	7	8%	3	3%	87
16. The cafeteria service staff is accommodating.	50	56%	36	40%	201	4	4%	0	0%	90
17. Vending machines offer adequate selections.	93	36%	134	51%	30	24	9%	10	4%	261
18. Vending machines are conveniently located.	103	39%	141	53%	25	17	6%	5	2%	266
19. The College provides reasonable accommodations for students with disabilities.	107	54%	86	43%	93	5	3%	0	0%	198
20. Recreational facilities are adequate.	75	44%	76	44%	119	16	9%	5	3%	172
FINANCIAL SERVICES										
21. The services provided by the Financial Aid Office are satisfactory.	102	44%	103	45%	61	21	9%	4	2%	230

GADSDEN STATE COMMUNITY COLLEGE
Combined Campus Report

On-line Student Evaluation of Campus and Services
291 Responses

Spring Semester 2009

Institutional Planning and Research

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
22. Business Office staff are sensitive to student needs.	108	44%	115	47%	45	17	7%	6	2%	246
23. Bookstore staff are sensitive to student needs.	124	46%	122	46%	24	12	4%	9	3%	267
24. Books needed are available from the College bookstore.	116	43%	136	50%	21	13	5%	5	2%	270
25. Overall, I am satisfied with the bookstore.	118	43%	131	48%	19	16	6%	7	3%	272
26. The procedures for payment and fees are easy to follow.	132	48%	130	47%	17	10	4%	2	1%	274
27. The services and information provided by the Business Office are satisfactory.	119	46%	127	49%	31	8	3%	6	2%	260
28. Student refund services provided by the Business Office are satisfactory.	98	51%	88	45%	97	7	4%	1	1%	194
PUBLICATIONS/WEBSITE										
29. The College Catalog is user friendly.	133	49%	133	49%	19	4	1%	2	1%	272
30. The instructional program brochures are informative.	118	48%	122	50%	45	5	2%	1	0%	246
31. The published schedule of classes is user friendly.	129	48%	129	48%	23	7	3%	3	1%	268
32. The College website is user friendly.	146	53%	120	43%	14	10	4%	1	0%	277
33. The College website provides adequate information.	140	51%	129	47%	14	8	3%	0	0%	277
STUDENT SERVICES										
34. Student Services personnel are sensitive to student needs.	108	48%	115	51%	64	3	1%	1	%	227
35. Students receive adequate information during the admissions process.	120	47%	122	47%	34	12	5%	3	1%	257
36. Overall, I am satisfied with the admissions process.	132	50%	124	47%	26	7	3%	2	1%	265
37. Students are familiar with services offered through the Counseling and Testing Office.	102	44%	111	48%	60	16	7%	2	1%	231
38. Students receive effective program advisement.	104	42%	121	49%	45	18	7%	3	1%	246
39. Overall, I am satisfied with the advising process.	106	43%	118	47%	42	19	8%	6	2%	249
40. Students are introduced to the	99	45%	91	41%	70	21	10%	10	5%	221

GADSDEN STATE COMMUNITY COLLEGE

Combined Campus Report

On-line Student Evaluation of Campus and Services

291 Responses

Spring Semester 2009

Institutional Planning and Research

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
Career Services Office and provided an opportunity to receive effective career counseling.										
41. Placement testing is readily accessible.	136	56%	102	42%	49	3	1%	1	0%	242
42. The placement testing environment is satisfactory.	139	58%	94	39%	53	3	1%	2	1%	238
43. I am aware of how to make a request for special accommodations due to a disability.	96	56%	57	33%	120	15	9%	3	2%	171
44. Student orientation was helpful to me.	83	39%	84	40%	79	28	13%	17	8%	212
45. Overall, the orientation was a valuable experience for me.	85	41%	81	39%	84	26	13%	15	7%	207
46. The on-site registration procedure is easy to follow.	120	52%	103	45%	61	5	2%	2	1%	230
47. The telephone registration procedure is easy to follow.	86	57%	55	37%	141	8	5%	1	1%	150
48. The internet registration procedure is easy to follow.	152	60%	95	37%	36	6	2%	2	1%	255
49. Overall, I am satisfied with the registration process.	141	52%	119	44%	22	9	3%	0	0%	269
50. Academic advising services on campus are satisfactory.	113	47%	104	43%	50	17	7%	7	3%	241
51. Personal counseling services on campus are satisfactory.	91	46%	90	46%	95	9	5%	6	3%	196
52. Tutors are available for a variety of courses.	94	50%	83	44%	102	10	5%	2	1%	189
53. College-sponsored social activities are satisfactory.	86	51%	75	45%	123	5	3%	2	1%	168
54. Opportunities for cultural growth sponsored by the College are adequate.	86	49%	79	45%	117	5	3%	4	2%	174
55. Overall, I am satisfied with the out-of-class campus activities.	86	49%	69	40%	117	15	9%	4	2%	174
56. Intercollegiate athletics provided appropriate opportunities for student activities.	80	54%	60	41%	144	3	2%	4	3%	147
TRIO PROGRAMS										
57. I am aware of the services provided by the federal TRIO Student Support Services program.	56	40%	33	24%	151	26	19%	25	18%	140
58. The federal TRIO Student Support Services program is beneficial to students.	56	57%	34	34%	192	5	5%	4	4%	99

**GADSDEN STATE COMMUNITY COLLEGE
Combined Campus Report**

**On-line Student Evaluation of Campus and Services
291 Responses**

Spring Semester 2009

Institutional Planning and Research

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
59. I am aware of the services provided to high school students by the federal TRIO Educational Talent Search program.	51	43%	35	30%	173	17	14%	15	13%	118
60. I am aware of the services provided to high school students by the federal TRIO Upward Bound program.	53	45%	33	28%	173	14	12%	18	15%	118

Institutional Planning and Research

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 2008-2009, there were 202 student awards presented at the Honors Programs. This is almost the same as the previous year's total of 208.

Also, during the 2008-2009 academic year, there were 312 news articles published in local media featuring student achievement at Gadsden State.

The following chart indicates the percentage increase/decrease in each area:

	2007-2008	2008-2009	% Increase/Decrease
Student Awards Presented	208	202	- .1%
News Article for Student Achievement	232	312	+ 34%

The number of press releases sent to publications about student recognitions indicates a 34% increase over the number of press releases sent the previous year. All sent press releases were published.

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 2008-2009 was 103. This was an approximately 7% increase over the previous period. The College partnerships with community entities that were created or maintained in 2008-2009 continued to grow. These partnerships allow the College to provide educational options and supportive services to their agencies and create an effective partnership with the College.

	2007-2008	2008-2009	% Increase
Number of Partnerships	96	103	7% increase

During the 2008-2009 academic year, a survey with the actual College partners was not conducted.

Part II

Organizational Unit Evaluations of Strategic Plans

Educational Programs

**Gadsden State Community College
Educational Programs-Planning & Evaluations**

**September 29, 2008 1:30 p.m.
Inzer Hall, Dean's Conference Room 136
Minutes**

Members Present: Chris Harrison, Tommy Hartline, Jeff Machen, Connie Meloun, Stephan Stuelp, Julian Thornton, Angie Waits, Karen Blythe-Smith, Co-Chairs Jim Jolly and Tim Green, and Tim Smith, ex-officio

Purpose: Received the charge of responsibility for the 2008-2009 year; and appoint a Committee Chair

Old Business: None

New Business

The Committee was given their charge of responsibility by Dean Jim Jolly and Dean Tim Green. Dr. Karen Blythe-Smith was appointed Chair of the Committee.

The Committee decided to review the 2007-2008 strategic unit plans' evaluations online. The Committee will be divided into subcommittees of two, and each subcommittee will be assigned specific strategic plans/departments to review. Tim Smith stated that the plans were 80% completed by the originators.

Dr. Blythe-Smith instructed the group to focus on the Use of Findings segment of the strategic plans. Sufficient documentation and use of the documentation should be verified in the plans.

Adjourned: The meeting closed at 2:00 p.m.

June Bearden CPS, Recorder

Date

Dr. Karen Blythe Smith, Associate Dean of Instructional Services

Date

**Gadsden State Community College
Educational Programs-Planning & Evaluations**

**November 5, 2008 2:00 p.m.
Allen Hall, Room 211
Minutes**

Members Present: Chris Harrison, Tommy Hartline, Stephan Stuelp, Angie Waits, Karen Blythe-Smith
Tim Smith, ex-officio

Purpose: To review summaries of evaluations of unit strategic plans

Old Business: None

New Business

Dr. Blythe-Smith greeted the committee members. Each member gave a brief overview of their recommendations on the Use of Findings segment of the strategic plans. The group thanked Tim Smith for giving an alternative link for easier access to the strategic plans' evaluations.

The responsible parties of each strategic plan need the recommendations as soon as possible to complete their edits. To expedite the process, each of the committee members will confer with his/her team member on the assigned subcommittee to prepare a summary of the recommended changes. Each subcommittee will then e-mail the summary to the responsible party/parties by Friday, November 7. The changes must be finalized by November 17. The responsible party/parties should receive them no later than Monday. If access to the online strategic plans is denied, Teresa Rhea is to be contacted.

Sufficient documentation and use of the documentation should be verified in the plans to meet the requirements of SACS.

Adjourned: The meeting closed at 2:30 p.m.

June Bearden CPS, Recorder

Date

Dr. Karen Blythe Smith, Associate Dean of Instructional Services

Date

Educational Programs Planning and Evaluation Committee

Sub-committee #1

Ann Capel
Stephan Stuelp

Programs Assigned

ATN/TBI
Admissions & Records
Clinical Lab Technology
Distance Learning
Language & Fine Arts
Radiologic Technology

Sub-committee #2

Tommy Hartline
Julian Thornton

Programs Assigned

Associate Degree Registered Nursing
Career Services
Emergency Medical Services
Job Corps
Library
Science Division

Sub-Committee #3

Marilyn Collins
Connie Meloun

Programs Assigned

Ayers Campus
Career Transitions
Health, Physical Education & Recreation
Mathematics & Engineering
Social Sciences

Sub-Committee #4

Chris Harrison
Nancy Lee

Programs Assigned

Applied Technologies
Business Division
Continuing Education
Health Sciences
McClellan Center
Surgical Technology

Sub-Committee #5

Cynthia Freeman
Jeff Machen

Programs Assigned

Center for Civic Engagement & Service
Information Technology
Nursing Assistant
Public Safety Telecommunications
Therapeutic Massage
Correctional Education – St. Clair

Sub-Committee #6

Danny Rubrigi
Angie Waits

Programs Assigned

Adult Education Services
Cherokee County Instructional Site
Engineering Technologies
International Programs/Alabama Language Institute
Practical Nursing
Skills Training

**Gadsden State Community College
Educational Programs-Planning & Evaluations**

**June 9, 2009 1:30 p.m.
Allen Hall, Room 215
Minutes**

Members Present: June Bearden, Ann Capel, Chris Harrison, Tommy Hartline, Karen Blythe-Smith
Tim Smith, ex-officio

Purpose: To review summaries of the 2009-2010 Unit Strategic Plans

Old Business: None

New Business

Dr. Blythe-Smith greeted the committee members. The committee was divided into seven subcommittees, and each one was assigned the USP of five programs to review. A list is attached. Each member gave a brief overview of his/her suggested changes. The suggested changes are only suggestions, not directives. A document stating the Core Requirements 2.5 and 3.3.1 and basic points to consider during the process was sent to each member by e-mail prior to the meeting. These points were discussed later in more detail.

In an overview, diversity was the subject that was not addressed in most of the strategic plans. They agreed that the instructors cannot control the gender or race of their classes/programs. Diversity could be addressed in the long-range goals. For example, the Science Department has begun to teach about scientists of all races and gender who have contributed to the progress in their areas.

The observation was made, that overall, the 2009-2010 USPs are more organized. It was emphasized again that grades could not be used for assessment on the student outcomes but can be used in the unit strategic plans. Also, sources of data and methods used for assessment should be plainly stated.

Each subcommittee will send their summaries by e-mail tomorrow. The summaries will be forwarded to the appropriate originator. All changes must be completed by June 12, and the originator will confirm the completion with Dr. Teresa Rhea.

Adjourned: The meeting adjourned at 2:20 p.m.

June Bearden CPS, Recorder

Date

Dr. Karen Blythe Smith, Associate Dean of Instructional Services

Date

Organizational Unit Evaluations of Strategic Plans

Student Services

Minutes
Student Services Strategic Planning and Assessment Committee

October 15, 2008

1:30 p.m.

Computer Services Conference Room, Allen Hall

Members Present: Blanca Borrero, Carl Byers, Michele Conger, Dana Davis, Kelly D'Eath, Jan Dettling, Lila Gearhart, Sherry Gwin, Judy Hill, Jimmy Johnson, Pam Johnson, Teresa Rhea, Tim Smith, and Danny Wilborn

Members Absent: David Collins, Hugh Hammer, and Lori Hill

The meeting was called to order at 1:30 p.m. Copies of the Institutional Advancement and Student Services division evaluations of 2007-2008 Unit Strategic Plans (USP) to be reviewed and copies of the agenda and handouts were available to each member around the table. The committee members introduced themselves around the table. Student Services Director Michele Conger welcomed and thanked the committee on their service as part of the taskforce. She delivered the official charge to the committee and told them of the importance of the process and their role as readers of the strategic plans and evaluations of strategic plans. Nominations for a chair were made and Pam Johnson was elected to chair the committee.

Pam Johnson thanked the committee and reminded them that they would need to move at a rapid pace in order to make suggestions on all the evaluations of the plans in this one afternoon.

The following are the changes and actions recommended for each plan.

Veterans Upward Bound

The committee had no recommendations for the plan and it was unanimously approved.

Financial Aid

The committee made several suggestions and had a few questions on the Financial Aid plan. The first change they asked for was to bullet the information under assessment on Goal 1, Outcome 1. Still under Outcome 1, they asked for the second paragraph under Evaluation Findings to have P&P spelled out and to change the phrase "...in particular due to..." with "to comply with". On page 3, in the third paragraph under Evaluation Findings, the term for Freshman Focus should be changed to summer. On page four, the committee questioned the font under Use of Findings. On page 5, the committee wanted the Use of Findings to be more specific in how the personnel investment was beneficial and wanted the proper source for records retention referenced in the final paragraph. The committee made a motion to return the plan to Financial Aid for correction.

Student Activities

The committee made only one minor change to add a hyphen in fifty-five under evaluation findings of Goal 3, Outcome 1. The committee unanimously approved the plan and Pam Johnson was going to fix the hyphen.

GED Testing Center

The committee made several comments on page 2 of the plan. The Assessment for Outcome 1 needed to be reworded, the font was bold and not Times New Roman on the Evaluation Findings, the committee questioned what standard was used to determine the examiners and proctors performed well above the norm, and the use of findings about training should be reworded. After looking through the rest of the plan, Dr. Theresa Rhea agreed to meet with Director Thomas to revise.

Student Support Services – Gadsden

The committee had a few minor changes on the SSS plan. On page 2, under Evaluation Findings at the top, they wanted first and second spelled out. On the Use of Findings for Objective 2, the last line of the paragraph needed to wrap up. On page 3, under Use of Findings for Outcome 2, "development" needs to be "developmental" and tutoring was misspelled. Finally, on page 4, WebCT needed to be capitalized in the final Use of Findings and in Evaluation Findings, the actual percentage needed to be stated. The committee recommended the plan be returned to the director but was approved once changed.

Counseling and Recruitment

The committee recommended a couple of changes due to typos and a couple of areas to be reworded. On page 2, under Evaluation Findings, the date needed to be August 2007 and on the last line of the Evaluation Findings, "years" needed to be "year". On page 3, under Evaluation Findings for Outcome 3, "to them" was deleted from the last sentence. Also on Page 3, it was recommended that the Use of Findings needs to be two sentences with the final sentence being reworded to reference survey results. Finally, on page 4, the committee recommended rewording the final Use of Findings to mention continuous review and making changes if necessary. The committee approved the plan after the corrections are made.

CCAMPIS (Childcare Access Means Parents in School)

The committee recommended several changes to the plan which required additional information that could only be supplied by the Director. The plan therefore was returned to the director to be approved by email. Changes include the rewriting of the Use of Findings for Goal 1 and 2 on page 2 in order to document source of information and to elaborate on what is being done and how. On page 3, refer was spelled incorrectly in the Evaluation Findings of Outcome 1 and the committee could not determine how the college could address the facilities and budget issue in the Use of Findings.

On page 4, the committee recommended a more positive motion with the Evaluation Findings under Outcome 1 and the phrase "we need to work on getting" was changed to "we are encouraging".

On page 5, the committee recommended rewriting the Use of Findings to tell how the personal contact was made, change the verb tense and to change "number even lower" to "improve this statistic". At the bottom of five and top of page six, the Use of Findings about the drills and CPR needs to be rewritten.

Finally, on page six, the objective and findings for goal seven seem to be disconnected with the only mention of Hispanics being in the Use of Findings. The plan was sent back to the director for revisions to be approved by email.

Arledge Center – Gadsden

The committee recommended on page 2 that the Use of Findings second sentence under Goal 1 be rewritten to include monitoring for another year and then possible change since it is not being met. On the Use of Findings for Goal 2 also on page 2, the committee questioned how was it being proposed to move the services to one central location and did they mention that in the facilities master plan.

On page 3, it was recommended that the first sentence of Assessment under Outcome 1 end with returned and the second sentence begin with the percentage. On the Evaluation Findings and Use of Findings under the same Outcome, the committee wanted more details on what percentage was contacted and how specifically the unit was going to address stop outs. Also on page 3, the Assessment on Outcome 2 was to be split into two sentences at semester and the committee wanted more information on the plans to fix the negative comments under Use of Findings.

On page 4, the Use of Findings under Outcome 3 needed the verb changed to will in the second sentence and a "to" added before Cherokee County. In the same sentence, "at the Ayers campus" was changed "to the Ayers campus."

On page 5, under the Use of Findings, a comma was needed after "Obviously" and separate was misspelled twice. In the third sentence, "In order to offset this" was deleted and purchased was deleted from the sentence. The plan was sent back to the director for changes.

Educational Talent Search – Ayers Campus

The committee had no suggestions for changes and the committee unanimously approved.

Title III – Strengthening HBCU Program

The committee recommended adding an explanatory sentence about using this as the year of the benchmark since data was not there for use in the Evaluation Findings for Outcome 1 on page 2. On page 3, the committee recommended removing "during the" from the first sentence in Evaluation Findings under Outcome 1, Goal 2. On page 4, the committee recommended using Valley Street and not an abbreviation as well as beginning the assessment under Outcome 1 Goal 3 with "Students utilizing the computer lab" instead of the 100%. The committee recommended the plan be approved once returned and corrected by the administrative assistants.

Institutional Advancement & Community Services

On page 3, the committee recommended the Evaluation Findings under Outcome 1 be reworded to say "All grant programs received clear audits." Also on page 3, under Use of Findings, the committee recommended replacing "up for renewal" with "scheduled for renewal" and to hyphenate re-funded in the same sentence. Also under Use of Findings, the committee recommended changing a "given" to certain.

On page 4, under the Evaluation Findings for Outcome 1, the committee recommended a sentence rewording so that it did not end in a prepositional phrase. Under Use of Findings for the same Outcome, the year needed to be changed to 2008 and already removed from the sentence. Also on page 4, the Evaluation Findings under Outcome 2 was recommended for rewording to make the first sentence clearer and to change the beginning of the second sentence to "Copies of grants submitted are on ".

On page 5 under Goal 4, the Evaluation Findings of Outcome 1 had one minor suggested change of replacing "in office of" to "by". Under the Use of Findings for the same Outcome, the committee recommended changing but to however and changing the end of the sentence to "for Student Services."

On Page 6 under Evaluation Findings, the committee recommended an extensive rewrite to the first sentence. Under the Use of Findings on the same page, the committee recommended the deletion of the entire first line of the paragraph so the sentence now begins "The webinars involved". The committee also recommended the first sentence ends with years and the second sentence begins with "The previous year's topics ". Finally, on the last line of the plan, the committee recommended replacing would with will. The committee asked the plan to be returned and edited for approval by email.

HBCU Initiatives - Valley Street

The committee suggested a few minor changes and then approved the plan once the changes were made. On page 2, the committee recommended adding "it was" in front of determined on line 2 in the Evaluation Findings under Goal 1. On page 3, under Use of Findings for Goal 2, the committee recommended spelling out Valley Street instead of using VS and to bullet the list of activities mentioned. Finally, on page 4, the committee suggested ending the first sentence of Evaluation Findings at the hyphen following minorities and moving the other sentence to Use of Findings. The committee approved the plan with changes.

Upward Bound

After reviewing the plan, the committee recommended extensive revisions to the evaluation findings and uses of findings. The committee voted to return the plan to the director and then approve the changed plan by email.

Upward Bound Program – Ayers Campus

The committee approved the plan with no changes.

Pam Johnson asked the committee if they would be willing to approve with the suggested changes or sent by e-mail to accept the plans. The committee agreed to approve all the ones returned by an email vote once corrected. Ms. Johnson reminded the committee they would meet again in the summer to approve the Strategic Plans for the 2009-2010 year.

Judy Hill made a motion that the meeting was adjourned and Jimmy Johnson seconded it. The meeting was adjourned at 4:20 p.m.

- **Organizational Unit
Evaluations of Strategic Plans**

- **Community
Outreach/Economic
Development**

**COMMUNITY OUTREACH AND ECONOMIC DEVELOPMENT
PLANNING AND EVALUATION COMMITTEE
MEETING MINUTES
OCTOBER 14, 2008 – 2:00 P.M.
FORD CENTER BOARD ROOM**

MEMBERS PRESENT

John E. Blue, II, Chairman
Bridget Burney
Melinda Cooper
Sarah Eiland
Kathy Gillison-Parker
Johna Lindsey
Eric Stringer
Tarva Vaughn

MEMBERS ABSENT

Dave Barnett
Kim Gregg
Luanne Hayes
Sharon McGruder
Susan Sewell
Frances Vann

- I. WELCOME – Mr. John E. Blue, II, Chairman, welcomed the committee members and guests. Mr. Blue thanked the members for their participation in the committee meeting and their commitment to the institutional planning process.

- II. REVIEW OF COMMITTEE'S CHARGE / ACTION / PROCESS / IMPLEMENTATION / EVALUATION – Mr. Blue reviewed the committee's charge / action / process / implementation / evaluation as related to the institutional planning and evaluation process. He explained the process this committee utilizes, which is to have a sub-committee review all plans and present recommendations for changes. This works well and is more time effective. Mr. Blue stated that all the planning and evaluation committees should utilize our format as a model for the other planning and evaluation committees. He explained that the committee reviews the plan/evaluation from each area that reports to the Office of the Vice President. The committee reviews the plans to insure that they are measurable and meaningful. The plans are driven by the individuals' job descriptions. The program level knows best what items to put in the plan, but the committee reviews for completeness, measurability, format and content. The units should

be utilizing the plans as part of their day-to-day operations. The units should have good measurable quantifiable goals. The plan should be strategic and forward thinking.

Mr. Blue stated that the Planning cycle for future years is being implemented. Strategic Plans for 2009-2010 will be done in January 2009.

- III. REVIEW OF 2007-2008 STRATEGIC PLANS EVALUATIONS – Mr. Blue and the committee discussed the 2007-2008 Strategic Plans Evaluations. Mr. Blue stated that the Planning cycle for future years is being implemented. Strategic Plans for 2009-2010 will be done in January 2009.
- IV. CHANGES RECOMMENDED BY SUB-COMMITTEE – The sub-committee did not recommend any changes to the evaluations.
- V. MOTION ON 2007-2008 STRATEGIC PLANS EVALUATIONS – Mr. Blue accepted a motion from Eric Stringer to accept that the 2007-2008 Strategic Plans Evaluations with no revisions or changes as stated in the meeting. Motion seconded by Tarva Vaughn. Motion passed with no abstentions.
- VI. SIGNATURES ON SHEET INDICATING INPUT INTO PROCESS – Mr. Blue asked all committee members to sign the paper indicating input into the Planning and Evaluation Process.
- IX. ADJOURNMENT – Mr. Blue adjourned the meeting at 2:45 p.m.

Recorder

Kathy Gillison-Parker

Approved

John E. Blue, II, Chairman

**COMMUNITY OUTREACH AND ECONOMIC DEVELOPMENT
PLANNING AND EVALUATION COMMITTEE
MEETING MINUTES
JUNE 8, 2009 – 1:30 P.M.
FORD CENTER BOARD ROOM**

MEMBERS PRESENT

John E. Blue, II, Chairman
Dave Barnett
Bridget Burney
Melinda Cooper
Kathy Gillison-Parker
Kim Gregg
Luanne Hayes
Johna Lindsey
Susan Sewell
Eric Stringer

MEMBERS ABSENT

Sharon McGruder
Frances Vann
Tarva Vaughn

GUESTS

Teresa Rhea

- I. WELCOME – Mr. John E. Blue, II, Chairman, welcomed the committee members and guests. Mr. Blue thanked the members for their participation in the committee meeting and their commitment to the institutional planning process. The committee members introduced themselves.
- II. REVIEW OF COMMITTEE'S CHARGE / ACTION / PROCESS / IMPLEMENTATION / EVALUATION – Mr. Blue reviewed the committee's charge / action / process / implementation / evaluation as related to the institutional planning and evaluation process. He explained the process this committee utilizes, which is to have a sub-committee (Kathy Gillison-Parker and Bridget Burney) review all plans and present recommendations for changes. This works well and is more time effective. Mr. Blue stated that all the planning and evaluation committees should utilize our format as a model for the other planning and evaluation committees. He explained that the committee reviews the plan from each area that reports to the Office of the Vice President. The committee reviews the plans to insure that they are measurable and meaningful. The program level knows best what items to put in the plan, but the committee reviews for completeness, measurability, format and content. The units should

be utilizing the plans as part of their day-to-day operations. The units should have good measurable quantifiable goals which make the units more efficient and effective. The unit strategic plans must be tied to the College mission and College goals.

- III. REVIEW OF 2009-2010 UNIT STRATEGIC PLANS – Mr. Blue facilitated discussion among the committee related to the 2009-2010 Unit Strategic Plans.
- IV. CHANGES RECOMMENDED BY SUB-COMMITTEE – There were no recommendations for changes from the sub-committee.
- V. MOTION ON 2009-2010 UNIT STRATEGIC PLANS – Mr. Blue accepted a motion from Bridget Burney on behalf of the sub-committee to accept that the 2009-2010 Unit Strategic Plans without any revisions. Motion seconded by Eric Stringer. Motion passed with no abstentions.
- VI. SIGNATURES ON SHEET INDICATING INPUT INTO PROCESS – Mr. Blue asked all committee members to sign the sheet indicating input into the Planning and Evaluation Process.
- IX. ADJOURNMENT – Mr. Blue adjourned the meeting at 2:00 p.m.

Recorder

Kathy Gillison-Parker

Approved

John E. Blue, II, Chairman

Organizational Unit Evaluations of Strategic Plans

Administrative Processes

GSCC Administrative Processes
Planning and Evaluation Committee
Meeting Minutes
October 1, 2008

The scheduled meeting was called to order by Teresa Rhea on Wednesday, October 1, 2008 in the 3rd Floor Conference Room in the Joe Ford Center.

Members Present: Eric Campbell, Tim Carter, Kim Carter, Jennie Dobson, Erin Freeman, Tom Humphrey, Donice Snow, Chiquita Steward, Jennifer Sutton, Linda Woodward, Tim Smith, Teresa Rhea

Members Absent: Diann Cruickshank, Brian Geislinger, Todd Hamilton, Geraldine McCormick, Phil Waits, Lisa Thacker

Teresa Rhea introduced herself to the committee and stated that she would be chairing the meeting today for Lisa Thacker, Chair.

Teresa Rhea discussed that the minutes from the meeting would be sent to the President's Office for placement on the college website after approval.

Each committee member was given strategic plan evaluations to review before the next meeting. Committee members will be evaluating the 2007-2008 Unit Strategic Plans and specifically looking at the use of findings and how the findings are used to improve the unit. It was explained that the findings should be concerned with improving efficiency, service, accountability for funds and the mission.

Teresa Rhea discussed the institutional effectiveness process and overall goal of the institutional effectiveness process as outlined by SACS. She encouraged the committee members to closely examine the use of findings of each goal. Findings are to be used to lead to more efficiency and improvement. Teresa stated that SACS wanted evidence of continuous improvement over time.

Tim Smith stated that committee members needed to pay attention to the use of findings specifically looking at how findings can enhance the program and advance the unit.

Adjournment:

Meeting was adjourned at 2:30 pm. The next meeting is scheduled for Thursday, October 9 at 2 pm in the Computer Center Conference Room in Allen Hall.

Minutes submitted by: Donice Snow

Approved by: Lisa Thacker

Administrative Processes Planning & Evaluation Committee Ford Center – June 12, 2009

The Committee met at 10 a.m. on Friday, June 12, 2009, in the Ford Center 3rd floor conference room on the East Broad Campus of Gadsden State to review the Unit Strategic Plans of eleven units of the College.

Members Present: Tim Carter; Diann Cruickshank; Jennie Dobson; Thomas Humphrey; Geraldine McCormick; Chiquita Steward; Lisa Thacker; Linda Woodard

Members Absent: Eric Campbell; Kim Carter; Brian Geislinger; Todd Hamilton; Donice Snow; Jennifer Sutton; Phil Waits

The Unit Plans listed below with their responsible unit managers were reviewed and discussed individually by Committee members.

- Athletics – Mike Cancilla
- Business Services – Chris Robinson
- Diversity & Compliance – Michele Bradford
- Financial Services – Jackie Henderson
- Human Resources – Kim Cobb
- Institutional Planning & Research – Teresa Rhea
- Maintenance Department – Calhoun County – Don Smith
- Maintenance & Housekeeping Services – Gadsden – Stewart Davis
- Public Relations – Kay Smith-Foster
- Safety & Security, Postal & Transportation – Sam Ledbetter

Comments and recommendations of the Committee follow each Unit.

Athletics – Mike Cancilla:

- Number long range goals
- Repetition of College mission statement – acceptable
- Goal 2 – Educational Outcome 2, Assessment – include “diversity” concept in this statement.
- Goal 3 – Educational Outcome 1, Assessment – check with Mike about “100%”
- Lisa Thacker will contact Mike Cancilla about revisions.

Business Services – Chris Robinson:

- Goals, objectives, and assessments are “too short and choppy.” Try to flesh out by using Financial Services as a model.
- Objectives do not relate to goals.
- Goal 1 – “disaster book?” Does Physical Plant not do this?
- Need additional information about diversity activities
- Jennie Dobson will partner with Chris Robinson to revise the Plan.

Diversity & Compliance – Michele Bradford:

- Goal 1 – insert “to College employees” after the word “guidance.”
- Spelling/typos – page 1 “postsecondary” capitalize “College” “Board”
- Lisa Thacker will contact Michele Bradford about revisions.

Financial Services – Jackie Henderson:

- Number the Long Range Goals.
- Goal 1 – EO 1, Assessment – delete “rate of” insert “percentage of respondents”
EO 2, Assessment – ditto
EO 2, Assessment – reword in statement form
- Goal 3 – insert “a diverse population of” after the word “assist”
Also in EO 2 include diversity
EO 3, Have fully cross-trained personnel for every position.
- Chiquita Stewart will partner with Jackie Henderson to revise Plan.

Human Resources – Kim Cobb

- Check for some spelling errors.
- Lisa Thacker will consult with Kim Cobb.

Institutional Planning & Research – Teresa Rhea:

- Long Range Goal #1 – spell out GSCC.
- Lisa Thacker will consult with Teresa Rhea.

Maintenance Department – Calhoun County – Don Smith:

- Goals and objectives are the same.
- Goal: Buildings should be ADA compliant.
- Goal 1 – Is it achievable? Budget? Confer with Prucnal.
- Goal 2 – EO 3: goes with Goal 1
- Linda Woodard will partner with Don Smith to revise Plan.

Maintenance and Housekeeping Services – Gadsden – Stewart Davis:

- Outcomes need to be more specific.
- Assessments need to be reworded, not questions.
- Jennie Dobson will consult with Stewart Davis.

Management Information System – Jeff Green:

- Need to include professional development to staff about diversity
- Goal 1 – rewrite: Provide most current... Insure that hardware and software needs of the College are met.
- Goal 1 – Assessment: explain how measuring will be done
- All Assessments: ditto
- Goal 5 – Provide current....that meets the needs of the College. not “replace”
- Tim Carter will partner with Jeff Green to edit the Plan.

Public Relations – Kay Smith-Foster:

- Goal 1 – Assessment – rewrite: instead of “accomplished” use “verified”
- Goal 2 – EO 1, Assessment: “Results are verified” in place of “will be accomplished”
Add: Results are released to the executive staff.
- Lisa Thacker will consult with Kay Smith.

Safety & Security, Postal, & Transportation – Sam Ledbetter:

- Replace questions in Assessments with statements that measure outcomes. May use the “Document.”
- Goal 2 – insert the word “diverse” after “well-trained”
- Goal 2 – Assessment: “ensure” instead of “insure”
- Goal 4 – Determine the correct spelling of buses or busses
- Geraldine McCormick will consult with Sam Ledbetter.

The Committee approved all Unit Plans pending suggested revisions. Changes are due to Lisa Thacker by Friday, June 19th and Monday, June 22nd at the latest.

The Committee meeting adjourned at 11:15 a.m.

Respectfully submitted:

Thomas Humphrey, Recorder

Date

Approved by:

Lisa Thacker, Chair

Date

Gadsden State Community College

Strategic Plan

Unit: Admissions & Records **Year:** 2008-2009

Person Responsible: Teresa Rhea

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

The office of Admissions and Records exists to serve students, faculty, staff, alumni and the community by providing admissions services, assistance with academic policies, registration services, academic record services, transfer credit evaluation, enrollment and statistical reporting, and student enrollment management.

Long Range Goals:

- 1 Continue to implement technology into the Admissions and Records Office functions to improve efficiency and service to students.
- 2 Re-design and modernize facilities for more efficient service to students, staff, and the community.

Goal 1

Implement technology into the Admissions and Records functions to improve efficiency and service to students.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Implement automated telephone communication program in order to facilitate student admission to the college and registration for classes.

Assessment

Automated calling software will be purchased and installed in Admissions & Records Office.

Additional Funding Request: \$

Purchase cost of automated calling software is estimated at 2000.00

Evaluation Findings

Automation was implemented to improve customer service to those calling the Admissions or Records Office. Due to limitations in budget and proration through out the Alabama College System, purchase of commercial software was not economically feasible. The Computer Center staff developed a "tree" that routes calls based on caller supplied information. The implementation of the "tree" has allowed staff to respond more efficiently to phone inquiries and has reduced the number of mis-directed calls.

Use of Findings

The "tree" has been effective in routing calls to the appropriate personnel. There may be some value in assessing commercially available software to improve this function within the next few years.

Objective or Educational Outcome 2

"Live Chat!" program will be implemented at a second computer station in order to provide students with real-time access to services via the Internet.

Assessment

Purchase and install additional software license.

Additional Funding Request: \$

Estimated cost of license is \$1200.00. Installation is accomplished by Computer Center Staff.

Evaluation Findings

Due to budget and staffing considerations, LiveChat was discontinued. Services to students previously provided through this online messaging forum have been supplemented through use of the phone tree and electronic catalog.

Use of Findings

Student survey data will be collected during the 2009-2010 academic year and the software will be re-evaluated in Spring 2010.

Objective or Educational Outcome 3

Implement electronic catalog management program.

Assessment

Purchase and install electronic catalog management software.

Additional Funding Request: \$

Expected cost of catalog management software is \$35,000 initially and \$5,000 per year for Hosting support and Upgrades.

Evaluation Findings

The electronic catalog software was implemented for Fall 2009. The Admissions and Records staff and a representative from the Computer Center staff completed training on management of the software in June 2009. Currently, the new version of the catalog

(2010-2011) is in development and will be published in May of 2010.

Use of Findings

Student survey data will be collected during the 2009-2010 academic year and the software will be re-evaluated in Spring 2010.

Objective or Educational Outcome 4

Develop and implement plan for electronic transfer of records.

Assessment

Successful transfer and receipt of academic records between Gadsden State and other colleges and universities.

Additional Funding Request: \$5000

Purchase of software and support services will be offered through the bid process to qualified vendors.

Evaluation Findings

A state-wide initiative has begun involving two-year and four-year, public and private colleges and universities as well as student in the Pre-Kindergarten through 12th grade system. The initiative is operating under the joint authority of the State Department of Education, the Department of Postsecondary Education and the Alabama Commission on Higher Education. Federal Funds have been made available to the states through a grant application process. Alabama is one of 9 states that have not received an award and a state-wide committee (e-transcript Steering committee) has been appointed to seek these funds.

Use of Findings

As a result of this committee's work and the appointment of the Registrar at Gadsden State to this committee, the college will postpone work on this initiative pending the outcome at the state level. If the project does not succeed at the state level, the College will consider entering into an agreement with an external vendor to facilitate electronic transfer of student record data.

Goal 2

Continue to expedite student enrollment by processing applications for admission daily. Strengthen and enhance the student admissions process.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Improve the information available to students online with respect to Admissions by expanding the "Admission Status" option currently available to students through the online system. Proposed expansion would include a specific reference to the transcripts not received and other detailed aspects of the application related to completion of the admission file.

Assessment

The enhancements for student admission status options will have been programmed and made active on the College's website.

Additional Funding Request: \$

Evaluation Findings

The expansion of the "Admission Status" option has been successfully implemented.

Use of Findings

Due to the success of this initiative over the past two years, further expansion and/or refinements will be considered for the next academic year. One possible source of improvement to be considered is to provide feedback to students using the Online Transcript Request function. Specifically, it may be helpful to students to know when a Transcript Request was processed. This would serve multiple purposes in that it may reduce the volume of phone calls to Records following up on transcript requests.

Objective or Educational Outcome 2

Use the evaluation instrument for all instructors in the Spring 2010.

Assessment

An examination of the faculty evaluations on file in the Human Resources office will demonstrate that the new instrument was used.

Additional Funding Request: \$

Evaluation Findings

Use of Findings

Objective or Educational Outcome 3

Evaluate the effectiveness of the faculty evaluation instrument.

Assessment

The ad hoc committee will assess the effectiveness of the instrument and will make recommendations to the instructional deans for improvement.

Additional Funding Request: \$

Evaluation Findings**Use of Findings****Goal 3**

Ensure that policies enacted by the State of Alabama Board of Education are followed.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Admissions and Records Office will fully implement all State Board of Education policies and Guidelines from the Chancellor.

Assessment

State audits will find no incidents of non-compliance with State Board policies in the annual review of admissions records.

Additional Funding Request: \$

Evaluation Findings

Results from the Annual Review by the Examiners of Public Accounts returned "No Findings."

Use of Findings

Admissions and Records will continue to emphasize the importance of strict compliance with Board Policy.

Goal 4

Continues to systematically replace worn and outdated office furniture and equipment.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Replace one of the office service counters

Assessment

Purchase and installation of student service counter

Additional Funding Request: \$

Estimated cost is \$5,000 for materials.

Evaluation Findings

This objective was not completed due to budget considerations.

Use of Findings

This objective will be included in the next planning cycle.

User:guest

Unit

Admissions & Records

Gadsden State Community College

Strategic Plan

Unit: Adult Education Services **Year:** 2008-2009

Person Responsible: Joe Cavender

Cabinet Member: Tim Green (not reviewed)

Mission Statement:

The mission of Adult Education Services is to serve the educational needs of citizens 16 years of age and older who have less than a high school diploma, are not enrolled in high school or who function academically at a grade level less than 12.9. Adult Education Services provides basic academic skills including reading, writing, mathematics, science, social studies, and coping skills (0-8th grade level); preparation for the General Education Development (GED) Test and high school completion (9th-12th grade level); and English as a Second Language (ESL) for non-English speaking persons.

Adult Education Services serves the educational needs of the individual citizens, businesses, and industries in Etowah, Calhoun, Cherokee, and Cleburne Counties as described in the Alabama State Plan for Adult Education. To accomplish this purpose, Adult Education Services adheres to the Alabama State Plan for Adult Education and constantly seeks more productive means to deliver those services.

Long Range Goals:

- 1 Establish a Center for Adult Education (CAE) in the new Cherokee County (Centre) campus with a minimum operation of 18 hours-per-week to include morning and evening classes that teach literacy skills, Adult Basic Education and GED preparation.
- 2 Establish an English-as-a-Second-Language (ESL) class in the new Cherokee County (Centre) campus with a minimum operation of 9 hours per week of instruction.
- 3 Establish a Center for Adult Education (CAE) in the new Heflin Community Arts Center with a minimum operation of 18 hours-per-week to include morning and evening classes teaching literacy skills, Adult Basic Education and GED preparation.

Goal 1

Enhance Adult Education students' success to meet or exceed all expected Alabama Adult Education State Performance Measures as set by the ADPSE.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Enhance the educational success of Adult Education students who take the WorkKeys assessment by providing the opportunity for all instructors 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.

Assessment

Budget for and promote attendance at the annual Alabama Workforce Development Conference. The attendance will be a matter of record.

Additional Funding Request: \$10000
(Adult Education Grant)

Evaluation Findings

83% of full time employees and 50% of part-time employees participated in the Annual Alabama Workforce Development Conference. One full time employee had unexpected surgery and could not attend.

Due to complications in converting to the online version of WorkKeys testing, our accomplishments were not as high as expected.

Use of Findings

We will continue to offer the WorkKeys assessment to our students, contingent of funding for testing and for professional development.

Objective or Educational Outcome 2

Adult Education Services will provide educational services to a minimum of three businesses, industries, or agencies in our service area.

Assessment

This objective will be validated by substantiated documents reflecting the service(s) provided.

Additional Funding Request: \$

Evaluation Findings

During the 2008-2009 year, we served two outside agencies: Fellowship House and

Word Alive Outreach (faith-based organization).

Use of Findings

This objective was not met and will be re-evaluated. We will continue to look at non-traditional outlets for service.

Objective or Educational Outcome 3

Adult Education Services will establish two full-time JOBS/jobs readiness classes, one through the Calhoun County Department of Human Resources and one through the Etowah County Department of Human Resources. A funding request will be submitted to the Department of Postsecondary Education.

Assessment

The success of this objective will be determined by the the establishment of the two JOBS classes.

Additional Funding Request: \$87000

Evaluation Findings

This objective was only partially met. We have been able to continue to serve both the Calhoun and Etowah counties DHR programs, but only on a part-time basis for each area.

Use of Findings

Due to the success of both classes, the state Department of Human Resources has funded for both counties for the 2009-2010, although only part-time for each area. We will continue to seek full funding for both areas in the future.

Objective or Educational Outcome 4

Enhance Adult Education students' success by providing the opportunity for all instructors to attend the annual Alabama College Association (ACA) conference with 100% participation of full-time employees and a minimum of 30% participation of part-time employees.

Assessment

Budget for and promote attending the annual ACA Conference. The attendance will be a matter of record.

Additional Funding Request: \$10000
(Adult Education Grant)

Evaluation Findings

Only 50% of full-time employees and 15% of part-time employees attended the ACA Conference.

Use of Findings

This objective was not met and will be re-evaluated. Due to the location (Mobile) and the shortness of the conference (1 1/2 days) many part-time employees did not attend. Also, DPE did not make it a requirement possibly due to the impending proration for the

Gadsden State Community College

Strategic Plan

Unit: Applied Technologies **Year:** 2008-2009

Person Responsible: Melinda White / Vicki Albright

Cabinet Member: Tim Green **Approved**

Mission Statement:

The Technical Division's mission is to provide a wide range of opportunities for students to acquire the education and skills necessary to fill the ever-increasing need for a highly-qualified workforce in Alabama. Offering short-term, non-credit Skills Training Division programs, Adult Education (GED preparation), short-certificate programs and Associate in Applied Science degrees allows students and employers to choose the program and certification or education level that best meets their needs.

Long Range Goals:

- 1 Promote existing technical programs college-wide and in the community by establishing published material and electronic media that includes the scope of work, employment possibilities, current technology used, and other services offered.
- 2 Foster and maintain good communications between the college and area employers through greater employer interaction with individual program advisory committees.
- 3 Support instructor professional development specific to their technical specialty and the development of instructional materials.

Goal 1

Continue to provide a safe learning environment for students.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

To continue to identify and correct any potential safety issues in the Applied Technologies instructional areas.

Assessment

Require instructors and/or lab assistants to inspect all work areas for possible safety concerns throughout every semester and report the findings to the Division Chairs.

Additional Funding Request: \$00

No additional funding needed for this objective.

Evaluation Findings

No safety concerns were reported.

Use of Findings

We will continue to monitor all work areas for safety concerns.

Goal 2

To achieve industry certification in the Ayers Auto Collision Repair Technology, Diesel Technology and Welding Technology programs and in the East Broad Auto Collision Repair Technology, Automotive Service Technology and Welding Technology programs.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To continue to work toward the required changes to facilities and programs necessary for industry certification. Acquiring national certification will enhance job opportunities for program graduates and attract new students to these programs.

Assessment

Evaluate individual certification progress to coordinate remaining efforts required to obtain program certification.

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

Both Gadsden and Ayers Auto Collision departments, Ayers Diesel and Gadsden Auto Services departments are in the final modules of the self study for NATEF program certification. Both Gadsden and Ayers Welding department instructors have attended and passed the NCCER certification training. The fees have been paid and scheduling is underway for the on-site visits to approve certification for the facility and the program.

Use of Findings

We will continue to monitor this until the certification process is complete.

Goal 3

To expand the capabilities of the Automotive Service Technology Program by construction of a new facility. \$950,000.00 has been secured for this project from special state appropriations. A grant application for additional funding in the amount of \$1 million is pending.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

1. Construction of the new building will be in accordance with requirements to achieve industry certification.
2. Construction of the building will address critical workforce demands for skilled

Automotive Technicians.

3. Construction of the building will combine Automotive Technology instruction in one facility addressing both the Automotive Service Industry and the Automotive Manufacturing Industry.

Assessment

Pending final approval and funding, the building design, selection of architect and the bidding process should be completed by November 2008. Actual construction should be complete by December 2009.

Additional Funding Request: \$00

No additional funding is required for this objective.

Evaluation Findings

The project has been down-sized to a 6000 square foot, one story building at an estimated cost of \$650,000.00. These funds have been secured from the Alabama Public School and College Education Incentive Fund. The actual construction will begin in Spring of 2010.

Use of Findings

The altered design of the facility will still meet all of the objectives with the exception of involving Automotive Manufacturing.

Goal 4

Establish new Alabama Regional Center for Welding Automation (ARCWA), expanding the Welding Technology Program by offering Robotic Orbital Welding instruction.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

1. Complete renovations to the existing facility to accommodate advance welding instruction.
2. To provide opportunity for 50-100 master welders to attain Advanced Robotic Orbital Welding instruction to meet specific industry workforce development needs in the first year.

Assessment

Year-end assessment will reveal the number of completers.

Additional Funding Request: \$00

No additional funding needed for this objective.

Evaluation Findings

This project was delayed because the funding was not received until September 2009. The architect has been selected. Demolition and reconstruction have begun. The construction is expected to be completed before January 2010. Classes will begin in January 2010.

Use of Findings

Because of the delay, this goal has been carried over to the 2009-2010 Strategic Plan. After completion the focus will be on the students trained.

Goal 5

Enhance learning opportunities in the Diesel Technology program by providing experiences which more closely mirror actual shop situations.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Acquiring a medium and a heavy-duty truck with catapillar engines will provide more hands-on training for students and will enhance our positive working relationship with industry.

Assessment

To obtain and be in full use by Fall semester 2009.

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

The heavy-duty truck is in use. The medium-duty truck has been moved to next years Fed Voc request list.

Use of Findings

We will continue to monitor this until funding is available for the second truck.

Goal 6

To enhance student learning in the Ayers Auto Collision Repair Technology program to include structural repair.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Add a frame machine to the Ayers Auto Collision Repair Technology facility.

Assessment

To purchase, install and be fully operational by Fall semester 2009.

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

The frame machine is installed and fully operational.

Use of Findings

No further monitoring is required.

Goal 7

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

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain an 80% good or excellent overall rating of education and training by employers.

Assessment

(A.) 80% of those responding to the Employer survey will answer "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? (B.) 80% of those responding to the Graduate Follow-up Survey will answer "Excellent" or "Good" to the question: The quality of instruction for courses in your major was?

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

We fell slightly short of meeting objective A and considerably exceeded objective B

(A.) The Employer survey results indicate that 78% of those responding to the 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?

(B.) The Graduate Follow-up survey results indicate that 95% of those responding to the survey answered "Excellent" or "Good" to the question: The quality of instruction for courses in your major was?

Use of Findings

We will continue to monitor the results of this survey. Because there seems to be a worsening trend of very few employers responding, we will explore other methods of gathering employer opinions of the quality of education and training students received.

Goal 8

Empower and assist students to achieve their stated objectives for attending Gadsden State.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain a 80% favorable rating on student assessment in the Graduate Survey.

Assessment

80% of those responding to the Graduate Follow-up Survey will answer "yes" to the question: Did you reach your objective?

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

The Graduate Follow-up survey indicates that 100% of those responding to the survey answered "yes" to the question: Did you reach your objective?

Use of Findings

Due to the low number of graduates returning the mail-back survey we will look for ways of gathering this information which are more appealing to this generation of students.

Goal 9

Maintain partnerships and articulation agreements with all secondary career/technical programs in Gadsden State's service area.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

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

Assessment

All articulation agreements are reviewed, expanded, if appropriate, and updated annually.

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

All articulation agreements have been reviewed. Revisions and expansions due to curricula changes and state-wide mandated agreements have been implemented. There are 13 Local Articulation Agreements and 1 Statewide Articulation Agreement now in place.

Use of Findings

We will continue to be open for new opportunities for Articulation Agreements.

Goal 10

Assist students in securing employment upon graduation.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The percentage of employed graduates to be 75% or greater within six months of graduation.

Assessment

75% of those responding to the Graduate Follow-Up Survey will indicated they were employed.

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

The Graduate Follow-up survey results indicate that 79% of those students seeking employment were employed.

Use of Findings

We will continue to monitor this survey. As stated previously in an effort to increase the number of graduates responding to the survey we will seek an alternative to the mail-back response.

Objective or Educational Outcome 2

Continue to provide cooperative education opportunities for students by strengthening existing employer partnerships and developing additional co-op opportunities through the formation of new employer partnerships.

Assessment

The Cooperative Education Report for 2007-2008, will provide the number of students participating in cooperative education with the number of companies.

Additional Funding Request: \$00

No additional funding required for this objective.

Evaluation Findings

The Cooperative Education report for 2007-2008 indicates that there are 370 students participating in Co-Op with 9 companies.

Use of Findings

We will continue to work with Career Services to expand Co-Op opportunities for our students.

Gadsden State Community College

Strategic Plan

Unit: Arledge Center **Year:** 2008-2009

Person Responsible: Pam Clough

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The mission of the Arledge Center is to offer essential services designed to ensure that non-traditional students have every opportunity to reach their full potential. The Arledge Center is an integral part of the Student Services mission and commitment to assist students by providing support services that will ensure the achievement of personal and educational goals.

Long Range Goals:

1. To furnish individual scholarships (books and/or tuition) for adult students who do not qualify for financial aid.
2. To secure funding, which will allow the Arledge Center to hire hourly tutors as a retention effort for adults who are experiencing academic frustrations.

Goal 1.

To recruit potential adult students and familiarize them with the collegiate environment and process.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offering quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

To increase by 5% the enrollment rates of adult students.

Assessment

Using reports generated by the computer center, we will compare enrollment rates of adult students from one year to the next.

Additional Funding Request: \$**Evaluation Findings**

During the 2008 - 2009 academic year, there were 3,489 students enrolled over the age of twenty-five, which is 39% of the total student population of 8,970. This was a 15% increase over the 2007 - 2008 academic year of 3,022 students.

Use of Findings

Recruitment activities are working and the importance of recruitment will continue to be emphasized.

Goal 2.

To provide guidance for clients as they explore possible educational/career opportunities.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

To increase by 5% the number of Arledge Center clients served.

Assessment

A comparison of the records kept by the academic tutor and the coordinator will show a 5% increase from one year to the next.

Additional Funding Request: \$**Evaluation Findings**

The records show that 376 students were served through the Arledge Center during the academic year 2008 - 2009, which is a 24% increase over the 303 who were served in 2007 - 2008.

Use of Findings

Adult students are continuing to use the Arledge Center and the numbers are obviously growing. It is becoming increasingly more important to locate these services into one central location. Many of the students are not getting the full advantage of our services. Counseling, advising, and child care are located in Brown Hall. Book loan, tutoring, and computer labs are in Beck Field House. Although students are referred from one to the other many only visit one site. This became a problem when several years ago Brown Hall was renovated to accommodate adult students. The idea was to have a building that had easy access to parking and where essentially adult students could go to one location and get any of the services we offered - to include the Child Care Center, the Arledge Center, and Veterans Upward Bound. The Child Care Center and a portion of the Arledge Center were relocated; however, before the plan could be completed GED was "temporarily" moved into Brown Hall. Due to circumstances beyond their control they are still there. As a result the Arledge Center is still in two separate locations. Eventually the Arledge Center needs to be in one location.

Goal 3.

To continue to develop and offer both individualized and comprehensive services (e.g. childcare, book loan, tutoring, etc) which are designed to help non-traditional students overcome obstacles that often lead to "drop out"

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: College Mission: Offering quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 2.

To ensure that the services offered are relevant to the student's needs.

Assessment

Students will be sent survey forms at the end of the semester, results should reveal at least a 75% satisfaction rating.

Additional Funding Request: \$**Evaluation Findings**

Survey results are 91% favorable; an increases of 3% over 2007 - 2008 results.

Use of Findings

The majority of suggestions for improvement related to hours of operation for tutoring and child care; due to budget restrictions there is no solution for this problem. The other complaints dealt with separation of services.

Objective or Educational Outcome 3

To enhance student's educational experience through services offered.

Assessment

A review of services offered will reveal at least seven different types of services.

Additional Funding Request: \$**Evaluation Findings**

There are seven different types of services offered: tutoring, counseling, book loan, childcare, computer lab, registration, and informational materials.

Use of Findings

The services we offer are covering most of the needs of Arldege Center clients (Gadsden area students) with the exception of personal counseling which we are not qualified to handle. If the budget ever allows for expansion, we would welcome the opportunity to expand services in Cherokee and Calhoun County.

Goal 4.

To conduct retention activities, including distribution of life skills packets and materials, speaking at ORI 101 classes, and visits to the AWARE (Adults Who Are Returning for Education) group.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: College Mission: Offering quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Students will be equipped with information to help them overcome obstacles which interfere with their educational experience.

Assessment

Outlook Calendar will reveal two retention activities planned for the Fall and Spring semester.

Additional Funding Request: \$

Evaluation Findings

Life Skills packets and Channing Bete materials are available and on display for all adult students at both locations (Beck field House and Brown Hall). Orientation classes (and the ORI workbooks) cover information which refers adult students to the Arledge Center. The AWARE group is no longer meeting. The Fall retention activity on Stress Management was attended by two CCAMPIS participants and the Spring retention activity on Test Taking Strategies was unattended.

Use of Findings

It has become increasingly evident that most busy adults do not have time to attend a separate retention activity. They would much rather pick up materials that they can read at their convenience. the 2009 - 2010 strategic plans do not include these activities instead we are increasing the materials we distribute to include the student lounge, Inzer breezeway, and lobby of Allen Hall.

User:guest

Unit

Arledge Center

Gadsden State Community College

Strategic Plan

Unit: Assistant to the President for Quality Assurance **Year:** 2008-2009

Person Responsible: Lisa Thacker

Cabinet Member: President (not reviewed)

Mission Statement:

Within the context of the Mission, Goals, Objectives and Priorities of Gadsden State Community College, the Office of Quality Assurance seeks to provide leadership to ensure the quality of institutional processes and compliance with federal, state, local, and institutional laws, regulations and policies. The Assistant to the President for Quality Assurance (APQA) promotes compliance, accountability and excellence, with special emphases in the areas of diversity, institutional research and effectiveness, public relations, human resources, college athletics, internal auditing and external contracts.

Long Range Goals:

- 1 Develop a system to assess risk to aid in the implementation of a comprehensive internal auditing plan.
- 2 Develop and implement a continuing quality improvement plan.

Goal 1

Maintain an organizational unit of the College to promote an atmosphere of compliance and quality within the institution.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Ensure compliance with all State Board of Education and Department of Postsecondary

policies and regulations.

Assessment

- 1. The Employee Handbook will be revised annually to reflect the current policies of the State Department of Postsecondary Education.**
- 2. The annual audit by the Department of Postsecondary Education's Internal Audit Division will include no substantial findings.**
- 3. The annual audit by the State of Alabama Examiners of Public Accounts will include no substantial findings.**
- 4. Southern Association of Colleges and Schools (SACS) evaluations will include no substantial findings.**

Additional Funding Request: \$

Evaluation Findings

1. The Employee Handbook was revised during the 2008-2009 year. The effort was led by the Director of Human Resources and the Director of Diversity and Compliance to ensure that all policies are correct.
2. The Department of Postsecondary Education's Internal Audit Division did not conduct any audits; however, upon the retirement of the President, a risk assessment was conducted. The risk assessment did not identify any significant areas of concern.
3. The annual audit by the State of Alabama Examiners of Public Accounts contained no findings.
4. SACS required a follow-up monitoring report at the June 2009 meeting to address deficiencies in the documentation of Gadsden State's learning outcomes.

Use of Findings

1. Policies are available to employees to assist in day-to-day operational issues of the College. The Handbook will continued to be reviewed and updated.
2. Areas identified by the risk assessment were addressed by the Executive Staff as a whole. A document was prepared by this office under the President's signature to detail actions taken. Upon the current President's arrival, the document was reviewed with him.
3. The personnel of this office will continue to assist other areas with compliance issues upon request, through the internal audit process, and through the policy review process to ensure continued compliance with all state and federal laws and regulations and with all applicable policies.
4. Personnel from the instructional areas along with the Director of Planning and Research and other IE/IR staff have developed and are in the process of implementing a corrective action plan for properly documenting all learning outcomes. The process has focused on cataloging what is in place, developing a process for collecting and presenting data, and working with instructors within all programs to ensure buy-in and compliance.

Goal 2

The APQA will ensure that all departments under her supervision are successful in their missions.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Ensure that the Diversity and Compliance Department provides workshops, professional development seminars, surveys and evaluations to ensure all the College's areas are in compliance.

Assessment

A minimum of 90% of the respondents to annual evaluations and surveys will indicate an understanding of the policies of the college in the area of Diversity and Compliance.

Additional Funding Request: \$**Evaluation Findings**

The Employee Diversity Climate survey conducted in September 2009 consisted of 16 questions in which only two resulted in a response of less than 90%. Those two questions dealt with minority representation among administrators (89% favorable response) and minority representation among faculty (86% favorable response) at Gadsden State. The specific question regarding policies was not addressed in relation to diversity.

The Employee Evaluation of College and Services survey conducted in Fall 2008 revealed a 97% favorable response to the statement, "The Assistant to the President for Quality Assurance provides guidance on policies and procedures."

Use of Findings

The Diversity Climate survey reflects that the Diversity Office is exceeding in its goals of educating employees and working with departments to enhance diversity initiatives at all levels. However, the Human Resources and Diversity Offices will continue to work with the employing departments to advertise positions in order to attract a diverse applicant pool.

The Office of Quality Assurance will continue to provide guidance of policies and

procedures.

Objective or Educational Outcome 2

Ensure that the Department of Planning, Research and Effectiveness will disseminate surveys/evaluations according to the timelines established in the Institutional Effectiveness Calendar and in accordance with the needs of the College departments.

Assessment

1. At least 90% of the respondents to the Employee Evaluation of College Services will "Agree" or "Strongly Agree" that the Department of Planning, Research and Effectiveness disseminates surveys/evaluations according to the timelines established in the Institutional Effectiveness Calendar.

2. At least 90% of the respondents to the Employee Evaluation of College Services will "Agree" or "Strongly Agree" that the Department of Planning, Research and Effectiveness meets the planning, research and assessment needs.

Additional Funding Request: \$

Evaluation Findings

1 and 2. The Employee Evaluation of College and Services revealed a 98% favorable response to the statement, "The Office of Institutional Research provides data as needed for the decision-making process."; an 85% favorable response to the statement, "Information distributed by the Office of Institutional Research is beneficial to my department."; and an 88% favorable response to the statement, "The Office of Institutional Research is effective in providing survey/evaluation results that affect my functional unit/program." The survey was administered during Fall 2008.

Use of Findings

The IE/IR department has been restructured and some of the processes changed since this survey was administered. The results of the survey will be reviewed to see if more favorable results are received on the Fall 2009 survey and will be discussed with the Director of Planning and Research so a plan can be formulated. Based on the professional development efforts that have taken place in the past year, it is expected that the Fall 2009 survey results will be more favorable.

Objective or Educational Outcome 3

Ensure that student-athletes will be involved in programs offered by the College to allow them to realize their full potential while at Gadsden State and to provide opportunities to be considered for athletic scholarships at four-year colleges upon completing eligibility at Gadsden State.

Assessment

1. At least 90% of student-athletes will "Agree" or "Strongly Agree" that "participation in athletics at Gadsden State helped instill pride in my personal achievements/recognition and in my educational development" on the annual Athletic Program Survey.
2. At least 50% of student-athletes will "Agree" or "Strongly Agree" that "participating in athletics at Gadsden State has given me an opportunity to be considered for an athletic scholarship at a four-year college" on the annual Athletic Program Survey.

Additional Funding Request: \$**Evaluation Findings**

1. The Athletic Program Survey revealed a 99% favorable response that participation in athletics at Gadsden State has helped instill pride in a student-athlete's personal achievements/recognition and educational development.
2. The Athletic Program Survey revealed an 86% favorable response that participating in athletics at Gadsden State gave the student-athlete an opportunity to be considered for an athletic scholarship at a four-year institution.

Use of Findings

1. The current Athletic Director has been in the position for two years and has worked diligently with the coaches and student-athletes to instill pride in the program. The survey results reflect the work that has been done. We will continue to work within the department to improve academic success, team statistics, etc. to enhance the students' overall college experiences.
2. The response increased 3% from the previous year showing progress in the student-athlete's opportunity to be considered for athletic participation at a four-year institution. This favorable response reflects the focus of the coaches in preparing the students athletically and building relationships with recruiters to benefit Gadsden State athletes.

Objective or Educational Outcome 4

Ensure that the Human Resources Department follows State Board of Education, Department of Postsecondary Education, College policies and procedures, and federal employment laws.

Assessment

The report from the Alabama College System Uniform Guidelines audit will contain no major deficiencies. Equal Employment Opportunity Commission complaints will result in no court decisions or findings against the College.

Additional Funding Request: \$**Evaluation Findings**

The Department of Postsecondary Education, Legal and Human Resources Division, last audited Gadsden State employment processes on March 19, 2004. Audits have not been performed for subsequent years.

The Examiners of Public Accounts had no findings or comments from the 2007-2008 audit of employment records and procedures. This audit was performed during 2008-2009.

There have been no court decisions or findings against the College resulting from EEOC complaints.

Use of Findings

According to LaTonya Dupree, Director of Human Resources at the Department of Postsecondary Education, the 2008-2009 Uniform Guidelines audit will be performed by October 30, 2009. This evaluation will be revised by November 30, 2009, to reflect findings from the audit.

The Office of Human Resources will continue to stay abreast of applicable policies, procedures, and laws, to ensure compliance as indicated.

Objective or Educational Outcome 5

Ensure that the Department of Public Relations provides guidance for the improvement of publications, substantial and regular media coverage of college news and events, as well as supporting the College's recruitment and retention efforts.

Assessment

1. At least 90% of the respondents to the Employee Evaluation of College Services will "Agree" or "Strongly Agree" that the Department of Public Relations provides guidance for the improvement of publications, advertisements and recruitment materials.
2. At least 90% of the respondents to the Employee Evaluation of College Services will "Agree" or "Strongly Agree" that the Department of Public Relations supports quality and sufficient media coverage of the College's news and events.

Additional Funding Request: \$

Evaluation Findings

The Employee Evaluation of College and Services conducted in Fall 2008 revealed a 90% favorable response to the statement, "Advertising is effective in promoting College programs." Additionally, during 2008-2009 a College-wide branding initiative was rolled out along with a marketing plan for the newly constructed Cherokee site.

Use of Findings

Even with the College facing proration during 2008-2009 and beginning the 2009-2010 year, the Public Relations department has prioritized efforts to get the most value for their advertising dollars. The branding initiative will be continued as the department focuses on the College web site while still maintaining press releases and advertising.

Goal 3

The APQA will provide administrative assistance to the President's Office.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Provide administrative assistance to the President's Office by reviewing external contracts as assigned by the President.

Assessment

The APQA will review external contracts as assigned by the President and make comments for their improvement. Documentation of this process will be maintained in the Office of Quality Assurance.

Additional Funding Request: \$**Evaluation Findings**

During the 2008-2009 year, a significant number of contracts were reviewed. These included agreements with clinical sites, memoranda of agreements, grants, proposals, etc. This process also involved working with the originator to ensure that the contract language was modified to the best interest of Gadsden State and, in some cases, financial analyses to ensure that the contracts were fiscally responsible.

Use of Findings

The discussion of contract deficiencies has proved to be an educational process with

contract originators and has greatly improved the first draft of most contracts being forwarded to the President for signature. This education process will continue with contract originators. This office will continue to monitor contracts as requested by the President's office.

Goal 4

The APQA will provide advice and guidance on rules, policies, regulations, and laws related to Title IX and harassment, as well as investigating student and employee harassment complaints.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Process Student and Employee Title IX harassment claims in accordance with local, state, and federal laws.

Assessment

Were all Student and Employee Title IX harassment claims processed.

Additional Funding Request: \$**Evaluation Findings**

While several complaints were made during the year, all except one were handled on an informal basis to the complainant's satisfaction. The formal complaint was successfully resolved on-site within a timely manner and no further action was taken.

Use of Findings

The training of recognition and reporting procedures that was conducted through the Office of Diversity and Compliance throughout the campus has proven to be a synergistic methodology of addressing inappropriate behavior at Gadsden State. Training will be continued and even enhanced where the budget allows. Timely investigations will be conducted upon receiving a complaint.

Objective or Educational Outcome 2

The College will operate in accordance with Title IX.

Assessment

Title IX complaints will result in no court decisions or findings against the College.

Additional Funding Request: \$

Evaluation Findings

All Title IX claims were processed in a timely manner through this area; many with the expertise of the Director of Diversity and Compliance. Only one claim advanced to the formal process; all others were handled informally. None resulted in complaints filed against the College by the complainant or accused.

Use of Findings

The College has well established policies and is following those policies in relation to Title IX and other complaints. As complaints are received and handled, the policies will be revised if deemed necessary.

Goal 5

The APQA will chair the Internal Audit Committee in order to ensure use of proper administrative procedures by all areas of the College.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The Internal Audit Committee will perform at least one audit in each of the College's administrative areas per year.

Assessment

The Office of Quality Assurance will maintain documentation verifying at least 1 internal audit and report per administrative area per year.

Additional Funding Request: \$

Evaluation Findings

The Internal Audit Committee established an aggressive audit plan for the year that included at least one internal audit report per administrative area for the 2008 -2009 year. The majority of the audits are completed. Those that are not completed are in the write up stage. No major findings were revealed on any audit. It appears that all areas are maintaining a compliance attitude.

Use of Findings

The Internal Audit Committee will continue to plan an one audit per administrative area of the College per year. Additionally, if problem areas are identified by audits, additional emphasis will be placed on those areas with future audits.

User:guest

Unit

Assistant to the President for Quality Assurance

Gadsden State Community College

Strategic Plan

Unit: Associate Degree Registered Nursing Program **Year:** 2008-2009

Person Responsible: Connie Meloun / Brenda Holman

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

Within the context of the Mission, Purpose, and Philosophy of Gadsden State Community College, the mission of the Associate Degree Registered Nursing Program is to provide educational services that satisfy both the need in the College service area for registered nurses at the AAS degree level and the desire of people who seek relatively short-term career education programs in nursing. This State Board of Nursing approved and National League for Nursing –accredited program has dedicated faculty who incorporate the most current knowledge and technology in the preparation of nurses for independent, interdependent, and collaborative functions when providing goal-directed service to health care consumers. 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.

Long Range Goals:

- 1 Evaluate the new state-wide curriculums (LPN Mobility and Generic Students).
- 2 Attend workshops for possible utilization for online offerings within the new curriculum.
- 3 Evaluate the success of part time (Alternate Track) students – NCLEX pass rate and Attrition rates.
- 4 Develop a structured mentoring program for new faculty.
- 5 Recruit qualified nursing faculty to replace retiring faculty.
- 6 Develop a curriculum for paramedic to RN.
- 7 Develop a plan for teaching the curriculum via teleconferencing at multiple campus sites.
- 8 Continue development of Alabama College System Curriculum Program Outcomes.

Goal 1

Prepare students for licensure and successful practice as registered nurses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will pass the NCLEX exam on their first attempt.

Assessment

1. At least 80 percent of the graduates who take the NCLEX-RN examination within one year post-graduation will pass the examination on the first attempt.
2. The 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.
3. 100% of students will pass the Exit HESI exam with a score of at least 850 in 3 attempts.

Additional Funding Request: \$4,000 Voc Tech; Margin of Excellence

1. New faculty, especially, need to attend workshops that address Test Construction regarding the RN Test Plan and Student Success on NCLEX.
2. Faculty need to attend workshops on "How to Implement Concept Mapping" for classroom and clinical instruction.

Evaluation Findings

1. 97.1% of graduates passed the NCLEX-RN examination on the first attempt during the 10/01/08-9/30/09 testing period.
2. Graduates exceeded the state average of 89.7% and the national average of 88.2% for first-time NCLEX-RN candidates.
3. 93.9% of graduates met the benchmark of 850 in three attempts of the comprehensive Hesi exam.

Use of Findings

These results indicate that graduates are prepared upon graduation from the nursing

education program and exceed comparable groups. The four students (61/65) that did not meet the benchmark set for the comprehensive HESI exam were successful in passing NCLEX-RN on their first attempt. These students were required to attend a "live" review. The overall success validates the use of case studies, individualized remediation, and alternative teaching methods that have been implemented. Continued refinement of course objectives and teaching methods will be the focus of faculty development as well as test construction and use of enhanced simulation. The additional of advanced simulation labs and an online learning and testing system will offer a more comprehensive educational experience.

Objective or Educational Outcome 2

Student's will perform competently in classroom, college labs and in the clinical settings as evidenced by:

- a. communicating effectively in the health care setting.
- b. administering medications safely.
- c. assessing and planning care for patients of various age groups and medical diagnosis/conditions.
- d. the safe implementation of patient care.
- e. performing nursing skills.

Assessment

2a. #1. In each nursing course except NUR 104, 80% of students will correctly answer questions related to therapeutic communication on each unit and final exams.

2a. #2. 90% of students will complete at least one process recording in each clinical course with this requirement with a grade of 75% satisfactorily or above.

2a. #3. On the "End of Program Student Satisfaction Survey" 90% of students will indicate "agree" or above on Part I ... Having obtained knowledge, skills, and experience for the care of patients in all age groups, the graduate is competent to: Communicate satisfactorily with patients, families, and health team members."

2b. #1. 95% of students will achieve a grade of 75% or above in NUR 104 Pharmacology.

2b. #2. 100% of students will achieve a score of 90% or above (in 3 attempts) on a pharmacology exam (dosage calculations) at the beginning of the semester they take NUR 105 and NUR 202.

2b. #3. In each clinical nursing course, 95% of students will score 75% or above in the medication portion of the clinical evaluation form.

2b. #4. In each nursing course except NUR 104, 90% of students will correctly answer dosage calculation questions on unit exams and final exams.

2b. #5. On the first attempt 90% of students will be evaluated as "satisfactory" in medication administration lab validations.

2c. #1. 90% of students will achieve a minimum of 75% on exams/exam questions related to assessment and planning care for patients in each related nursing course.

2c. #2. 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Form on the "Assessing and Planning Care" section.

2c. #3. 90% of students will achieve a minimum of 75% on the assessing and planning portions of each nursing care plan/concept map.

2d. #1. 90% of students will achieve a minimum of 75% on exams/exam questions related to the implementation of care for patients in each related nursing course.

2d. #2. 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical

Evaluation form on the "Implementation of Care" section.

2d. #3. 90% of students will achieve a minimum of 75% on the implementation portion of each nursing care plan/concept map.

2e. #1. 90% of students will be evaluated as "satisfactory" on the performance of each nursing skills lab validation.

2e. #2. 95% of students will be evaluated as "satisfactory" (at least 75%) on the Clinical Evaluation form on the section "Nursing Technique and Performance."

2e. #3. 90% of students will score at least 80% on test items pertaining to nursing skills in all nursing courses.

2a-e. #1. On the Six Months Post Graduation Survey of graduates- 80% or higher will respond that clinical competence was achieved.

Additional Funding Request: \$4,000

In order to fulfill the College Objectives/Assessments #5 -.. to provide continuing education and personal enrichment opportunities as it relates to cultural issues - the faculty need additional books/computer programs/workshops devoted to diversity and cultural relationships in the health care system.

Evaluation Findings

Evaluation Findings

2a#1. The communications module and final exams were analyzed. 62.7% of students correctly

answered exam questions assessing effective communication. In addition, the end of program comprehensive assessment exam was analyzed. In this exam, student scored an average of 887 in the communications category. This exceeds the acceptable and recommended levels from the American Association of Colleges of Nursing (AACN) for the essentials of education for professional nursing practice. In the category of therapeutic communications, students averaged a score of 908, which exceeds the acceptable and recommended level for NLNAC accreditation.

2a#2. 100% of students satisfactorily (above 75%) completed one or more process recordings in

NUR 102.

2a#3. On the "End of Program Student Satisfaction Survey", 97.2% of students indicated that

"agreed" or "strongly agreed" in the category "RN communicates satisfactorily with patients/family/staff.

2b#1. Of the 36 students who completed Pharmacology in fall semester, 100% were successful

in scoring above 75%. In summer semester, 54/55 students, or 98.2% achieved a grade of 75% or greater.

2b#2. 98.9% of students achieved a score of 90% or above in three attempts or less at the

beginning of NUR 105 and NUR 202.

2b#3. On the clinical evaluation form, 96.98% of students were evaluated as satisfactory in the

category "demonstrates the safe performance of selected nursing skill; medication

administration."

2b#4. In all clinical nursing courses, greater than 90% of students correctly answered dosage

calculation questions on unit tests and final exams. In addition, students averaged a score of 977 on the comprehensive assessment exam, which exceeds both accepted

and recommended levels for ADN and BSN graduates.

2b#5. 92.2% of students were evaluated as satisfactory on their first lab validation attempt.

2c#1. Greater than 90% of students achieved a satisfactory (above 75%) on exam questions

related to assessment and planning care for patients in related nursing courses. In addition, the comprehensive assessment exam was analyzed in the categories of assessment and planning. Students averaged a score of 929 in assessment which is above the accepted and recommended levels. In planning, students averaged a score of 811, which is slightly below accepted and recommended levels.

2c#2. On the clinical evaluation tool, 99.6% of students were evaluated as satisfactory (above

75%) in the assessment portion: "collects data related to the client's level" and the planning portion: "begins to identify outcomes" and "begins to identify interventions".

2c#3. 100% of students achieved a satisfactory (above 75%) on the assessment and planning

portions of concept maps. Additional attempts were necessary for some students.

2d#1. Greater than 90% of students achieved a satisfactory (above 75%) score on exam

Questions related to implementation of care for patients in related nursing courses. In addition, the comprehensive assessment exam (HESI) was analyzed in the implementation category of the nursing process. Students averaged a score of 853 which is in the acceptable and recommended level of 850.

2d#2. On the clinical evaluation tool, 98.9% of students were evaluated in the clinical setting as

satisfactory (above 75%) in the implementation of patient care categories of "adapts

nursing care to patient" and "understands basic scientific principles".

2d#3. 100% of students achieved a satisfactory (above 75%) on the implementation portion of

assigned concept maps. Additional attempts were necessary for some students.

2e#1. 100% of students were evaluated as satisfactory on the performance of each nursing skill validation in order to progress in the program. Additional attempts were necessary for some students.

2e#2. On the clinical evaluation tool, 99.7% of students were evaluated as satisfactory in the category "nursing technique and performance".

2e#3. Greater than 90% of students scored 80% or higher on test items pertaining to nursing skills in all clinical nursing courses. In addition, the comprehensive assessment exam (HESI) was analyzed in the core category of technical skills. Students averaged a score of 841 which is slightly below the accepted and recommended levels.

2a-e#1. On the Six Month Post Graduate Survey, 89.3% indicated that clinical competency was achieved.

Use of Findings

These results indicate a positive progression in knowledge and skills throughout the nursing education program. Students receive education and training at all phases of the program that provide accepted and recommended levels of competency with comparable groups of students. Additional training and development of faculty is needed to provide the technological expertise necessary to practice at a high level in the changing healthcare environment. Instructional materials are outdated or worn and need continuous and progressive evaluation. The library of visual teaching materials and hands-on models are in constant need of repair and updating to facilitate student learning. Additional video equipment is needed for each classroom and topic. Educational opportunities for faculty are needed to ensure best practice methodology in nursing education.

Objective or Educational Outcome 3

Provide students with technologically advanced skills training equipment, supplies and computer software necessary to teach up-to-date nursing theory and skills.

Assessment

1. 85% of all students will satisfactorily complete each skills validation in their first attempt.
2. End of course and end of program evaluations: 90% of students will strongly agree or agree they had access to equipment, supplies and computer software needed to learn in

order to provide competent patient care.

3. Six-Month Post-Graduation Survey: At least 80% of Gadsden State graduates will express a minimum of a "prepared" level of satisfaction regarding clinical competencies.

4. Six-Month Employer Survey regarding the clinical competencies of the Gadsden State RN: At least 80% will express a minimum of a "prepared" level of satisfaction.

5. Twelve-Month Employer follow-up survey regarding the development of clinical competencies of the Gadsden State RN after 6 months or more of practice, at least 80% will express a minimum of a "prepared" level of satisfaction.

Additional Funding Request: \$40,000 Tech Fees

To answer/address the Institutional Objective, #4, we must provide "emerging technologies to improve the delivery of all programs by 10% from the previous year."

The manner in which this can be done is to purchase highly technical equipment such as the "Sim Man" system, computer software with interactive capabilities, medication carts which more closely resemble the clinical setting, virtual IV systems and intravenous pumps.

Evaluation Findings

1. 92.2% of students were evaluated as satisfactory on their first lab validation attempt.

2. On the End of Course Program Evaluation, 88.7% of students indicated "agree" or "strongly agree" in the category "supplies and equipment necessary for program available". On the End of Course evaluation, 96% indicated "agree" or "strongly agree" in this category.

3. On the 6 Month RN Post Graduation Survey, 89.3% of graduates indicated they were "prepared", "well prepared", or "very well prepared" under the category "prepared clinical competency."

4. On the 6 Month Employer Post Graduation Survey, 89.5% of employers indicated that graduates were "prepared", "well prepared", or "very well prepared" under the category "prepared clinical competency."

5. On the 12 Month Employer Post Graduation Survey, 96.4% of employers indicated that graduates were "prepared", "well prepared", or "very well prepared" under the category "prepared clinical competency."

Use of Findings

These results indicate the nursing education program provides a strong preparation in the areas of clinical skills and competent practice. In the changing healthcare environment, technology advances often outpace resources. In order to provide current training in this area, simulation and computerized equipment is necessary to continue state-of-the-art education. Current equipment requires updating, repair, and replenishing to meet growing student needs.

Objective or Educational Outcome 4

Graduates will become a member of the community workforce.

Assessment**Six-Month Post Graduation Survey**

1. 95 percent of respondents who seek employment will be employed in nursing within six months post-graduation in their own geographic area.
2. 95 percent of respondents who are employed will have full-time employment if desired.
3. 80 percent of respondents will have salaries consistent with the geographic area and type of employing agency for which they work.
4. 80 percent of respondents will report advancement in their positions consistent with their education and experience.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. On the Six Month Post Graduation Survey, 78.8% of graduates reported that they were currently employed in nursing at a reasonable distance from home.
2. On the Six Month Post Graduation Survey, 7% of graduates reported that they experienced difficulty in obtaining full-time employment in nursing. 85.7% indicated "no" on the survey on the question, "experienced difficulty in obtaining full time if desired". There was a 7% N/A response.
3. On the Six Month Post Graduation Survey, 89.3% of graduates reported that they made "salaries consistent with area salaries."
4. No data was available on the Six Month Graduation Survey to report advancement in positions consistent with nursing education and experience.

Use of Findings

These findings reflect the trends in the state and national markets for nursing employment. Many area hospitals have implemented hiring "freezes" in an attempt to respond to the economy. Also, those hospitals who have continued to hire nursing staff have hired new graduates into positions without benefits or less than full-time.

Goal 2

Maintain Alabama Board of Nursing approval and NLNAC accreditation.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

NCLEX pass rates will be at the required set standards of the Alabama Board of Nursing for continued program accreditation.

Assessment

1. At least 80% of the graduates of the RN program who take the NCLEX-RN within one year post graduation will pass the examination on the first attempt.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. 97.1% of graduates of the RN program passed NCLEX-RN on the first attempt. This exceeds the state (Alabama-89.6%) and national (88.2%) averages.

Use of Findings

These findings reflect a positive and progressive improvement in first-time graduate NCLEX-RN passing percentage. This is a 12.2% increase in the first-time passing rate in one year and an 18.5% increase in two years. Reevaluations of texts and teaching protocols have contributed to this increase. Faculty teams have been created to increase stability and consistency in the program. New faculty are needed to provide expertise in specialty areas for continued success.

Objective or Educational Outcome 2

Follow set standards by NLNAC for continued program accreditation.

Assessment

1. Maintain NLNAC accreditation.
2. Meet all monthly NLNAC SEP agenda during the calendar year.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. The nursing education program maintains NLNAC accreditation through Fall 2013.

2. The monthly NLNAC SEP agenda was maintained throughout the calendar year. Evidence is provided in GNFO faculty meeting minutes and agendas.

Use of Findings

Continuous attention and maintenance of necessary documentation and adherence to recommended and acceptable protocol for the nursing education program is performed. Monitoring of standards and benchmarks for success are inherent in program structure. The use of computerized documentation and data analysis is needed to streamline information requests and provide timely feedback. Information management technology and software are needed to comply with accreditation protocols.

Objective or Educational Outcome 3

Maintain qualified (Master's degree or higher and experience) number of nursing faculty in all speciality fields (Adult Nursing, OB, Pediatrics, Psychiatric, and Critical Care).

Assessment

1. All full-time faculty will have a minimum of a master's degree in nursing. 2. All full-time faculty will have at least three years of full-time clinical practice. 3. All full-time faculty will have the opportunity to attend at least one conference on Nursing Education (teaching strategies, learning styles, test construction, NCLEX success etc) every three years.

Additional Funding Request: \$4,000

Each new faculty member must attend at least one workshop on test construction, strategies for successful NCLEX success or teaching strategies within the first year.

Evaluation Findings

1. All full-time faculty have a master's degree or above. Two new faculty members were hired full-time this year. One faculty member completed a doctorate in nursing practice degree and another faculty entered a doctoral program in nursing.
2. All full-time faculty have a minimum of three years clinical practice.
3. Faculty attend conferences as funds are available. Educational offerings and professional development for nursing faculty are provided on site and available to all faculties at no charge. A professional development day is held in the spring yearly to provide educational offerings to the nursing community. An onsite 2-day course was presented by Laerdal Medical Corporation to train faculty in assembly and programming of new simulation models. In 2008, the nursing education program hosted a nationally known speaker, Donna Ignavaticius, for a two-day workshop on test construction. All faculty attend workshops and seminars pertaining to nursing education and their clinical area of expertise. Continuing education hours and clinical certification are

maintained by all faculty as required by the State Board of Nursing.

Use of Findings

The importance of self professional development must be addressed. Advancement in nursing education will be encouraged for faculty as well as increased professional development. Inservice and professional programs will be investigated to provide new knowledge and conserve travel expenditures. Grants and educational monies will be pursued to fund faculty participation in educational opportunities.

Objective or Educational Outcome 4

Achieve a high graduation rate for those students completing the Associate Degree Registered Nursing Program

Assessment

1. At least 75% of students admitted to the Associate Degree Nursing Program will graduate within 48 months of initial admission.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. Students admitted to the Associate Degree Nursing Program must graduate within the state specified time frame of 48 months. All graduates in the year 2009 completed the program within 48 months.

Use of Findings

Alternate progression tracks are offered to provide students with choices for best success. Students are individually counseled and advised in accordance with nursing progression policies and student needs. Progress is continuously monitored and assistance is offered to ensure optimal learning opportunities for students. Students are tracked and counseled at intervals as performance dictates.

Goal 3

Promote computer competency and information literacy.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will utilize WebCT and email in each nursing course.

Assessment

- a. 90% of nursing students will utilize WebCT in obtaining information related to each nursing course such as syllabi, handouts, powerpoint presentations, Tegrity sessions and any other course specific materials.
- b. 90% of nursing students will utilize email to submit to their instructor(s) at least one assignment in each course.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. 100% of students utilized WebCT to access course information and presentations. All nursing courses utilize this format for syllabi, assignments, powerpoint presentations, and course communication.
2. All courses utilize WebCT for course communication. NUR 109 and NUR 200 are hybrid classes and use the assignment drop-box for all coursework. All courses use email for student correspondence and 70% of instructors require the use of computer submitted assignments for their courses.

Use of Findings

These results indicate a progression in computerized and distance learning capabilities of instructors. It is recognized that more courses need to be developed for online learning and that all faculty need training in use of the new blackboard system for assignment submission, testing, and instruction. Greater course development and use of online systems will be a priority.

User:guest

Unit

Associate Degree Registered Nursing Program

Gadsden State Community College

Strategic Plan

Unit: Athletics **Year:** 2008-2009

Person Responsible: Michael Cancilla

Cabinet Member: Lisa Thacker **Approved**

Mission Statement:

The mission of the Gadsden State Community College Department of Intercollegiate Athletics is to provide programs that develop character and integrity of student-athletes in their academic, athletic, and personal quest for excellence. To be consistent with the principles of Gadsden State Community College, the Department embraces the opportunities to enhance student-athlete welfare and promote diversity within student-athletes and staff with fair and equitable treatment for all. The Department of Intercollegiate Athletics strives to provide adequate physical facilities and resources to promote pride among student-athletes and fans. The Department will operate with fiscal responsibility and compliance under the rules, policies, and procedures of Gadsden State Community College, the Alabama Community College Conference (ACCC), and the National Junior College Athletic Association (NJCAA).

Long Range Goals:

1. Create an environment of excellence that fosters the highest standards of integrity, competition, academics, facilities, as well as internal and external relationships.
2. Maintain a diverse Department population among students and staff.
3. Actively pursue gender equity.
4. Renovate and upgrade athletic facilities to enhance pride, promote usability, ensure safety, and improve recruitment opportunities. (Renovation/upgrades have been suspended due to the Chancellor's 7/27/07 memo)
5. Recruit, educate, retain, and graduate nationally competitive student-athletes.
6. Create an environment of excellence in coaching staff by employing head coaches of major sports (baseball, men's and women's basketball, softball, and volleyball) as full-time employees of the College, when possible.

Goal 1

Make athletics an integral part of the education of athletes, instilling pride in their achievements as they strive for excellence.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: The College offers all individuals those educational and culturally enriching experiences that will enable them to realize their full potential. Gadsden State reaches out to challenge and inspire them (individuals) to exceed their own expectations. The mission of the Gadsden State Department of Intercollegiate Athletics is to provide programs that develop character and integrity of student-athletes in their academic, athletic and personal quest for excellence.

Objective or Educational Outcome 1

The Athletic Department will provide opportunities for athletes to be considered for athletic scholarships at four-year colleges upon completing eligibility at Gadsden State.

Assessment

1. 100% of student-athletes will participate in the Athletic Orientation.
2. 20% of Gadsden State student-athletes will be offered four-year scholarships annually.
3. At least 90% of student-athletes will "Agree" or "Strongly Agree" that "participation in athletics at Gadsden State helped instill pride in their personal achievements/recognition and in their educational development" on the annual Athletic Program Survey.
4. 70% of student-athletes will "Agree" or "Strongly Agree" that "participating in athletics at Gadsden State has given me an opportunity to be considered for an athletic scholarship at a four-year college" on the annual Athletic Program Survey.

Additional Funding Request: \$13,000

Increase funding for officials (due to rising gas prices) for sports competition, fund service contracts for annual gym floor refinishing and bleacher maintenance and annual athletic insurance.

Evaluation Findings

1. 99% of the expected student-athletes attended the orientation based on a required sign-in sheet. Those not in attendance met with the athletic director.
2. 8 out of a possible 57 (14%) received four year scholarship offers to continue their playing career.
3. 99% agreed/strongly agreed with this statement.
4. 86% agreed/strongly agreed with this statement.

Use of Findings

The greatest factor for not receiving a scholarship were those eligible to continue on decided not to participate at the four year level. The department has implemented plans to provide information on the cost of attendance at transfer institutions for those

students who are offered athletic scholarships to four year colleges and universities Athletics will continue to work toward for 100% for all athletes who want to continue playing at a four year institution. Overall, athletes responded that Gadsden State helped to instill pride in accomplishments both in athletics and academics. Athletics will work to have 100% response.

Goal 2

Promote a commitment to a diverse population.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

College Mission: Administrators, faculty and staff strive to enhance the experiences of all who come to Gadsden State, regardless of their background or ability. To be consistent with the principles of Gadsden State Community College, the department embraces the opportunities to enhance student-athlete welfare and promote diversity within student-athletes and staff and fair and equitable treatment of all.

Objective or Educational Outcome 1

The student-athlete and staff population of the Athletic Department will reflect a commitment to diversity.

Assessment

The number of minority student-athletes and female student-athletes will be proportionate to that of the College's diverse student population.

Additional Funding Request: \$**Evaluation Findings**

59% (72 out of 121) of the athletes are female compared to the 61% female students of the general population.

21% (25 out of 121) of the athletes are minorities compared to the 25% minority students of the general population.

Use of Findings

Athletics is comparable to the general population. This percentage is good. Coaches will be reminded (in meetings and correspondence) to continue recruiting minority athletes with talent and ability.

Objective or Educational Outcome 2

Strengthen and enhance the human resources of the Intercollegiate Athletics department by providing professional development opportunities for the coaching staff.

Assessment

Increase by 2% the total number of professional development activities, coaching clinics and/or athletic-related education completed by the coaches.

Additional Funding Request: \$

Evaluation Findings

This objective was not met. The coaches did, however, attend athlete orientation which had a diversity component.

Use of Findings

The expected increase was not reached due to the limited travel allowed during the year because of reduction of budgets. Plans have been developed to notify coaches of future on campus offerings that are no cost opportunities.

Goal 3

Recruit, retain, and graduate a more prepared student-athlete population and provide services that enable student-athletes to achieve academic success.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: Gadsden State Community College is pledged to offer quality education in both academic and technical fields to all citizens within its service area. Education is the means by which individuals can achieve their fullest potential, thereby making their greatest contributions to society. The mission of the Gadsden State Department of Intercollegiate Athletics is to provide programs that develop character and integrity of student-athletes in their academic, athletic and personal quest for excellence.

Objective or Educational Outcome 1

Strive to increase graduation and transfer rates of student athletes.

Assessment

The number of student progress reports completed and returned to coaches will increase by 5% over the previous year. The combined graduation/transfer rates of student athletes will be equivalent to the combined graduation/transfer rates of the entire student body.

Additional Funding Request: \$

Evaluation Findings

This objected exceeded the state benchmark. The number of Progress Reports completed and returned to coaches increased by 6.4% and the student-athlete combined graduation/transfer rate of 24.8% is higher than the 19.7% of the general population. Analysis of the results show a positive action in identifying potential academic problems with the athletes.

Use of Findings

The progress report date schedule was expanded to cover each semester based on the positive results obtained. This results in opportunities to assist the student athlete throughout the term and is expected to continue to improve the graduation/transfer rate.

Objective or Educational Outcome 2

To decrease the dropout rates of student-athletes.

Assessment

At least 90% of student-athletes will remain at Gadsden State until their eligibility for athletics is completed.

Additional Funding Request: \$**Evaluation Findings**

Analysis of the Eligibility List and comparison of that with the Letter of Intent list shows that 35% of the student-athletes remained at Gadsden State in order to exhaust their eligibility. Discussions with student-athletes during the recruitment process shows that there is tremendous opportunity for the student-athlete to transfer to a four year school and receive a more lucrative athletic scholarship or greater exposure to advance their career without having to complete their two year degree. Attrituion also contributes to the overall drop out rate but in a more minor capacity.

Use of Findings

The department has implemented student activites that promote awareness of the benefits of completing student eligibility before transfer. The department is working to recruit those student athletes who are academically prepared to compete at the college level.

Goal 4

Provide student activity opportunities for students who do not compete in intercollegiate athletics, recognizing the varying needs of the diverse student population at Gadsden State.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Gadsden State Community College provides a wide range of support services that enable students to function in a collegiate environment and to make decisions appropriate to both their personal and educational goals.

Objective or Educational Outcome 1

To work cooperatively with student support services to provide the overall student body with opportunities to participate in recreational and wellness activities, promoting mental and physical health.

Assessment

1. Set a precedence of the number of students using the weight room facilities during supervised hours of operation.
2. Set a precedence of the number of students participating in "free swim" during supervised hours of operation.
3. 90% of the respondents on the annual On-line Student Evaluation of Campus and Services survey will "agree" or "strongly agree" that intercollegiate athletics provided appropriate student activity opportunities for students to attend .

Additional Funding Request: \$

Evaluation Findings

The weight room averaged 26 people/day fall semester and 31 people/day spring semester compared to the 2007-08 usage of 19 per day in the fall and 25 per day in the spring. This was a 73% increase in the fall and 81% increase in the spring. The pool averaged 4.6 people/ date fall semester and 2.5 people/date spring semester. 95% of the respondents agreed/strongly agreed that intercollegiate athletics provided appropriate opportunities for students to attend.

Use of Findings

The aggressive campaign of notification (e-mails, flyers, face to face meetings) regarding the weight room and athletic events throughout the year and the addition of new weight room equipment. The pool's usage was low during swim hours, but usage of rental groups and athletic teams increased. The pool was closed March 1 for fiscal reasons.

Goal 5

Create and maintain a quality physical environment, adequate resources, and state-of-the-art athletic venues that attract student-athletes and fans, while maintaining budget integrity.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

College Mission: To provide personal enrichment opportunities that support life long learning civic, social and cultural quality of life. The Department of Intercollegiate Athletics strives to provide adequate physical facilities and resources to promote pride amongst student-athletes and fans. The department of Intercollegiate Athletics will operate with fiscal responsibility.

Objective or Educational Outcome 1

Ensure a safe physical environment for athletic participation; promote pride among student-athletes and fans in the physical facilities and equipment used for each sport, and improve appearance and usability of facilities for current use and to attract potential recruits for athletics.

Assessment

List of projects completed to upgrade athletic facilities and/or equipment and amount of dollars spent on those projects. The annual Athletic Program Survey will reflect that 90% of the student-athletes "Agree" or "Strongly Agree" that the facilities and equipment at Gadsden State were adequate for the sport; 85% of the student-athletes will "Agree" or "Strongly Agree" that the facilities and equipment at Gadsden State compared favorably with that available at other two-year colleges.

Additional Funding Request: \$**Evaluation Findings**

1. No renovations were completed due to the Chancellor's mandate.
2. 84% agreed/strongly agreed with this statement.
3. 68% agreed/strongly agreed with this statement.

Use of Findings

The facilities are showing their age. Considerable renovations are needed on all of the athletic facilities, to include new tennis courts. Renovations/upgrades have been suspended as of 7/27/07 due to the Chancellor's moratorium of athletic facilities. This does create a competitive disadvantage for the coaches when recruiting against other two-year colleges.

User:guest

Unit

Athletics

Gadsden State Community College

Strategic Plan

Unit: ATN/TBI **Year:** 2008-2009

Person Responsible: Blaine Galliher

Cabinet Member: Tim Green **Approved**

Mission Statement:

Alabama Technology Network and Training for Business & Industry will generate a significant, positive economic impact on the State of Alabama and its diverse communities by offering innovative educational opportunities and productivity and technology-oriented solutions for business and industry.

Long Range Goals:

- Goal 1 Expand and/or enhance customized training services in the areas of industrial maintenance, environmental health and safety, quality systems, and production control.
- Goal 2 Continually upgrade training equipment and supplies to meet evolving client needs and industry market demands.
- Goal 3 Develop additional partnerships and grant support for existing as well as new products and services and provide for professional development for staff.

Goal 1

Conduct for business and industry timely, premium quality, customized service projects at a reasonable cost and with flexible scheduling to meet industry scheduling constraints.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Serve as a partner in shaping and achieving the regions' economic and community

development vision. Participate in state and industry networks and organizations.

Objective or Educational Outcome 1

Maintain 90% effectiveness rating on employer annual survey.

Assessment

Conduct survey annually of clients or employers served through customized training courses.

Additional Funding Request: \$

Evaluation Findings

Achieved a 92% effectiveness on annual survey.

Use of Findings

Used findings to evaluate course outlines, times, structure, and to see if there were additional needs that we were not meeting.

Objective or Educational Outcome 2

Maintain 4.75(out of 5.00)rating on individual project impact surveys.

Assessment

Annually schedule individual review of each training project by an outside agency.

Additional Funding Request: \$

Evaluation Findings

Maintained 4.81 during previous rolling 4 quarter period.

Use of Findings

Evaluated quarterly by the Manufacturing Extension Partnership of the U.S. Department of Commerce and Alabama Technology Network of the Department of Post Secondary Education.

Goal 2

Utilize the resources of the College, Alabama Technology Network, and the Training for Existing Business and Industry Network (TEBIN) as well as other state, local and federal partners through cooperative networking to serve the needs of Alabama's existing industry.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Our courses allow students to master specific skills for job enhancement, thus allowing us to serve civic, business and industrial organizations in the community, and develop students' understanding of the skills needed in the current job market.

Objective or Educational Outcome 1

Successfully complete training projects with affiliates and partners. Educate the workforce in order to promote sustained growth and economic prosperity within our service area and state.

Assessment

At the end of each semester, a college instructional activity report and the Postsecondary Workforce Development Activity Report is completed on current training projects. ATN quarterly project reports track partnerships with companies and organizations.

Additional Funding Request: \$**Evaluation Findings**

Completed reports of all training and forwarded to ATN and Gadsden State each semester.

Use of Findings

To measure the effectiveness of our industry training and sales strategies. Also, used to measure the number of new clients that use ATN/Gadsden State for their training needs, and develop/implement new strategies to increase that number.

Goal 3

Expand training for business and industry programs for existing employees to better serve the current and future workforces.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Our courses allow students to master specific skills for job enhancement and develop an understanding of the skills needed in the current job market.

Objective or Educational Outcome 1

Increase courses and number of students involved in training conducted by 10%.

Assessment

Evaluate training information provided by the college Instructional Activity Report and ATN quarterly reports on an annual basis.

Additional Funding Request: \$**Evaluation Findings**

Due to economic downturn and the reduction of training by companies, we experienced a 3% decrease in fiscal year 2009.

Use of Findings

Serving the needs local business and industry and meeting their educational and training demands continues to be a major element of the college. We continue to develop and add the latest technology training to our course outlines to insure industry survival during these difficult economic times, and to help them structure themselves to be in a competitive position when the economy recovers. We fully expect to increase our training numbers as the economy improves.

Objective or Educational Outcome 2

Increase the number of individual companies served through the Alabama Technology Network and Training for Business & Industry by 5%.

Assessment

Evaluate training information provided by the college Instructional Activity Report and ATN quarterly reports on an annual basis.

Additional Funding Request: \$

Evaluation Findings

All training information is evaluated with The Governor's Office of Workforce Development and the Alabama Technology Network on an annual basis.

Use of Findings

This information is used to the highlight strengths and weakness's at ATN/Gadsden, and to insure that all training being provided has quality measurements, is viable, and complies with the goals and objectives of the Department of Postsecondary.

User:guest

Unit

ATN/TBI

Gadsden State Community College

Strategic Plan

Unit: Ayers Campus **Year:** 2008-2009

Person Responsible: Michele Conger

Cabinet Member: Valerie Richardson (not reviewed)

Mission Statement:

The mission of the Harry M. Ayers Campus is to meet the diverse and ever changing needs of the people in the area by offering academic, technical, continuing education, and business & industry training programs. The Ayers Campus is committed to offering these services in an effective learning environment that will assist them in meeting their educational, personal, and professional advancement objectives.

Long Range Goals:

1. Expand course offerings on the Ayers Campus.
2. Increase enrollment of the Ayers Campus.
3. Enhance community awareness of the College and of the Ayers Campus.
4. Provide a technologically advanced campus.

Goal 1.

To recruit and serve students in our service area and provide opportunities to help them achieve their educational goals.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1.

Increase student enrollment by 5% on the Ayers Campus.

Assessment

The PERS enrollment reports will be compared for each semester of the year and compared to last year's official enrollment as determined by PERS in order to measure

enrollment gains or losses.

Additional Funding Request: \$
No additional funding is needed.

Evaluation Findings

Use of Findings

Objective or Educational Outcome 2.

Increase traffic on campus by business and industry.

Assessment

The room utilization chart maintained by the Academic Liaison at Ayers as well as the calendar for the library will be used to track the number of businesses and industries utilizing the facilities.

Additional Funding Request: \$
No additional funding is needed.

Evaluation Findings

Employee training has been provided on campus for BAE Industry, Wittichen Supply Company, and HeadStart. The State of Alabama offers the community Hunter Safety & Boater Safety courses. Faulkner University continues to utilize the Ayers Campus as an off-campus site for their courses.

Use of Findings

The Ayers Campus will continue to provide courses as requested by business and industry.

Goal 2.

Maintain and build new relationships within the community to enhance visibility and promote the College.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1.

Increase participation in events with Calhoun County Chamber of Commerce and other community organizations such as Calhoun County 8th Grade Career Awareness Expo, Youth Leadership Calhoun County, Leadership Calhoun County.

Assessment

The number of participants from Gadsden State participating in Leadership Calhoun County, Gadsden State LDI, and Youth Leadership will be tracked using the agendas, graduate lists, and group photos of the different events.

Additional Funding Request: \$

While no additional funding is required, funding for promotional items, newspaper articles, and lunch is provided through the campus director's budget.

Evaluation Findings

The Ayers Campus co-sponsors and host events with the Calhoun County Chamber of Commerce: 8th Grade Career Awareness Expo, Youth Leadership Calhoun County's Technology Day, Education Committee Meetings. We have also hosted meeting for the following: Hobson City Community & Economic Development Corporation, Community Enabler, Substance Abuse Prevention Advisement Coalition (SAPAC), McWane Advisory Council, and Weed & Seed Community Grant Committee.

Use of Findings

The Ayers Campus will continue to increase public awareness of its availability to assist the community with events.

Goal 3.

Ensure availability of updated technology on campus.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Work with computer technicians to ensure all computer labs are upgraded and maintained so that A minimum of 94% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Overall, I am satisfied with the quality of the equipment for learning".

Assessment

Examine the annual results of the Student Evaluation of Campus and Services to ensure that 94% or more stated that they "Agree" or "Strongly Agree" to the statement "Overall, I am satisfied with the quality of the equipment for learning". Comments should also be read for qualitative information.

Additional Funding Request: \$1000

Funds for monitors, memory, and computer parts to keep the labs up and running.

Evaluation Findings

Based on the Student Evaluation of Campus and Services survey 97% of the respondents reported that they "Agreed" or "Strongly Disagreed" with the statement "Overall, I am satisfied with the quality of the equipment for learning."

Use of Findings

Computer technicians will continue to inventory the technology on campus to determine what will need to be added/replaced.

Objective or Educational Outcome 2.

Work with computer technicians to ensure the employees are satisfied with their technology equipment so that a minimum of 90% of the respondents to the Employee Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Technology equipment meets my workplace needs"

Assessment

Examine the results of the annual Employee Evaluation of Campus and Services to ensure that 90% or more of the respondents stated that they "Agree" or "Strongly Agree" to the statement "Technology equipment meets my workplace needs".

Additional Funding Request: \$

No additional funds required.

Evaluation Findings

Based on the Employee Evaluation of College and Services, 89% of the respondents reported that they "Agreed" or "Strongly Agreed" to the statement "Technology equipment meets my workplace needs".

Use of Findings

The projector and computer system in the LRC Auditorium was replaced. The HP Grant purchased laptops and presentation carts for the general education instructors.

The Ayers Campus will continue to work with Administration to ensure that technology is up-to-date and successfully maintained in the classrooms and the faculty offices.

Goal 4.

Aesthetically enhance the campus and ensure its maintenance & security for students, employees, and guests.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Purchase outdoor furniture, replace furniture in foyer of Computer Science building to encourage a minimum of 90% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Overall, I am satisfied with the maintenance at the college".

Assessment

Examine the results of the annual survey to ensure that a minimum of 90% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Overall, I am satisfied with the maintenance at the college". Review the comments to see if the furniture or appearance of the campus is mentioned in the comments.

Additional Funding Request: \$2500

Funding will purchase furniture to go in the foyer outside the Computer Science Auditorium.

Evaluation Findings

Based on the Student Evaluation of Campus and Services survey, 97% of the respondents reported that they "Agreed" or "Disagreed" to the statements, "Overall, I am satisfied with the maintenance at the college."

Use of Findings

In order to enhance the appearance of the Ayers Campus, outdoor furniture has been purchased, chairs for the foyer of the Computer Science building, and benches in the hallway of the Cheaha Career Center. The Campus will continue to work with the Administration to provide enhancements for the campus.

Objective or Educational Outcome 2.

Work with maintenance department to ensure the buildings are clean and properly maintained so that a minimum of 94% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Campus buildings are clean".

Assessment

Examine the results of the survey to ensure that a minimum of 94% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Campus buildings are clean"

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Based on the Student Evaluation of Campus and Services, 100% of the respondents reported that they "Agreed" or "Strongly Agreed" to the statement "Campus buildings are clean."

Use of Findings

The Ayers Campus will continue working with the maintenance department to ensure materials, supplies and staff are provided in order to maintain a healthy environment for students and staff.

Objective or Educational Outcome 3.

Work with security office to ensure the campus is providing a safe environment so that a minimum of 95% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Overall, I feel safe and secure on campus".

Assessment

Examine the survey results to ensure that a minimum of 95% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Overall, I feel safe and secure on campus". Read the comments for any mention of safety.

Additional Funding Request: \$

No additional funds required.

Evaluation Findings

Based on the Student Evaluation of Campus and Services 100% of the respondents reported that they "Agreed" or "Strongly Agreed" to the statement, "Overall, I feel safe and secure on campus."

Use of Findings

The Ayers Campus will continue to work with the security office to ensure the successful continuation of providing a safe environment for students and employees.

User:guest

Unit

Ayers Campus

Gadsden State Community College

Strategic Plan

Unit: Business Division **Year:** 2008-2009

Person Responsible: Angela Waits

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

The instructional area of Business at Gadsden State Community College is an integral part of the comprehensive instructional program of the College. The Business Division includes the instructional programs in business, economics, criminal justice, marketing management, office administration, and paralegal studies. The course offerings in these areas provide students a variety of opportunities to satisfy their educational, career, and personal enrichment needs. Satisfactory completion of academic courses prepares students to transfer to senior institutions where they can further their educational goals. Technical courses and programs of study prepare students for entry into the workplace. Courses are also available to individuals who desire personal and professional enrichment.

Long Range Goals:

- 1 Purchase the latest versions of computer software (Quickbooks, Minitab, Windows Office, etc.) being used to provide students experience with using technology comparable to that found in the workplace.
- 2 Replace or upgrade computers to meet software system requirements.
- 3 Continue to integrate technology into program instruction.
- 4 Provide opportunities for faculty members to enhance their knowledge, skills, and abilities through professional development.

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.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome a

At least 90% of the course content specified on the syllabi for Gadsden State 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.

Assessment

Review course descriptions and syllabi at two-year and four-year colleges in Alabama. Talk with instructors from business programs at other colleges.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

Instructors have continued to communicate with representatives from JSU and UA to ensure the content of the business courses at GSCC is comparable with the courses at the four year schools.

Communication with representatives from Alabama Association of Higher Education in Business member institution determined that there were no significant differences in the course content and expected student outcomes in the transferable business courses offered by GSCC and the equivalent courses offered by other AAHEB institutions.

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Use of Findings

Expected student outcomes will continue to be monitored to assure the business courses offered at GSCC are equivalent to those offered at four-year institutions. Instructors will also monitor the textbooks used at transfer schools.

Objective or Educational Outcome b

At least 90% of the freshman and sophomore courses necessary to satisfy degree requirements at senior institutions will be the same as those required for the equivalent Gadsden State program of study offered by the Business Division.

Assessment

Review state curriculum. Review business programs at 2-year colleges in Alabama. Review business programs at the major four-year colleges in Alabama.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

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 consistent with the courses required for business majors at the typical transfer target institutions.

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Use of Findings

Reviewing the business programs at various senior institutions found some of the four-year schools have lowered the maximum number of hours a student can transfer in. As a result, the GSCC Business Division changed the minimum number of required hours from 64 to 60-64. This will allow students who can transfer only 60 hours to still complete a degree from GSCC.

Some 4-year institutions require a fine arts course and not a "fine arts or humanities" course. So GSCC has changed its requirement on most programs to "fine arts" only in the catalog.

JSU is now requiring Business Statistics I for its criminal justice majors so we added Bus Stats 1 as an option for criminal justice majors at GSCC.

Goal 2

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

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

70% of randomly selected survey respondents from the population of Gadsden State business students who transfer to senior institutions will complete one or more advanced related courses with a "C" or higher at a senior institution.

Assessment

Survey results will demonstrate that 70% of the students completed business courses with a "C" or higher.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

Transfer reports received from JSU, UA, and UAH show that GSCC transfer students are performing well at the reporting 4-year schools. The transfer students are meeting and exceeding the "C" average at the senior institutions.

Use of Findings

Reports show that GSCC transfer students do as well and better in most cases than

native students at the 4-year institutions. The business division will continue to adequately prepare students to transfer.

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.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

90% or more of student interns have obtained the knowledge and skills necessary to perform successfully in the workplace.

Assessment

Annual review of the supervisor evaluations of program interns.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

Forty-three OAD intern/co-op students were evaluated by their supervisors for the 2006-2007 academic year. The supervisors rated the students' quality of work. Thirty-nine out of forty-three (91%) were rated as excellent or very good.

In the 2007-2008 academic year, supervisors for five Marketing/Management intern/co-op students rated the students' quality of work. One hundred percent were rated as excellent.

In the 2007-2008 academic year, eight Paralegal interns were rated by their supervisors. Seven of the eight (88%) were rated as having excellent or good paralegal skills. Several supervisors wrote good comments about the students' abilities. One supervisor stated that he would hire the intern if he had an opening.

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Use of Findings

The evaluations were good. The division will continue to prepare students for the workplace.

Objective or Educational Outcome 2

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.

Assessment

Annual review of program placement data.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

According to the 2008-2009 graduate surveys it appears that this goal was not met. However, many of the students who complete one of the programs in the Business Division transfer to a four-year school. The transfer students are not looking for a job in their field of study; they are looking for a job that works around their college schedule. Therefore the percentage of graduates employed in-field may be misleading.

The following are percentages of the graduates who are employed in-field:

MAJOR

Accounting Tech (33%)

Bus. Admin (28%)

Marketing Mgmt (50%)

OAD (26%)

Paralegal (38%)

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Use of Findings

The Business Division needs to work more closely with the placement office to help students find employment in-field.

The survey needs to be designed to recognize transfer students.

Objective or Educational Outcome 3

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.

Assessment

Annual review of data from graduate surveys.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

Results of the graduate surveys administered by the Office of Institutional Research were received. The following are the percentage rates of the responding graduates who met their primary objective in attending GSCC according to the 2008-2009 Graduate Follow-Up Survey:

Accounting Tech (83%)
Bus. Administration (97%)
Marketing/Management (100%)
Medical Transcriptionist (100%)
Office Administration (91%)
Paralegal (100%)

The following are the percentage rates of the graduates who rated the program as excellent or good in preparing them for their current or intended employment.

Accounting Tech (100%)
Bus. Admin (95%)
Mkt/Mgt (100%)
Medical Trans (100%)
OAD (83%)
Paralegal (100%)
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Use of Findings

More than 90% of the responding graduates from the Business Division believed they met their purpose for attending GSCC.

More than 90% of the graduates believed the training in their field of study prepared them for their current or intended job.

Objective or Educational Outcome 4

90% or more of employers of program graduates express satisfaction with the knowledge and skills of their employees who are program graduates.

Assessment

Annual review of data from graduates' employer surveys.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

The objective was met. 100% of the employers who responded rated the training of GSCC graduates as excellent or good.

Use of Findings

The business division will stay in contact with employers to assure that our students are receiving the training they need to be prepared for employment.

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).

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Ensure that the business, marketing management, and office administration programs are complying with 100% of accreditation requirements.

Assessment

Review the standards for ACBSP accreditation.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

The ACBSP accreditation standards have been reviewed and a Quality Assurance Report was submitted to ACBSP on September 15, 2008. The ACBSP Associate Degree Board of Commissioners reviewed the report and voted to accept the report. The board stated in the acceptance letter a strength in the report was "the business unit uses a good measurement of Student and Stakeholder Focused Results, Budgetary, Financial and Market Results, Faculty and Staff Focused Results, and Organization Performance Results.

Use of Findings

The business division will continue to use the assessments in the various areas outlined in the report. As an opportunity for improvement, the Board suggested that all the tables show 3-5 years of data. The next report is due in September 2010 and there will be 3-5 years of assessment data available for all areas in the division.

Objective or Educational Outcome 2

Ensure that the paralegal program is complying with 100% of program approval requirements.

Assessment

Review the requirements for ABA approval.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

The requirements of the ABA have been reviewed and the GSCC Paralegal Program meets the requirements. The ABA interim report was submitted in August 2009.

Use of Findings

The ABA requirements will continued to be monitored.

Goal 5

Replace computer equipment, furniture, and related technology in a cycle to maintain updated technology for students.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Objective or Educational Outcome 1

Replace computers in the accounting lab at the Ayers campus to provide students with adequate equipment and software.

Assessment

Facilites survey completed by students.

Additional Funding Request: \$2400

Instructor desks are very outdated, none were made for compters. The additional funding will allow us to begin to replace them with more functional desks.

Evaluation Findings

The computers in the accounting lab at the Ayers campus were replaced with new computers in August 2008.

Use of Findings

The computers were replaced and will provide students with more efficient machines. The new machines are capable of running all the latest software for the accounting classes. In addition, this lab also serves several economics and business statistics classes.

Goal 6

Provide qualified instruction by providing instructors with the tools they need.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Objective or Educational Outcome 1

Provide faculty with opportunities for professional development.

Assessment

Evaluation of faculty and their professional growth plans.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

All instructors participated in various professional development activities provided by GSCC. Some of the instructors also attended professional development activities outside the college. The following is a list of those activities.

Fay Birchfield:

Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008
Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008
Strategic Plans: Use of Findings, GSCC, Aug. 15, 2008
A Session with David, the Tech Guy, GSCC, Nov. 24, 2008
Development of Unit Goals & Objectives, GSCC, Nov. 25, 2008

Ed Clark:

Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008
Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008
Strategic Plans: Use of Findings, GSCC, Aug. 15, 2008
A Session with David, the Tech Guy, GSCC, Nov. 24, 2008
Choosing Your Direction, GSCC, Sept. 15, 2008
IPOD for Beginners, GSCC, Nov. 24, 2008
IPOD Use in the Classroom, GSCC, Nov. 24, 2008
Development of Unit Goals & Objectives, GSCC, Nov. 25, 2008
Paperitis: Diagnosis and Treatment, GSCC, Nov. 25, 2008
The 2008 Financial Crisis, Anniston Rotary Club, Anniston, Dec. 12, 2008
The 2008 Financial Crisis, Women's Executive Network, Wachovia Bank, Anniston, Feb. 11, 2009

Glenda Copeland

EdgeBlast, American Academy of Professional Coders, 2008
Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008
Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008
Strategic Plans: Use of Findings, GSCC, Aug. 15, 2008
Anniston Army Depot Job Application Workshop, GSCC, Oct. 1, 2008
Shelly Cashman Series Microsoft Office 2007, Nov. 6, 2008
Coding Changes for 2009, Coosa Valley Coders, Feb. 19, 2009
When Does My Employment Begin...Finding Employment When the Market is Full, GSCC, Feb. 24, 2009
PBL State Leadership Conference, Birmingham, AL April 17-18, 2009

Getting Started with Keyboarding Pro Deluxe, Cengage Learning, May 6, 2009

John Faucett:

Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008

Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008

WebCT Training, GSCC, Sept. 2008

Diversity Training, GSCC, Fall 2008

Digital Photography, GSCC, Nov. 2008

Teaching Enhancement, GSCC, Jan. 2009

Technology and Retention, GSCC, Jan. 2009

Donna McCurley:

Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008

Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008

Strategic Plans: Use of Findings, GSCC, Aug. 15, 2008

MS 2007 Update, GSCC, Nov. 24, 2008

IPOD for Beginners, GSCC, Nov. 24, 2008

IPOD Use in the Classroom, GSCC, Nov. 24, 2008

Development of Unit Goals & Objectives, GSCC, Nov. 25, 2008

Paperitis: Diagnosis and Treatment, GSCC, Nov. 25, 2008

Peeling Bach the Formaldehyde Curtain with Digital Photography, GSCC, Nov. 24, 2008

Retirement Planning/DROP/RSA-1, GSCC, Nov. 25, 2008

Jamie Payton:

Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008

Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008

IPOD for Beginners, GSCC, Nov. 24, 2008

IPOD Use in the Classroom, GSCC, Nov. 24, 2008

Peeling Bach the Formaldehyde Curtain with Digital Photography, GSCC, Nov. 24, 2008

Retirement Planning/DROP/RSA-1, GSCC, Nov. 25, 2008

Development of Unit Goals & Objectives, GSCC, Nov. 25, 2008

Teachers of Accounting at Two-Year Colleges National Convention, May 2009

Phil Waits:

IPOD for Beginners, GSCC, Nov. 24, 2008

IPOD Use in the Classroom, GSCC, Nov. 24, 2008

Peeling Back the Formaldehyde Curtain with Digital Photography, GSCC, Nov. 24, 2008

Retirement Planning/DROP/RSA-1, GSCC, Nov. 25, 2008

James Yohe:

Employee Performance Evaluation (LDI Presenatation) GSCC, Aug. 14, 2008

Web 2.0-Communication, Conversation, Connecting, Community, GSCC, Aug. 14, 2008

The 2008 Financial Crisis, Anniston Rotary Club, Anniston, Dec. 12, 2008

The 2008 Financial Crisis, Women's Executive Network, Wachovia Bank, Anniston, Feb. 11, 2009
Austrian Scholar's Conference, Auburn, AL Mar.12-14, 2009.

Use of Findings

Instructors participated in a wide variety of professional development activities that increased their knowledge and benefit the students. Instructors will continue to participate in professional development activities.

Objective or Educational Outcome 2

Upgrade instructors' desks to provide them with adequate furniture.

Assessment

Evaluation of faculty.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

This objective was not met.

Use of Findings

Funding was not available.

Goal 7

Continue to offer online and hybrid sections to the student population.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Objective or Educational Outcome 1

Offer a variety of courses in online and/or hybrid format.

Assessment

Review course schedule each semester and monitor trends in enrollment patterns.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

The business division as continued to offer a full range of online and hybrid classes. The entire business administration degree can be completed online. Bus 215 and some OAD classes began to be added as hybrid classes during the 2008-2009 academic school year.

Use of Findings

The online and hybrid classes continue to give students more flexibility in scheduling. The e-learning format continues to grow at GSCC.

Objective or Educational Outcome 2

Offer at least one marketing/management course and at least one Office Administration course online each semester.

Assessment

Review course schedule each semester and monitor enrollment trends.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

This objective was met.

Use of Findings

At least one Marketing/Management class and one Office Administration class is offered online each semester. The division will continue to offer a variety of delivery formats.

Goal 8

Integrate Tegrity into some classes.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Objective or Educational Outcome 1

Continue to send at faculty members to Tegrity training.

Assessment

Evaluation of instructors' professional development plan.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

At least two instructors were individually trained on Tegrity in the 2008-2009 academic year.

Use of Findings

The division will continue to train faculty members on Tegrity so that the technology can be integrated into online and hybrid classes.

Objective or Educational Outcome 2

Integrate Tegrity into at least two classes offered in Fall 2008.

Assessment

Evaluation of faculty.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

Dr. Yohe has been working on integrating Tegrity into his economics classes. Jamie Payton has begun to integrate Tegrity into her accounting classes.

Use of Findings

Tegrity is a great addition to the online and hybrid classes. More classes will add this in the 2009-2010 academic year.

Goal 9

Use Interactive television to provide courses to low enrollment sites if needed and feasible.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Provide a course using interactive television if needed and feasible.

Assessment

Monitor enrollment and course offerings.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

This objective has not been met.

Use of Findings

Due to budget restraints the Business Division has not been able to meet this objective. The department will attempt to work with other departments who already have the equipment.

Goal 10

Incorporate more technology into the instructional process.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Purchase and install a SmartBoard into an additional classroom for instructional purposes.

Assessment

Review approved technology request.

Additional Funding Request: \$3500

Purchase and install SmartBoard and instructor computer in a classroom in the Business Division.

Evaluation Findings

A projector and screen was added to Allen Hall 212. Criminal Justice and OAD classes on the Wallace Drive campus will utilize this equipment. A SmartBoard and projector was added in one of the OAD classrooms on the Ayers campus.

Use of Findings

Increase use of technology continues to be a priority in the Business Division. Instructors are incorporating more technology into lectures and assignments. The Business Division strives to stay current with technology. All instructors have added TEC initiative objectives to their syllabi.

Objective or Educational Outcome 2

Implement the use of a tablet pc into at least one course.

Assessment

Evaluation of faculty.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

A StarBoard (similar to a tablet pc) was added to Allen 211. The accounting instructor uses it daily in her classes.

Use of Findings

The StarBoard has been a useful addition to the accounting classes.

Goal 11

Faculty will be involved in community events to promote the College and specifically the Business Division.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Instructors will participate in such activities as: college fairs, volunteer for Junior Achievement in the local high schools, and speak at community events.

Assessment

Evaluation of faculty.

Additional Funding Request: \$0

No additional funding is required for this objective.

Evaluation Findings

The Business Division participated in the GSCC college fair in fall 2008.

Two instructors made presentations to local civic organizations.

One economics instructor was interviewed on tv several times about the financial crisis.

Use of Findings

Members of the business division will continue to be involved in the community to promote GSCC as well as the business division.

User:guest

Unit

Business Division

Gadsden State Community College

Strategic Plan

Unit: Business Services **Year:** 2008-2009

Person Responsible: Chris Robinson

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

The mission of the Business Services unit is to support the College by providing necessary utilities, insurances, contractual services, and directed oversight of capital building projects, to facilitate the needs of the programs and services of the College.

Long Range Goals:

- 1 Complete capital projects as directed by the Dean of Financial and Administrative Services
- 2 Improve profitability of auxiliary services
- 3 Maintain a clean audit report regarding inventory

Goal 1

To assist with construction management of the Cherokee County Center.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Project will be completed on time and within budget

Assessment

After project completion, compare actual expenditures with proposed budget

Additional Funding Request: \$

Evaluation Findings

The Cherokee County Center Project was completed on time and within budget. The

Center officially opened on August 2008 within the established date to open.

Use of Findings

Project completed. Due to completion on time and within budget, other capital projects should follow this planning model. This Goal will not be included in the next year's Strategic Plan. No further action needed.

Goal 2

Provide quality auxiliary services to students, faculty, and staff

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Operate vending to increase revenue in comparison to previous year

Assessment

Compare total revenue at end of fiscal year with that of the previous year

Additional Funding Request: \$

Evaluation Findings

The total revenue for fiscal year 2007-2008 was \$56,069.00. The total revenue for the fiscal year 2008-2009 period was \$58,814.00. There was an increase of revenue of \$2,745.00 which was an increase of 4.67%. The increase in revenue was primarily due to the increase in number of students and the continued changing of products to meet the student's demands.

Use of Findings

Business Services will continue to monitor the variety of items offered in the machines to accommodate requested changes by students. Student's survey will be monitored to ensure that the students needs are met in relationship to Business Services' operations.

Objective or Educational Outcome 2

Receive a clean audit on inventory from the Examiners of Public Accounts.

Assessment

Review the annual audit to determine any findings regarding inventory.

Additional Funding Request: \$

Evaluation Findings

The Examiners of Public Accounts conducted their Annual Audit in October 2009. They audited a sampling of the College's capital assets that was over a value of \$5,000 per item. This audit resulted in no findings or deficiencies.

Use of Findings

The Business Services Department will continue to maintain an accurate inventory of all of the College's capital assets that is valued over \$5,000 per item. The College's Internal Audit Committee will continue to periodically audit the College's capital assets. Records are maintained as in accordance of all State Boards Policy for all Capital Assets. The Business Services Department will continue to conduct a monthly balancing with financial services.

User:guest

Unit

Business Services

Gadsden State Community College

Strategic Plan

Unit: CARCAM Year: 2008-2009

Person Responsible: Beverly Hilderbrand

Cabinet Member: Tim Green **Approved**

Mission Statement:

Address current and future workforce needs in the state's maturing automotive manufacturing industry by providing responsive and effective educational programs and services through the Alabama Regional Center for Automotive Manufacturing, with particular emphasis on recruiting and retention of under-represented populations. The Consortium for Alabama Regional Center for Automotive Manufacturing (CARCAM) consists of five institutions: Gadsden State Community College, Central Alabama Community College, Jefferson State Community College, Trenholm State Technical College and Wallace State-Hanceville Community College.

Long Range Goals:

Goal 1: Recruit, retain and prepare students for careers in automotive manufacturing.

Goal 2: Provide professional development for instructors at secondary and postsecondary levels that enhance their skills and knowledge of automotive manufacturing and STEM (Science, Technology, Engineering and Mathematics) fields.

Goal 3: Support instructional programs that serve students and incumbent workers in automotive manufacturing fields.

Goal 4: Promote a seamless transition for secondary education students to enter postsecondary programs offering automotive manufacturing technology options.

Goal 1

Recruit, retain and prepare students for careers in automotive manufacturing.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

A minimum of 100 pre-college students, with 60% being female and/or minority, per year will participate in STEM (Science, Technology, Math and Engineering) Camps

Assessment

Internal evaluator will collect and report data; Principle Investigator (PI) will maintain on file.

Additional Funding Request: \$

Evaluation Findings

A total of 223 students enrolled in 10 one-week STEM camps and 1 one-week Robotics camp for secondary students. This number far exceeded the minimum objective of 100 pre-college students attending camps. The diversity statistics are 158 female and/or minority students in attendance, which is 71% of the total. The objective was exceeded by 11%.

Use of Findings

Each college partner was surveyed to obtain STEM camp data from attendance rosters. These findings substantiate the need and desire of students to participate in Science, Technology, Math, and Engineering learning opportunities. Best practices from each STEM camp are utilized to enhance continued growth.

Objective or Educational Outcome 2

Each CARCAM institution will partner with at least one secondary school district to offer a minimum of one STEM Camp each year with the aim to recruit 20% of the participants towards enrolling in advanced STEM courses.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$

Evaluation Findings

Each CARCAM institution partners with several high schools in their service areas as well as over 25 secondary school districts and they provided 2 one-week STEM camps during the summer. Due to these efforts, there is continued growth of enrollment in advanced STEM courses.

Use of Findings

The CARCAM Center will collect data from each partner institution regarding STEM participants and will obtain more in-depth data regarding enrollment in advanced STEM courses.

Objective or Educational Outcome 3

Participation objectives by Year 2 will be: 1) a minimum of 150 individuals will enroll in automotive manufacturing technology related credit courses increasing by 10% in the

following years; and, 2) a minimum of 200 individuals will be enrolled in customized continuing education credit courses pertaining to Automotive Manufacturing Technology (AUT). This number will increase by 10% annually.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$**Evaluation Findings**

Data compiled from college partner institutions indicate a total of 3818 students enrolled in AUT and related credit courses during the last year. This indicates a 50% increase over last year, which exceeds the objective of a minimum of 10% annual increase in enrollment.

Use of Findings

Enrollment data will continue to be gathered as required by NSF reporting. In addition, increased advertising of career counseling will be utilized to continue program growth.

Goal 2

Provide professional development for instructors at secondary and postsecondary levels that enhance their skills and knowledge of automotive manufacturing and STEM fields.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

100% of faculty in AUT-related areas from CARCAM member colleges will have professional development plans based on identified needs.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$**Evaluation Findings**

Collected data from CARCAM institutions indicate 97% of faculty in AUT and related areas have professional development plans based on identified needs.

Use of Findings

A more realistic goal for Educational Outcome would be a 95% for #1. For the 2009-10 years strategic plans, this objective will reflect a change to 95% of faculty in AUT and/or related areas from CARCAM member colleges will have professional

development plans based on identified needs. Data will be gathered and reported as required by NSF.

Objective or Educational Outcome 2

80 % of the faculty in Automotive Manufacturing Technology (AUT)-related areas from CARCAM member colleges will attend at least one Regional Center sponsored professional development activity annually.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$**Evaluation Findings**

Collected data from partner colleges indicate at least one faculty from each member college attended at least one CARCAM sponsored professional development activity/workshop during the last year.

Use of Findings

Although the goal was met, continued assessment of data is used to insure that all partner institutions are included in professional development workshops and AUT and/or related faculty participated in professional development in order to maintain the necessary skill sets to stay abreast of current industry technological changes.

Objective or Educational Outcome 3

90% of secondary and postsecondary faculty participating in Regional Center professional development activities will indicate an overall satisfaction with the program.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$**Evaluation Findings**

Each professional development workshop participant is surveyed at the completion of the course. Per surveys of each of the 4 workshops conducted this year, the overall satisfaction level with the programs has been 99%.

Use of Findings

Although the objective was exceeded, survey results will continue to be utilized to improve programs and to insure that topics remain industry relevant.

Objective or Educational Outcome 4

100% of the secondary and postsecondary faculty participating in Regional Center sponsored professional development activities will implement practices or other information as a result of the activities.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$

Evaluation Findings

Surveys are administered at the conclusion of CARCAM sponsored professional development activities to evaluate the intent of faculty to implement the practices and information they received at their respective institutions. Surveys indicate 100% of secondary and postsecondary faculty gain knowledge to take back to their classrooms to better educate their students.

Use of Findings

Although the goal was met, this survey feedback is essential to make decisions about the skill sets needs for future professional development offerings so that CARCAM continues to meet both industry and education needs within the region.

Goal 3

Support instructional programs that serve students and incumbent workers in automotive manufacturing fields.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Establish and implement appropriate curricula for automotive manufacturing degree programs.

Assessment

Collaterals will be maintained on file with the PI.

Additional Funding Request: \$

Evaluation Findings

Regional automotive industry was surveyed during 2009 to assess technical and non-technical skill sets needs for employees for the future. Responses indicated the most highly expected areas of technical need to be; electrical, electronics, robotics, problem solving techniques, and troubleshooting skills.

Use of Findings

Based on needs surveys, CARCAM faculty and curriculum specialists have completed

courses in robotics operation and programming, and are currently designing courses in advanced instrumentation, networking, and digital circuits. Curriculum design is industry driven and addresses current needs.

Objective or Educational Outcome 2

Conduct annual faculty development activities at each member institution.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$

Evaluation Findings

Faculty and staff were surveyed by the CARCAM Center to assess current faculty development needs in order to insure that we provide the essential training to meet current technological changes. Based on faculty stated needs, CARCAM conducted four secondary and postsecondary faculty/employee/industry professional development workshops during the last year.

Use of Findings

Although we achieved our objective, to insure that faculty professional development needs are being met, each workshop attendee will continue to be surveyed as required for NSF reporting.

Goal 4

Promote a seamless transition for secondary education students to enter postsecondary programs offering automotive manufacturing technology options.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

100% of AUT related degree programs will have a secondary/postsecondary course articulation agreement.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$

Evaluation Findings

100% of AUT related degree programs have course articulation agreements as there is a state-wide articulation agreement between secondary and postsecondary. Additionally,

the most recent articulation agreement signed with university level articulation is Jacksonville State University. This articulation provides for students completing the Automotive Manufacturing Technology (AUT) A. S. degree to potentially transfer as juniors into selected majors of the of the Technology Degree Program at Jacksonville State University.

Use of Findings

Goal #4 should be eliminated in the future and there is no longer a relevant objective because we now have a state-wide articulation program in place.

Objective or Educational Outcome 2

Beginning in Year 2 of the project there will be at least a 10% annual increase in credit awarded through articulation agreements for AUT related programs.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$**Evaluation Findings**

This objective will be eliminated and revisited for a new educational outcome. All partner institutions data collection processes do not adequately measure data for credit awards thru articulation.

Use of Findings

This goal and objective will be reassessed for relevance for 2009-10.

Objective or Educational Outcome 3

Beginning in Year 2 of the grant, there will be a 10% annual increase in Early College Enrollment Plan (ECEP) & dual enrollment in AUT related programs.

Assessment

Internal evaluator will collect and report data; PI will maintain on file.

Additional Funding Request: \$**Evaluation Findings**

CARCAM partner institutions had a total of 130 students enrolled in ECEP and dual enrollment and related programs during the year. This figure does not reflect a 10% annual increase over the previous year.

Use of Findings

Colleges were surveyed to obtain ECEP and dual enrollment data. The general consensus was that the current economic downturn, specifically affecting the automotive industry, has had a negative effect on recent student perception of automotive technology degrees as a prime career choice and therefore some of the prospective students chose alternative technical degree paths during this year.

Gadsden State Community College

Strategic Plan

Unit: Career Services **Year:** 2008-2009

Person Responsible: Cheryl Cephus-Vickers

Cabinet Member: Tim Green **Approved**

Mission Statement:

Support the mission of the institution's technical and academic programs as well as the institution's technology initiative by designing, implementing and managing services, programs and systems that meet the career development and employment needs of students, and meet the staffing needs for employers.

Long Range Goals:

- 1 Continuously enhance career development programs, activities and services in an effort to better prepare students to meet the workforce needs and challenges of the 21st century.
- 2 Develop a Resource Center which houses the Career Library and Student Technology unit for developmental career assessment.
- 3 Improve marketing efforts and secondary school counselor relationships so as to enhance and increase student participation in program services and activities as they relate to the Early College Enrollment Program.
- 4 Continuously improve marketing efforts throughout Gadsden State campuses in an effort to increase awareness of career programs, services and opportunities available for students and alumni of the institution.

Goal 1

Assist with "in field employment" of Gadsden State Community College students and graduates.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer career programming, assesment and employment opportunities that are of no cost to students.

Objective or Educational Outcome #1

Assisting with employment of students in their fields of study will serve to enhance the classroom experience and foster a deeper sense of importance of the need for student academic preparation and training.

Assessment

Achieve over 50% response rate from "Career Satisfaction" Survey administered to students who connected with Career Services through Job Search activities, career services and events.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A total of 1240 participants attended standard/on-going Career Workshops and Seminars during the 2008/2009 academic year. Out of the 1240 participants, 721 completed and returned evaluations for an overall 58% response rate.

Use of Findings

The Career Services Office exceeded its goal by achieving an overall response rate of 58% from Career Satisfaction Surveys returned. Staff will utilize findings to enhance program services. Additionally, staff will continue encouraging students to participate in career related activities, and to complete satisfaction surveys following program participation.

Objective or Educational Outcome #2

Assist faculty in placing eligible students in employment opportunities related to their major fields of study.

Assessment

Administer, at the end of each academic year, a "Faculty Career Satisfaction and Placement" survey to those instructors who through collaborative efforts (i.e. workshops, seminars, co-op, internships, special events, etc.) connected with the Career Services Office.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

49 surveys were administered through email to faculty who had connected with the career office during the academic year. However, only 6 responses were returned. Out of the 6 responses returned, 4 instructors, or 68% indicated that they were very satisfied with the overall performance of Career Services. 1 - instructor or 16% indicated that

he/she was somewhat satisfied - expressing concern with student Cooperative Education attendance and the need to have mid-term and final evaluations returned in a timely manner. 1 - instructor or 16% indicated that he/she was somewhat dissatisfied - expressing concern with the Early College Enrollment Program (ECEP) monitoring of student attendance and limited company tours for faculty during the 2008/2009 academic year.

Use of Findings

Based on findings from the Faculty Career Satisfaction survey, Career staff will focus on the following: First, staff will encourage faculty to complete surveys not only at the end of the academic year, but also following each career activity they are connected to and affiliated with. This will hopefully, increase the number of survey responses. Secondly, staff will continue partnering with our primary cooperative education employer to stress the critical need in having evaluations returned in a timely manner. While this Cooperative Education function has improved tremendously over the last year, staff will continue working with cooperative education companies to limit, as much as possible, future concerns surrounding this issue. Thirdly, ECEP students' attendance and academic performance is monitored through individual and group counseling sessions, as well as through bi-weekly attendance/progress reports. Career staff will continue to keep faculty updated on the monitoring of ECEP students and continue to tailor the process to meet both the needs of students and of faculty. Finally, company/faculty visits have been limited due to the economy and the shortage of hiring.

Objective or Educational Outcome #3

Offer Career Fairs that will serve to benefit all segments of the college population by connecting students with employers in their major area of interest.

Assessment

Offer a minimum of four Career Fairs per year; obtain an overall satisfactory rating from at least 70% of student attendees randomly surveyed and at least an 80% satisfaction rate from employer participants.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Five (part-time, nursing allied health, spring technical, McClellan health and Ayers general) Employment Opportunity Fairs were sponsored by the office. A combined total of 1209 student participants attended Employment Opportunity Fairs. Out of the 1209 participants, 462 evaluations were administered and returned. Out of the 462 evaluations returned, 57 or 12 % reported that the fairs did not meet their expectations, while 405 reported that the Employment Opportunity fairs met their expectations for an overall satisfaction rating of 88%. Additionally, 91 evaluations were returned from employers. 4 or 4% of the 91 evaluations indicated that participating in the fairs did not meet their expectations. 87 employers stated that the fairs met their expectations for an overall satisfaction rating of 96%.

Use of Findings

The Career staff exceeded their goal. However, evaluation findings will be used to

continue improving and enhancing office services. If employers indicate on the evaluation that the employment fair did not meet their expectations, they will be asked to list reasons why, and offer suggestions as to how office staff can better serve them in the future. Suggestions and reasons will be evaluated by Career staff and utilized to improve future employment fairs.

Goal 2

Integrate students' academic studies with work experiences and career exploration through the Cooperative Education Program.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Cooperative Education is a quality educational program that is accessible, affordable and empowering for students.

Objective or Educational Outcome #1

Increase the academic retention rate of students participating in the Cooperative Education Program until completion.

Assessment

Obtain 70% academic continuation rate each semester of student participants in Cooperative Education.

Additional Funding Request: S

No additional funding required.

Evaluation Findings

97 new students entered the Cooperative Education Program during the Summer Semester of 2008. Out of the 97 new students, 73 were retained as of Spring 2009 for a total retention rate of 75%.

Use of Findings

Beginning the 2008 academic year, new students participating in the Cooperative Education Program enroll during the Summer Semester rather than Fall Semester. Therefore, retention rate is based on one additional semester. Staff will continue tracking students entering the Cooperative Education Program. Additionally, in

conjunction with faculty and participating companies, methods are being implemented to encourage student program completion.

Objective or Educational Outcome #2

Afford students the opportunity through participation in Cooperative Education employment to gain additional financial resources for their college education, as well as the chance to acquire academic credit toward their major.

Assessment

95% of the Cooperative Education student participants will receive financial compensation and/or academic credit for the experiential education work experience.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

415 students participated in Cooperative Education Program services. Out of the 415 student participants, 406 received financial assistance for a total of 98%.

Use of Findings

Career staff will utilize findings to increase partnerships with employers who offer the financial assistance program through cooperative education participation. These partnerships will provide students a vehicle by which college tuition payments are covered. Thus, students receiving cooperative education financial assistance will not experience economic hardships regarding tuition.

Objective or Educational Outcome #3

Allow students to identify employers for career development and potential long-term employment through participation in the Cooperative Education work experience.

Assessment

Obtain a 90% response to the survey from Cooperative Education employers regarding student work performance satisfaction.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A 100% response rate was received from cooperative education employers. Of the 100% responding to the evaluation, each employer stated they were satisfied with the work performance of student(s) employed with their company for an overall satisfaction rate of 100%.

Use of Findings

Career staff will continue to enhance services as they relate to partnerships with cooperative education employers. Additionally, office staff will work with instructors to prepare students both professionally and academically to enter the cooperative education work experience.

Goal 3

Enhance and expand student opportunities for Career Services (i.e. Employment, Cooperative Education and Early College Enrollment Program) on the Ayers and McClellan campuses.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Career programs and services offered on the Ayers and McClellan campuses are accessible and affordable to students and to the community.

Objective or Educational Outcome #1

Establishment of a part-time position to serve both Ayers and McClellan campuses so students will begin to experience the ongoing and continuous benefits of on-site career counseling, development, and employment services.

Assessment

Achieve a satisfactory response rate of over 50% from "Career Satisfaction" Survey administered to students and instructors connecting with and participating in career services on the Ayers and McClellan campuses.

Additional Funding Request: \$11,400 (\$12.00 per hour x 19 hours x 50 weeks)
Funding will cover wages for a 19 hour, part-time career counselor. The \$11,400.00 does not include \$872.00 (FICA) and \$1376.00 (Retirement). With the inclusion of benefits, the total wage for a 19 hour career counselor would be \$13,648.00 .

Evaluation Findings

A part-time person for the Career Services Office has been hired. This employee assists with cooperative education, as well as with the sponsorship of workshops, seminars and Employment Opportunity Fairs on the McClellan and Ayers campuses. Since hiring the part-time employee, participation in career events has increased. On the McClellan Campus there were 41 students who participated in Employment Opportunity Fair activities. Out of the 41 student participants, 14 completed and returned evaluations for a response rate of 34%. All 14 evaluations indicated that students were satisfied with Career Services for an overall satisfaction rate of 100%. 41 students attended workshops on the McClellan Campus. Each of the 41 students completed and returned evaluations indicating they were satisfied with office services for an overall satisfaction rate of 100%, and a total response rate of 100%.

There were 129 students who participated in the Employment Opportunity Fair held on the Ayers Campus. Out of the 129 student participants, 103 or 80% of the evaluations were returned. Each of the 103 students indicated their overall satisfaction with office services for a total satisfaction rating of 80%. In addition, 168 participants attended workshops on the Ayers Campus with 96 or 57% of the participants returning evaluation surveys. 91 or 95% of the 96 participants returning evaluations indicated an overall satisfaction rating.

Use of Findings

The benefit of a part-time person that serves both the McClellan and Ayers campuses continues to be evident in the increased number of programs being offered, as well as the increase in program student satisfaction response rating. Therefore, the staff will continue improving and enhancing programming efforts. The Director will also look to increase employee hours from part-time to full-time whenever the budget permits.

Goal 4

Continuously offer workshops, seminars and career software tools to students on topics such as career identification, job search techniques, interview skills, resume preparation, job keeping skills, etc.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Career workshops, seminars and programs are designed to meet the needs of the diverse community by offering accessible and affordable activities which empower students.

Objective or Educational Outcome #1

Based upon responses elicited from evaluations, students will begin to better understand, the relationship between self-knowledge, interests and skills, job search techniques, interviewing skills and resume preparation, as they relate to career development.

Assessment

Achieve an 85% satisfaction rating from surveyed students participating in career-related seminars and workshops as well as the utilization of developmental software tools.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1240 students participated in either career workshops and/or utilized career developmental software tools. Out of the 1240 student participants, 721 evaluations were returned with 688 stating that their knowledge of interviewing, resume writing and/or job preparation had improved for a total of 95%.

Use of Findings

Career staff will continue offering programs and services that increase the career knowledge of students, as well as prepare them for the overall employment search process.

Objective or Educational Outcome #2

By second semester of their first year, students will begin to establish short- and long-range career exploration skills following participation in first year Orientation course, as well as participation in other "optional" career related activities.

Assessment

Achieve an 85% satisfaction rating from "Career Satisfaction" Survey of students participating in first year Orientation course, career-related seminars, workshops, developmental software tools as well as other career related activities.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1240 participated in either New Student Orientation, career workshops, utilized career developmental software tools, etc. Out of the 1240 participants, 721 or 58% of the evaluations were returned. Out of the 721 returned evaluations, 688 or 95% stated that their knowledge of establishing short and long range career exploration skills were enhanced.

Use of Findings

Staff will continue to offer career programs and services that assist students in developing skills that prepare them for the workforce.

Objective or Educational Outcome #3

Job search skills and candidate presentation/interview skills will be enhanced following participation in workshops/seminars, developmental software tools and other career related activities.

Assessment

70% of students participating in career related activities will indicate an increased knowledge of job search skills on the Career Satisfaction Survey.

Additional Funding Request: \$

No additional funding request.

Evaluation Findings

1240 students participated in career workshops and seminars designed to prepare them for the workforce by increasing their knowledge in the employment search and candidate presentation/interviewing skills. Out of the 721 or 58% of the evaluations returned, 688 or 95% stated their knowledge in job search preparation and interviewing skills was enhanced.

Use of Findings

Career staff will continue offering programs and seminars to enhance job search and interviewing preparation skills.

Goal 5

Enhance and increase Career Services Outreach Techniques.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Introduce students and members of the community to career programs that are accessible and affordable.

Objective or Educational Outcome #1

Increase visibility of Career Services Office throughout all Gadsden State Campuses.

Assessment

Distribute Career Newsletter throughout each campus in "unconventional" areas such as the cafeteria, bookstore, library, financial aid office, and randomly selected restrooms on each campus. Post yard/marketing signs in appropriate areas and send emails announcing career programs and activities, as well as utilize other "creative" forms to market the office.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Marketing of the Career Office was enhanced by the distribution of the career newsletter, yard/marketing signs, the addition of large banners placed on all campuses, table tents on each campus, as well as creative announcements of programs and services. Mannequins continue to be utilized to announce workshops, seminars and special events. Career staff are active across campuses and in the community by participating on committees, teaching first year orientation, presenting workshops, seminars, and employment opportunity fairs, etc.

Use of Findings

Career staff will continue developing new and innovative programs and activities that will assist in marketing office services.

Objective or Educational Outcome #2

Connect students to the Career Services Office by second semester through participation in the Student Orientation (ORI/ORT) course, Get On Board Day, MASH Day, G-Day, workshops/seminars, classroom presentations, etc.

Assessment

Achieve 85% connection and satisfaction rate from surveyed students participating in career-related activities.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1240 students participated in career related activities, including Student Orientation (ORI/ORT) course, Get On Board Day, MASH Day, G-Day, classroom presentations, workshop/seminars, etc. 721 participants connected to the office by completing surveys. 95% of the participants completing surveys indicated they were satisfied with career-related activities.

Use of Findings

Career staff will continue working to enhance programs and services, thus, meeting the career needs of those connecting with the career office.

User:guest

Unit

Career Services

Gadsden State Community College

Strategic Plan

Unit: Career Transitions **Year:** 2008-2009

Person Responsible: Marian Haynie

Cabinet Member: Tim Green **Approved**

Mission Statement:

The primary mission of Career Transitions is to assist high school and middle school students in the Gadsden State Community College service area with college and career education. Cardinal Connections, GSCC Career Transitions Initiative, will promote Gadsden State Community College in recruitment and enrollment of students by placing college representatives on high school campuses.

Long Range Goals:

- 1 Offer services and provide college and career resources to all high school and middle school students in the GSCC service area.
- 2 Establish a career center at each high school to provide students with current college and career information.
- 3 Promote Cardinal Connections initiatives throughout the community as a stable and knowledgeable program, providing college and career education not only to high school and middle school students, but also to the community.

Goal 1

Serve the students in Gadsden State's service area by placing a Gadsden State Career Transition Specialist in each public secondary school.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Increase the number of onsite Career Transition Specialists in order to provide services to all public secondary schools in the Gadsden State service area.

Assessment

Evaluate the number of Career Transition Specialists that have been hired in the Gadsden State service area.

Additional Funding Request: \$50,000

Salary and benefits for one Career Transition Specialist, ideally to serve the Cherokee County area.

Evaluation Findings

Two additional Career Specialists have been hired for 09-10 to work in secondary schools in our area. One Specialist will be working in the five high schools located in St. Clair County. The other Specialist will be working with middle school students as well as the Career Tech Center in the Calhoun County School System.

Use of Findings

We will use these additional Career Specialists to increase the number of students that are provided career and job market information at a secondary level.

Goal 2

Assist students with developing college and career goals by providing them with information and resources to meet their needs and expand their opportunities.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Increase the number of high school classroom presentations by 2%.

Assessment

Access and compare data from monthly performance reports completed by Career Transition Specialists to determine if objective is met.

Additional Funding Request: \$

No additional funding is required.

Evaluation Findings

A new Creer Specialist was hired to serve the five high schools in Cherokee County for the 08-09 school year. With the addition of this Specialist and the new schools, our number of classroom presentations increased by 12% over the previous year. However, the number of classroom presentations for Calhoun and Etowah County decreased by 4%. Because of the impact that the Career Specialists are having in the schools, more schools outside of our service area are requesting that a Career Specialists come to their school for presentations and the Career Specialists are making presentations to these schools on an 'as requested' basis.

Use of Findings

One reason the decrease in number of classroom presentations in Etowah and Calhoun County alone is because there was a tremendous increase in individual student career guidance meetings in these counties. When Career Specialists are meeting one on one with students, it allows less time for classroom presentations. However, the Career Specialists are working to increase the number of teachers at the high schools that will allow the Specialists to come into their classroom and talk with the students.

Objective or Educational Outcome 2

Promote awareness of academic opportunities and student services available.

Assessment

Access and compare data from monthly performance reports completed by Career Transition Specialists to determine if objective is met.

Additional Funding Request: \$

No additional funding is required.

Evaluation Findings

Campus visits for potential Gadsden State students were facilitated by the Career Specialists on both formal and extemporized basis. The Career Specialists also facilitated visits to the secondary school classrooms by program directors and faculty.

Use of Findings

Because of these visits made on campus by students and visits made to secondary schools by program directors, more students are aware of the opportunities and student services available at Gadsden State.

Objective or Educational Outcome 3

Increase by 3% the number of individual student advisement meetings with Career Transition Specialists.

Assessment

Access and compare data from monthly performance reports completed by Career

Transition Specialists to determine if objective is met.

Additional Funding Request: \$

No additional funding is required.

Evaluation Findings

With the addition of an additional Career Specialist working in the 5 high schools in Cherokee County, the number of individual student advisement meetings with Career Specialists increased by 69%. However, in Calhoun and Etowah Counties alone, the number of individual student advisement meetings with a Career Specialist increased by 40% from 07-08 to 08-09.

Use of Findings

Of all the services provided by Career Specialists in the schools, one on one student meetings proves to be the most important and most effective. We will continue to take every opportunity to meet individually with as many students as possible in the secondary schools to offer assistance with college and career advisement.

Goal 3

Assist the college's efforts in recruiting and enrolling more students directly upon completion of high school.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Establish initiatives to foster student awareness of workforce opportunities in technical program areas.

Assessment

Access and compare data from monthly performance reports completed by Career Transition Specialists to determine if objective is met.

Additional Funding Request: \$

No additional funding is required.

Evaluation Findings

Many events were held on campus and off campus to foster student awareness of workforce opportunities in technical programs. Explore Tech was held on the East Broad campus with approximately 90 students participating and another Explore Tech Day was held on the Ayers campus with a little over 100 students attending. Also, STEM Camp was held on each of these 2 technical campuses for one week with total over 50 students participating. Additionally, many industry tours taken by high school students have been arranged for by Career Specialists.

Use of Findings

Providing opportunities for high school students to observe first hand the technical programs offered by Gadsden State as well as the technical job opportunities available in our area are crucial. We will continue to facilitate opportunities for students to learn more about technical programs and the technical job market.

Objective or Educational Outcome 2

Increase the number of on-site high school student admission applications completed online with a Career Transition Specialist annually by 3%.

Assessment

Access and compare data from monthly performance reports completed by Career Transition Specialists to determine if objective is met.

Additional Funding Request: \$

No additional funding is required.

Evaluation Findings

The number of students that applied to Gadsden State with the assistance of a Career Specialist at their high school campus was increased by 60%. However, this included the addition of a Career Specialist for Cherokee County. When comparing the number of students applying to Gadsden State in the Etowah and Calhoun county school systems, the number of applications was increased by 29% from 07-08 to 08-09.

Use of Findings

Bridging the gap from high school to college and then to a career is an important goal of the Office of Career Transitions. By offering assistance to students with applications, scholarships, financial aid, etc, the Career Specialists aid in bridging this gap and making attending college attainable for many students. The Career Specialists will continue to offer guidance and assistance in as many ways as possible to encourage students to choose a college education after high school with the focus being on Gadsden State and the programs offered here.

User:guest

Unit

Career Transitions

Gadsden State Community College

Strategic Plan

Unit: CCAMPIS **Year:** 2008-2009

Person Responsible: Pam Clough

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The overall mission of Gadsden State's Child Care Access Means Parents in School (CCAMPIS) program is to provide assistance to student-parents with childcare needs. The child development center promotes social, emotional, cognitive, and physical growth as well as encouraging creativity, literacy, and independence. This safe, healthy environment enables student-parents to focus successfully on attending college classes as part of a plan to enhance their job skills, train for a new career, or pursue a degree. The CCAMPIS program and its partners are an integral part of GSCC's goal to provide support services that will assist students in achieving career and educational goals.

Long Range Goals:

- 1 Enlarge the child development center.
- 2 Create an outdoor play area.
- 3 Help student-parents obtain their academic goals.

Goal 1

To recruit, enroll, and retain eligible student-parents.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Retain student-parents by recruiting at least 30 CCAMPIS participants per year.

Assessment

Relevant documentation will reveal at least two recruiting campaigns a year. A review of CCAMPIS records and applications will show at least 30 CCAMPIS participants per year.

Additional Funding Request: \$**Evaluation Findings**

Two recruiting activities were done one at Get on Board day in Fall of 2008 and one in Spring of 2009 with a bulletin board in Inzer Student Center. We also post flyers and informational sheets in the Financial Aid office and visit ORI 101. There were 54 individual student-parents served, with the majority using CCAMPIS 2 of the three semesters.

Use of Findings

There continues to be a growing need for childcare on campus. We are forced to turn away parents requesting help on a regular basis.

Objective or Educational Outcome 2

CCAMPIS student-parents will work steadily toward achieving their educational goals

Assessment

A comparison of the participants' academic goals to their school records (as found on the Host Session) will show that at least 70% of the student-parents are working toward achieving their goals.

Additional Funding Request: \$**Evaluation Findings**

According to our records, 15% of the participants graduated during the 2008 - 2009 academic year while 68% are still pursuing their academic goals. Only 17% have stopped-out during this time, which is 3% lower than last year.

Use of Findings

Retention efforts are working and should be continued.

Goal 2

Enhance the educational experience of student-parents by providing childcare services.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

To provide on-campus childcare services for children ages two and a half years and up (30 hours per week to 30 participants).

Assessment

A physical count and review of the children's enrollment forms will show at least 30 CCAMPIS participants per year. A review of time sheets will reflect that the child care center was open for at least 30 hours per week, depending on needs of participants each semester.

Additional Funding Request: \$**Evaluation Findings**

There were 54 individual students served during 2008 - 2009 with 26 of the participants utilizing the facilities at least two of the three semesters, 14 used CCAMPIS all three semesters and 14 used CCAMPIS only during the summer. Childcare is available to qualified student-parents 34 hours a week from 7:30am - 4:00 pm Monday - Thursdays.

Use of Findings

The goal for number of participants was met and exceeded. We will continue to offer childcare at these hours. We will also research other grants which, if received will allow us to increase operation hours to include evenings thus allowing night students the same opportunities as the day students

Goal 3

Assist in finding available childcare for student-parents who do not qualify for CCAMPIS.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To provide unqualified childcare inquirers with referrals to outside sources which include Gadsden State's Continuing Education (Kids College), the Department of Human Resources (Children's Services), City of Gadsden (Even Start), Family Success Center, and independent child development centers.

Assessment

A review of the childcare inquiries chart will reveal that 90% of unqualified CCAMPIS applicants were given an agency referral packet.

Additional Funding Request: \$**Evaluation Findings**

100% of unqualified CCAMPIS inquirers were referred to the Family Success Center. In addition to this several were referred to local child care programs - specifically Head Start and two local childcare centers which will take infants. We no longer refer to Children's Services at their request (their waiting time is two years).

Use of Findings

There are student-parents who need childcare that we can not provide due to lack of space and funds. It is our constant tasks to search for grants which will allow us to expand our physical facilities and add childcare workers.

Goal 4

To provide tutoring, counseling, life skills packets and service learning opportunities for clients.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Enhance the educational experience for student parents through tutoring in the basic

subjects, counseling - personal and/or academic, materials to help with study skills, note taking, test-taking, etc. In addition to these activities, life skills packets will be distributed which cover areas such as budget and time management, etc. Enhance community awareness through participation in service learning activities.

Assessment

Sign-in sheets, will show CCAMPIS student-parents have received tutoring and counseling, as requested by individuals. A review of budgets and purchase orders will show that printed materials have been purchased and distributed which cover student skills and life skills. A review of student files will show that at least 70% of CCAMPIS participants participated in a service-learning activity.

Additional Funding Request: \$**Evaluation Findings**

98% of CCAMPIS student-parents who requested tutoring and/or counseling received the services requested. The Arledge Center and CCAMPIS programs combined spent approximately \$4,000.00 on textbooks, study skills pamphlets, and materials for life skill packets. 73% of parents did a service learning activity.

Use of Findings

The services being offered through the CCAMPIS grant are being utilized. Service learning activities are increasing which reflects the verbiage change was beneficial.

Goal 6

To promote building safety and evacuation plans through practice.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Ensure safety of CCAMPIS children through emergency drills and having 100% of the workers CPR certified.

Assessment

Outlook calendar will reveal at least two planned and one unplanned emergency drills. Also, the review will show scheduled CPR training or recertification as needed for childcare workers.

Additional Funding Request: \$**Evaluation Findings**

In cooperation with the Safety and Security department, we conducted two planned and one unplanned emergency drill. All childcare workers and the department secretary were all recertified in CPR during 2008 - 2009.

Use of Findings

We will continue to conduct planned and unplanned drills. There have been no actual emergencies. CPR recertifications will be updated as needed.

Goal 7

Ensure enrollment of a diverse student population of minority children in the CCAMPIS childcare program.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Community agencies, counselors, churches, financial aid, and local child care entities will be contacted and information shared about the CCAMPIS program to attract a diverse student-parent population for CCAMPIS.

Assessment

An examination of class rosters to reveal ethnic enrollment statistics.

Additional Funding Request: \$**Evaluation Findings**

CCAMPIS children are 76% white (41) and 24% black (13), which is a ration

comparable to the school's population of 73% white and 23% black with the other 4% being comprised of hispanics and all other races combined. This is actually an increase from last years ration of 23% blacks.

Use of Findings

Although we have recruited among the Hispanic population many do not qualify for CCAMPIS because they are not Pell Grant recipients.

User:guest

Unit

CCAMPIS

Gadsden State Community College

Strategic Plan

Unit: Admissions & Records **Year:** 2008-2009

Person Responsible: Teresa Rhea

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

The office of Admissions and Records exists to serve students, faculty, staff, alumni and the community by providing admissions services, assistance with academic policies, registration services, academic record services, transfer credit evaluation, enrollment and statistical reporting, and student enrollment management.

Long Range Goals:

- 1 Continue to implement technology into the Admissions and Records Office functions to improve efficiency and service to students.
- 2 Re-design and modernize facilities for more efficient service to students, staff, and the community.

Goal 1

Implement technology into the Admissions and Records functions to improve efficiency and service to students.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Implement automated telephone communication program in order to facilitate student admission to the college and registration for classes.

Assessment

Automated calling software will be purchased and installed in Admissions & Records Office.

Additional Funding Request: \$

Purchase cost of automated calling software is estimated at 2000.00

Evaluation Findings

Automation was implemented to improve customer service to those calling the Admissions or Records Office. Due to limitations in budget and proration through out the Alabama College System, purchase of commercial software was not economically feasible. The Computer Center staff developed a "tree" that routes calls based on caller supplied information. The implementation of the "tree" has allowed staff to respond more efficiently to phone inquiries and has reduced the number of mis-directed calls.

Use of Findings

The "tree" has been effective in routing calls to the appropriate personnel. There may be some value in assessing commercially available software to improve this function within the next few years.

Objective or Educational Outcome 2

"Live Chat!" program will be implemented at a second computer station in order to provide students with real-time access to services via the Internet.

Assessment

Purchase and install additional software license.

Additional Funding Request: \$

Estimated cost of license is \$1200.00. Installation is accomplished by Computer Center Staff.

Evaluation Findings

Due to budget and staffing considerations, LiveChat was discontinued. Services to students previously provided through this online messaging forum have been supplemented through use of the phone tree and electronic catalog.

Use of Findings

Student survey data will be collected during the 2009-2010 academic year and the software will be re-evaluated in Spring 2010.

Objective or Educational Outcome 3

Implement electronic catalog management program.

Assessment

Purchase and install electronic catalog management software.

Additional Funding Request: \$

Expected cost of catalog management software is \$35,000 initially and \$5,000 per year for Hosting support and Upgrades.

Evaluation Findings

The electronic catalog software was implemented for Fall 2009. The Admissions and Records staff and a representative from the Computer Center staff completed training on management of the software in June 2009. Currently, the new version of the catalog

(2010-2011) is in development and will be published in May of 2010.

Use of Findings

Student survey data will be collected during the 2009-2010 academic year and the software will be re-evaluated in Spring 2010.

Objective or Educational Outcome 4

Develop and implement plan for electronic transfer of records.

Assessment

Successful transfer and receipt of academic records between Gadsden State and other colleges and universities.

Additional Funding Request: \$5000

Purchase of software and support services will be offered through the bid process to qualified vendors.

Evaluation Findings

A state-wide initiative has begun involving two-year and four-year, public and private colleges and universities as well as student in the Pre-Kindergarten through 12th grade system. The initiative is operating under the joint authority of the State Department of Education, the Department of Postsecondary Education and the Alabama Commission on Higher Education. Federal Funds have been made available to the states through a grant application process. Alabama is one of 9 states that have not received an award and a state-wide committee (e-transcript Steering committee) has been appointed to seek these funds.

Use of Findings

As a result of this committee's work and the appointment of the Registrar at Gadsden State to this committee, the college will postpone work on this initiative pending the outcome at the state level. If the project does not succeed at the state level, the College will consider entering into an agreement with an external vendor to facilitate electronic transfer of student record data.

Goal 2

Continue to expedite student enrollment by processing applications for admission daily. Strengthen and enhance the student admissions process.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Improve the information available to students online with respect to Admissions by expanding the "Admission Status" option currently available to students through the online system. Proposed expansion would include a specific reference to the transcripts not received and other detailed aspects of the application related to completion of the admission file.

Assessment

The enhancements for student admission status options will have been programmed and made active on the College's website.

Additional Funding Request: \$

Evaluation Findings

The expansion of the "Admission Status" option has been successfully implemented.

Use of Findings

Due to the success of this initiative over the past two years, further expansion and/or refinements will be considered for the next academic year. One possible source of improvement to be considered is to provide feedback to students using the Online Transcript Request function. Specifically, it may be helpful to students to know when a Transcript Request was processed. This would serve multiple purposes in that it may reduce the volume of phone calls to Records following up on transcript requests.

Objective or Educational Outcome 2

Use the evaluation instrument for all instructors in the Spring 2010.

Assessment

An examination of the faculty evaluations on file in the Human Resources office will demonstrate that the new instrument was used.

Additional Funding Request: \$

Evaluation Findings

Use of Findings

Objective or Educational Outcome 3

Evaluate the effectiveness of the faculty evaluation instrument.

Assessment

The ad hoc committee will assess the effectiveness of the instrument and will make recommendations to the instructional deans for improvement.

Additional Funding Request: \$

Evaluation Findings**Use of Findings****Goal 3**

Ensure that policies enacted by the State of Alabama Board of Education are followed.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Admissions and Records Office will fully implement all State Board of Education policies and Guidelines from the Chancellor.

Assessment

State audits will find no incidents of non-compliance with State Board policies in the annual review of admissions records.

Additional Funding Request: \$

Evaluation Findings

Results from the Annual Review by the Examiners of Public Accounts returned "No Findings."

Use of Findings

Admissions and Records will continue to emphasize the importance of strict compliance with Board Policy.

Goal 4

Continues to systematically replace worn and outdated office furniture and equipment.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Replace one of the office service counters

Assessment

Purchase and installation of student service counter

Additional Funding Request: \$

Estimated cost is \$5,000 for materials.

Evaluation Findings

This objective was not completed due to budget considerations.

Use of Findings

This objective will be included in the next planning cycle.

User:trhea

Unit

Admissions & Records

Gadsden State Community College

Strategic Plan

Unit: Clinical Laboratory Technology **Year:** 2008-2009

Person Responsible: Connie Meloun / Sunita Graves

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

To provide the health-care community with graduates who possess entry-level clinical laboratory technician skills in a broad range of diagnostic testing.

Long Range Goals:

- 1 Acquire a separate classroom to be used for lecture purposes only so that laboratory equipment will not have to be moved each semester and safer working conditions will result.
- 2 Acquire funding to obtain 5-8 new computers with internet access to replace the present computers in the lab prep room between the classrooms.
- 3 Assess continuously the status of current laboratory equipment and analyze the need for new equipment.
- 4 Implement a phlebotomy graduate survey that specifically evaluates the Phlebotomy Training Program.
- 5 Obtain approval from phlebotomy certifying agencies to offer the phlebotomy certification exam at GSCC.
- 6 Establish articulation agreements with UAB and JSU for the transfer of GSCC CLT courses to 4-year Medical Technology Programs.
- 7 Obtain funds to offer a 1-day in-service program for high school Honors Biology/Chemistry teachers to increase awareness of the GSCC CLT program, thereby hoping to increase the quantity and quality of future CLT applicants
- 8 Replace worn out microscopes with ones of hospital clinical laboratory quality.
- 9 Purchase time clocks to have at clinical agencies to monitor students' hours.
- 10 Replace 2 Marster' Blook bank incubators.

- 11 Purchase basic automated hematology cell counter as used in physicians' offices.
- 12 Purchase laptop computers students could use at clinical when they have "down" time -- to work on case studies and review for board exams.

Goal 1

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

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students will perform competently and safely in various laboratory settings.

Assessment

a. Employer Survey: 85% of returned surveys will indicate that graduates meet this goal. b. Clinical Technical Component Grades: 90% of students will score 80% or higher for each technical area of the laboratory. c. Graduate Survey: 90% of respondents will indicate they were prepared to perform competently and safely as an entry-level laboratory clinician.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

a. Employer Survey: Of the returned surveys, 100% indicated new graduate as being competent and safe in the laboratory setting.
b. Clinical Technical Component Grades: All of the students scored 80% or higher for each technical area of the laboratory.
c. Graduate Survey: Of the returned graduate surveys, 100% indicated they were prepared to perform competently and safely as an entry-level laboratory clinician.

Use of Findings

Even though bench marks were met, faculty will continue to utilize these assessment measures due to the importance of competence in technical skills and safety in the laboratory setting.

Objective or Educational Outcome 2

Faculty will be provided access to current methodologies and techniques associated with clinical laboratory technology.

Assessment

End of Course and End of Program Surveys: 90% of students will indicate "agree" or "strongly agree" that instructors were well prepared for subject matter taught.
On Health Science Resource Survey: 100% of faculty will indicate "agree" or "strongly agree" they had an opportunity to participate in a professional development activity that would assist in their teaching assignments.

Additional Funding Request: \$2,000 Voc Tech; Margin of Excellence
To provide monies for instructors to attend workshops and conferences for professional development.

Evaluation Findings

Students have not participated in completing surveys, even though encouraged by faculty to do so.

On the Health Science Resource Survey 42% of faculty "strongly agreed" and 35% of faculty "generally agreed" they had an opportunity to participate in a professional development activity that would assist in their teaching assignments.

Use of Findings

Faculty have reiterated to students the importance of feedback from students but these surveys have not been required so students have not participated. Faculty is now assigning time for students to participate in the surveys. Due to proration faculty have not be able to attend conferences and workshops out of state, so faculty are looking for professional development activities that will assist in their teaching within the state and where overnight stay is not required -- again due to budget constraints.

Objective or Educational Outcome 3

Achieve a high program completion rate.

Assessment

10% attrition rate achieved, excluding non-academic reasons.

Additional Funding Request: \$

Evaluation Findings

A total of 28 students were admitted into the CLT program from Fall 2007 through Summer 2009. Of these students we had 15 to complete the program either Spring or Summer 2009. Of the 13 who did not complete the program, 2 were due to academic reasons and 11 were for personal reasons. The attrition rate would be 12% if non-academic reasons are not included in the calculation.

Use of Findings

The CLT faculty have advised students who have other responsibilities and/or who might be weak academically to take fewer classes each semester so to hopefully increase the students' chances of being successful. The CLT faculty are considering an "application information session" so as to better inform potential CLT students of the requirements of the program.

Goal 2

Produce graduates who interact professionally with patients, co-workers, and other health care personnel.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students will demonstrate professional development in the clinical setting.

Assessment

a. Employer Survey: 85% of returned surveys will indicate that graduates meet this goal. b. Clinical Personal and Professional Component Grades: 90% of students will score 85% or higher on the work habits and personal component grades for each area of the laboratory.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

a. Employer surveys: 100% of returned surveys indicated that graduates demonstrated professionalism in the clinical setting. b. Clinical Personal and Professional Component Grades: All students scored 85% or higher on the work habits and personal component grades for each area of the laboratory.

Use of Findings

Benchmark was met; however faculty want to continue to monitor as professionalism in the workplace is an important component of work in the clinical laboratory.

Goal 3

Prepare graduates to meet the needs of the community.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will pass the American Society of Clinical pathologists MLT Board of Registry and become members of the community workforce in clinical laboratory technology.

Assessment

Academic Area Report: 80% of students taking this board examination will pass on the first attempt. Graduate Survey: 90% of graduates seeking employment will be employed in clinical laboratory technology within six months after graduation.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

100% of students taking the ASCP Board of Registry passed on the first attempt. All of the graduates who sought employment are working in the field. One graduate chose to attend school to work on BS degree in Medical Technology and another graduate chose not to work immediately after graduation.

Use of Findings

Faculty continue to communicate with area laboratory personnel and are aware when laboratory positions become available. Faculty then communicate with students and graduates to make them aware of vacant positions.

Goal 4

Promote computer competency and information literacy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will utilize WebCT and email in each CLT course.

Assessment

90% of CLT students will utilize WebCT in obtaining information related to each nursing course such as syllabi, handouts, PowerPoint presentations, Tegrity sessions and any other course specific materials.

90% of CLT students will utilize email to submit to their instructor(s) at least one assignment in each course.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

All students utilize WebCT in accessing course materials as well as participating in discussion board assignments, emailing homework assignments as well as doing on-line research projects related to Clinical Laboratory Technology.

Use of Findings

Faculty will continue to utilize WebCT and Tegrity in their teaching and require students to utilize WebCT as well. Faculty have obtained licensure for Media Lab Inc. Net -- an online review for clinical students.

User:guest

Unit

Clinical Laboratory Technology

Gadsden State Community College

Strategic Plan

Unit: Community & External Affairs **Year:** 2008-2009

Person Responsible: Jack Page

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

Within the context of the Mission, Purpose, and Philosophy of Gadsden State Community College, the mission of the Office of Community and External Affairs is to provide Gadsden State Community College, the Office of the Vice President and the Office of the President a conduit for communication and information from both the private and public sectors. The Community Affairs Liaison will also provide the President and Vice President the support necessary to develop plans and strategies to educate and enlighten local businesses, industries, civic organizations and governmental entities about Gadsden State.

Long Range Goals:

- 1 Pursue and promote relationships with external businesses, industries, civic organizations and governmental entities which will advance the mission of Gadsden State Community College.
- 2 Pursue and promote external partnerships which will advance the mission of Gadsden State Community College.
- 3 Enlighten local businesses and industries about workforce development opportunities available through Gadsden State Community College.
- 4 Assist the Alumni Association of Gadsden State Community College in the achievement of their standing and long range goals.

Goal 1

Actively pursue opportunities to promote relationships with external businesses and industries in which will advance the mission of Gadsden State Community College.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Pursue relationships with local businesses and/or industries that will serve to advance the mission of the College.

Assessment

Meet with twelve (12) local businesses and/or industries to develop relationships that will advance the mission of the College.

Additional Funding Request: \$

Evaluation Findings

Through the contacts made from participating on the Downtown Gadsden Incorporated Board, twelve businesses have been met and the mission of Gadsden State has been discussed.

Use of Findings

These contacts will be used to expand the network between Gadsden State and the business community.

Goal 2

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 Gadsden State locally, regionally and nationally.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Pursue partnerships with organizations that will enhance the image of Gadsden State.

Assessment

Enter into and participate in partnerships with six (6) organizations that will enhance the image of Gadsden State.

Additional Funding Request: \$

Evaluation Findings

There was participation with four (4) organizations.

Use of Findings

The participation with local organizations will be re-evaluated to ensure more than

adequate enhancement of the Gadsden State image.

Goal 3

Meet with local businesses and industries to discuss opportunities for workforce development and training available through Gadsden State Community College.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Meet with local businesses and/or industries will allow for discussions on workforce development and training available through Gadsden State Community College.

Assessment

Meet with twelve (12) local businesses and/or industries to discuss workforce development and training available through Gadsden State Community College.

Additional Funding Request: \$**Evaluation Findings**

Meetings with six (6) local businesses and/or industries were attended to discuss workforce development and training available. Interest was shown by four (4) of the participants.

Use of Findings

A re-evaluation of projected meetings and method of assessment will be instituted during the first quarter of the new year.

Goal 4

Meetings with local civic organizations and governmental entities to educate them on the mission of the College.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Meet with local civic organizations and/or governmental entities will educate the members on Gadsden State's mission.

Assessment

Meet with twelve (12) civic organizations and/or governmental entities.

Additional Funding Request: \$**Evaluation Findings**

Met with five (5) civic organizations and/or governmental entities to educate the members on Gadsden State's mission. Clarification of Gadsden State's mission as it fits into the community was achieved.

Use of Findings

Re-evaluation and adjustment of goals and assessment measures will be instituted in order to continue to promote Gadsden State in the community.

Goal 5

Assist the Alumni Association Board of Directors in meeting their long range and standing goals.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Assist the Gadsden State Community College Alumni Association with meeting their membership goals.

Assessment

Whether Gadsden State Community College Alumni Association membership increased by 5% as compared to 2007-2008 membership numbers.

Additional Funding Request: \$**Evaluation Findings**

The graduating class of 2009 enabled the Gadsden State Community College Alumni Association to increase its membership roles by at least 5%.

Use of Findings

Assist the Alumni Association in encouraging the new members of the Alumni Association in renewing their annual memberships or becoming life members.

Goal 6

Promote and communicate an attitude of celebration of differences to recognize and advance a diverse workplace.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Attend diversity awareness training sessions as offered by Gadsden State Community College.

Assessment

Attend one or more diversity awareness training sessions as offered by Gadsden State Community College.

Additional Funding Request: \$

Evaluation Findings

Diversity training as provided by the Diversity Officer of Gadsden State was attended.

Use of Findings

The participation in on campus diversity training will be continued. In addition, available off campus diversity seminars, programs, and training will be attended as scheduling allows.

User:guest

Unit

Community & External Affairs

Gadsden State Community College

Strategic Plan

Unit: Community & External Affairs - Calhoun **Year:** 2008-2009

Person Responsible: Eric Stringer

Cabinet Member: John Blue **Approved**

Mission Statement:

Within the context of the Mission, Purpose, and Philosophy of Gadsden State Community College, the mission of the Office of Community and External Affairs for Calhoun and Cleburne Counties is to provide Gadsden State Community College, the Office of the Vice President and the Office of the President a conduit for communication and information from both the private and public sectors. The Community Affairs Liaison shall serve as the principle unit to support the promotion, establishment and maintenance of external partnerships to assist in meeting the needs of special populations within the community. The Community Affairs Liaison will also provide the President and Vice President the support necessary to develop plans and strategies in leading the College to achieve the Institutional Mission and Goals.

Long Range Goals:

- 1 Build and promote relationships with governmental, industrial, educational, and community leaders which will advance the mission of GSCC.
- 2 Assist the Alumni Association of Gadsden State Community College in the achievement of their standing and long range goals.
- 3 Promote and communicate an attitude of celebration of differences to recognize and advance a diverse workplace.

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 Gadsden State locally, regionally and nationally.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Pursue partnerships with organizations that will enhance the image of Gadsden State.
Participate in meetings with community, education, industrial and governmental leaders.

Assessment

Participate in partnerships with at least (3) organizations that will enhance the image of Gadsden State. Network with governmental leaders and elected officials.

Additional Funding Request: \$

No additional funding is requested other than current budget amount.

Evaluation Findings

Once again, the Community & External Affairs Liaison did meet and network with organizations such as the Calhoun County Commission, Cleburne County Commission, Calhoun County Chamber of Commerce, East Alabama Regional Planning Commission. The Liaison also networked with several new organizations such as the Red Cross, the Family Service Center, (SAPAC) Substance Abuse & Prevention Advisory Coalition, and the Hobson City Community & Economic Development Corporation. The Liaison also participated in meetings with elected officials from the federal, state, and local levels.

Use of Findings

The objective was met. The Community & External Affairs Liaison plans to continue building existing partnerships, while cultivating new partnerships to insure that these organizations are aware of the mission of GSCC.

Goal 2

Assist the Alumni Association Board of Directors in building the number of members in the Association.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 2

Assist with increasing Gadsden State Community College Alumni Association membership numbers.

Assessment

Whether the Gadsden State Community College Alumni Association membership

increased by 10% as compared to 2008-2009

Additional Funding Request: \$

No additional funding is requested other than current budget amount.

Evaluation Findings

The Community & External Affairs Liaison participated in alumni membership drive events held at the Ayers and Wallace Drive campus.

Use of Findings

The goal was met and the Liaison plans to explore additional avenues to attract new alumni involvement at GSCC.

Goal 3

Promote and communicate an attitude of celebration of differences to recognize and advance a diverse workplace.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

By recognizing the worth and dignity of all individuals, Gadsden State truly serves its students and their communities.

Assessment

Attend one or more diversity awareness training sessions or workshops as offered by Gadsden State Community College.

Additional Funding Request: \$

No additional funding is requested other than current budget amount.

Evaluation Findings

The Community & External Affairs Liaison attended all GSCC events pertaining to diversity. The Liaison also worked with the Director of Diversity to plan and evaluate diversity training and diversity programs at GSCC. The Liaison also attended the diversity workshop sponsored by the Alabama Community College System.

Use of Findings

The goal was met and the Community & External Affairs Liaison plans to explore additional avenues and opportunities to promote an attitude of celebration of differences at GSCC.

User:guest

Unit

Community & External Affairs - Calhoun

Gadsden State Community College

Strategic Plan

Unit: Continuing Education **Year:** 2008-2009

Person Responsible: Pam Clough

Cabinet Member: Tim Green **Approved**

Mission Statement:

The mission of Continuing Education is to serve the diverse and changing needs of the community by offering a broad range of noncredit courses responsive to individual, business, and community needs. We offer a variety of fee-based workshops, classes, community service activities, and continuing education courses designed for those who want to keep learning but are not necessarily interested in earning academic credit. The department is committed to linking college and community resources to provide quality enrichment programs to people of all ages. Continuing Education consists of two major divisions: professional development and personal development. Programs are provided for youth, adults, and senior citizens in a variety of formats. The classes are designed for people in search of life enrichment, personal and/or professional growth.

Long Range Goals:

- 1 Add online registration to GSCC'S web page. Although students can view the schedule on-line and print a registration form to mail in, they cannot actually register on line. Credit students can complete the registration form on line, and we would like to see this process expanded to include non-credit students.
- 2 Expand classes which are offered at the satellite campuses - especially McClellan and Cherokee County.
- 3 Provide professional development CEU courses for certain licensed fields in the College's service area.
- 4 Purchase another Driver's Education vehicle.
- 5 Post Clerk I position for 40 hours.

Goal 1

Provide quality non-credit professional development courses/workshops for licensed professionals at a reasonable cost.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Enhancement of participants' knowledge of materials and information in their chosen fields.

Assessment

An examination of evaluation forms will show 70% of participants benefitted from the class.

Additional Funding Request: \$**Evaluation Findings**

An examination of evaluation forms from participants in professional development classes and seminars reveal that 97% felt they had benefitted from attending the class.

Use of Findings

The number one complaint dealt with outdated computers in the computer lab. As a result, we started checking into purchasing computers and were given computers from the Civil Engineering lab which had recently purchased new computers.

Goal 2

Enrich participants' life-long learning process, and civic, social, and cultural quality of life.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Provide more personal enrichment community activities, services, and low-cost/free workshops and to expand services to local retirement communities.

Assessment

A comparison of schedules from one year to the next will reveal a 5% increase of classes offered. An examination of class rosters/sign-in sheets will show a 5% increase in the number of participants.

Additional Funding Request: S**Evaluation Findings**

There was an increase in the number of classes offered from 315 to 335 which is a 6% increase. However, the number of classes which made dropped from 171 to 160 serving 2,053 students.

Use of Findings

1. - After careful consideration, the decision was made to realign the Gadsden Kids College program and offer one less class per each of the nine weeks due to low pre-enrollment which saved the Continuing Education department the cost of one classroom teacher for nine weeks. Even though the number of classes dropped, it was the right decision to make.

2. - Increasing the number of classes did not increase the number made. Relevancy of classes should be a factor when offering new classes.

Goal 3

Enhance the educational experiences of the Kids College program at both the Ayers and Gadsden Campuses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Expand opportunities for more school age children to continue their academic and personal growth when schools are not in session while providing working parents with a safe, fun option for their children.

Assessment

Kids College evaluations completed by parents will be reviewed. Enrollment forms will be compared from one year to the next to determine an increase in participation.

Additional Funding Request: S**Evaluation Findings**

All evaluations completed by parents were excellent. Parents are extremely pleased with the services offered through Kids College even though the number of children served actually decreased from 1,284 to 963.

Use of Findings

1.- The continuing education department made a concentrated effort to contact parents of 2007 - 2008 participants who did not return in 2008 - 2009 in order to determine the cause. Each contact (phone call or questionnaire) that was returned indicated that the economy had forced the parents to resort to using relatives or friends for childcare. This made us question the price of Kids College. However, after a careful examination of other childcare programs in the surrounding areas it was determined that the cost of Kids College is comparable and often less than other programs that are not grant funded.

Goal 5

Research additional continuing education and professional development classes through examination of course schedules from various colleges and attending a professional development seminar.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Expansion of offerings due to the staff's increased awareness of advances and changes in Continuing Education and knowledge of new and diverse classes being offered across the nation.

Assessment

A review of schedules will reflect at least 5 new community education classes each year. A comparison of class rosters and/or sign in sheets from one year to the next will reveal a 5% increase of professional development classes.

Additional Funding Request: \$**Evaluation Findings**

There were 20 new community education classes offered during 2008 - 2009 which include new classes that are now being offered at Cherokee county. The number of professional education classes increased from 12 to 16 and served 249 professionals who were able to earn required continuing education units

Use of Findings

1.- The opening of the Cherokee County campus provides numerous opportunities to expand both the community and professional development classes. An increase in interaction with community members in this area will open doors for further growth.

Goal 6

Improve services for Continuing Education students, with special attention given to the three satellite campuses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offer quality educational experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Increase opportunities for non-credit learning opportunities, as well as, increasing opportunities for civic, social, and cultural quality of life at McClellan, Centre, and Ayers.

Assessment

A comparison of schedules will reveal a 5% increase of classes over the previous year at the three satellite campuses.

Additional Funding Request: \$**Evaluation Findings**

The Cherokee Campus showed the largest increase in classes going from 10 to 34 and serving 216 students. The McClellan campus increased the number of driver's education classes by 2 classes serving an additional 32 students. The Ayers campus showed a slight decrease in classes.

Use of Findings

1. - Continue to focus on community interaction and serving participants at all three satellite locations.
2. - Increase interaction and involve more community/faculty at the Ayers campus in order to develop and offer classes that are relevant to this area.
3. - Consider ways to increase the number of driver's education classes we can offer in the Calhoun County area. Every class we offer in this area fill quickly - there is a need for more classes and Continuing Education needs to met the demand.

Objective or Educational Outcome 2

Advertise courses through mail-outs, flyers, television/radio appearances, and other advertising as needed, to target markets and to ensure that the general public is aware of the courses offered by Continuing Education

Assessment

A comparison of mail-out databases and personal appearances will reveal a 5% increase from the year before.

Additional Funding Request: S**Evaluation Findings**

The mail-out database has increased by 27%, mainly in the Cherokee County area. There were 6 personal appearances made - 3 at WEIS radio, two at Get on Board days, and one at the Cherokee County College/Job Fair.

Use of Findings

1. - Continuing Education has increased our mail-out database; but, the number of phone calls requesting registration on line and asking how to view the schedule on line indicates that we need to make on-line access easier.

Objective or Educational Outcome 3

Pursue grants and other funding sources outside the college on order to increase revenues for Continuing Education which will allow us to increase opportunities for educational, professional, and personal growth.

Assessment

A review of grant applications will reveal a 5% increase over the previous year. An examination of budgets will disclose additional monies that are received from grants.

Additional Funding Request: \$

Evaluation Findings

There were two grants applied for in 2008 - 2009, which was a 50% increase over 2007 - 2008. 21st Century was funded for \$17,500.00 which was the maximum amount awarded; \$3,950.00 of this amount was clear profit.

Use of Findings

Continue to search for grants that are applicable to non-credit classes and for the enhancement of community services. Focus should be on grants that allow participation in personal and culturally enriching activities.

User:guest

Unit

Continuing Education

Gadsden State Community College

Strategic Plan

Unit: Correctional Education Program-St. Clair **Year:** 2008-2009

Person Responsible: Keith Vaughn

Cabinet Member: Tim Green **Approved**

Mission Statement:

The St. Clair Correctional Facility Campus of Gadsden State Community College (GSCC) is committed to all inmates of diverse backgrounds who wish to improve the quality of their lives. GSCC accomplishes this by offering opportunities to receive specific, on-site career/technical instruction. Achieving an educational goal through GSCC's services can earn inmates good work reports for their files, which are often a precondition to their early parole release. The career/technical learning opportunities provided by GSCC assist individuals who have a desire to increase their personal efficiency to develop their skills and achieve their personal enrichment goals. The college offers quality programs with sound instruction that will enhance a person's chance of succeeding once released from prison.

The educational programs at the St. Clair Campus empower individuals to make a positive contribution to society once released, and the administration and instructors are committed to the success of this objective. The St. Clair Campus serves both the gifted students as well as the educationally, economically, and socially-deprived students.

Long Range Goals:

- Goal #1 Promote existing technical programs in the institution by establishing published materials and electronic media that include the scope of work, employment possibilities, current technology used, and other services offered.
- Goal #2 Foster and maintain good communications between the college and area employers and the local community through greater employer interaction with individual program advisory committees.
- Goal #3 Support instructor professional development specific to their technical specialty and teaching methods and the development of instructional materials.

Goal 1

Educate students in career/technical programs to develop the skills required for employment.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: This goal meets the mission statement of Gadsden State by beginning the students quest of being a lifelong learner of education.

Objective or Educational Outcome 1

All career/technical programs at the St. Clair campus will maintain at least a 75% graduation rate each year.

Assessment

Each career/technical program will be evaluated annually by the advisory committee to determine if the objective is met.

Additional Funding Request: \$**Evaluation Findings**

Each Career/technical program met the 75% percent graduation rate.

Use of Findings

34 individual students received a certificate from the combined trades for the school year 2008/2009.

Objective or Educational Outcome 2

Each student will successfully complete 75% of all lab requirements.

Assessment

Each career/technical program will be evaluated on a per-semester basis by the advisory committee to determine if the objective is met.

Additional Funding Request: \$0

No additional funding will be required.

Evaluation Findings

90% percent or higher of all graduating students in the correctional education programs

completed their lab projects that allowed them to graduate with a certificate in their field.

Use of Findings

Some students will be allowed to re- work a lab project if they received a lower than a successful mark on their assessment sheet, while some students will be allowed to complete a more challenging project, depending on their mastery of the field.

Goal 2

To promote computer competency and information literacy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: This goal meets the mission Statement of Gadsden State by offering quality educational and cultural experiences.

Objective or Educational Outcome 1

Ensure that students who enroll in computer classes will pass with a success rate of 80%.

Assessment

Each computer class will be evaluated on a per-semester basis. A plan of action will be developed if program goals are not met.

Additional Funding Request: \$**Evaluation Findings**

70 % percent of the students who received a full certificate from masonry, welding and Furniture Refinishing received a 70 or higher on their computer courses.

Use of Findings

For the second year in a roll the benchmark of 80% percent is to high for the entire student body to achieve. The benchmark should be reduced to 70% percent.

Objective or Educational Outcome 2

Survey local business and industry needs annually and make necessary program modifications to ensure that programs remain up-to-date and effective. Update necessary hardware and software every three (3) years.

Assessment

Current updates will be purchased on a regular basis.

Additional Funding Request: \$1200.00

Additional funding will be required on an yearly basis to purchase software that is compatible with the computer technology of the ST. Clair campus.

Evaluation Findings

Local business and industry needs were surveyed, and good suggestions were received for improvement in the Instructional programs.

Use of Findings

Several positive changes to program curriculum are planned, the masonry department will change fireplace construction to a level that is constant to the demand for fireplace construction in the housing market of today.

Goal 3

Enhance student learning in mathematical and communication skills.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: This goal meets the Mission Statement of Gadsden State by offering quality educational experiences to the student.

Objective or Educational Outcome 1

To develop and improve the math and communication skills of the students.

Assessment

Student performance will be at least 75% passing rate in math and communications skills of all enrolled students. Each year this percentage of passing will be evaluated to see if the goal is being reached and possible to increase to a higher rate of performance.

Additional Funding Request: \$

No additional funding will be required.

Evaluation Findings

70% percent of all students completing the math and communication classes offered at the St. Clair Correctional Facility passed with a success rate of 70 or above.

Use of Findings

The benchmark of 75% percent was too high of a mark for the entire student population to achieve for the school year 2008/2009, the mark should be reduced to 70% percent for the next school year.

Objective or Educational Outcome 2

Student will be afforded the opportunity to utilize current computer software and other multimedia materials that will allow them to succeed in the workplace.

Assessment

At least 80% of students who respond to the instructor's survey will indicate in a positive score that this has been done.

Additional Funding Request: \$

No additional funding will be required.

Evaluation Findings

80% percent of the students who completed the computer classes offered at the St. Clair Correctional Facility responded in a positive manner that the class did offer them additional job and interpersonal skills.

Use of Findings

The computer classroom is scheduled for the upcoming school year 2009/2010 to be re-fitted with new computers purchased with Perkins funds. This will allow the students to continue to learn with the latest technology.

User:guest

Unit

Correctional Education Program-St. Clair

Gadsden State Community College

Strategic Plan

Unit: Counseling & Recruitment **Year:** 2008-2009

Person Responsible: Dana Davis

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The primary mission of Counseling and Recruitment is to assist in the recruitment, enrollment and retention of students by providing support services that will aid in the achievement of both personal and educational goals.

Long Range Goals:

1. Update and establish computer stations in the Career and Counseling Centers located on all campuses, centers, and sites with state-of-the-art career software, interest inventories, and educational information.
2. Establish additional space for office and storage areas.
3. Establish Gadsden State Community College as a designated Work Keys Value Added Reseller.

Goal #1

To facilitate the success of students in the Gadsden State service area by providing counseling and advisement services. The services include (but are not limited to) admissions counseling, career counseling, college transfer advisement, retention counseling, re-entry counseling for drop outs/stop outs, schedule planning assistance, placement testing/advisement, and scholarship advisement.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: This goal supports the mission of the college by providing support services that assist the community in taking advantage of the quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

The percentage of Gadsden State students who seek and use counseling and advisement services will be evaluated.

Assessment

Using the Gadsden State host system, counselors and advisors in the division will track the use of the counseling and advisement services by students. Using these statistics and the statistics for the total enrollment of the college, the percentage of students who used counseling and advisement services in 2008-2009 will be determined.

Additional Funding Request: \$0.00

Evaluation Findings

The Gadsden State Host system has been programmed to include an informational screen for the tracking of students utilizing the Counseling and Advising Services. However, the system is not yet fully functional and, therefore, no data exists to determine baseline for future evaluation.

While we do not know the number of individuals who utilized the counseling and advising services for the previous year, we do know that there were approximately 40,000 contacts made with current students, prospective students, and parents during the academic year. There will be multiple contacts with some individuals thus the number of individuals cannot be determined.

Use of Findings

Counselors will begin using the tracking system during the fall semester on a trial basis. The tracking system will be fully operational for the spring semester. Partial year data will be available for the next planning cycle and will be used to assist in creating baseline measures for future evaluation.

Objective or Educational Outcome 2

At least seventy percent of Gadsden State students will indicate an awareness of counseling and advisement services available to them.

Assessment

At least seventy percent of students will indicate awareness of counseling and advisement services available as shown by item number 37, "Students are familiar with services offered through the Counseling and Testing Office," on the Gadsden State Student Evaluation of Campus and Services which is administered college-wide each spring term.

Additional Funding Request: \$250.00

Additional funds will be used for additional printing and materials to promote the services available to students.

Evaluation Findings

213 out of 231 students (92%) completing the Gadsden State Student Evaluation of Campus and Services indicated an awareness of counseling and advising services.

Use of Findings

The goal of having at least 70% of students indicating an awareness of counseling and advising services available to them has been achieved. The goal will be increased in the

next planning cycle in an effort to continue to increase awareness about services offered.

Goal #2

To provide exceptional enrollment related service to the high schools in the Gadsden State service area.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome #1

Sixty-five percent of high school counselors in the Gadsden State service area who respond to a satisfaction survey will rate the services provided by Gadsden State counselors in a favorable manner.

Assessment

A satisfaction survey will be mailed to each high school counselor in the service area. The survey will include items pertaining to the satisfaction level of services provided by the representatives of the Counseling area.

Additional Funding Request: \$75.00

Additional funding will be used for printing and purchasing of materials.

Evaluation Findings

Surveys were mailed to 108 high school counselors in the Gadsden State recruiting area. For each of the eight questions, greater than 92% of respondents indicated they agreed or strongly agreed with the statement about services provided by Gadsden State Admission Counselors. This exceeds the goal of 65%.

Use of Findings

The percentage of high school counselors who answered in a favorable manner for each statement exceeded the goal of 65%. However, the number of responses was small (36%). The satisfaction survey will be conducted again with greater emphasis on participation by high school counselors and an increased goal for positive responses.

Objective or Educational Outcome 2

By participating in classroom presentations and high school visits by Gadsden State counselors, prospective students in high schools will have an understanding of the enrollment process of Gadsden State.

Assessment

A short survey will be given to students by Gadsden State counselors at the end of high school visits. The survey items will include questions that assess the level of understanding of the enrollment process as self reported by the prospective students.

Additional Funding Request: \$250.00

Additional funding required for duplication/printing of survey forms.

Evaluation Findings

This objective was not measured for this past year. The number of classroom visits by Gadsden State Admission Counselors was much smaller during the 2008-2009 academic than in previous years. The Career Coaches assigned to area high schools completed classroom presentations and provided seniors with information concerning the enrollment process for the college thus negating the need for such presentations by admissions counselors.

Use of Findings

The function that this objective was designed to measure is being fulfilled in a large part by other areas of the college. This objective will be removed from the Counseling and Advising strategic planning initiatives for the next planning cycle.

Goal #3

To provide a Freshman Focus program that assists new and potential students in experiencing a successful entry into Gadsden State Community College.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Thirty percent of first time freshmen will participate in a Freshman Focus session.

Assessment

Using the total number of first time freshmen and the number of students who attend a session of Freshman Focus, the percentage of first time freshmen participating will be calculated.

Additional Funding Request: \$6600.00

Funding will be used for promotional materials, program materials, advertising, giveaways, and provide lunch for participants.

Evaluation Findings

During the Fall 2009 semester, the student population included 1867 first-time freshmen. The 2009 Freshman FOCUS sessions had an attendance of 458 entering students (24.5%).

Use of Findings

The participation rate (24.5%) of incoming freshmen was lower than the goal of 30%. Since we did not achieve our goal, we will keep this objective in the planning cycle. In order to gain greater participation, the Counseling and Advising office will work with other areas to get greater exposure for the program. Registration for the sessions will be publicized on the Gadsden State electronic sign and the event will be publicized during private visits to area high schools. The Counseling and Advising staff will meet and develop additional publicity efforts to encourage participation.

Goal #4

To provide a testing environment, atmosphere, and staff that contributes to a positive testing experience.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Eighty-five percent of students will respond to question #6 on the demographic section of the COMPASS test in a favorable manner. Question #6 reads, "Did you find the testing environment and staff satisfactory for your testing experience?"

Assessment

The number of favorable responses to question #6 (see "Expected Educational Outcome or Unit Objective" above) on the COMPASS demographic section will be compared annually.

Additional Funding Request: \$0.00

Evaluation Findings

From January 1, 2009- August 31, 2009, 546 individuals responded to Question #6 on the demographic section of the COMPASS placement test. There were 537 positive responses, or 98.4%, to the question with only nine negative responses. Data between September 1, 2008, and December 31, 2008, was not available because of a corruption of data files.

Use of Findings

For the measurable time period 98.4% of respondents answered in a positive manner on question #6 of the COMPASS placement test demographic section. This exceeded the goal of 85%. This objective will remain for 2009-2010 academic year. If the goal is again exceeded, the objective will be removed from the strategic planning initiative.

Gadsden State Community College

Strategic Plan

Unit: Dean of Instructional Services Year: 2008-2009

Person Responsible: Jim Jolly

Cabinet Member: President **Approved**

Mission Statement:

The mission of the Office of Instructional Services is to provide leadership for Academic Transfer courses, Health Sciences programs, and select Certificate programs, and, in conjunction with the Office of Technical Education, provide leadership for the Office of the Registrar and Admissions and the Job Corps program. It is further the mission of the Office of Instructional Services to ensure that the quality of these areas is constantly improving, that equipment and materials are adequate, and that instructors are qualified to perform in The Alabama Community College environment.

Long Range Goals:

- 1 To implement the methods of instruction and evaluation associated with the Learning College concept.
- 2 To constantly improve learning and teaching.

Goal 1

Implement the QEP in the scheduled departments.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Ensure that each instructor implements the applicable goals of the QEP in each section of each course as scheduled.

Assessment

Instructors in 90% of the sections scheduled to implement the QEP will meet the goals of implementation as expressed in the QEP.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

An examination of the syllabi and interviews with the division chairs indicate that full-time and adjunct faculty have implemented at least two of the QEP goals. Additional faculty training is needed to present ideas and procedures by which faculty can implement additional QEP goals.

Use of Findings

The Dean of Instructional Services will work with the Director of the QEP in providing assistance to individuals or small groups in ways they might implement QEP goals or might redirect the use of technology in the classroom to meet QEP goals with greater success.

Objective or Educational Outcome 2

Edit the College catalog to include the QEP project.

Assessment

The Catalog will reflect the QEP project in its next edition, scheduled to be published May 2009.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The QEP is not included in the current catalog.

Use of Findings

Additional information about the QEP needs to be included in the Catalog as the QEP is developed and implemented.

Objective or Educational Outcome 3

Establish an interactive online Catalog.

Assessment

An interactive catalog will be established online by June 1, 2009.

Additional Funding Request: \$25,000

\$25,000 first year, \$6,000 per year afterward.

Evaluation Findings

Funding was secured for the interactive online catalog that is operated through the services of Acalog. A committee of stakeholders worked to prepare the information for the electronic version. The catalog went "live" for public use in June.

Use of Findings

This college is in the early stages of this project. A survey of faculty, staff, and most especially students, will need to be done to assess its usefulness. Anecdotal comments by users indicate that it is successful, especially that it is "nice to have an up-to-date" catalog to go to.

Objective or Educational Outcome 4

Implement a new faculty evaluation process.

Assessment

The Office of Dean of Instructional Services will direct the faculty ad hoc committee preparing the new faculty evaluation process to include QEP compliance. The ad hoc committee will have the document ready for presentation to the faculty by Fall Term 09.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

A new faculty evaluation form has been developed by a committee of faculty and instructional supervisors, sent to all faculty for review and comment, edited to include faculty comments where possible, approved by the Evaluation Committee, approved by the instructional officers and the president, and is ready for use. The form includes evaluation of faculty meeting QEP requirements.

Use of Findings

The new faculty evaluation form will be used in Spring 2010, the next round of evaluations. After its initial use, an ad hoc committee will evaluate the form and process and make recommendations.

Goal 2

The DOIS will ensure that all departments under his supervision are successful in their missions.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Ensure that the areas under the DOIS meet the accrediting agents and SBOE requirements.

Assessment

Area heads will meet with the DOIS to ensure compliance with SBOE and the accrediting agents policies.

Additional Funding Request: \$0**Evaluation Findings**

Division chairs have informed the DOIS about following policies and procedures of SACS and the SBOE. Chairs have worked on the task to meet compliance with the SACS requirement of learning objectives. The chairs have met with the DOIS individually and in small groups and with the IP officer, Dr. Teresa Rhea, on several occasions to design effective learning outcomes and to develop effective measurements of the learning outcomes.

Chairs have been provided with links to SBOE Policies and Guidelines.

Use of Findings

Chairs and the faculty they serve have redesigned the SACS required learning outcomes and have met the requirements. The DOIS and the IE officer will continue to monitor the IE learning outcome process and the collection of data and the use of the data. Additional editing of the learning outcomes may be necessary as they are developed and sent to IE for review.

Chairs are referencing SBOE Policies and Guidelines, as necessary, when making requests to the DOIS.

Gadsden State Community College

Strategic Plan

Unit: Distance Learning **Year:** 2008-2009

Person Responsible: Sara Brenizer

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

Gadsden State Community College endeavors to meet the needs of all students. The Gadsden State Community College Distance Learning Program supplements this capability by expanding learning opportunities, making instruction accessible, and utilizing technology to reach students who may otherwise be unserved. The Distance Learning Program at GSCC is committed to providing quality instruction and course content including identical competencies as traditional on-campus courses to both traditional and non-traditional students.

Long Range Goals:

1. Develop procedures for the annual evaluation of online courses.
2. Identify market opportunities for distance learning courses and programs compatible with academic strengths.
3. Establish a Student Help Desk for assistance with problems associated with Distance Learning.
4. Expand the technical division web enhanced and hybrid course offerings.
5. Work with the Administration to establish a testing center for Distance classes as well as traditional classes.

Goal 1

Academic Excellence: Provide quality distance learning instruction.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Meeting the needs of the diverse communities by offering quality educational and cultural experiences

Objective or Educational Outcome 1.1

Provide distance learning courses that are of the same or better quality as traditional on-campus courses. Strategies • Develop or enhance courses using appropriate technologies and pedagogies. • Ensure appropriate course design for distance learning. • Facilitate assessment of student learning outcomes in distance learning courses

Assessment

70% of the students who completed the Student Distance Learning Survey will express an "Agree" or "Strongly Agree" level of satisfaction with Gadsden State Distance Learning classes. 80% of the DL courses will earn an overall "Excellent" rating on the Internet Teaching Observation Checklist" as determined by the division chair or his designee and/or other administrator.

Additional Funding Request: \$0

NA

Evaluation Findings

Distance Learning courses at Gadsden State Community College are of the same quality as the on-campus counterparts based on student opinion as evidenced by the results of the Fall '08, Spring '09, and Summer '09 Distance Learning Survey. Over 85% of the students surveyed indicated that DL courses are well organized, have clear and understandable course objectives, and contain assigned readings, links, and other activities that strengthen the subject matter of the class. Over 90% of the students surveyed indicated the "instructor shows interest in student learning". In addition, over 85% of the students surveyed said "the instructor provides adequate feedback to the student".

There is not enough data to evaluate the second assessment measure.

Use of Findings

Although results indicate, based on student opinion, that instructors are providing courses that are of equal or greater quality than the traditional on-campus counterparts, the number of respondents is low. DL instructors will be encouraged to take a more proactive measure to garner greater student participation. In the future, it is the opinion of the Distance Learning staff, the assessment method for this goal should be altered. Rather than relying solely on student perception, more definitive methods will be employed. Student performance data will be collected from upper division transfer institutions. Traditional and Distance Learning students performance in the next higher level course will be analyzed to determine the comparative quality of online courses to traditional on-campus courses.

The office of Distance Learning is not receiving any completed Internet Teaching Observation Checklists from Division Chairs. Therefore, there are no evaluation results. The Distance Learning Committee and the Associate Dean of Distance Learning produced a new tool which Division Chairs use to evaluate the distance learning course rather than the instructor. This rubric will be utilized for the first time in the Fall of 2009.

Goal 2

Academic Excellence: Provide services to assist faculty and departments in meeting their distance learning instructional goals.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offering quality educational and cultural experiences

Objective or Educational Outcome 2.1

Provide faculty training in the College adopted Course Management System and other DL technologies. Strategies: • Orient faculty to distance learning pedagogies. • Provide specific CMS training and support to distance learning faculty. • Provide adequate support services to faculty to assist in the development and delivery of distance learning courses/programs.

Assessment

70% of faculty will express satisfaction on the Training Evaluation Survey.

Additional Funding Request: \$3,000.00

Additional computers for training of faculty.

Evaluation Findings

During 2008-2009, faculty were given the opportunity to receive training on Tegrity Lecture Capture and the school CMS, WebCT. Most faculty have been trained on WebCT prior to this year, however, there are a few new faculty and a number of adjunct faculty who were trained, mostly in one-on-one sessions. 90% of the faculty surveyed expressed satisfaction on the Training Evaluation Survey.

The Office of Distance Learning also developed and proposed a Mentoring Program to assist with the support and training of new and existing DL faculty. The DL Office is still awaiting word from the Dean of Instruction concerning this proposal.

Use of Findings

Explore additional methods of providing support to faculty by meeting with Division Chairs and faculty members.

Objective or Educational Outcome 2.2

Develop new distance learning course offerings consistent with college and institutional priorities. Strategies • Provide adequate support services to faculty to assist in the

development and delivery of new distance learning course offerings • Work with the appropriate division chairs to develop a timeline for the development of new course offerings.

Assessment

DL course offerings will increase by 10%.

Additional Funding Request: \$0

NA

Evaluation Findings

In the Fall semester of '08, there were 75 sections of internet classes offered as compared with 62 sections in the Fall of '07, representing an increase of 21%. Hybrid course offering increased as well with 72 sections offered in the Fall of '08 compared with 47 sections offered in the Fall of '07, which represents an increase of 53%.

Use of Findings

While the DL course offerings have increased, other avenues will be explored to continue to improve. There are programs and specific course offerings about which the DL office receives inquiries, i.e. Court Reporting, Nursing Assistant, Criminal Justice. The Distance Learning office will work with the Division Chairs in these areas to find ways to offer such courses (programs) in a distance format.

Goal 3

Academic Excellence: Implement on-going assessment and refinement of distance learning courses.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: To continue offering quality educational and cultural experiences

Objective or Educational Outcome 3.1

Refine and utilize common course evaluation instrument for distance learning courses. Strategies: • Implement common course evaluation instrument for distance learning and courses. • Provide faculty with accurate resource materials related to distance learning pedagogy and distance learning students.

Assessment

- Student performance ratings in DL sections compared to on-campus sections.

Additional Funding Request: \$1000.00

Provide access to "The Online Classroom" and "Distance Education Report" through

annual subscriptions.

Evaluation Findings

The Distance Learning Committee and the Associate Dean for Distance Learning created an eLearning Course Review Rubric during the 2008-2009 school year. This rubric is to be used to evaluate newly developed DL courses before the course is implemented for the first time, as well as every year following. The Rubric will be utilized for the first time during the Fall 2009 semester.

Many resources were made available to faculty. Subscriptions to Online Classroom and the Distance Education Report have been purchased and are being utilized. The reports are housed in the DL Training Room. Faculty may check these out as needed. Also, specific timely articles are emailed to faculty from the Distance Learning office. In addition, many resources, such as guides, tutorials, training, can be found on the Distance Learning website.

Success ratings for DL classes have been compared to the success ratings for on-campus classes. While the ratings are comparable (see below), the retention rate, or number of withdrawals, is not. The overall number of withdrawals in internet sections averages around 20% while in on-campus sections that number averages around 14%.

	Internet Sections		On-campus sections	
	FA 08	SP 09	FA 08	SP 09
A	30.1%	28.5%	33.9%	34.9%
B	19.7%	20.8%	24.6%	24.4%
C	10.8%	10.6%	13.8%	13.3%

Use of Findings

Based on the retention rate, faculty will be encouraged to make use of the resources that are available, particularly ones concerning improving retention rates in distance classes. Also, the Office of Distance Learning will develop specific "Just-In-Time" training concerning success in distance classes.

Goal 4

Technology: Provide technology infrastructure and services to assist faculty and students in meeting their distance learning needs.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners

Objective or Educational Outcome 4.1

Assure quality and currency of distance learning practices and technologies. Strategies:

- Regularly evaluate new and existing technologies for possible application to distance learning.
- Conduct periodic major reviews of course management software.
- Survey faculty for effectiveness of delivery technologies.
- Work with Information Technology Division to ensure adequate technology infrastructure to support distance learning efforts.
- Manage software and licenses related to distance learning.
- Provide faculty with information related to Principles of Good Practice.

Assessment

- Compliance with Principles of Good Practice.

Additional Funding Request: \$100,000.00

Annual licensing of course management software and audio/video capturing software is required. Costs for these services increases yearly, therefore it is difficult to predict an exact expenditure.

Evaluation Findings

Based on regular evaluation, the present CMS (WebCT) is to be phased out and Blackboard 9 will be installed as our CMS. During the Summer of '09, a Test Server was purchased and installed. BB 9 was installed. The DL staff began the initial training for BB 9. The faculty will begin training in Fall '09.

Use of Findings

Faculty were not included in the decision to move to BB 9 nor in the decision of when to move. The decision was made primarily due to lack of technical support for the present CMS. A greater effort will be made to include Faculty in these decision making processes.

Objective or Educational Outcome 4.2

Make available via the World Wide Web, accurate, up-to-date information concerning Distance Learning at Gadsden State Community College.

Assessment

Number of visits to the DL site and 70% of comments received from the Comments Area of the DL website will be favorable.

Additional Funding Request: \$0

NA

Evaluation Findings

The DL site provides valuable information not only to presently enrolled students, but to perspective students as well as faculty and staff. Therefore, it is periodically reviewed and updated. Recently links were added for downloading of Tegrity podcasts as well as links to My Space and Facebook.

The number of visits to the DL site continue to grow. Over this past instructional year,

there have been over 21,000 first time visitors and over 17,000 returning visitors. Obviously the site is accessible and user friendly!

The comments received from the DL page are requests for assistance. None of the comments relate to the page itself.

Use of Findings

As materials and procedures change, the DL page will be updated. We will continue to monitor the number of visits to the page. This information gives the DL staff an overview as to which pages are most popular, when visitors are coming from, and how long they are staying.

Goal 5

Recruitment: Identify marketing opportunities for the distance learning program.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Meeting the needs of the diverse community

Objective or Educational Outcome 5.1

Increase number of students enrolled into distance learning courses. Strategies: • Work with the Admissions Officer/Registrar to include distance learning in the Institutional Enrollment Management Plan. • Provide on-line and print information about pre-admission /admissions, tuition and fees, books and supplies, technical and proctoring requirements, and student support services for distance learners.

Assessment

- Enrollments in Distance Learning courses will increase by 5%.
- Retention rates in Distance Learning courses will increase by 5%.

Additional Funding Request: \$800.00

Work with Venture Marketing to produce direct mailings for GSCC DL

Evaluation Findings

From 2007/2008 until 2008/2009 Gadsden State has seen a 58% increase in enrollments in Distance Learning classes. Some of this could probably be attributed to the economy.

However, the increase could also be due to information provided on the DL website and to the little bit of Marketing that was accomplished during 2008/2009. Much of the Marketing plan was not carried out due to budget constraints. The DL Office working with Venture Marketing did advertise in the Gadsden Times Online for one month. However, we have no direct evidence that this impacted the enrollment increase.

Retention rates in DL classes has increased by 5% from 2007/2008 to 2008/2009. However, the withdrawal rate averages 20% in DL classes.

Use of Findings

The Office of Distance Learning will continue to improve the DL website which will attract new enrollments. Also, the DL office will work with the Marketing Committee to undertake some advertisement of the DL program at Gadsden State if budgets will allow this.

Retention rates are still below the average retention rate for traditional classes. Methods will need to be examined to improve this average.

Objective or Educational Outcome 5.2

Expand and enhance services provided to distance learning and off-campus students. Strategies: • Provide distance learning students with hands-on training and information, technical assistance, and question/answer service. • Assure adequate library services for distance learning students by working with the Associate Dean of Library Services. • Identify and train academic advisors for distance learning students.

Assessment

• Number and variety of support services established or improved. • 70% of the students who complete the End of Semester Survey will express an "Agree" or "Strongly Agree" level of satisfaction with support services.

Additional Funding Request: \$1,500.00

Licensing for READI Assessment - Readiness for Education at a Distance Indicator

Evaluation Findings

Gadsden State students have a full range of student services available to them via the Distance Learning website. Students also have technical services available to them via phone, email, or face to face visits to the DL Training Center. There are also video tutorials available to students on the CMS log in page.

A continued area of weakness is the availability of tutoring for distance students.

More than 70% of the students surveyed on the Student Evaluation of Campus and Services agreed or strongly agreed that they were satisfied with the level of services provided.

Use of Findings

Students must come onto campus for tutoring by instructor or rely on Student Support Services (if they qualify) which is also located on campus. The Office of Distance Learning will work with individual department to explore alternatives that will advance the availability of tutoring for the Distance Learning student.

User:guest

Unit

Distance Learning

Gadsden State Community College

Strategic Plan

Unit: Diversity & Compliance **Year:** 2008-2009

Person Responsible: Michele Bradford

Cabinet Member: Lisa Thacker **Approved**

Mission Statement:

To ensure that all departments of the College are in compliance with all policies of the State Board of Education, the Department of Postsecondary Education, the College, and State and Federal laws, and provide leadership for the College diversity initiatives by monitoring, evaluating, and supporting diversity efforts, increasing communication, and supporting core programs and services.

Long Range Goals:

1. For all College departments to be in compliance with policies of the State Board of Education, the Department of Postsecondary Education, the College, and State and Federal laws.
2. To foster a campus environment of inclusion, knowledge and understanding in which faculty, staff, and students learn to value diversity and to respect the individual differences that enrich the College community.
3. To serve as a model for community agencies in promoting respect and appreciation for diversity.

Goal 1.

To provide advice and guidance for compliance with policies of the State Board of Education, the Department of Postsecondary Education, the College, and State and Federal laws.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

To increase awareness of policies of the State Board of Education, the Department of Postsecondary Education, the College, and State and Federal laws.

Assessment

The Office of Diversity and Compliance will conduct professional development in preventing employment discrimination, including sexual harassment, for employees

with supervisory responsibilities.

Additional Funding Request: \$7,600

Fees for online training for sexual harassment and preventing employment discrimination.

Evaluation Findings

All employees receive a copy of the Sexual Harassment and Discrimination Policy each year and are required to complete the online training for Sexual Harassment every 2 years. Employees with supervisory responsibilities are also required to complete the online training for Preventing Employment Discrimination and are also required to attend a training session. The College has been successful in raising the awareness levels of employees which is demonstrated by the number of inquiries from employees regarding the policies and training.

Employees also receive a copy of the Alabama State Board of Education Policy on Harassment on an annual basis.

Use of Findings

New employees will continue to receive the policies with their employment packages and will also be required to complete the online sexual harassment training. Employees with supervisory duties will continue to be required to complete the online preventing employment discrimination training yearly.

Objective or Educational Outcome 2

To implement an action plan for potential areas of compliance vulnerability.

Assessment

Annual employee surveys will be used to identify potential areas of compliance vulnerability. Survey data will be used in order to make decisions concerning staff professional development needs.

Additional Funding Request: \$

Evaluation Findings

Some areas of vulnerability identified included the processes for handling student and employee complaints, transgender issues, disciplinary letters, employee work schedules, and the employee code of conduct.

Use of Findings

Yearly trainings will continue to be scheduled for associate deans, division chairs, and program directors to address vulnerable areas. The executive staff's training will be separate and geared more toward their role in processing and reporting complaints.

Goal 2.

To provide training programs and other learning opportunities to enhance the educational experience of minority students.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Organize and sponsor two professional development programs focused on diversity issues for employees and students.

Assessment

Seventy-Five percent (75%) of program participants will indicate that the professional development programs attended met their needs.

Additional Funding Request: \$

Evaluation Findings

Information on diversity was provided to faculty and staff during the months of January and February, 2009. The annual employee diversity survey was administered in August and 97% of employees agreed that the College provides experiences that enhance understanding of racial/ethnic differences. Ninety-Five (95%) indicated that the College provides regular professional development training relating to diversity issues.

Use of Findings

Continued evaluation is necessary to ensure that training opportunities are relevant and effective in promoting diversity awareness.

Objective or Educational Outcome 2

Increase minority enrollment in those programs and activities traditionally underrepresented.

Assessment

IPEDs data from 2007-2008 will provide baseline data in order to establish target percentages for each underrepresented program. 2008-2009 IPEDS data will be used to measure whether the target percentages have been attained.

Additional Funding Request: \$

Evaluation Findings

The Office of Diversity and Compliance did not administer a survey to monitor the progress to increase minority enrollment in traditionally underrepresented programs and activities. The Office of Diversity and Compliance is working with and taking recommendations from the Diversity Committee with steps to take in reaching more minority students and exposing them to programs in health sciences.

Use of Findings

To increase the number of presentations by Title III, the nursing staff, and other similar

programs to attract minority students to programs in health sciences.

Goal 3.

To strengthen the College's relationship with diverse groups within its communities, including community agencies.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To promote dialogue and open communication between the College and groups that represent minority citizens by conducting quarterly meetings between the college and various groups that represent minority citizens to identify and address concerns..

Assessment

College representatives will meet regularly (monthly to quarterly, depending on group) with various groups that represent minority citizens to identify and address the groups' concerns.

Additional Funding Request: \$**Evaluation Findings**

The Director meets with various organizations that represent minority citizens such as the NAACP, the Chamber, Council on Aging, and the Central Carver Foundation. The Diversity Liaison serves on the Hobson-City Strategic Planning Committee, the education committee for the Calhoun County chamber of Commerce, and the Joint Power of Authority for McClellan, and meets with these organizations at least quarterly.

Use of Findings

Any concerns identified that relates to services offered by the College are communicated to the appropriate department. Issues related to diversity are resolved by the Office of Diversity and Compliance.

Objective or Educational Outcome 2

Increase the College's number of partnerships with diverse community agencies.

Assessment

The number of diversity partnerships will increase when compared to data from the previous year.

Additional Funding Request: \$

Evaluation Findings

The Director is working with Gadsden Etowah County Chamber of Commerce to implement a diversity plan and is scheduled to conduct a training for the Anniston Community Educational Foundation. Using 2007-2008 as a baseline, this represents an increase of 100%.

Use of Findings

The experiences gained by working with the College's Diversity Taskforce, and chairing the Diversity Advisory Councils will be used to assist the Chamber and the Foundation.

User:guest

Unit

Diversity & Compliance

Gadsden State Community College

Strategic Plan

Unit: Economic Development **Year:** 2008-2009

Person Responsible: Kathy Gillison-Parker

Cabinet Member: John Blue **Approved**

Mission Statement:

Within the context of the Mission, Purpose, and Philosophy of Gadsden State Community College, the organizational unit of Economic Development assists the Vice President in leading the College to achieve the Institutional Mission and Goals. The Coordinator of Economic Development serves to support the President and Vice President with special projects and on special assignments. The Coordinator of Economic Development supports legislative efforts at the local, state and federal levels and supports the Vice President in working with the President and the President's Cabinet to determine, prepare and advance the College's legislative agenda. The College's organizational unit of Economic Development shall serve as the principle unit to support the promotion, establishment and maintenance of external partnerships to assist in meeting the needs of special populations within the community. The Coordinator of Economic Development assists other departments of the College unit reporting to the Vice President as directed by the Vice President.

Long Range Goals:

- 1 Pursue federal and state appropriations as related to the mission of GSCC.
- 2 Participate in external partnerships which will advance the mission of GSCC.

Goal 1

Support the President and Vice President with special projects and special assignments.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Special projects and special assignments will be successfully completed and/or be in progress as directed by the President and Vice President.

Assessment

100% of the special projects and special assignments will be completed or in progress as directed the President and Vice President.

Additional Funding Request: \$**Evaluation Findings**

All projects assigned by the Vice President have been completed. No projects are outstanding.

Use of Findings

The objective was met. The Vice President's Task list is very useful in determining task completion and any outstanding tasks. The VPA Office staff will continuously track tasks and will continuously find ways of quality improvement.

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.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Work with the Vice President to prepare the College's legislative agenda.

Assessment

Prepare the legislative agenda.

Additional Funding Request: \$**Evaluation Findings**

The legislative agenda was prepared by the Vice President and President's Cabinet. The legislative agenda consisted of five (5) legislative requests to be made.

Use of Findings

The objective was met. The legislative agenda was prepared and was then utilized to prepare the legislative requests. The five year legislative plan was updated and will be updated every year to allow for planning for the legislative requests.

Objective or Educational Outcome 2

Support legislative efforts at the local, state and federal levels.

Assessment

Pursue five legislative grants and/or appropriations as directed by the Vice President.

Additional Funding Request: \$

Evaluation Findings

Five (5) legislative requests were prepared and submitted as directed by the Vice President.

Use of Findings

The objective was met. The legislative agenda was prepared and utilized to submit the legislative requests to the federal legislators. The Vice President and VPA Office staff will research and explore other options for the legislative agenda and the appropriate legislative funds that may be available for requests.

Objective or Educational Outcome 3

Promote relationships with governmental leaders and their designees and staff to assist with procurement and administration of grant funds and appropriations.

Assessment

Follow up with governmental leaders and their designees and staff members to assist with procurement of grant funds and appropriations. All contact shall be documented.

Additional Funding Request: \$**Evaluation Findings**

The Vice President and the VPA staff continued to work with the governmental leaders and their designees to assist with procurement and administration of grant funds and congressionally-directed appropriations.

Use of Findings

The objective was met. Contacts with governmental leaders and their designees have been documented in the Memorandum of Record (MOR) that is contained in the Federal Requests Notebook. The MOR will continue to be updated until the congressionally-directed appropriations are awarded or declined.

Goal 3

Promote external partnerships to assist in meeting the needs of special populations within the community.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Participation in community based events promotes external partnerships.

Assessment

Participate in six community based discussions, forums, taskforces and/or events.

Additional Funding Request: \$

Evaluation Findings

The VPA Office staff have participated in excess of six (6) community-based discussions, forums, taskforces and/or events.

Use of Findings

The objective was met. The VPA Office staff continually explores areas to contribute to the community and communities of interest as related to the advancement of the College's mission.

Goal 4

Provide the oversight necessary to operate the Joe M. Ford Center for Economic Development.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Provide the physical facilities necessary for community based meetings, classes and/or events which are held at the Ford Center to promote economic and community development.

Assessment

Provide the physical facilities necessary to support 48 community based meetings, classes and/or events which are held at the Ford Center.

Additional Funding Request: \$

Evaluation Findings

The Ford Center for Economic Development is available by reservation for community-based meetings, classes and/or events. The building is maintained and ready for these events. The number of community-based meetings, classes and/or events exceeded the minimum of 48.

Use of Findings

The objective was met. The Ford Center will continue to be available for community-based events as allowed by State Board policy.

Goal 5

Promote and communicate an attitude of celebration of differences to recognize and advance a diverse workplace.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Recognition of differences will promote a more diverse workplace.

Assessment

Attend one or more diversity awareness training sessions as offered by Gadsden State Community College.

Additional Funding Request: \$**Evaluation Findings**

There was not a college-wide diversity awareness training session held during the year; however, the supervisory staff of the VPA Office attended an Employee Discrimination session that discussed diversity and how to not discrimination based on diversity. In addition, several items that included e mails, articles and policies were distributed which discussed diversity.

Use of Findings

The objective was met. The VPA Office staff will research diversity opportunities that may be available at minimal cost to attend and the Vice President and/or the VPA Office staff may recommend diversity training be offered during professional development.

User:guest

Unit

Economic Development

Gadsden State Community College

Strategic Plan

Unit: Economic Development Cherokee **Year:** 2007-2008

Person Responsible: Luanne Hayes

Cabinet Member: President (not reviewed)

Mission Statement:

...add unit Mission Statement here

Long Range Goals:

There are no goals defined for this unit.

User:guest

Unit

Economic Development Cherokee

Gadsden State Community College

Strategic Plan

Unit: Educational Talent Search Program-Ayers **Year:** 2008-2009

Person Responsible: Carol Tidwell

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The mission of the Educational Talent Search Program on the Ayers Campus is to identify 600 middle and high school students from disadvantaged backgrounds with the potential and desire for a postsecondary education. The program provides these participants with the information and skills necessary for success in a postsecondary environment. The main purpose of the Educational Talent Search Program is to increase the number of disadvantaged students completing high school and enrolling in postsecondary education.

Long Range Goals:

- 1 Provide professional development opportunity for staff.
- 2 Write and submit a successful renewal grant proposal.

Goal 1

Identify and deliver services to disadvantaged middle and high school students with the potential for postsecondary success.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Identify, select and enroll 600 students with postsecondary potential each year; 2/3 of the participants will be both low income and potential first generation college students.

Assessment

Over 100 applications will be accepted each year from the 14 target locations and evaluated as to eligibility and need.

Additional Funding Request: \$

Evaluation Findings

A review of the ETS program database reveals over 100 new applications were accepted this year with 2/3 of those being low income and first generation students

Use of Findings

This information is incorporated into our Annual Performance Report and the meeting of our primary program objectives.

Objective or Educational Outcome 2

80% of non-senior participants to be served during each budget period will be promoted to the next grade level at the end of the academic school year.

Assessment

All participants in grades 6-11 are tracked from one grade to the next in Blumen software and by personal contact with advisors.

Additional Funding Request: \$

Evaluation Findings

A review of non-senior participants by target school personnel to ETS staff reveal that 99% of non-senior participants were promoted to the next grade at the end of the 2008/09 academic year.

Use of Findings

This information is used in preparing our Federal Annual Performance Report and meeting our mandatory objectives.

Objective or Educational Outcome 3

90% of participating high school seniors will graduate from secondary school or receive a certificate of high school equivalency during each budget period

Assessment

All participants are tracked and evaluated to determine progress and graduation status.

Additional Funding Request: \$

Evaluation Findings

100% of participating high school seniors graduated from high school during the 08/09 budget year.

Use of Findings

Findings used to complete Annual Performance Report in the meeting of federal mandatory objectives.

Goal 2

Remove barriers to increase postsecondary enrollment and success rate of disadvantaged students.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

85% of "college-ready" project participants will apply for financial aid during each budget period.

Assessment

All seniors and their parents are encouraged to attend a financial aid workshop or meet personally with the program director for help completing necessary documents. Personal contacts are made with each senior participant to ensure that the participant receives the appropriate financial aid forms for their desired college. Advisors are available to assist students and parents in the process. Contact information is maintained in the program office in hard copy as well as in Blumen software.

Additional Funding Request: \$

Evaluation Findings

94% of "college-ready" project participants applied for financial aid during the 08/09 budget period according to information obtained through personal contacts.

Use of Findings

Information is used in the completion of our APR to the U.S. Dept. of Education in the meeting of mandatory objectives.

Objective or Educational Outcome 2

85% of "college-ready" participants will apply to a postsecondary school during each budget year.

Assessment

Personal contacts are made with each senior participant to ensure that the participant receives the appropriate admissions forms for their desired college. Advisors are available to assist students and parents with this process. Contact information is maintained in the program office in hard copy form as well as in Blumen software.

Additional Funding Request: \$

Evaluation Findings

94% of "college-ready" participants applied for a postsecondary school during the 08/09 budget year per information obtained through personal contacts with graduates.

Use of Findings

Findings are used in the preparation of the APR in the meeting of mandatory objectives.

Objective or Educational Outcome 3

75% of "college-ready" participants will enroll in a program of postsecondary school education by or during the next fall term.

Assessment

All senior participants receive the appropriate admissions and financial aid forms for their chosen postsecondary institution. Participants are tracked through the admissions and records offices of their prospective colleges.

Additional Funding Request: \$**Evaluation Findings**

Tracking completed objective meet. 87% of "college-ready" participants actually registered for college classes.

Use of Findings

Findings will be used to complete the APR.

User:guest

Unit

Educational Talent Search Program-Ayers

Gadsden State Community College

Strategic Plan

Unit: Educational Talent Search, Gadsden-Etowah Talent S **Year:** 2008-2009

Person Responsible: Cherlyn Stowe

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The primary mission of the Educational Talent Search Program (ETS) is to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career and financial counseling to its participants, encourages them to graduate from high school, and continue to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education.

Long Range Goals:

- 1 Attend conferences and workshops in order to stay abreast of changes in program policies and procedures.
- 2 Implement the use of technological devices to increase program efficiency and productivity.

Goal 1

Identify and deliver services to disadvantaged middle and high school students with the potential for postsecondary success.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

At least 600 eligible students with potential for postsecondary education will be identified, two-thirds of these will be both low income and first-generation postsecondary.

Assessment

Over 60 applications will be accepted each year and evaluated as to eligibility and need.

Additional Funding Request: \$

Evaluation Findings

Talent Search staff identified 600 eligible students with potential for postsecondary education, of which two-thirds or 400 were low income and first generation postsecondary, since 75 applications were accepted. These students were identified through applications and referrals and were tracked through Blumen software in regards to their eligibility.

Use of Findings

Talent Search staff met the goal of two-thirds low income and first generation participants. Although the goal was met, Talent Search will use these findings to achieve greater margins of excellence.

Objective or Educational Outcome 2

Ensure that 80% of non-senior participants served during the project year will be promoted to the next grade level at the end of the academic school year.

Assessment

All participants in grades 6-11 are tracked from one grade to the next in Blumen software and by personal contact with counselors.

Additional Funding Request: \$**Evaluation Findings**

Data is still being collected to verify this outcome.

Use of Findings

At this time Talent Search counselors are still verifying the retention of non-graduating secondary participants with high school counselors who are printing class schedules which will show the present grade level of each participant.

Objective or Educational Outcome 3

Ensure that at least 75% of participating high school seniors will graduate from secondary school or receive a certificate of high school equivalency during each budget year.

Assessment

All participants are tracked and evaluated to determine progress and graduation status.

Additional Funding Request: \$**Evaluation Findings**

Talent Search staff reviewed Blumen, graduation lists from target schools and talked with high school counselors to determine the percentage of Talent Search seniors who graduated. It was determined that 97 of 100 seniors or 97 percent graduated. This percentage is higher than the 75 percent mandated by the objectives set forth by the U.S. Department of Education.

Use of Findings

Talent Search staff will track past seniors through efforts to contact them and their parents by phone calls and mail-outs.

Goal 2

Remove barriers to increase postsecondary enrollment and success rate of disadvantaged students.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

75% of "college ready" project participants will apply for financial aid during each budget period.

Assessment

All "college ready" participants and their parents are encouraged to attend a financial aid workshop or meet personally with Talent Search staff in order to receive help completing necessary documents. Personal contacts are made with each participant. Contact information is maintained in the program office on Blumen software.

Additional Funding Request: \$**Evaluation Findings**

All Talent Search seniors and their parents received a newsletter that a financial aid workshop would be held March 12, 2009. The staff also posted flyers, made announcements at target schools and made personal contacts. 79 of 97 or 81 percent of "college ready" seniors filed for financial aid.

Use of Findings

Talent Search staff will disperse financial aid information as it is currently done and continue to aid students in filing their applications.

Objective or Educational Outcome 2

At least 75% of "college ready" participants will apply to a postsecondary school during each budget year.

Assessment

Personal contacts are made with each "college ready" participant and their parents to ensure that the participant receives assistance in applying to colleges of his or her choice. Contact information is maintained in the program office in hard form as well as in Blumen software.

Additional Funding Request: \$

Evaluation Findings

It was determined that 79 of 97 or 81 percent of "college ready" seniors applied to a college of his or her choice.

Use of Findings

Although results were favorable, the Talent Search Staff will pursue additional options to assist college-ready participants.

Objective or Educational Outcome 3

At least 75% of "college ready" participants will enroll in a program of postsecondary school education by or during the next fall term.

Assessment

All "college ready" senior participants receive the appropriate admissions and financial aid forms for their chosen postsecondary institution. Participants are tracked through the admissions and records offices of their prospective colleges.

Additional Funding Request: \$**Evaluation Findings**

Talent Search staff is waiting to receive written verification from postsecondary institutions and will not have the exact percentage until a later date this fall. Presently, 54 of 97 or 56 percent "college ready" entered a program at a postsecondary institution.

Use of Findings

We have had difficulty in tracking this information, but we will use the Clearing House website in addition to inquiring for information from postsecondary institutions.

User:guest

Unit

Educational Talent Search, Gadsden-Etowah Talent S

Gadsden State Community College

Strategic Plan

Unit: Emergency Medical Services Program **Year:** 2008-2009

Person Responsible: Connie Meloun / Patrick Brown

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

Within the context of the Mission, Purpose, and Philosophy of Gadsden State Community College, the mission of the Emergency Medical Services Program is to provide quality educational courses to meet the needs of its diverse communities by offering quality educational experiences consistent with requirements set forth by a credentialing agency to practice pre-hospital medicine in conjunction with medical control. The EMS Program shall provide the necessary knowledge, skills, and attitudes consistent with the expectations of the public and the profession.

Long Range Goals:

- A Assist the college's grant writers in pursuing grant funding for program enhancements.
- B Participate in the Postsecondary EMS curriculum standardization process.
- C Implement the Postsecondary standardized EMS curriculum.
- D Evaluate desk-top computer terminals and automation of Emergency Medical Services classroom.
- E Hire full-time clinical/lab coordinator.
- F Seek funding to compensate Program Medical Director.
- G Equip labs with supplies and equipment to meet the learning needs of students.
- H Continue offering EMS courses through distance learning methods.
- I Continue offering a Tegrity component to all EMS courses, while researching ways to enhance student learning through computer software and internet-based programs.

Goal 1

Maintain National Accreditation by the Commission on Accreditation of Education Programs for the Emergency Medical Service Profession (CoAEMSP) and the State of Alabama Department of Public Health Emergency Medical Services Division (ADPH/EMSD).

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Adhere to accrediting standards as set forth by national and state agencies.

Assessment

Certificate of accreditation from accrediting bodies. Approval of annual report by CoAEMSP.

Additional Funding Request: \$

No additional funding required

Evaluation Findings

The EMS program maintains accreditation standards as set forth by the state and National agencies.

Use of Findings

The EMS program will continue to comply with all accreditation standards in order to maintain its current status

Objective or Educational Outcome 2

Insure that the Emergency Medical Services Program Advisory Committee convenes in the Fall/Spring or Summer Semester(s) to provide a forum from the communities of interest for planning and evaluation.

Assessment

Minutes of Emergency Medical Services Program Advisory Committee meetings.

Additional Funding Request: \$**Evaluation Findings**

The advisory committee met in March 2008 and again in April 2009

Use of Findings

The advisory committee will continue to meet and discuss current course offerings, clinical sites and strategies for student success, as well as job market and employers expectations of graduates.

Goal 2

Provide students with knowledge and skills to competently and safely perform as entry-level emergency medical services providers.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Hire qualified, experienced faculty to teach in the Emergency Medical Services Program.

Assessment

End of Course Surveys, Program Resource Surveys: 90% of student respondents will "agree" or "strongly agree" that faculty are knowledgeable of the subject material they are responsible for teaching.

Additional Funding Request: \$23,000

Additional monies required to hire part-time employees to provide for instructors and lab assistants to teach EMT Basic courses as well as EMT Paramedic courses at the Gadsden Campus, the McClellan Campus and the distance learning locations at Boaz Fire department, Guntersville Fire department and Anniston Emergency Medical Services.

Evaluation Findings

100% of the program resource surveys returned responded with "agree" or "strongly agree" that faculty are knowledgeable of the subject material they are responsible for teaching. As instructor retention grows, the instructors become more familiar with what teaching methodologies work best for the students. In turn, producing better prepared practitioners.

Use of Findings

The EMS Faculty will continue to search for qualified part-time faculty. We will also strive to retain faculty members with outstanding teaching abilities.

Objective or Educational Outcome 2

Students will perform competently in classroom, lab and clinical settings.

Assessment

A. Students will maintain at least an 80% average to pass each course. B. Lab Validations: Perform procedures without any omissions of critical criteria. C. Clinical Validations: Meeting the prescribed standards as measured by FISDAP clinical tracking software D. Graduate Resource Surveys and Employer Resource Surveys: 90% of respondents will "agree" or "strongly agree" the graduate is prepared to function competently in an entry-level medical emergency position.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

100% of the graduate resource and employer resource surveys returned responded with "agree" or "strongly agree" the graduate is prepared to function competently in an entry-level medical emergency position.

All graduates maintained an 80% or higher in each course completed. In addition, all lab exercises were performed without any omissions of critical criteria (within two attempts)

Each student met or exceeded the skills standards measured by FISDAP clinical software.

Use of Findings

EMS faculty will continue to maintain accurate and current EMS practices to teach to the students. In addition, EMS instructors will teach local policies and protocols for the students.

Goal 3

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.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Update equipment/supplies utilized in lab simulations to better prepare students for the

workplace environment.

Assessment

Faculty Resource Surveys: 90% of faculty will indicate "agree" or "strongly agree" that lab equipment is sufficient to meet their instructional needs. Student Resource Surveys: 90% of student respondents will indicate "agree" or "strongly agree" that lab equipment meets their learning needs. Graduate Resource and Employer Surveys: 90% of respondents will indicate "agree" or "strongly agree" the graduate is prepared to work at the entry-level.

Additional Funding Request: \$4,900

In the past, lab supplies were purchased through grant funding which no longer exist. A stock of lab supplies (bandages, practice meds etc.) were purchased approximately four years ago and have sustained the department. However, those supplies have been consumed and replenishing stock is necessary to adequately teach lab simulations in the EMT Basic and Paramedic program on the East Broad and McClellan campuses.

Breakdown:

2000.00 from regular budget.

2900.00 will be requested from voc tech funds.

Evaluation Findings

100% of students "agree" or "strongly agree" that lab equipment is sufficient to meet their instructional and educational needs. In addition, 96% of Employers agreed that the students were adequately prepared as an entry level practitioner.

However, the EMS department did not receive the requested funding needed to replenish consumable soft goods such as bandages, defibrillation pads, practice vials etc. The supply currently on hand will be depleted in 2010.

Use of Findings

The EMS program will continue to seek funding to keep state-of-the-art equipment and supplies for student learning.

Objective or Educational Outcome 2

Faculty will be provided access to current educational methodologies and updated emergency services protocols and techniques.

Assessment

Annually, at least one full-time faculty member and the Program Director will attend annual continuing education seminars/workshops related to emergency services. Annually, part-time faculty will be provided a workshop/seminar locally to serve as an update to current teaching methodologies and emergency medical services protocols and techniques.

Additional Funding Request: \$2,000.

This money will be utilized to pay for the annual conference fees, room and board, as well as transportation to and from the EMS conference and expo or like training.

Evaluation Findings

Due to budget cutbacks, no EMS faculty attended and educational workshops or seminars for EMS educators.

Use of Findings

EMS Program Director has and will continue to look for additional funding for faculty to attend EMS expo and conference or similar training.

Goal 4

Provide National Registry Practical Examinations twice per year.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Recruit and maintain a highly experienced contractor base for National Registry practical skills testing.

Assessment

At least 15 college-approved contracts for each Registry Practical Exam.

Additional Funding Request: S

No additional funding required.

Evaluation Findings

The EMS faculty recruited quality college approved instructors to conduct Registry Practical Exams.

Use of Findings

Due to the difficulties encountered in paying practicum instructors, the EMS department will contract with East Alabama EMS to conduct future examinations.

Goal 5

Promote computer competency and information literacy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will utilize WebCT and email in each EMS course.

Assessment

90% of EMS students will utilize WebCT in obtaining information related to each nursing course such as syllabi, handouts, powerpoint presentations, Tegrity sessions and any other course specific materials.

90% of EMS students will utilize email to submit to their instructor(s) at least one assignment in each theory course.

90% of EMS students will utilize the available computer software FISDAP for their clinical tracking for each clinical course.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

All EMS related courses are currently utilizing a WebCT platform. In addition, each student is required to participate in emails to and from their instructor.

Currently all paramedic students are utilizing the FISDAP tracking software.

Use of Findings

Instructors will continue to promote technology in the classroom utilizing WebCT. In addition, students will continue to utilize FISDAP software to track thier clinical experiences.

User:guest

Unit

Emergency Medical Services Program

Gadsden State Community College

Strategic Plan

Unit: Engineering Technologies **Year:** 2008-2009

Person Responsible: Tommy Hartline / Melinda White

Cabinet Member: Tim Green **Approved**

Mission Statement:

Gadsden State Community College's Engineering Technologies Division is committed to providing individuals with quality and up-to-date technical training educational experiences, and to provide area employers with qualified graduates skilled in their respective occupational areas ready for employment. These experiences are dedicated to establishing initial job-specific skills for those just entering the workforce, updating the current workforce's skills and abilities through advancing technology, retraining for displaced workers, and professional development activities for local professionals.

Long Range Goals:

- Goal #1 Promote existing technical programs college wide and in the community by establishing published materials and electronic media that include the scope of work, employment possibilities, current technology used, and other services offered.
- Goal #2 Foster and maintain good communications between the college, area employers, the local community and the individual programs with greater interaction of the program advisory committees.
- Goal #3 Support instructor professional development specific to their technical specialty and teaching methods and the development of instructional materials.

Goal 1

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

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain a 80% good or excellent overall rating of education and training by employers.

Assessment

(A.)80% of those responding to the Employer survey will answer 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? (B.)80% of those responding to the Graduate Follow-Up Survey will answer Excellent or Good to the question: The quality of instruction for courses in your major was?

Additional Funding Request: \$**Evaluation Findings**

A.)93% 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? (B.)92% 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?

Use of Findings

The response to the employer survey has improved but is still lower than desired with 14 respondents. The Engineering Technologies Division will work with employers through program advisory committees and personal contacts to emphasize the importance of this survey in our efforts to give industry a better prepared employee.

Goal 2

Assist students in achieving their stated objective from attending Gadsden State.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain a 80% favorable rating on student assessment of goal achievements as assessed in the Graduate Survey.

Assessment

80% of those responding to the Graduate Follow-Up Survey will answer yes to the question: Did you reach your objective?

Additional Funding Request: \$

Evaluation Findings

87% of those responding to the Graduate Follow-Up Survey answered yes to the question: Did you reach your objective?

Use of Findings

While meeting the expected goal, the Engineering Technologies Division will continue to enhance program offerings by offering courses at varying times and with professional development of instructors to insure the needs of business and industry and our students are met.

Goal 3

Provide area employers with skilled graduates ready for employment.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain an 80% good or excellent rating on the Employer Survey of graduates' competence in each of the following areas: Computer skills, Math skills, Technical knowledge.

Assessment

80% from the Employer Survey those expressing an opinion will answer 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, Math Skills, Technical Knowledge.

Additional Funding Request: S**Evaluation Findings**

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 100%, Math Skills 92%, Technical Knowledge 93%.

Use of Findings

The response to the employer survey has improved but is still lower than desired. The Engineering Technologies Division will work with employers through program advisory committees and personal contacts to emphasize the importance of this survey in our efforts to give industry a better prepared employee.

Goal 4

Assist students in securing employment before graduation through cooperative education opportunities or upon graduation.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The percentage of employed graduates to be 75% or greater within six months of graduation.

Assessment

75% of those responding to the Graduate Follow-Up Survey will indicated they were employed.

Additional Funding Request: \$**Evaluation Findings**

75% of those seeking employment and responding to the Graduate Follow-Up Survey indicated they were employed.

Use of Findings

The Engineering Technologies Division will continue to work with local and regional employers to provide more opportunities for employment of graduates.

Objective or Educational Outcome 2

Provide more cooperative education opportunities for students by building stronger partnerships with employers.

Assessment

The Cooperative Education Report for 2007-2008, will provide the number of students participating in cooperative education with the number of companies.

Additional Funding Request: \$**Evaluation Findings**

A total of 9 companies and 370 students participated in the Cooperative Education Program in 2008 - 2009.

Use of Findings

The number of companies participating in Cooperative Education has decreased this year due to the economic downturn. The Engineering Technologies Division will continue to work with the Cooperative Education Program and employers through program advisory committees and personal contacts to continue to expand work experience opportunities for students.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

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

Assessment

All articulation agreements are reviewed, expanded, if appropriate, and updated annually.

Additional Funding Request: \$**Evaluation Findings**

All articulation agreements have been reviewed, expanded, and updated if appropriate. The Engineering Technologies Division currently has articulation agreements with 13 local secondary schools and a state-wide agreement with all Secondary Technical Centers.

Use of Findings

This is an ongoing goal of this division.

Goal 6

Enhance student learning in Machine Tool Technology at the Ayers campus by providing modern equipment and a realistic industrial setting for student learning and workforce development training.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

This objective is a carry-over from the 2007-2008 plan and will be completed on a three year cycle. Replace 2 engine lathes, and 2 milling machines with modern equipment.

Assessment

New equipment will be in place and be utilized by students by the beginning of Fall semester 2009.

Additional Funding Request: \$80000

Purchase of new equipment to replace 40-year-old lathes and mills.

Evaluation Findings

Funding was not obtained for this goal due to proration.

Use of Findings

This goal will be continued in the 2009-2010 strategic plan.

Goal 7

Enhance student learning in the field of robotics, programming, and operations at the Ayers and East Broad campuses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

This objective is a carry-over from the 2007-2008 plan and was partially completed. Provide equipment and software for 30 desktop stations to teach basic robotics and programming in this high growth high wage field as requested by industry. This equipment will benefit Electrical Technology, Electronics Engineering Technology, Industrial Automation Technology, Machine Tool Technology and Welding Technology.

Assessment

New equipment will be in place and utilized by students by the beginning of Fall semester 2009.

Additional Funding Request: \$12000

Purchase of 15 additional computers.

Evaluation Findings

This project is complete.

Use of Findings

Both campuses have been equipped with robotic simulation software and computers to run the software. No further evaluation is required

Goal 8

Relocate the Civil Engineering Technonolgy Program to the Bevill Center from the Building Constructions Trades building.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

This move will allow for better utilization of existing space, equipment and software shared by the partner programs Civil Engineering Technology and Mechanical Design Technology.

Assessment

Move will be completed by Fall 2009

Additional Funding Request: \$5000

Office and classroom renovation.

Evaluation Findings

Funding has been obtained and an architect has been selected for this project. It is still in the planning stage.

Use of Findings

This project has been approved and will be completed in the 2010.

Goal 9

Pursue additional funding to complete the new Center for Automotive Excellence.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

This facility will house the Automotive Manufacturing Technology Program and will include classroom and lab space for this expanding program.

Assessment

Constuction will begin by fall 2009.

Additional Funding Request: \$1000000

\$1 million has been obtain for this project. A grant has been applied for by the city of Gadsden in the amount of \$500,000. To complete the building as designed and purchase the required equipment will require an additional \$1 millon.

Evaluation Findings

Funding has been obtained and and architect has been selected for this project. It is still in the planning stage.

Use of Findings

Remodeling of the Bevill Center will begin and be completed in 2010.

Goal 10

Continually monitor all work areas in Engineering Technology for Safety issues.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Identify and correct any known safety issues in Engineering Technology Programs.

Assessment

Require all Instructors to inspect their classrooms, work areas and laboratories each

semester and report the results to the Division Chairs.

Additional Funding Request: \$

Evaluation Findings

No major safety issues were reported.

Use of Findings

Instructors will continue to monitor their areas to provide the student a safe learning environment.

User:guest

Unit

Engineering Technologies

Gadsden State Community College

Strategic Plan

Unit: Financial Aid **Year:** 2008-2009

Person Responsible: Kelly D'Eath

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The purpose of the Financial Aid Office is to maintain a consistent and equitable approach to the awarding of student financial aid and to provide courteous service and accurate information to students and their families.

Long Range Goals:

- 1 Maintain clear financial aid audit
- 2 Prepare for transition to new administrative software system
- 3 Expand financial aid services to Gadsden State Cherokee
- 4 Establish separate office area for scholarship operations to enhance traffic flow and possibly reduce interpretations that result in awarding errors
- 5 Redesign layout of Ayers financial aid office to ensure confidentiality

Goal 1

Maintain a current Policy & Procedure (P&P) Handbook

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Stay abreast of changes impacting financial aid through participation in professional development activities and through review of financial aid regulations

Assessment

1. Information/insight gained at professional development events with all employees participating in at least one professional development activity per year

2. Updates to P&P Handbook
3. Reduction in number of overpayments due to college errors

Additional Funding Request: \$

Evaluation Findings

Each member of the staff attended at least one event, and some attended more based on changes in programs. Following these events, the respective staff member summarized the updates and provided to all co-workers via email. Revisions were made to the P&P Handbook when necessary.

Use of Findings

Additional opportunities for training will be explored to ensure valuable professional development opportunities for the Financial Aid Office staff.

Goal 2

Enhance communications with college community regarding financial aid

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Increased awareness of faculty as to the importance of attendance verification

Assessment

Decrease in the amount of ARs (account receivables) resulting from non-attendance (Fall to Fall)

Additional Funding Request: \$

Evaluation Findings

The College began tracking ARs resulting from non-attendance in Fall 2008; therefore, a comparison is available at this time.

Use of Findings

Information regarding financial aid will be shared with college officials and with the college community. The Financial Aid Office will send follow up notices regarding attendance to students and the Director will communicate with faculty regarding attendance issues.

Objective or Educational Outcome 2

Increased awareness of the types of federal financial aid available and the application process

Assessment

Increase in the number of applications received as of priority filing deadline (annual comparison)

Additional Funding Request: \$**Evaluation Findings**

There was over a 250% increase in the number of applications received by 4/15/08 over the number received by the priority deadline the prior year (4-15-07).

Use of Findings

Outreach efforts, both on campus and throughout the service area, will be a top priority.

Objective or Educational Outcome 3

Decreased processing time in student awarding

Assessment

Notification of students as to documentation needed to finalize award within seven days of receiving valid Institutional Student Information Record (ISIR)

Additional Funding Request: \$**Evaluation Findings**

With the massive increase in applications being received, there remains an issue with timely file processing. Additional efforts in regard to improved work flow has aided to a limited degree; however, to process the number of files being received at this time, additional staff is needed.

Use of Findings

The Financial Aid Director will make an official request to hire a minimum of one full-time staff member so the increasing number of students and prospective students who seek financial assistance can be assisted more effectively.

Objective or Educational Outcome 4

Increased awareness of students as to their responsibilities as aid recipients (attendance, satisfactory academic progress, completing the application process in a timely manner, etc.)

Assessment

1. Number of students referred to US Department of Education (ED) for overpayment
2. 85% satisfaction rating on student evaluations relating to financial aid services

Additional Funding Request: \$**Evaluation Findings**

Presentations in orientation classes, information provided on the Financial Aid website and in the FA offices, and the requirement that all financial aid recipients read and sign SAP and Policies forms prior to the disbursement of aid have increased students' awareness as to their responsibilities.

There has been no significant change in the number of overpayments referred to ED in 2008 compared to 2007.

Eighty-nine percent of students responding to the Spring 2009 evaluation indicated either "strongly agree" or "agree" in regard to satisfactory services being provided by Financial Aid.

Use of Findings

The Director will explore other options to effectively increase awareness among students as to their responsibilities.

Goal 3

Enhance the scholarship process

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Provide training for Scholarship Manager

Assessment

1. Participation in training activities
2. Anecdotal feedback

Additional Funding Request: \$

Evaluation Findings

The Scholarship Manager attended several on-campus training events and a workshop offered at the Department of Postsecondary Education. In addition, she participated in the Gadsden State Leadership Development Institute, which offered her a more comprehensive view of the College and its services.

Use of Findings

Training for Financial Aid staff will be a top priority.

Objective or Educational Outcome 2

Verify eligibility for each scholarship, each term

Assessment

Internal audit results

Additional Funding Request: \$

Evaluation Findings

Files were reviewed each term by the Scholarship Manager. Corrective action was taken prior to the next term for any eligibility issues identified.

Use of Findings

This term-by-term review process has proven very effective and will be continued.

Objective or Educational Outcome 3

Update catalog annually and website as needed to include all scholarships offered at Gadsden State

Assessment

1. Up-to-date listing of all scholarships offered
2. Anecdotal feedback

Additional Funding Request: \$

Evaluation Findings

The catalog was updated annually, and the website was updated on a continual basis.

Use of Findings

Updating information will be a priority.

Objective or Educational Outcome 4

Update the scholarship section of the Policy & Procedure Manual

Assessment

Updated Scholarship information in the Financial Aid Policy & Procedure Handbook

Additional Funding Request: \$

Evaluation Findings

Updates were made when guidance or interpretations were received from the Department of Postsecondary Education. Updates were made following approval of changes by the Scholarship Committee.

Use of Findings

Updates to the P&P will be completed to assist in the smooth operation of the Scholarship Office and will continue to be a top priority.

User:guest

Unit

Financial Aid

Gadsden State Community College

Strategic Plan

Unit: Financial and Administrative Services **Year:** 2008-2009

Person Responsible: Jim Prucnal

Cabinet Member: President **Approved**

Mission Statement:

It is the mission of Financial and Administrative Services to provide a wide range of support services that enable students, faculty, staff, and the public to function in a collegiate environment. These services include: service to all parts of the college as Chief Financial Officer, accounting, computer services, maintenance of buildings and grounds, housekeeping, capital projects, auxiliary services, transportation, safety and security, and risk management.

Long Range Goals:

- 1 To provide financial management for the college.

Goal 1

To utilize available funds to complete capital projects as identified by the President.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Identified capital projects (completion of Gadsden State Cherokee building/arena, Roof replacement project, Renovation of Anatomy and Physiology lab) will be completed on time and on budget.

Assessment

Were the projects completed on time and on budget?

Additional Funding Request: \$

Evaluation Findings

The two buildings at Cherokee were completed on schedule by September 2009 and were under budget. Three roofing projects were completed on schedule and under budget at Ayers Administration building, Business Technology Building at Ayers, and Beville Center. The renovation of the Anatomy and Physiology laboratory was completed ahead of schedule and under budget.

Use of Findings

Capital projects and maintenance for compliance to specs and contractual issues are constantly reviewed by this office. To further improve service to students by providing an appropriate learning environment, Helderman Hall project was designed, bid and awarded in 2009. The formal notice to proceed was issued for an official start date of October 5, 2009. The bid came in under budget. No other bond project is scheduled at this time. The findings above reveal the necessity of good design and supervision which will continue on future projects.

Goal 2

Provide accounting services and budgeting for the college.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Fund balance will meet the Chancellor's guidelines of two months of expenditures.

Assessment

Review fund balance on 9-30-09 to determine if the balance meets the Chancellor's guidelines.

Additional Funding Request: \$**Evaluation Findings**

Fund balance at 9-30-09 is 3.12 months of expenditures. This exceeds the guideline of 2 months.

Use of Findings

The excess amount will be used to cover proration cuts for 2009-10. Continue to monitor the financial matters of the college so that 2009-10 proration cuts can be absorbed and still meet the 2 month year end requirement.

Objective or Educational Outcome 2

Monitor all accounting functions so that the annual audit by the Examiners of Public Accounts yields an unqualified opinion and no findings.

Assessment

Review the audit performed by the Examiners on the 2007-2008 financial records.

Additional Funding Request: \$

Evaluation Findings

The 2007-08 audit revealed no audit findings and an unqualified opinion.

Use of Findings

Continue to manage the financial matters of the college to achieve the same results in the new fiscal year.

User:guest

Unit

Financial and Administrative Services

Gadsden State Community College

Strategic Plan

Unit: Financial Services **Year:** 2008-2009

Person Responsible: Jacqueline Henderson

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

Serve the financial needs of the students, faculty, and staff in support of the purpose, philosophy, and mission of the college. Provide effective and efficient service in the following areas: cashiering, refunds, purchasing, accounts payable, payroll, and accounts receivable. Maintain and report financial information in accordance with policies and procedures set forth by the Alabama State Board of Education, and State and Federal laws consistent with Generally Accepted Accounting Principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the National Association of College and University Business Officers (NACUBO).

Long Range Goals:

- 1 Develop financial service training for new employees and newly assigned budget managers.
- 2 Research and implement a new method of budgeting for personnel.
- 3 Provide training for all Financial Services employees to include the Leadership Development Institute and the College Business Management Institute.
- 4 Consolidate and redesign the Financial Services and Business Office web sites.

Goal 1

Provide optimal services to students, faculty, and staff.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

The expected Unit Objective is to obtain a 90% or higher rating from the student

survey that they "Highly Agree/Agree" that:

1. The procedures for payment of tuition and fees are easy to follow.
2. The services and information provided by the Business Office are satisfactory.
3. The services provided by the Student Refund Office are satisfactory.

Assessment

Review the student survey to determine rate of who "Highly Agree/Agree."

Additional Funding Request: \$**Evaluation Findings**

Ninety-six percent (96%) of students responding to the Student Satisfaction Survey indicated that they "Agree" or "Highly Agree" that payment of tuition and fees procedures are easy to follow. Ninety-five percent (95%) of the same sample of students responded that services and information provided by the Business Office is satisfactory. Ninety-six percent (96%) of students responding to the Student Satisfaction Survey indicated that they "Agree" or "Highly Agree" that refund services provided by the Student Refund Office are satisfactory. The department exceeded the targeted goal.

Use of Findings

This objective will continue to be monitored to ensure quality financial services to students.

Objective or Educational Outcome 2

The expected Unit Objective is to obtain a 90% or higher rating from the employee survey that they "Highly Agree/Agree" that:

1. The Payroll Office provides adequate office hours and information regarding employee pay.
2. The Business office provides adequate office hours and information regarding charges and receipts.
3. The Purchasing Office processes purchase orders and bid requests in a timely manner.
4. The Accounts Payable Office processes checks and requests for information in a timely manner.
5. The Financial Services Office processes information and budget revisions request in a timely manner.
6. The Financial Services web sites provides up-to-date and informative information.

Assessment

Review the employee survey to determine rate of who "Highly Agree/Agree."

Additional Funding Request: \$**Evaluation Findings**

One hundred percent (100%) of employees responding to the Employee Satisfaction Survey indicated that they "Agree" or "Highly Agree" that the Payroll Office provides adequate office hours and information regarding employee pay. Ninety eight (98%) of the same sample of employees responded that the Business Office provided adequate office hours and information regarding charges and receipts. Ninety nine (99%) responded that the Purchasing Office processes purchase orders and bid requests in a timely manner. One hundred (100%) responded that the Accounts Payable Office processes checks and requests for information in a timely manner. Ninety nine (99%) responded that the Financial Services Office processes information and budget revisions request in a timely manner.

Use of Findings

This object will continue to be monitored to ensure quality financial services to employees.

Objective or Educational Outcome 3

Hold training session for budget and property managers.

Assessment

Was the training conducted?

Additional Funding Request: \$

Evaluation Findings

Budget Manager Training sessions held July 23 and September 11, 2009. A total of 89 administrative assistants and budget and property managers attended. Topics presented included: Budgeting, payroll, purchasing, accounts payable, in-state travel, out-of-state travel, student travel, petty cash, transportation, and year end procedures.

Use of Findings

Additional training sessions will be held to ensure budget managers are trained on financial services policies and procedures.

Objective or Educational Outcome 4

Review policies, procedures, and processes for ways to incorporate electronic and web based capabilities.

Assessment

Number of policies, procedures, and processes reviewed.

Number of electronic capabilities added.

Number of web based capabilities added.

Additional Funding Request: \$

Evaluation Findings

Reviewed purchase order process to see how electronic and web based capabilities could be incorporated. Traced the steps involved from the time a purchase requisition is entered until the purchase order is received by the vendor. The review showed that

several manual steps could be eliminated if the purchase orders were faxed directly from the computer desktop. Consulted with the MIS staff for ways to fax the electronic version of the purchase order from the desktop.

Use of Findings

Purchased and installed software to fax the electronic version of the purchase order from the desktop. Orders are now faxed electronically eliminating the need to print a hard copy and fax to vendor.

Goal 2

Provide optimal financial management for the College.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Zero noncompliance findings related to the financial services area reported by the State Examiners of Public Accounts.

Assessment

Review annual audit report from the State Examiners of Public Accounts for the number of findings related to financial services.

Additional Funding Request: \$

Evaluation Findings

Zero findings related to Financial Services

Use of Findings

Review audits of other institutions for potential problem areas. The department will continue to monitor this objective to ensure zero noncompliance continues.

Objective or Educational Outcome 2

Zero noncompliance findings related to the financial services areas reported by state and federal grantor agencies.

Assessment

Review audit reports for state and federal grantor agencies for findings related to financial services.

Additional Funding Request: \$**Evaluation Findings**

Zero findings related to Financial Services

Use of Findings

Review audits of other institutions for potential problem areas

Objective or Educational Outcome 3

Image and store all prior year financial services documentation on server.

Assessment

Check the imaging system to determine if

- Accounts payable checks
- Student refund checks
- Purchase orders and back up documentation
- Bids and request for proposal documentation
- Grant accounting paperwork
- General accounting entries and paperwork
- Business Office daily records
- Accounts receivable paperwork
- Payroll files

have been scanned by January of the following fiscal year.

Additional Funding Request: \$**Evaluation Findings**

Employees scanning continually.

Use of Findings

All 07-08 files were scanned by end of January

Goal 3

Provide Financial Services employees with equipment and training necessary to assist students, faculty, and staff.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Evaluate and replace as necessary computer hardware and software.

Assessment

Review equipment purchase report to determine if computers and software were replaced.

Additional Funding Request: \$

Evaluation Findings

Replaced all Financial Services printers

Use of Findings

Everyone using same print cartridge simplifies ordering and supply maintenance.

Objective or Educational Outcome 2

Provide at least one professional development opportunity on customer service to each business office employee.

Provide at least one professional development opportunity on specific duties (payroll, Title IV, purchasing, cash management, financial management, etc.) to each accountant.

Provide technology related professional development to keep up with changing technologies.

Assessment

Review Professional Development worksheet to ensure all employees have received at least one professional development opportunity.

Additional Funding Request: \$

Evaluation Findings

All employees received at least one professional development opportunity.

Use of Findings

Continue to provide professional development opportunities.

Objective or Educational Outcome 3

Have fully trained back-ups for every position.

Assessment

Evaluate cross training matrix regularly to ensure all employees are adequately trained in back-up duties.

Additional Funding Request: \$

Evaluation Findings

Cross training matrix reviewed and changes made.

Use of Findings

Changes to assigned back ups' duties were made for employees that transferred out the department and/or terminated employment.

Continued emphasis will be placed on cross training to ensure processes continue in absence of employees.

User:guest

Unit

Financial Services

Gadsden State Community College

Strategic Plan

Unit: Fowler Residence Hall **Year:** 2008-2009

Person Responsible: Jack Page

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

The mission of Gadsden State Community College Fowler Residence Hall is to meet the needs of its diverse student population by providing a safe, comfortable environment for all residents while meeting their educational, social, recreational, and intellectual needs.

Long Range Goals:

1. To seek funds to build a new residence hall.
2. To increase occupancy.
3. To create more common-area opportunities for positive student interaction.
4. Renovate one floor of one wing each year.

Goal 1.

To achieve a 90% or higher rating from the Fowler Hall residents that they "Highly Agree/Agree" that they have an "overall satisfaction" of Fowler Hall and its programs.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and "cultural experiences" that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1.

The expected Unit Objective is to have 90% or higher of the residents who

live in Fowler Hall return their annual "Residence Hall Survey."

Assessment

Were 90% of the Residence Hall Surveys returned?

Additional Funding Request: \$

Evaluation Findings

The participation in the "Residence Hall Survey" did not meet the projected percentage. Only 42% of the residents returned the annual survey.

Use of Findings

In order to reach the 90% participation level for the "Residence Hall Survey", residents will now be required to fill out the survey before they are checked out of Fowler Hall.

Objective or Educational Outcome 2.

The expected Unit Objective is to maintain a 90% or higher rating from the Residence Hall Survey that the residents "Highly Agree/Agree" that they have an "overall satisfaction" of Fowler Hall and its programs.

Assessment

Did the survey reveal that 90% of the residents have an "Overall satisfaction" with Fowler Hall and its programs.

Additional Funding Request: \$

Evaluation Findings

76% of the respondents expressed an "overall satisfaction" with Fowler Hall.

Use of Findings

The game rooms have been consolidated with the best of the equipment available being used in the one room. A wide screen, HD TV has been purchased and installed in the game room. A DVD player has been installed in the game room. The hours for the game room have been expanded whereby the game room is opened every night of the week. Residents have been encouraged to submit suggestions for improvements in the physical plant and the operation of Fowler Hall. There will be a continued evaluation of the newly implemented programs and policies at Fowler Hall in order to immediately adapt and respond to the needs and requests of the residents.

Goal 2.

To maintain an occupancy rate greater than 90%.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The expected Unit Objective is to maintain an occupancy average greater than 90% (or 100) residents living at Fowler Hall during the Fall and Spring semesters.

Assessment

Review the list of paid residents of Fowler Hall.

Additional Funding Request: \$

Evaluation Findings

Fowler Hall is currently maintaining an occupancy rate of 100%

Use of Findings

The staff of Fowler Hall will aggressively recruit incoming students to replace the vacancies created by residents completing their course work and moving out of Fowler Hall

Goal 3.

To improve 20 resident suites in Fowler Hall through renovation.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1.

The expected Unit Objective is to have twenty (20) suites renovated during 2008-2009 period.

Assessment

Were 20 suites renovated?

Additional Funding Request: \$5,000

To purchase supplies for renovations.

Evaluation Findings

Due to the proration of the State Education Budget, no suites in Fowler Hall were renovated. Twenty-five new desks and desk chairs have been purchased and used to replace the most worn desks and chairs.

Use of Findings

The effort to seek additional funding to renovate 20 suites at Fowler Hall will continue.

Goal 4.

To improve the professionalism of residence hall staff.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1.

The expected Unit Objective is to maintain a 90% or higher rating from the Fowler Hall residents that they "Highly Agree/Agree" that the Resident Hall Staff are professional and helpful.

Assessment

Review the survey to determine rate of the residents who "Highly Agree/Agree."

Additional Funding Request: \$**Evaluation Findings**

Ninety-five percent of the residents responding to the "Residence Hall Survey" either "highly agreed" or "agreed" the staff of Fowler Hall was professional and helpful.

Use of Findings

The staff of Fowler Hall will continue to perform its duties in the most professional and helpful manner possible.

Objective or Educational Outcome 2.

The expected Unit Objective is that every Residence Hall Staff member attend at least six (6) hours of professional training to include customer relations, student counseling, and others as directed.

Assessment

Review employees' staff development records.

Additional Funding Request: \$**Evaluation Findings**

Professional development sessions have been attended. Total hours were eighteen. Administrative staff was able to attend scheduled professional development. Clerical staff was unable to attend professional development.

Use of Findings

Scheduled professional development sessions are in conflict with the time the students move into Fowler Hall. The director will find meetings, seminars, or conferences the clerical staff may attend in order to meet the stated six hours for professional training.

Goal 5.

To replace four lobby computers that are for student use, both educational and recreational.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1.

The Unit Objective is to obtain a grant or Technology funds for acquiring four (4) new computers for the lobby of Fowler Hall be received so that the residents have the tools to assist them in succeeding at Gadsden State.

Assessment

Were four computers received, installed and being used.

Additional Funding Request: \$6,000

To purchase four (4) computers for Fowler Hall.

Evaluation Findings

Due to the afore mentioned funding shortfalls, the computers in the lobby of Fowler Hall have not been replaced.

Use of Findings

Funding requests will continue to be submitted to replace the computers as soon as adequate funding becomes available.

User:guest

Unit

Fowler Residence Hall

Gadsden State Community College

Strategic Plan

Unit: Gadsden State Cherokee **Year:** 2008-2009

Person Responsible: Martha Lavender

Cabinet Member: President **Approved**

Mission Statement:

The mission of Gadsden State Cherokee (GSC) is to meet the widely diverse and changing needs of the community and surrounding area by providing high quality education, continuing education, and workforce development training that fosters personal and professional development of students. In addition, GSC is committed to providing leadership in the creation of innovative community and economic development programs that foster the advancement of local businesses, industries, and governmental initiatives.

Long Range Goals:

- 1 Establish strategic partnerships and alliances with with governmental, business, industrial, educational and community leaders to build support for GSC academic and community development initiatives.
- 2 Create a long-term plan and strategy to maximize the academic and community partnership envisioned for Gadsden State Cherokee as an educational and economic development center for the region.
- 3 Increase community awareness of the benefits of community college education and the resources available at Gadsden State Cherokee.
- 4 Expand the academic programs offered at GSC to increase enrollment at the Center while meeting the current and future needs of the students in the community and surrounding area.
- 5 Provide student-centered instruction in a state-of-the-art technology-enhanced learning environment.
- 6 Create a positive and dynamic work environment for faculty and staff that promotes personal and professional development and fosters open communication, diversity, and innovation.

Goal 1

Recruit traditional and non-traditional students to Gadsden State Cherokee.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The GSC staff will seek opportunities to address high school juniors/seniors on the academic offerings of the College as well as admissions procedures, placement testing, course registration procedures, financial aid information, and student services.

Assessment

Provide at least one presentation in all five Cherokee County High Schools.

Additional Funding Request: \$250

Funding is requested for travel.

Evaluation Findings

The Coordinator of Academic and Student Support Services met with seniors in the five area high schools in spring 2009 to provide information on placement testing, admission/registration processes, application for financial aid, and other student services available at Gadsden State Cherokee. The visits were arranged with the school counselors to ensure that the dates/times were conducive to the activities at the school. Following the class presentation, a short survey was administered to collect information on the students' post-graduation plans. From the total population of 245 seniors, 174 participated in the survey yielding a response rate of 71%. One hundred and fifty-eight seniors indicated plans to continue their education beyond high school, and 77 indicated that they planned to attend Gadsden State Cherokee in fall 2009. The visit schedule for spring 2009 was as follows:

Spring Garden High School	March 23, 2009	40 seniors
Gaylesville High School	March 25, 2009	35 seniors
Cedar Bluff High School	March 25, 2009	35 seniors
Sand Rock High School	April 7, 2009	60 seniors
Cherokee County High School	April 8, 2009	75 seniors

While these activities were implemented as planned; it was noted that the Career Coach had held numerous class sessions as well as many one-on-one sessions with the juniors and seniors throughout the year.

Use of Findings

This strategy was effective in introducing the Gadsden State Cherokee advisor to the seniors who may choose to attend Gadsden State Cherokee in fall 2009. In addition, the visit provided an opportunity for information exchange between the school counselors and the academic advisor. It was noted that many of the seniors had already made choices about college and the majority of them had participated in sessions conducted

by the Career Coach assigned to Cherokee County schools.

Recommendations:

It is recommended that the target audience for next year's visits be reconsidered. It may be more effective to meet with high school sophomores and juniors who are still undecided on a college and/or program of study.

Visits and information exchange with the high school counselors should continue.

Additional opportunities to work with the counselors will be explored in the 2009-2010 academic year.

Objective or Educational Outcome 2

The GSC staff will visit all high school counselors in the service area at least once a term.

Assessment

100% contact with all high school counselors in Cherokee County.

Additional Funding Request: \$250

Funding is requested for travel.

Evaluation Findings

In fall 2008, the Coordinator of Academic and Student Affairs met with all high school counselors during October. The purpose of the visit was to provide an overview of the new facility and course offerings, as well as to provide an opportunity for information exchange with the high school counselors.

In spring 2009, the Assistant to the President visited all area high schools to meet with the principles, school counselors, and tour the facilities. Several issues were discussed such as timing of the College and Job Fair, high school visits to the Gadsden State Cherokee Campus, impact of the Career Coach, career interests of high school seniors, and concerns (if any) related to Gadsden State admission, registration, and financial aid processes.

In addition, Gadsden State Cherokee hosted one off-site meeting of the area counselors in spring 2009 and was the host site for the Cherokee County School System Institute in August, 2009. Approximately 600 administrators, faculty, and staff attended the Institute meeting.

Efforts of the Gadsden State Cherokee staff were greatly enhanced by the activities of the Career Coach who had weekly contact with the school counselors and teachers. [A detailed report of his activities is documented in another plan.]

Objective met with 100% of all counselors visited in fall and spring. Dialogue maintained and encouraged.

Use of Findings

Logistics of the 2009 College and Job Fair were coordinated with the area counselors and Dr. Ann Dykes (Superintendent's Office). Requirements for high school transcripts were clarified and all issues resolved with one local high school.

Recommendations:

Continue this objective and establish contact more frequently if issues/concerns arise.

Explore ways to maximize communication exchange through the Career Coach.

Objective or Educational Outcome 3

The GSC staff will seek opportunities to address civic groups, community gatherings, and business leaders to provide information on academic offerings of the College as well as admissions procedures, placement testing, course registration procedures, financial aid information, and student services.

Assessment

Conduct a minimum of 10 presentations to reach traditional and non-traditional student populations in the area/state.

Additional Funding Request: \$500

Travel funds requested.

Evaluation Findings

The Assistant to the President (or designee) and the Director of Economic Development presented to all area civic groups as requested. A total of 16 different presentations were delivered (and selected groups were provided tours of the facility) from July 2008 through August, 2009.

July, 2008 – Centre Rotary Club

August, 2008 – Cherokee County Board of Education Annual Faculty/Staff Meeting

August, 2008 – Centre Rotary Club

August, 2009 – Centre Lion's Club

September, 2008 – Kiwanis Club of Centre

September, 2008 – Keynote Speaker: 2008 Leesburg Day

October, 2008 – Twilight Club

October, 2008 – Fairview United Methodist Women

October, 2008 – Gadsden State Community College Leadership Development Institute

October, 2008 – Cedar Bluff Women's Club

November, 2008 – City of Centre: Mayor, Council, and staff

December, 2008 – Youth Leadership Cherokee

December, 2008 – Centre Rotary Club

January, 2009 – Centre Civitan Club

January, 2009 – Alpha Delta Kappa Cherokee Chapter

April, 2009 – Youth Leadership Cherokee

August, 2009 – Cedar Hill United Methodist Seniors Group (Open Doors)

In addition, presentations were made to the Cherokee County Commission, City of Centre, and the town councils of Leesburg, Sand Rock, and Cedar Bluff. The Gaylesville Town Council was hosted at Gadsden State Cherokee in September 2009.

In February, 2009, the Cherokee faculty and staff hosted the monthly Chamber of Commerce Breakfast. Approximately 75 people were in attendance. A brief overview of the College was provided with a focuses presentation on Adult Education delivered by Joe Cavender.

Goal met.

Use of Findings

Interest in the nursing program has been clearly evident when speaking with the local community/business leaders. As a result of these presentations, many citizens have asked how to assist students enrolled at Gadsden State Cherokee. Two scholarships (to be addressed later in this report) were established and both were designed to support students enrolled in the practical nursing program. An additional scholarship is under consideration.

Suggestions for continuing education topics were also identified. The information was used to assist Gadsden State's Continuing Education Department in creating schedules for fall/spring/summer semesters. In addition, a 10-week leadership class was developed for mid-level managers and debuted in spring 2009.

Objective or Educational Outcome 4

Design and conduct a variety of outreach programs to recruit students to GSC (e.g., Nurse Camp, Spring Preview Day, High School Visitations/Tours, Career Day, Freshman Focus, etc.)

Assessment

Make 250 potential student contacts through a minimum of five activities.

Conduct one GSC Career Day for traditional and non-traditional students in spring 2009.

Conduct a High School Preview Day in spring 2009 for all area seniors.

Additional Funding Request: \$1,500.00

Funds are requested for refreshments, print materials, and t-shirts for participants.

Evaluation Findings

The largest, single recruitment activity was the 2009 College and Job Fair that was held in April, 2009. The event was co-sponsored by the Cherokee County Chamber of Commerce, the Gadsden State Office of Career Services, Gadsden State Cherokee, and the Cherokee County Department of Human Resources. Approximately 500 individuals participated; a total of 34 exhibitors were present (15 from various departments/divisions from Gadsden State along with 18 employers in northeast Alabama and one community-based organization). Juniors and seniors from Cherokee County high schools as well as the general public visited exhibits throughout the day. Employers provided information on job availability, education and experience requirements, salary, and other benefits of employment. Gadsden State departments/divisions provided information on program requirements and job opportunities. Evaluation surveys were administered to all college and job fair exhibitors. The results were very positive (24 surveys returned) with several suggestions for the next year's event.

Numerous individual/group tours were conducted to familiarize students and community leaders with the physical and technological capabilities of the facility. Youth Leadership Cherokee, various civic groups, numerous individual/small group tours, and high school classes were toured throughout the year.

R U 4 Real, a program designed by the Career Coach, was scheduled in three high schools: Cherokee County, Cedar Bluff, and Sand Rock. The goal of the program was to challenge the students to manage their financial resources based on an income commensurate with a selected education level and field of employment. An emphasis was placed on planning an educational path consistent with career goals and earning potential.

Gadsden State Cherokee hosted the annual health fair of Family, Career, and Community Leaders of America (FCCLA) on March 4, 2009. This allowed students (7th through 12th grade) an opportunity to visit the campus and become familiar with the academic program offerings at Gadsden State. In addition, the Cherokee County Board of Education sponsored "Reality Check" at the Gadsden State Cherokee Arena for all 10th graders in the system. This program parallels the R U 4 Real program by challenging students to manage living expenses within a defined income level.

On February 24, 2009, a Financial Aid Workshop for students and parents was held on the Cherokee Campus. The event was coordinated by the Career Coach and the Gadsden State Financial Aid Office. More than 40 people attended to learn how to file a financial aid application online. Participants were provided an opportunity to access the FAFSA in the computer lab to learn how to navigate the site and enter their information in correctly.

The Cherokee County Health and Rehab Center Employee Health Fair was held in October, 2008. Gadsden State Cherokee exhibited at this event to promote the academic and continuing education offerings available to this population of non-traditional students. More than 300 employees participated in the event; LPN and RN brochures were distributed to interested individuals.

Another outreach strategy, the creation of a Gadsden State Cherokee website, was completed this year. Initially, a new page was created to provide information information on the city of Centre to parallel information available on the other off-campus sites. Second, the new location and directions to the facility were updated. Third, a Gadsden State Cherokee webpage was created and vetted with the faculty. Working with the webmaster, the site was launched prior to the Dedication Ceremony (See www.gadsdenstate.edu/cherokee) and has been continuously updated using a newly acquired software "Contribute". In April, a request was submitted to the webmaster for a direct link for the off-site campuses on the home page.

Included in the original design of the facility, the electronic messaging sign has been a significant outreach strategy to students and community members. Since December, 2008, the sign has been utilized as a mechanism for announcements to students about registration dates, drop/add, testing, and special events. The Continuing Education schedule has been announced and has generated a great deal of interest in the program offerings. Guidelines for the use of the sign were drafted and approved in April, 2009. It should also be noted that numerous attempts have been made to correct ongoing problems with the southern side of the display sign. Approximately one-fourth of the sign displays an overriding message that distorts the intended message.

The Cherokee staff have worked very closely with the Continuing Education Department to plan and implement a combination of community enrichment and professional development programs. A variety of classes have been offered in Cherokee since 2004 e.g., digital photography, ACT Prep, Quick Books, Microsoft Office, and eBay. In 2007-2008, 11 classes made with a total attendance of 126. In 2008-2009, 20 classes made with a total attendance of 172.

Gadsden State's Cherokee County Adult Education program was relocated to the new Gadsden State Cherokee facility in October, 2008. The integration of the adult education students into the College campus was viewed as an important recruitment strategy to encourage their enrollment in College courses after successful completion of the GED. An office has been assigned to the adult education instructor; total enrollment for the year was 97 students. [A detailed report on Adult Education initiatives is documented in another plan.]

In June, a request to have a session of Freshman Focus delivered on the Cherokee Campus was submitted, but denied. Analysis of previous enrollment numbers and attendance by campus location, as well as limited resources, was cited as the reason for the decision.

To increase attention to the nursing program and the profession, the staff drafted a National Nurses Day Proclamation which was adopted by the Cherokee County Commission in May 2009. One of the practical nursing students and the Cherokee nursing faculty attended the meeting and were recognized by the Commission. The proclamation received excellent media coverage as well.

To provide a baseline of enrollment trends, a systematic review of Gadsden State Cherokee enrollment numbers reported since inception was conducted in July 2008. Between fall 2002 and fall 2007, enrollment numbers ranged from 59 - 136. Enrollment

in fall 2008 produced a new record with 254 students enrolled at Cherokee. This represented an 86% increase in the previous enrollment record. In spring 2009, a marginal increase was also noted with a total enrollment of 268; however, when comparing spring 2008 with spring 2009, a 170% increase in enrollment was noted. The number of courses/course sections also increased: 33 courses/sections were offered in fall 2008 as compared to 18 in fall 2007; 37 courses/sections were offered in spring 2009 as compared to 10 in spring 2008; 22 courses/sections were offered in summer 2009 as compared to 14 in summer 2008.

Use of Findings

The 2010 College and Job Fair planning began in August 2009. Suggestions received from the previous evaluations have been incorporated into the planning of the upcoming event.

The Gadsden State Cherokee website has only been marginally effective due to its location on the institution's website. There is no web link on the home page and its location under "Directory" is not intuitively obvious to someone visiting the home webpage.

Recommendation: Place a direct link to all campus webpages on the homepage.

Expansion of academic course offerings from the general studies core curriculum along with the addition of the practical nursing program yielded significant increases in enrollment at Cherokee. However, it was also noted that a significant number of students enrolled at other Gadsden State campuses. An analysis of their records revealed that many of their course needs could have been met at the Cherokee Campus. A proposal was submitted to the Acting President to survey those students to determine the reasons that they chose to attend another campus. The survey was not approved and not implemented.

Objective or Educational Outcome 5

Assist in the expansion of scholarships available to students attending GSC.

Assessment

Secure 20 table sponsors for Cherokee County's Annual Girl's Night Out Scholarship Program Event.

Pursue additional nursing scholarships from health-related businesses in the service area.

Additional Funding Request: \$0

Evaluation Findings

The Chamber sponsored event, Girl's Night Out, was held in January 2009. Ten tables were sponsored by Gadsden State employees; additional tables were recruited by Gadsden State Cherokee employees. The event exceeded the previous year in number of tables, attendees, and total funds raised for scholarships.

The selection of the recipients of the Chamber scholarship is based on criteria established by the Chamber of Commerce; it requires residency in Cherokee County or graduation from a Cherokee County High School. The students must be taking classes at Gadsden State Cherokee.

Following the presentation to the Lion's Club, a local businessman funded a \$500 nursing scholarship in memory of his brother, Ronald Ward Baldwin. This scholarship was routed through the Chamber of Commerce and awarded in fall 2008. The donor is interested in funding this scholarship annually and is working with the Chamber of Commerce to do so.

The Edward L. Culberson Memorial Nursing Scholarship, a full tuition, fees, and supplies scholarship, was established in May 2009. Criteria and selection processes were established, applications received, and the scholarship was awarded in July 2009. The recipient, Mary M. Chesnut, was recognized during the 2009 Practical Nursing Pinning Ceremony. The Culberson Scholarship was the first of three annual scholarships pledged by local businessman, Jerry Culberson. Preference is given to students who reside in Cherokee County or who are graduates from a Cherokee County high school.

The CEO of Cherokee Medical Center has also expressed an interest in providing a nursing scholarship. The hospital staff is currently working with their corporate office to establish the scholarship.

Use of Findings

The scholarships have been used in recruiting high school students, as well as non-traditional students, to Gadsden State Cherokee. The generous contributions of these donors have been used to promote, recognize, and emphasize community support of the College.

Recommendation: Continue to pursue scholarship funding.

Objective or Educational Outcome 6

Increase community awareness of Gadsden State Cherokee's new facility.

Assessment

Dedication, grand-opening event (date TBD) with more than 250 participants from local and state leaders, business partners, community representatives, students, and citizens.

Tours of the academic facility as requested.

Additional Funding Request: \$0

Funding for dedication to come from Public Relations.

Evaluation Findings

Following several months of planning, the Gadsden State Cherokee Dedication Ceremony was held on December 18, 2008. Approximately 400 people were in attendance. Prior to the ceremony, a Presidential Tour was conducted for VIPs including Chancellor Bradley Byrne, Representative Richard Lindsey, Dr. Mary Jane Caylor, and Acting President Valerie Richardson. The ceremony began at 2 p.m. with remarks from Valerie Richardson (Acting President), Mr. Bradley Byrne (Chancellor), Dr. Mary Jane Caylor (State Board of Education), Mr. Richard Lindsey (District 39 Representative and Chairman of the Education Finance and Appropriations Committee), and Dr. Darryl Harrison (Incoming President). Entertainment was provided by the Gadsden State Band and Dancers.

The ceremony was followed by a reception in the Hospitality/Meeting Room with concurrent walking tours of the facilities conducted until 4 p.m. Approximately 40 faculty and staff served as hosts/hostesses and tour guides for the event. The attendees received a token, a Gadsden State Cherokee car coaster, as they signed the guest registry in the lobby of the academic building. A total of 214 people signed the registry.

The Adult Education Program and the Continuing Education Department provided table exhibits with informational materials for all attendees who visited.

The Dedication Ceremony Planning Committee consisted of Lisa Thacker, Assistant to the President; Jennie Dobson, Assistant to the President; Kay Smith-Foster, Director of Public Relations; Diann Cruickshank, Coordinator of Academic and Student Support Services; and Martha Lavender, Assistant to the President.

Use of Findings

Objective met. Attendance exceeded expectations, media coverage was excellent, community leadership was well represented, and many positive comments were shared during the walking tours.

Goal 2

Create a robust Economic Development Program in collaboration with the state/local government officials, business leaders, and educational partners in the service area.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Serve as a collaborating partner in shaping and achieving the county's economic and community development vision.

Assessment

Staff the Economic Development Authority for Cherokee County.

Assist with the development of a business plan and strategy for the Economic Development Authority.

Additional Funding Request: \$2500.00

Funding requested for laptop computers for Assistant to the President and the Director of Economic Development; funding requested for a cell phone for Director of Economic Development.

Evaluation Findings

A key position was recruited to provide the expertise to fulfill the Economic Development goals for the Cherokee Campus. Ms. Luanne Hayes was hired in June 2008 as the Director of Economic Development. During this year, the following has been accomplished:

Established an Industrial Development Authority which meets monthly and has 11 members with 12 courtesy members.

Secured funding and establish a budget for the IDA business plan.

Appointed to the Centre-Piedmont-Cherokee County Regional Airport Authority and elected to serve as Secretary/Treasurer of the seven-member authority.

Appointed to serve as a representative to the East Alabama Regional Planning and Development Council. This council serves a seven-county area.

Participant and graduate of the 2009 Leadership Cherokee Program.

Inducted as a members of the Centre Rotary Club.

Selected to serve on the Cherokee County Chamber of Commerce Board of Directors.

Conducted Vision Cherokee, a strategic planning initiative for the community. The meeting was held March 18 with over 60 in attendance. The facilitator, Mr. Phil Scharre, divided participants into small groups and led the teams through several strategic planning exercises. A total of 446 responses (251 obstacles and 195 strengths) with 13 priority items were identified. From these results, six strategic goals were formulated and serve as the basis of the Vision Cherokee Strategic Plan.

In addition, the position of Assistant to the President was filled by Dr. Martha Lavender. In this role, Dr. Lavender's activities have complemented those of the Director of Economic Development:

Participant and graduate of the 2009 Leadership Cherokee Program.

Inducted as a members of the Centre Rotary Club.

Selected to serve on the Cherokee County Chamber of Commerce Board of Directors.

Selected to serve on the Board of Directors of the Centre Rotary Club.

Selected to serve on the following committees: (1) Cherokee County Substance Abuse Prevention Committee and (2) Drug Free Cherokee

Use of Findings

These activities have been used to acquaint and integrate the Gadsden State Cherokee leadership into the community as well as provide mechanisms to gather information on academic and workforce needs in the community.

Recommendations:

Form committees to address the findings of Vision Cherokee and implement tactics/actions consistent with and derived from the Strategic Plan.

Conduct a search for a chairman of the Vision Cherokee initiative.

Continue current activities and expand as opportunities arise.

Objective or Educational Outcome 2

Serve as a resource of information for all organizations interested in the economic development and industrial growth of Cherokee County.

Assessment

Services provided as requested/needed.

Additional Funding Request: \$0

Evaluation Findings

To assess the existing industry base, visits were conducted in fall 2008 with 75% of all industries in Cherokee County visited and assessed to identify needs and projections for future growth.

The Director of Economic Development also planned and hosted the Community Leadership training on January 29-30th with more than 75 citizens attending the two-day program. This program was designed to introduce community leaders to the economic development process including industry incentives, site selection, industrial park development, speculative buildings, workforce analysis, working with prospects, and the importance of retail development.

Following an extensive review and assessment, a marketing strategy was developed for

the Industrial Development Authority featuring a informative and flashy website designed to attract retail and industrial prospects to Cherokee County. The proposed website was approved by the IDA in summer 2009 and construction is currently underway.

Development of a Cherokee County business and industry guide is currently in progress.

A logo for the Industrial Development Authority has been approved for implementation.

Use of Findings

These activities have effectively increased the visibility and branding of the Economic Development program internally and externally. Additional work is continuing on the development of the IDA website.

Recommendation: Continue current activities and add new strategies as indicated.

Objective or Educational Outcome 3

Support efforts to ensure there is adequate quality and quantity of workforce to meet area employer needs.

Assessment

Implement at least three (3) workforce training initiatives based on identified employer needs.

Additional Funding Request: \$0

Evaluation Findings

Gadsden State served as the host site for 14 workforce development sessions sponsored by the Alabama Technology Network (ATN), Continuing Education, or individual agencies. [A detailed report of Job Developer activities is documented in another plan.]

1. KTH Training: Microsoft ACCESS skills held on October 3 and 10, 2008
2. Medicare Training: November 19 and 21, 2008
3. Childcare Resource Network: 2008 Trainings - October 29, November 13, and December 2; 2009 Training - March 10
4. DHR Training: December 3, 2008
5. Alabama Public Safety Training: May 19 and 26, 2009
6. U. S. Census Bureau Testing and Recruitment Program: May 18 and 16; June 1, 2009

In addition, a leadership program was launched through the Gadsden State Department of Continuing Education and Gadsden State Cherokee at the request of a local businessman/employer. This program was designed, an instructional team identified, and the pilot session was delivered in spring 2008 with 32 individuals in attendance. The intent of the program (and the goal of the CEO) was to enhance the management and leadership skills of upper level and mid-level managers/administrators.

Goal met.

Use of Findings

Participants were very satisfied with the training sessions offered through the ATN and Gadsden State Continuing Education Department.

Recommendations:

Continue to pursue training opportunities for business and industry through a variety of economic development initiatives.

Schedule a fall session of the leadership training program.

Objective or Educational Outcome 4

Assist in writing grant applications for community, workforce, and/or economic development initiatives.

Assessment

Two completed grant applications.

Additional Funding Request: \$0

Evaluation Findings

Two grant applications were funded during the past year:

Youth Leadership Cherokee was funded by the Rural Alabama Initiative Grant/Auburn University for \$4,600

Town of Leesburg was awarded \$357,000 from the Alabama Industrial Access Road and Bridge Funds/State of Alabama for the PEMCO Access Road Project

In addition, the Director of Economic Development responded to other queries from the Alabama Development Office. Status pending.

Goal met.

Use of Findings

Funding solicitations for the 2009-2010 Youth Leadership Cherokee have been circulated. The success of the first year's program was used to justify the funding

request.

Recommendation:

Continue to submit funding proposals/applications for community, workforce, and/or economic development initiatives.

Objective or Educational Outcome 5

Establish workforce partnerships that support community and economic development initiatives.

Assessment

Year 1 partnerships established with local high schools, Chamber of Commerce, and selected industries in the areas in support of programs/initiatives (e.g., Youth Leadership Cherokee County, Career Development Initiative, etc.)

Additional Funding Request: \$0

Evaluation Findings

In collaboration with the Cherokee County Chamber of Commerce, Gadsden State Cherokee, and the Alabama Extension Office, the Youth Leadership Cherokee program was launched in fall 2009. An advisory board was formed to lead the effort and the Director of Economic Development served as the staff for the project. All high school principals and counselors were informed of the program and its purpose. Meetings were held to invite high school juniors to apply for the program. A competitive application and interview process was used to select the participants from the high schools. A total of 20 students, 4 from each high school, were selected. The sessions met monthly beginning in October 2008 and ended with a graduation ceremony in May 2009. Evaluations were overwhelmingly positive.

Additionally, staff participated in other Gadsden State programs and projects (COW DAY, R U 4 Real, CAREER DAY, etc.).

Goal met.

Use of Findings

Evaluations for the 2008-2009 Youth Leadership Cherokee provided no recommendations for changing the program plan. The 2009-2010 program will be implemented in the upcoming year without changes.

Goal 3

Conduct a needs assessment to identify academic, continuing education, and workforce training needs of enrolled and potential students in the GSC service area.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Design and conduct an assessment (e.g., survey and/or focus groups) of high school juniors/seniors, business leaders, and area workforce to identify priority educational and training needs.

Assessment

Completed assessment with a minimum 20% response rate on written surveys; identification of priority educational and training needs as well as scheduling preferences.

Additional Funding Request: \$750.00

Funding for printing and travel to various data collection sites.

Evaluation Findings

A multi-faceted approach has been employed to gain insight into the program needs of potential and existing students. Each semester, an enrollment analysis has been conducted to assess course needs of existing students. In addition, students with Cherokee County addresses have been studied to determine program/course needs for students who are attending other Gadsden State campuses. [When justified, additional courses/course sections have been requested by the Cherokee staff.] The analyses have revealed the following:

Fall 2008: 254 students enrolled; 30% of the students reside in nearby counties (Etowah, Dekalb, Calhoun, and Floyd County, Georgia). A total of 137 Cherokee County students are not attending Cherokee but are enrolled at other Gadsden State campuses; 33 of those students are taking courses that could have been scheduled at Cherokee. The analysis revealed the need for the following courses in Cherokee: SPH 106, ENH 102, BIO 104, and ART 100.

Spring 2009: 268 students enrolled; 69% reside in Cherokee County. A total of 144 Cherokee County Students are not attending Cherokee but are enrolled at other Gadsden State campuses; 51 of those students could have had their course needs partially or fully met at Cherokee. The analysis revealed the need for the following courses in Cherokee: SPH 106 and ENG 251. There were also numerous requests for BIO 220.

Summer 2009: 215 students enrolled; 58% reside in Cherokee County. A total of 109 Cherokee County students are not attending Cherokee but are enrolled at other Gadsden State campuses. Additional sections of ART 100, BIO 201, CIS 146, and SPH 106

could have been filled if offered at Cherokee.

Additional surveys have highlighted scheduling questions and new course offerings. A student satisfaction survey was conducted in spring 2009 to establish a baseline for future assessments. In 2008, only six responses were obtained from the web-based satisfaction survey posted for Cherokee students to complete. To improve the response rate and establish valid baseline data, it was decided that the survey would be administered in the classroom before or during final exams. A total of 161 surveys were returned from a total population of 267 students (60% response rate).

In the area of Student Services, three items met the benchmark for further consideration (dissatisfied or very dissatisfied by > 10%): advisement process (12%); availability of the advisor (13%); and bookstore hours (24%). An analysis by major revealed that students with an "Undecided" major were the most dissatisfied with the advisement process (25%), availability of the advisor (25%), and bookstore hours (50%). Dissatisfaction ratings were also seen in "General Studies" and "Health Sciences" majors. It is noted that this data are negatively skewed due to the low number of respondents by major.

Students were generally satisfied with the library services at Cherokee; however, 13% indicated dissatisfaction with the current hours of operation (M – Th; 8:00 am – 6:30 pm). Since the students in the LPN program are frequent users of the library, it was noted that 16% of students in the Health Sciences Division indicated dissatisfaction with the library hours.

The need for qualified staff to assist student with financial aid has been identified by the Cherokee staff. However, only 10% of the students rated this area as dissatisfied/very dissatisfied. When reviewing the results by major, it was noted that 25% of the Undecided majors, 20% of the Social Science majors, 25% of the Computer Science majors rated financial aid assistance as dissatisfied/very dissatisfied.

The results of the survey also confirmed that students are satisfied/very satisfied with the computer labs, assistance by front office staff, and all facility-related items (i.e., vending machines, campus security, lighting, cleanliness of the facilities, number of bathrooms, and overall sense of safety and security).

To assess students' desire for other services not currently offered at Cherokee, a list of services was provided in the survey. Students were allowed to check any and/or all desired services. Four were identified as important to students. These "desired" services are listed in rank order.

- 1) Availability of tutoring services (30%)
- 2) Food services (29%)
- 3) Recreational facilities (22%)
- 4) Out-of-class activities (22%)

The high school senior survey was administered in April 2009 to solicit program interests and potential college majors for the graduating seniors in Cherokee County. From a total population of 245 seniors, 174 participated in the survey yielding a response rate of 71%. Interestingly, 91% (n=158) indicated that they plan to continue

their education after high school graduation with 77 of those students planning to attend Gadsden State Cherokee beginning in fall 2009. The majority of students reported plans to pursue coursework on a full-time basis (four courses or > 12 semester hours) while also pursuing employment on a full-time or part-time basis.

A total of 47 different majors were identified by the survey respondents. The most frequently cited programs of study were General Studies (or undecided) = 38, and Nursing =27. Other frequently cited majors were Cosmetology (7); Elementary Education (7); Pharmacy (5), Pre-Vet Medicine (5); and Psychology (5). Those majors identified by at least three students included Computer Information, Mechanical Engineering, and Welding.

The most frequently cited reason for not attending Gadsden State was that a scholarship had been awarded by another institution (n=27). Other reasons included: major unavailable (22); lack of social life (15); and parents desire for student to attend another college (5).

While very few students (n=15) indicated that they did not plan to attend college after graduation, five stated that they need to work, three intend to join the military, and eight had other reasons (tired of school, family owned business, mission work, unknown, and lack of financial resources).

Use of Findings

Data collected from the analysis of enrolled students provided valuable information on course needs; some additional information gathered from students also provided scheduling preferences (morning or evening classes and distance versus traditional classes). These findings were used in creating the spring, summer, and fall 2009 schedules.

Data from the Student Satisfaction survey served as the impetus for a targeted initiative to expand student activities at the Cherokee Campus in the 2009-2010 year . The following clubs/organizations will be promoted: Student Nurses Association, Baptist Campus Ministry, Phi Theta Kappa, Math, Science and Engineering Club, and the National Society of Leadership and Success.

A great deal of interest has been expressed in the registered nurse program and welding. Additional data is needed to clearly define new program options for Cherokee (based on student and employer needs).

A proposal for new program development was submitted to the President for consideration; no action has been taken to date. A timeline for program development, approval, and implementation has been submitted as well.

Recommendations:

Continue current activities to identify need-driven program offerings.

Add two more programs to the current curriculum plan at Cherokee to boost enrollment.

Objective or Educational Outcome 2

Establish the Gadsden State Cherokee Collaborative to gather information from the internal and external communities of interest.

Assessment

Selection of 12-15 participants to serve on the Collaborative.

Two annual meetings a year (with qualitative summary of the discussion).

Additional Funding Request: \$400.00

Refreshments and materials for the meetings.

Evaluation Findings

Activity not approved and thus, not initiated.

Use of Findings

Recommendations:

Explore all options that could be used to identify the programs (academic and technical) to be offered at Gadsden State Cherokee.

Identify areas of program growth identified by the Gadsden State Community College strategic plan.

Ensure that program growth and expansion is consistent with the recruitment and development initiatives of the Cherokee County Industrial Development Authority.

Goal 4

Ensure continuing professional development and professional involvement of Gadsden State Cherokee staff in fulfillment of academic and economic development responsibilities.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Staff will maintain and expand knowledge of current, professional trends in academics and economic development.

Assessment

The Assistant to the President, Economic Development Director, and Coordinator of GSC will attend at least one national conference and selected state/local workshops based on program objectives and identified professional development needs.

Additional Funding Request: \$10000.00

Funding for out-of-state and in-state travel to selected professional/professional development meetings.

Evaluation Findings

Due to proration and the restriction on travel, this objective was partially met. Both the Assistant to the President and the Director of Economic Development attended one state sponsored workshop (detailed below).

The Assistant to the President attended the meeting and delivered the keynote address to the New York AWHONN Conference "The Future of Maternal-Newborn Nursing" on November 10, 2008 in Rye Town, New York.

The Director of Economic Development attended the Annual Conference of the Alabama Economic Developers Association in Gulf Shores, Alabama in June, 2009.

Use of Findings

Consistent with the professional development plans, attendance at the professional meetings described above were used to increase knowledge, network with colleagues, and identify new trends in professional nursing and economic development. No changes recommended.

Objective or Educational Outcome 2

Staff will develop and conduct inservice training programs for GSC based on information disseminated at conferences and workshops.

Assessment

Monthly inservice training sessions will be conducted for GSC staff.

Additional Funding Request: \$0**Evaluation Findings**

The following campus-specific professional development programs were offered at Gadsden State Cherokee:

"Starboard Training for the Classroom" presented by Daniel Sherrouse on September 15

and 16, 2008

"Alabama Virtual Library - Exploring its Treasures" presented by Susanna Smith on November 24, 2008

"Tandberg, Tegrity, and Technology Integration" presented by Ann Snead/Kelli Davis on November 24, 2008

"Registration Update: Tips for Faculty and Staff" presented by Diann Cruickshank on November 24, 2008

In addition, faculty/staff had the opportunity to participate in professional development activities offered by Gadsden State e.g., IPOD Training, WebCT, Clery Act Training, Microsoft Office, etc.

Due to limitations in authorized travel, monthly inservice training sessions were not conducted. However, monthly or bi-monthly faculty/staff meetings were held to promote team-building and communication flow between divisions, departments, and individuals.

Use of Findings

Faculty integration of Starboard technology and Tegrity has increased following the training sessions held in fall 2008. Registration processes and workflow were clarified which facilitated registration in spring 2009. Tandberg has been used to facilitate participation in campus-wide committee meetings.

Recommendation:

Continue to encourage participation in professional development activities that promote the academic program and customer service initiatives at Gadsden State Cherokee.

User:guest

Unit

Gadsden State Cherokee

Gadsden State Community College

Strategic Plan

Unit: GED Testing Center **Year:** 2008-2009

Person Responsible: Johnny Baker

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The mission of Gadsden State Community College GED Testing Center is to provide an opportunity for adults who have not graduated from high school to earn the Alabama High School Equivalency Diploma. The goal is to build capacity for consistent testing services within the state of Alabama guidelines in order that all eligible candidates may have an opportunity to earn high school equivalency credentials and acceptance of Alabama certificates of high school equivalency by maintaining the integrity of the state testing program and to issue certificates and maintain records in a timely, accurate, and efficient manner.

Long Range Goals:

- 1 Increase the number of GED Tests that are given each year.
- 2 Increase the number of GED Testing Examiners and Proctors.
- 3 Increase the awareness/advertising of the GED Testing Program within the seven counties surrounding the Gadsden and Anniston areas.

Goal 1

To ensure the credibility and acceptance of Alabama certificates of high school equivalency by maintaining the integrity of the state testing program.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To create and maintain local guidelines and policies that adhere to federal/state GED Testing Programs.

Assessment

This objective will be achieved by maintaining a clear audit of the GED Testing Program with no security findings.

Additional Funding Request: \$

Evaluation Findings

The Unit Objective to create and maintain local guidelines and policies that adhere to federal/state GED Testing Programs was met. The GED Testing Center received a "Clear Audit" that was conducted by the GED State Administrator's Office during the past year. The results of this Audit was forwarded to the appropriate office of the Vice-President for review. No formal findings were noted. All federal and state guidelines concerning conducting the GED Tests are strictly adhered to and enforced on a daily basis. All GED Examiners are trained and follow all procedures as required by the GED Testing Services, Washington, DC. This audit and the high level of credibility and acceptance of the GED Testing System within Alabama demonstrates the high integrity of the program.

Use of Findings

The GED Testing Center will continue to follow the guidelines as established by the federal/states regulations concerning GED Testing. The importance of following these guidelines are reinforced to all GED Testing Examiners, Proctors, and administrative personnel. This clear audit helps build a reputation that demonstrates and promotes the strengths of the College and the GED Testing Center.

Goal 2

To issue certificates and maintain records in a timely, accurate, and efficient manner.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To more quickly serve our participants, the GED testing Center will decrease the time

from receiving test results to mailing out the results from 48 hours to 24 hours.

Assessment

This objective will be tracked by examining the mail out times of test results. All GED transcripts will be processed and controlled within the strict guidelines set forth in the federal and state procedures manual, which allows up to 10 days for mail out.

Additional Funding Request: \$

Evaluation Findings

The Unit Objective to decrease the time from receiving test results to mailing out the results from 48 hours to 24 hours was met. Currently, the GED Testing Center is sending out all GED Transcripts within 24 hours after they are received. The GED Testing Center Staff has developed a plan and working system that ensures that the GED Testing results are mailed to the examinees within 24 hours after they are received at this GED Testing Center. These procedures allow the examinees to receive their results in an extremely quick time thus allowing them access into Gadsden State or potential job. The Department of Postsecondary Education (DPE) has also changed their system to get the GED Transcripts and GED Diplomas to the examinees in a timely manner.

Use of Findings

The GED Testing Center will continue to track and reinforce the current system to ensure that all GED Testing results are mailed to the examinees in a timely manner. The system will continually be analyzed and updated as needed.

Objective or Educational Outcome 2

All GED Records will be maintained and completed in an appropriate and professional manner consistent within the guidelines of federal/state policies.

Assessment

The objective will be validated by receiving a clear audit status from the DPE.

Additional Funding Request: \$

Evaluation Findings

The Unit Objective that all GED Records be maintained and completed in an appropriate and professional manner consistent within the guidelines of federal/state policies was met. The GED Testing Center received a "Clear Audit" that was conducted by the GED State Administrator's Office during the past year. The results of this Audit was forwarded to the appropriate office of the Vice-President for review. No formal findings were noted. All federal and state guidelines concerning conducting the GED Tests are strictly adhered to and enforced on a daily basis. All GED Examiners are trained and follow all procedures as required by the GED Testing Services, Washington, DC.

Use of Findings

The GED Testing Center will continue to follow the guidelines as established by the

federal/states regulations concerning GED Testing. The importance of following these guidelines are reinforced to all GED Testing Examiners, Proctors, and administrative personnel.

Goal 3

Increase the number of examinees who take the GED Test at Gadsden State.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To increase by 10% the number of examinees who complete the GED Test at Gadsden State as compared to previous year's data.

Assessment

The objective will be validated when the total amount of examinees are compared to previous years' data. The objective will be accomplished by plans to expand the number of days of GED testing in Etowah and Calhoun counties.

Additional Funding Request: \$

Evaluation Findings

The Unit Objective to increase by 10% the number of examinees who complete the GED Test at Gadsden State as compared to previous year's data was not met. During the 2007-2008 period, the GED Testing Center processed approximately 1553 examinees. During the 2008-2009 period, the GED Testing Center processed approximately 1376 examinees. This gave the Gadsden State GED Testing Center approximately a 11% decrease from the previous year.

There were three main areas that contributed to the decrease to the total number of examinees. We service the Gadsden Job Corps Program. During the 2007-2008 period we routinely serviced 7-10 Job Corps Examines each week. During the 2008-2009 period, Gadsden Job Corps decreased the numbers of Examines to about 4-6 weekly. The Youth Challenge Program at Fort McClellan National Guard Base was closed during this period. Their absence has made a large decrease in the number of examinees that we served on an annual basis. We served approximately 75 Youth

Challenge Student each year. Also the third area worth noting was that St. Clair Correctional Facility has not requested for us to give the GED Tests as often as in years past. These reasons caused a decrease in our totals for this reporting period (2008-2009).

Use of Findings

Increasing the number of examinees that take the GED Tests is continually addressed by the GED Testing Center Staff. Local advertisement through newspapers and billboard seem to have an influence to Alabama residents who seek their GED. It is extremely important that we continue to advertise and get the word out to serve the residents of the surrounding counties. The number of GED examinees will continue to change each year.

Goal 4

Increase awareness of the Gadsden State GED Testing Center.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

This unit objective is to produce and distribute a Gadsden State GED Testing Information Pamphlet.

Assessment

The objective will be validated with the production and distribution of a Gadsden State GED Testing Information Pamphlet.

Additional Funding Request: \$750

Duplication costs for 500 brochures @ \$1.50/brochure.

Evaluation Findings

The unit objective to produce and distribute a Gadsden State GED Testing Information Pamphlet was met. The pamphlet was produced and updated on two occasions. The pamphlet must continually be updated and maintained to be kept up to date with changing policies and dates of the GED Exam. The amount of money requested was ample money to produce this pamphlet. The pamphlet was extremely beneficial to the College Staff as well as the general public requesting information for taking the GED tests.

Use of Findings

Through the production and use of these pamphlets, it was determined that they were both beneficial to College Staff and perspective examinees. Because of the information that is required on these pamphlets, it was determined that producing them in small quantities locally was more feasible than mass producing them and then having out of date pamphlets. Producing them in small quantities as needed would be more cost effective as well as maintaining a current and up to date pamphlet.

Objective or Educational Outcome 2

This unit objective is to develop a fully-integrated webpage that will provide information in taking the GED Test.

Assessment

The objective will be validated when the fully-integrated webpage has been developed and is available worldwide.

Additional Funding Request: \$

Evaluation Findings

The unit objective to develop a fully-integrated webpage that would provide information in taking the GED Test was not met due to changes in the GED Testing requirements. These changes were substantial and required further clarification before being placed on the website.

Use of Findings

This unit objective was added to the 2009-2010 GED Testing Center Strategic Plan. The new updated and required information is now available and the GED Testing website will be implemented during the 2009-2010 Strategic Plan period.

Objective or Educational Outcome 3

The unit objective is to increase awareness for the Alternate Adult High School Diploma Program (AAHSD) by holding meetings with counselors and the public-at-large to discuss the requirements for the program.

Assessment

The objective can be validated when at least an average of 80% of the participants that complete the GED AAHSD Program Survey "Highly Agree/Agree" that they have "received information about the AAHSD Program that was helpful and beneficial."

Additional Funding Request: \$500

Funding for travel to individual counties will be needed to increase awareness of the AAHSD Program.

Evaluation Findings

The unit objective to increase awareness for the Alternate Adult High School Diploma Program (AAHSD) by holding meetings with counselors and the public-at-large to discuss the requirements for the program was not met during this period. The Alabama Department of Postsecondary Education (DPE) and the Alabama Department of Education eliminated the AAHSD Program. This Educational Outcome will not appear on the following year's Unit Strategic Plan.

Use of Findings

There are no "Use of Finding" due to the Program being eliminated by the Alabama Department of Postsecondary Education (DPE) and the Alabama Department of Education.

User:guest

Unit

GED Testing Center

Gadsden State Community College

Strategic Plan

Unit: Health & Physical Education, & Recreation **Year:** 2008-2009

Person Responsible: Mike Cancilla

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

The mission of the Health, Physical Education, and Recreation Department at Gadsden State Community College is to encourage a commitment to lifelong fitness and wellness, to offer required courses for those students transferring to four-year institutions, and to teach job skills to students in career-entry programs. To be consistent with the principles of Gadsden State Community College, the department embraces opportunities to promote physical fitness and wellness among students, faculty, staff, and members of the community.

Long Range Goals:

- 1 Implement innovative HPR course offerings and increase overall student enrollment in HPR classes at all Gadsden State locations by 10%.
- 2 Continue to upgrade HPR facilities to enhance pride, provide a more effective teaching-learning environment, and ensure safety.
- 3 Continue to upgrade exercise and wellness equipment to better serve the needs of students, staff, and the community and to meet standards for similar equipment in the community and in other two-year colleges.

Goal 1

Create an environment of excellence that fosters the highest standards of instruction in all health education (HED) and physical education (PED) courses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

To prepare students enrolled in personal/community health, first aid, and physical education classes to perform successfully the skills taught in activity classes.

Assessment

1. Analysis of instructors' rosters in HED and PED courses will indicate that 80% or greater will receive a grade of "C" or better.
2. Analysis of student responses to instructor evaluations for HED and PED will indicate that 80% or greater of respondents "agree" or "strongly agree" in all areas related to instructor performance.

Additional Funding Request: \$

No additional funding is needed.

Evaluation Findings

1. 85% of the students received a grade of C or better.
2. 98% of the students agreed or strongly agreed in all areas related to instructor performance.

Use of Findings

The department will strive to have 100% with instructor performance.

Goal 2

To promote fitness and wellness among students, faculty, and staff, recognizing the varying needs of the diverse student, faculty, and staff population at Gadsden State.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

To increase the participation of students and staff in opportunities to engage in activities that will result in better overall physical and mental health.

Assessment

1. The number of staff enrolled in aerobic exercise class each semester will increase by 10%.
2. The number of students and staff utilizing the weight/exercise rooms will increase by 10% as evidenced by weight room sign-in sheets and health history forms completed.
3. The number of students and staff participating in "free swim" will increase by 10% as evidenced by records maintained by lifeguard(s) and submitted to the HPR Director.

Additional Funding Request: \$12,000

Hire part-time weight room attendant to prevent injury and ensure safety/supervision of clients and equipment.

Evaluation Findings

1. Fall semester had 26 enrolled, spring semester had 14.
2. The weight room averaged 26 people/day fall semester and 31 people/day spring semester compared to the 2007-08 usage of 19 per day in the fall and 25 per day in the spring. This was a 73% increase in the fall and 81% increase in the spring.
3. The pool average 4.6/date fall semester and 2.5 people/date spring semester.

Use of Findings

1. The fall went beyond the 10% increase. Spring declined in enrollment. Prior to the spring semester the offerings were through HPR now they are scheduled through Continuing Ed which requires a fee to take the course. This may have contributed to the decline.
2. Due to an aggressive campaign of notification (e-mails, flyers, face to face meetings) regarding the weight room and pool as well as the addition of new equipment led to the increased usage. The pool did not have numbers from 07-08 to use as a comparison. The pool was closed March 1 for fiscal reasons.

Objective or Educational Outcome 2

To create an environment of excellence by upgrading exercise and fitness equipment to better serve the needs of the students, staff, and community utilizing the facilities.

Assessment

Purchase Arm Ergonometer, Lat Pull Down Machine, Hip Abductor Machine, Prone Leg Curl Machine and 2 Ellipticals to upgrade weight room equipment.

Additional Funding Request: \$11,000

Purchase Arm Ergonometer, Lat Pull Down Machine, Hip Abductor Machine, Prone Leg Curl Machine and 2 Ellipticals to upgrade weight room equipment.

Evaluation Findings

Did purchase all of the equipment listed in the assessment.

Use of Findings

Allowed for a major upgrade to the weight room that allowing users to have a more complete workout.

Goal 3

To provide a service to the College and the community by offering a program to promote cardiac wellness (Heart Focus) among students, faculty, staff, and the community.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To assist in the rehabilitation of people who have existing heart disease and/or those who have risk factors for heart disease.

Assessment

1. Maintain current level of mass mailings, media advertisements, and presentations made by the HPR staff to promote Heart Focus.
2. The total number of people registering for Heart Focus for the fall and spring semesters will increase by 10%.
3. 80% or greater of those enrolled in Heart Focus Survey will "agree" or "strongly agree" that the program has benefited them.

Additional Funding Request: S

No additional funding is needed.

Evaluation Findings

1. Brochures were sent to those in the program as well as referrals from current Heart Focus participants.
2. The number of participants went from 3 in 2007-08 to 9 in 2008-09 an increase of 33%.
3. 6 out of 9 participants 66% agreed or strongly agreed that the program has benefited them.

Use of Findings

1. Local physicians will be receiving the brochure as well as general referral to the program.
2. Will continue to "grow" the program to have additional participants in future years.
3. Will continue to work on achieving our expected percentage of 80% indicating that the program is beneficial. This will occur with an increase in participants so the sampling will be greater.

User:guest

Unit

Health & Physical Education, & Recreation

Gadsden State Community College

Strategic Plan

Unit: Health Sciences **Year:** 2008-2009

Person Responsible: Connie Meloun

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

The Health Science Division is dedicated to providing quality education consistent with requirements of accrediting/credentialing agencies and Postsecondary Education in providing the necessary knowledge, skills, and attitudes congruent with the expectations of the public, employers and the respective professions.

Long Range Goals:

- 1 All programs in the division will obtain or maintain accreditation by the appropriate state and/or national accrediting/credentialing agency.
- 2 Initiate the development of plans for a new science/health science building
- 3 Develop a health and wellness initiative for faculty and students in the division
- 4 Incorporate technologically advanced simulation equipment/labs into the preparation of students for the workplace environment
- 5 Develop a plan to offer student health care services including a full-time healthcare provider.
- 6 Replace student desks in classrooms with tables and chairs.
- 7 Upgrade computer labs in Helderman and Jarvis.
- 8 Acquire new furnishings for computer lab in Helderman.
- 9 Explore the feasibility of offering additional programs in the Health Science Division such as RN First Assist, Pharmacy Technician, Ultrasound Technology, and Paramedic to RN.
- 10 Explore possibility of acquiring a grants writer and a recruiter for the Health Sciences Division.
- 11 Acquire flat screen computer monitors for all faculty and staff in the Health Science Division.

- 12 Acquire monies to provide an increase in opportunities for faculty to attend workshops related to testing, teaching strategies, incorporating technologically advanced simulation devices for instruction/student learning and content-specific areas as related to teaching assignments.
- 13 Establish a "reference library" in Helderman Hall for reference books, DVDs and videos for instructors' use.
- 14 Expand Helderman Hall physical space (above auditorium) for necessary nursing lab and instructor offices.
- 15 Submit proposal to cabinet and president for a "Health Science" catalog.
- 16 Initiate more aggressive recruiting strategies and procure funding for promotional items related to the Health Science Division.
- 17 Explore possibilities of offering other Health Science Programs at the GSCC Cherokee site.

Goal 1

Faculty will utilize various technologies such as Tegrity, WebCT and video teleconferencing proficiently in their instruction.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

All full-time instructors in the Health Science Division will be taught and/or reviewed annually the use of Tegrity, WebCT and video teleconferencing

Assessment

100% of full-time faculty will indicate on Health Sciences Resource Survey they have received annual training on the use of Tegrity, WebCT and video teleconferencing. On the End of Course Survey 90% of students being taught using Tegrity, WebCT and video teleconferencing will indicate "agree" or "strongly agree" the instructor was proficient in the use of Tegrity, WebCT and/or video teleconferencing

Additional Funding Request: \$

Evaluation Findings

There were 17 respondents to the Health Sciences Resource Survey. The survey items were stated as "Instruction/review has been made available for the following: WebCT, Tegrity, Video teleconferencing." 100% of the respondents agreed with the statement.

On the "End of Course Nursing Surveys" 91.5% of students indicated instructors were proficient in the use of Tegrity, 96% of students indicated instructors were proficient in the use of WebCT; and 69% of students indicated instructors were proficient in the use of video teleconferencing while 27% of students indicated "N/A" on this item as they were not in a class where video teleconferencing was utilized.

Use of Findings

Encourage all instructors to respond to the resource survey so as to indicate a more accurate assessment of needs for the Health Science Division. Technology is such an important aspect of the teaching/learning process that it is important that faculty continue to receive instruction and/or review of various technological means of presenting information to students. The division will continue to promote the use of WebCT, Tegrity, and video teleconferencing as well as to support instructors in their proficient usage of the same.

Objective or Educational Outcome 2

Lectures, and when feasible, lab skills, will be made available on Tegrity for students' use.

Assessment

On "End of Course" Surveys 90% of students will indicate "agree" or "strongly agree" that course lectures and/or lab skills were available on Tegrity.

Additional Funding Request: \$**Evaluation Findings**

92% of students responding to "End of Course Nursing Surveys" indicated that course lectures and/or lab skills were available on Tegrity.

Use of Findings

Tegrity has been a valuable tool in making information available for students either for review of information students might have difficulty understanding and/or information the students missed due to absences. Faculty's usage of Tegrity has definitely increased during this time period. Faculty will still be offered review of Tegrity usage as well as technical support that is needed. Some faculty have begun contacting the Division of Distance Learning if they have any problems with Tegrity. Students who have difficulty downloading Tegrity lectures etc at their homes are encouraged to utilize computer lab facilities on the various campuses.

Objective or Educational Outcome 3

Video teleconferencing will be utilized to present information by instructors who have expertise in specific subject areas to students located on various campuses.

Assessment

Analysis of how content is being taught at various campuses.

Additional Funding Request: \$**Evaluation Findings**

Spring 2009, video teleconferencing was used in the Therapeutic Massage Program to teach Kinesiology I and Anatomy and Physiology at the Ayers and Wallace Drive Campuses. Spring 2009, video teleconferencing was used to teach Nursing 106 (Maternal and Child Nursing) in the LPN Programs at the McClellan, Valley Street and Cherokee Campuses. Summer 2009, video teleconferencing was used to teach Nursing 108 (Psychosocial Nursing) in the LPN Programs at the McClellan, Valley Street and Cherokee Campuses.

Use of Findings

The Health Science Division will continue to utilize video teleconferencing especially to provide students at various campuses with instructional expertise. Meetings are also conducted among campuses and this gives instructors more exposure to video teleconferencing and its usage.

Objective or Educational Outcome 4

Video teleconferencing equipment will be maintained so as to have uninterrupted use.

Assessment

Maintenance agreement for all video teleconferencing equipment

Additional Funding Request: \$15,000 Tech Fees

To pay for maintenance agreements for video teleconferencing equipment.

Evaluation Findings

Through Technology Fees Funds, there were funds for maintenance agreements for video teleconferencing equipment on all campuses.

Use of Findings

We will continue to request for video teleconferencing equipment maintenance fees from Technology Fees Funds.

Goal 2

Ensure that students in the health science division are provided with the knowledge and physical and technology-based skills to competently and safely perform as an entry-level healthcare practitioner.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Hire qualified, experienced faculty/staff.

Assessment

100% of Health Science employee personnel files will indicate employee meets the education degree and experience qualifications as deemed necessary by Post-Secondary Education and accreditation/approval entities.

Additional Funding Request: \$

Evaluation Findings

All of Health Science Division employees meet the education degree and experience qualifications as deemed necessary by Post-Secondary Education and accreditation/approval entities.

Use of Findings

When hiring employees in the Health Science Division, will continue to ensure employment qualifications are met.

Objective or Educational Outcome 2

Faculty will be provided access to current educational methodologies and current information related to their teaching area.

Assessment

"End of Course" and "End of Program" Surveys: 90% of student respondents will "agree" or "strongly agree" that faculty are knowledgeable of the subject material they are responsible for teaching. 100% of faculty will indicate on the Health Science Resource Survey they have had an opportunity to attend a professional development/continuing education activity that will assist in their teaching.

Additional Funding Request: \$

Evaluation Findings

On "End of Program" Surveys for LPN 18.75% "agree" and 81.25% "strongly agree" that faculty are effective in teaching and learning activities. On the "End of Program" Surveys for RN 45.07% "agree" and 42.25% "strongly agree" that faculty are effective in teaching and learning activities.

On the Health Science Resource Survey 42% of faculty "strongly agree" and 35% of faculty "generally agree" they have had an opportunity to attend a professional development/continuing education activity that will assist in their teaching.

Use of Findings

The Assistant Dean of Health Sciences will meet with program areas who do not consistently utilize "end of program" and "end of course" surveys to do so -- to get student feedback.

In-state professional development activities are being sought for faculty. School-wide activities are useful. A contract is being negotiated for a consultant to present to the health science faculty how to handle difficult student behavior. Hopefully this will take place at the beginning of the Spring 2010 semester prior to the beginning of classes.

Objective or Educational Outcome 3

Provide the necessary equipment/supplies needed by instructors to adequately prepare students in their program of study.

Assessment

End of Course and End of Program Surveys: 90% of students will indicate they had the necessary supplies and equipment needed in their program of study. Health Science Resource Survey: 80% of instructors will indicate they had the necessary supplies and equipment needed to teach in their program of study.

Additional Funding Request: \$**Evaluation Findings**

"End of Program LPN Surveys" indicate 21.88% "agree" and 78.13% "strongly agree" that supplies and equipment necessary for the program were available. "End of Program RN Surveys" indicate 46.48% "agree" and 42.25% "strongly agree" that supplies and equipment necessary for the program were available.

Health Science Resource Survey indicates 100% of respondents "agree" or "generally agree" that classrooms are provided with appropriate equipment to support effective instruction. 66% of respondents "agree" or "generally agree" that labs are equipped with the amount of equipment necessary for student performance of required lab exercises."

Use of Findings

Laboratory equipment is difficult to maintain and to always be able to provide for up-to-date equipment used in health care facilities. Program budgets cannot provide for expensive laboratory equipment so we have to rely on allocations from Voc Tech funds or Tech Fees funds. Health Science personnel are searching for grant opportunities to acquire funding for lab equipment including patient simulation models.

Objective or Educational Outcome 4

Graduates of health science programs exhibit knowledge and skills to work in an entry-level position.

Assessment

90% of graduates of Health Science Division programs will pass licensing/credentialing exams on the first attempt. Graduate and Employer Surveys: 90% of respondents will indicate "agree" or "strongly agree" that graduate was prepared for an entry-level position.

Additional Funding Request: \$

Evaluation Findings

First time pass rates on licensing/credentialing exams are as follows:

Rad Tech Program -- 94%; CLT Program -- 100%; RN Program -- 97%; LPN Program 98%; EMT Basic -- 56%; EMT Medic -- 60%; Massage Therapy -- 55%; Nursing Assist -- 100%

Use of Findings

Faculty in the EMT Basic and Medic Programs as well as the Therapeutic Massage Program are working diligently to improve their graduates first time pass rates on licensure exams. However national pass rates for these programs are as follows and should be taken into consideration as well: EMT-Basic -- 65%; EMT-Medic -- 70% and Massage -- 60%. Faculty in these programs think one problem is that graduates aren't really that concerned if they don't pass the first time and many have expressed the attitude, "I'll take it (the test) the first time just to see what's on it." Faculty have tried to encourage students to take their first attempt at the exam seriously. Faculty are also working on reviews for students prior to completing their respective program.

Goal 3

Students will be successful in completing their program of student within the Health Science Division.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Instructors within each program will monitor the progress of all students and will offer guidance as to how each student can work toward being successful in each course.

Assessment

100% of instructors will submit Monthly Attrition Reports each semester which indicate which students are averaging below passing in any respective program course and what

assistance has been offered to assist the student to increase their course average. Each program will maintain an attrition rate of under 25%.

Additional Funding Request: \$

Evaluation Findings

Instructors in the health care programs do submit Monthly Attrition Reports. Retention rates are from admission to graduation for all students admitted in the past four academic years: CLT -- 61%; Rad Tech -- 84.8%; RN -- 92.5%; LPN -- 53.9%; Nsg Asst -- 94%; EMT Basic -- 81%; EMT Medic -- 60%; Therapeutic Massage -- 67.5%; Surgical Tech -- 53.6%

Use of Findings

Bench mark is not met for 5 of the 9 programs. Many of the students in health care programs have other responsibilities and do not have the time they need to study for these difficult programs. Program faculty are attempting to develop "alternate" curriculum sequence for students who need to take fewer courses each semester in an effort to assist those students to be successful. Faculty are also encouraging students to utilize Tegrity for review of content that may be difficult.

Objective or Educational Outcome 2

Instructors will utilize Tegrity to assist students being successful in passing the course.

Assessment

End of Course Survey: 100% of students responding will indicate "agree" or "strongly agree" that course lectures were available to them on Tegrity.

Additional Funding Request: \$

Evaluation Findings

End of Course Nursing Surveys: 92.25% of students indicated "agree" or "strongly agree" that course lectures were available to them on Tegrity. 1.17% indicated "N/A" and 6.59% indicated "strongly disagree" or "disagree."

Use of Findings

The Assistant Dean of Health Sciences will review the health science courses on WebCT so to access the Tegrity presentations in each course, to determine if there are any courses that Tegrity is not utilized.

User:guest

Unit

Health Sciences

Gadsden State Community College

Strategic Plan

Unit: Human Resources **Year:** 2008-2009

Person Responsible: Kim Cobb

Cabinet Member: Lisa Thacker **Approved**

Mission Statement:

The Office of Human Resources seeks to provide a comprehensive service to the College and its employees which includes coordinating the employment process for the hiring of all staff; maintaining personnel/employment records; and ensuring compliance with applicable laws, policies, and procedures.

Long Range Goals:

1. Create and implement a records destruction plan.
2. Utilize the document imaging system for inactive records storage and retrieval.
3. Increase the diversity of applicants by exploring non-traditional areas of employee recruitment.

Goal 1.

To coordinate the employment process for the hiring of all staff.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Follow State Board of Education, Department of Postsecondary Education, College policies and procedures, and federal employment laws.

Assessment

Report from the Alabama Community College System Uniform Guidelines audit will contain no major deficiencies. Equal Employment Opportunity Commission complaints will result in no court decisions or findings against the College.

Additional Funding Request: \$440

Additional \$300 requested to establish taxable partial day per-diem account and promote staff professional development activities. Additional \$140 requested to

continue update subscription service for Human Resources Management Guide.

Evaluation Findings

The Department of Postsecondary Education, Legal and Human Resources Division, last audited Gadsden State employment processes on March 19, 2004. Audits have not been performed for subsequent years.

The Examiners of Public Accounts had no findings or comments from the 2007-2008 audit of employment records and procedures. This audit was performed during 2008-2009.

There have been no court decisions or findings against the College resulting from EEOC complaints.

Use of Findings

According to LaTonya Dupree, Director of Human Resources at the Department of Postsecondary Education, the 2008-2009 Uniform Guidelines audit will be performed on January 26, 2010. This evaluation will be revised by February 28, 2010, to reflect findings from the audit.

*As of April 7, 2010, the audit has not been performed. Will not be able to address evaluation findings and use of findings from the Uniform Guidelines audit report for the 2008-2009 cycle.

The Office of Human Resources will continue to stay abreast of applicable policies, procedures, and laws, to ensure compliance as indicated.

Goal 2.

To provide guidance and support to selection committees.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Ensure that selection committee chair is familiar with the hiring process and that the committee is provided with adequate materials and resources.

Assessment

A minimum of 90% of the respondents to the Selection Committee Survey will "Strongly Agree" or "Agree" to statements on satisfaction with HR guidance and support.

Additional Funding Request: \$**Evaluation Findings**

Results of Selection Committee Survey indicate that 93.18% of respondents "Strongly Agree" or "Agree" with statements on satisfaction with HR guidance and support.

Use of Findings

These results demonstrate that the Office of Human Resources provides guidance and support to selection committees by furnishing materials in a timely manner, working closely with the committee chair on the hiring process, suggesting committee members who can lend expertise to the process, and providing a meeting environment that is conducive to an effective selection process. The Office of Human Resources will address comments and concerns of administrators and committee members and continue to improve the level of guidance and support for selection committee functions.

Goal 3.

Maintain accurate and up-to-date personnel/employment records.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Submit personnel data and employment reports to various departments and agencies.

Assessment

Were reports prepared by specified deadlines?

Additional Funding Request: \$

Evaluation Findings

All required reports were prepared and submitted in a timely manner.

Use of Findings

It is extremely important that personnel data is accurate and up-to-date so that information can be provided upon request. Information requests come from internal and external departments and agencies, some noting specific deadlines. If a deadline is noted, the Director's calendar is updated to reflect the deadline. Requests without deadlines will remain in the Director's e-mail in-box or pending file, to ensure that the request is answered in a timely manner. The Office of Human Resources will continue to ensure that information requests and reports are submitted in a timely manner.

Objective or Educational Outcome 2.

Ensure that employment search files contain organized and complete documentation of the employment process.

Assessment

Report from the Alabama Community College System Uniform Guidelines audit will

contain no major deficiencies.

Additional Funding Request: \$

Evaluation Findings

The Department of Postsecondary Education, Legal and Human Resources Division, last audited Gadsden State employment processes on March 19, 2004. Audits have not been performed for subsequent years.

The Examiners of Public Accounts had no findings or comments from the 2007-2008 audit of employment records and procedures. This audit was performed during 2008-2009.

There have been no court decisions or findings against the College resulting from EEOC complaints.

Use of Findings

According to LaTonya Dupree, Director of Human Resources at the Department of Postsecondary Education, the 2008-2009 Uniform Guidelines audit will be performed on January 26, 2010. This evaluation will be revised by February 28, 2010, to reflect findings from the audit.

*As of April 7, 2010, the audit has not been performed. Will not be able to address evaluation findings and use of findings from the Uniform Guidelines audit report for the 2008-2009 cycle.

The Office of Human Resources will continue to ensure that search files are organized and complete.

Goal 4.

Effectively generate and distribute employment contracts.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Produce and process employment contracts for full-time and part-time employees as needed for payroll and record-keeping purposes.

Assessment

A minimum of 90% of the respondents to the Employee Evaluation of College and Services survey will "Strongly Agree" or "Agree" that the Office of Human Resources is effective in the distribution of employment contracts, as appropriate.

Additional Funding Request: \$**Evaluation Findings**

Results of Gadsden State Community College's Employee Evaluation of College and Services survey indicate that 99.21% of respondents "Strongly Agree" or "Agree" that the Office of Human Resources is effective in the distribution of employee contracts, as appropriate.

Use of Findings

Effective distribution and processing of employee contracts is extremely important for timely and accurate payroll and record-keeping purposes. All parties involved must be informed of correct procedures and pertinent dates each semester. An electronic memorandum with detailed instructions is sent to appropriate administrators and contract preparers each semester. The Office of Human Resources will continue to provide support to contract preparers, inform of any changes in processes, and work toward more efficiently and effectively producing and processing employment contracts.

User:guest**Unit**

Human Resources

Gadsden State Community College

Strategic Plan

Unit: Information Technology **Year:** 2008-2009

Person Responsible: Sheila Lancaster

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

The Division of Information Technology at Gadsden State Community College is dedicated to providing accessible and affordable instruction. The division provides academic advising to students following the curriculum guides that prepare them to transfer to university programs in Computer Science Scientific and Computer Information Systems. It also prepares students to seek immediate employment by completing an Associate in Applied Science degree in Computer Science Technology. Business and industry trends are continually researched in order to provide accurate and current knowledge of information technology to students of all majors.

Long Range Goals:

- 1 Provide a more technologically modern environment that will engage students and faculty in a instructional process that advances learning.
- 2 Accommodate all students seeking computer skills and offer choices from alternative and distance forms of classes.
- 3 Provide computer labs for students who utilize onsite instruction and those who do not have computer resources at their homes for study and research purposes.
- 4 Provide professional development opportunities to faculty to enhance technical and educational methods knowledge.

Goal 1

Provide a foundation in computer technology for all students regardless of major. This is in support of the College's Quality Enhancement Plan statement that "Students will demonstrate the use of basic skills in computer technology." The primary course for all non-majors is CIS 146 Microcomputer Applications. Courses for associate in science degree guidelines are listed in detail in the Program Outcomes reporting system.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome A

Integrate new curriculum mandated by Postsecondary for technology programs.

Assessment

The department of postsecondary provides detailed plans of instruction for each course introduced into the state common course directory. These have been constructed based on industry and peer review. The objectives of these plans of study will be used to create a Student Learning Outcomes Assessment form for each course. The statistics will be used to determine if the objectives of the courses are being fulfilled.

Additional Funding Request: \$

No additional funding request required.

Evaluation Findings

Increased instructor-led lab time associated with the hardware, software and networking courses continues to show overall improvement in student performance and retention in program. 89% completed the hardware and software courses with a C or better and 93% completed the introductory networking course with a C or better in the year 2008-2009.

Use of Findings

Lab courses CIS 165A, 164B, and 164D will continue to be required for hardware, software and networking courses.

Objective or Educational Outcome B

Students will demonstrate the use of basic skills in computer technology. Success in this goal will also prepare students who transfer to senior institutions to pursue Information Technology related bachelors degree programs. Students will be able to maximize the number of credits for transfer by accomplishing work recognized as equivalent to that offered at senior institutions.

Assessment

Student Learning Outcomes Assessment is performed for each course and summaries are done for semesters.

The figures for CIS 146 represent the population of students taking the foundation course in technology as referred to in the General Education Outcomes of the college.

Student grading pattern information is received from the major universities that can be used to indicate how students are performing in higher level courses once they transfer.

Additional Funding Request: \$

No additional funding request required.

Evaluation Findings

The Student Learning Objectives And Outcomes Assessment for CIS 146 showed the

following results:

For the evaluation year, Fall 2008 – Summer 2009, 67% to 92% of students achieved mastery level on measured objectives. With the lowest being in the area of database software.

Mastery was designated as completing with a C or better in the objective, as only grades of C or better are accepted for transfer to senior universities.

Use of Findings

New projects or instructional methods will be tried to improve students understanding of basic computer components, spreadsheet formulas and functions, as well as database concepts.

Goal 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.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Objective or Educational Outcome A

By replacing at least one computer lab per year and supplementing RAM on existing computers the IT Division will be better equipped to provide students the latest software and technology.

Assessment

Course survey of students in regard to facilities, equipment, and resources.

Additional Funding Request: \$36500

Evaluation Findings

In addition to basic expenditures of hardware, software, supplies and maintenance equipment, the following were made to the individual campuses to repair or upgrade equipment.

Ayers:

Printer for lab 120	\$242
Scanner replaced for all labs	190
37 computer replaced in lab 106	24,701

Gadsden:

Projector for lab 200A	850
Jet Direct Card and	

printer maintenance kits	798
26 computers replaced in lab 208	17,358
5 faculty computers replaced	5,055
McClellan:	
Ram upgrade for lab 2161	1,545
Cherokee:	
Printer maintenance kit	217
Shared software and equipment:	
Lego Robots and curriculum for CIS 201/251	<u>3,516</u>
Total	<u>\$54,472</u>

Use of Findings

Technology fee funds were spent to replace 2 labs, therefore only one lab had to have RAM upgrade. This was the best use of money to enable the majority of computers to be upgraded or replaced for the students.

Funds were not adequate to replace printers in the computer labs, so replacement parts and maintenance kits were purchased to get these back in service for the students.

Faculty computers are on a rotation of replacement.

Objective or Educational Outcome B

Replace folding tables in all labs with computer tables to correct safety problems and wiring problems.

Assessment

Course survey of students in regard to facilities, equipment, and resources.

Additional Funding Request: \$

Approximately 12 tables remain to be replaced in Allen 205. Cost approximately \$4,000.

Evaluation Findings

No furniture was purchased for the Allen 205 lab during this year.

Use of Findings

Folding tables still need to be replaced at some point as funding allows.

Goal 3

Provide a comprehensive AAS Computer Science Technology degree program. Success in this goal will prepare graduates for immediate employment and serves to retrain workers in information technology.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Objective or Educational Outcome A

Determine if students who were employed as a result of education were adequately prepared.

Assessment

- Comments and statistics listed on Employer Survey reports.
- Results of Student Learning Assessments done for CIS courses.

Additional Funding Request: \$**Evaluation Findings**

Employer Surveys for 2008-2009 had not been received by the date of this evaluation.

Graduate Follow Up (2008-2009) surveys answered by students show;

80% of respondents stated their primary objective was to prepare for a new job/career.

20% of respondents stated their primary objective was for self enrichment.

60% of respondents stated their reached their primary objective (40% omitted this response).

80% were satisfied with the quality of instruction for courses in their major with reporting of

40% Excellent and 40% Good.

40% stated they were pursuing education in a field related to training.

40% of respondents were pursuing more education.

40% of respondents stated they were employed in a field related to training

40% of respondents stated they were employed in a field not related to training, but

20% were promoted or upgraded as a result of occupational training received at GSCC

Use of Findings

Salary information showed 40% were in the \$10 – 12 per hour while 20% were in the \$14 to 16 per-hour salary category. This appears to be an increase in the starting/ current salaries for students coming out of the program into entry level positions.

There are students in the computer science program attending under the TRA or WIA programs, 20% of respondents stated they were in one of these programs, but 60% omitted responding.

Objective or Educational Outcome B

Determine whether an acceptable level of students are achieving graduation or alternate completion status (employment prior to graduation) and feel they accomplished their goal of attending Gadsden State and enrolling in Information Technology courses.

Assessment

- Evaluation of Graduate Reports (by degree and major whenever possible), to determine graduates and/or alternate completers.
- Perkins Reporting information that reflects

employment prior to graduation.

Additional Funding Request: \$

Evaluation Findings

Graduate Follow Up (2008-2009) surveys answered by students show;

80% of respondents stated their primary objective was to prepare for a new job/career.

20% of respondents stated their primary objective was for self enrichment.

60% of respondents stated their reached their primary objective (40% omitted this response).

The Placement summary report showed that 80% of the students surveyed were employed with 40% placed in-field.

Use of Findings

This shows an improvement over last year (2007-2008) where 66% of respondents sated they were employed in a field not related to training or were unemployed or not actively seeking work.

Objective or Educational Outcome C

Determine if instruction can be improved.

Assessment

•Student comments and statistics reflected in the evaluation of Graduate Follow-up Survey reports. •Results of Student Learning Assessments done for CIS courses.

Additional Funding Request: \$

Evaluation Findings

No student comments were received with the Graduate Follow-up survey, but emphasis will continue to be placed on improving instruction and facilities.

Use of Findings

Results of Student Learning Assessments done for CIS courses.

Student Learning Outcomes for each class show acceptable ranges of mastery. The only area that continues to be the lowest average, regardless of content or course, is the area of terminology. This seems to be a trend of the student body from those who primarily learned mastery of terminology, but had difficulty with hands-on work, to a new set of learners who do not focus on terminology, but seem to thrive in a hands-on, performance-based environment.

Additional information can be found under Program level Student Learning Outcomes for 2008/2009.

Goal 4

Maximize students' learning in technology by providing qualified and competent instruction.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome A

Provide faculty with opportunities for continued professional development directly related to their instructional areas of technology.

Assessment

Evaluation of faculty and their respective professional growth plans as they relate to enhancing learning for the students.

Additional Funding Request: \$**Evaluation Findings**

Two instructors were sent to "Access E-Commerce" an event sponsored by Calhoun Co. Chamber of Commerce as requested by Dr. Jolly.

Use of Findings

This provided the instructors with knowledge of area business needs in e-commerce and allowed them to make contacts with local businesses.

Objective or Educational Outcome B

Provide faculty opportunities to coordinate with senior universities and make valuable contacts for the students who will transfer to these institutions.

Assessment

- Evaluate program and course transfer and equivalencies.
- Identify software and hardware trends necessary to prepare students to transfer.
- Evaluation of course syllabi.

Additional Funding Request: \$**Evaluation Findings**

All computer science faculty attended a curriculum and grant meeting with Dr. Guillermo Francia, Dr. Monica Trifas, and Dr. Aaron Garrett, members of the Computer Science Department, at Jacksonville State University in the Fall semester of 2008.

Use of Findings

This meeting and subsequent correspondence allowed the members of the senior university to explain the details of the Information Assurance grant with the NSF and how it will impact the curriculum that we share through our transfer students.

Other course details were also shared as the curriculum changes in programming classes and addition of Lego robotic training (for logic concepts), have been added to the JSU curriculum. To maintain transfer acceptance, the CIS 201 course at GSCC was changed to implement the Python language this year. Also the 201 and 251 courses will utilize the Lego robot curriculum to supplement the logic portion of the courses.

These were purchased for \$3,516 and utilized on the Gadsden campus in the Summer 2008 and Fall 2009 semesters and will be used on the Ayers campus in the Spring 2009 semester.

Goal 5

IT Division will continue to increase delivery of online and hybrid sections to the student population.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome A

The area of greatest demand for online versions of classes is in the CIS 146 Microcomputer Applications course. More sections will be added as the demand continues to grow.

Assessment

Student enrollment figures for trends of enrollment patterns will be monitored.

Additional Funding Request: \$**Evaluation Findings**

Online versions of CIS 146 increased per terms with sections as follows.

Fall 2008	Traditional	Hybrid	e-Learning
146	15	7	4
147	2		1
207		1	
212		1	
280			1
Spring 2009			
146	20	4	3
147	2		1

203		1	
207		2	
212		1	
213			1
273		1	
280			1
Summer 2009			
146	13	1	4
147	1		2
203		1	
213		1	

Use of Findings

The enrollment and demand for online versions of 146 held steady for the 2008-2009 year, but requests for additional courses in hybrid format resulted.

Those courses that could be delivered in hybrid format for programming and network administration were offered and were popular with the students.

An increase in new students that were seen for advisement during the summer will probably result in increased number of sections of e-Learning or hybrid formats for Fall 2009.

User:guest

Unit

Information Technology

Gadsden State Community College

Strategic Plan

Unit: Institutional Advancement & Student Services **Year:** 2008-2009

Person Responsible: Valerie Richardson

Cabinet Member: President **Approved**

Mission Statement:

The mission of the office of Institutional Advancement and Community Services is to coordinate the College's grants development and administration and fundraising activities (excluding the Foundations). The office of Institutional Advancement and Community Services supports the mission of GSCC and its goals by undertaking the responsibility of establishing and maintaining partnerships to respond to the needs of special populations within the community. The grant programs under Institutional Advancement also use outreach initiatives to seek and encourage those who otherwise might not to consider college.

Long Range Goals:

1. Seek new sources of grant opportunities.
2. Strengthen the networking and coordination of the grant programs between campuses.
3. Increase the awareness of the federal programs, such as TRIO, available through GSCC and the designation of the Historically Black College/University designation of the Valley Street Campus.
4. Provide greater opportunity for faculty and staff participation in the grant process.

Goal 1.

To seek greater faculty/staff participation in the grant process.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Increase by two (2) faculty members the number of faculty involved in a grant project.

Assessment

A list of grants will be compiled documenting faculty/staff involvement.

Additional Funding Request: \$

Evaluation Findings

Three new faculty members were involved in grant projects submitted this year with the application to the Department of Labor for ARCWA - the Alabama Regional Center for Welding Automation. The grant involved the three welding faculty members (Frank Miller, Gary Udaka, and Lamar Gifford) in the development of a center for orbital pipe welding.

Use of Findings

While this particular Department of Labor grant was not funded, the Institutional Advancement staff continues to seek partnerships with faculty members to apply for new funding opportunities.

Objective or Educational Outcome 2.

Increase by one (1) the number of staff members involved in a grant project.

Assessment

A list of grants will be compiled documenting faculty/staff involvement.

Additional Funding Request: \$

Evaluation Findings

Two grant opportunities involved new opportunities and new staff partnerships. Jeff Green, Director of Computer Services, participated in the CampusEAI portal grant and Kelly D'Eath is the director and lead trainer in the Opening Doors College Access Challenge grant.

Use of Findings

The Institutional Advancement staff will continue to seek opportunities to work with staff in creative opportunities to seek funds to improve the college and its service to its students.

Goal 2.

To identify, pursue, implement, and monitor federal/state grant programs.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1.

To receive a clear audit of all federal/state grant programs.

Assessment

Exit report from auditors will have no findings.

Additional Funding Request: \$**Evaluation Findings**

A clear audit of all federal and state grant programs was received.

Use of Findings

While a clear audit was received, the division remains ever vigilant for things that would cause concern and participates in professional development to ensure regulatory legislation is followed.

Objective or Educational Outcome 2.

Existing federal/state grant programs scheduled for renewal will be re-funded.

Assessment

The award letters from grants submitted will document refunding.

Additional Funding Request: \$**Evaluation Findings**

Four grants were submitted for re-funding this year: Child Care Access Means Parents in School (CCAMPIS), Tech Prep, and the two HRSA Scholarships for Disadvantaged Students (SDS) grants. Tech Prep and the two HRSA SDS scholarship programs were funded again for this cycle, leading to a 75% success rate. Unfortunately, CCAMPIS was not refunded.

Use of Findings

Outside experts have reviewed and offered their suggestions on the grant narratives to ensure continued funding on Student Support Services and the National Science Foundation Advanced Technology Education Center grants.

Goal 3.

To seek new grant opportunities.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1.

Institutional Advancement will apply for one (1) grant that the college has not received in the past.

Assessment

Copies of the email or confirmation receipts of grants submitted or the grants listing will document application.

Additional Funding Request: \$

Evaluation Findings

Institutional Advancement applied for three grants that the college has not received or applied for in the past: Opening Doors College Access Challenge grant, the Campus EAI Portal grant, and the Metlife Foundation Encore Careers grant. The college was awarded Opening Doors and the Campus EAI Portal grants.

Use of Findings

In addition to the new funding received from these two grants, additional funds available through the economic stimulus bill (the American Recovery and Reinvestment Act - ARRA), the Institutional Advancement division will continue to seek new grant opportunities to supplement the college's limited resources and improve the educational offerings.

Objective or Educational Outcome 2.

One (1) grant opportunity will be applied for which comes at the recommendation of a faculty/staff member.

Assessment

Copies of the email correspondence or memo from the faculty/staff member and confirmation receipts of grants submitted or the grants listing kept each year.

Additional Funding Request: \$

Evaluation Findings

Two grant opportunities were sought this year that came at the recommendation of staff members that represented new avenues of funding the college had never applied for. The Campus EAI Portal grant came at the recommendation of the Department of Post Secondary Education and Computer Director Jeff Green. The Opening Doors Challenge grant opportunity came at the recommendation of Financial Aid Director Kelly D'Eath.

Use of Findings

Even though the educational outcome was met this year, the Institutional Advancement staff strives to partner with faculty and staff for grant opportunities every year to improve the success of our students and the communities we serve. The Institutional Advancement staff will continue to offer workshops on the grant process to the college through professional development and opportunities such as the GSCC Leadership Development Institute.

Goal 4.

To coordinate professional development activities among Institutional Advancement employees.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Relates to the college mission in that it is "offering quality educational ad cultural experiences"

Objective or Educational Outcome 1.

Participate in at least one joint teleconference (satellite, webinar or audio teleconference) with attendees representing multiple campuses.

Assessment

To document participation in teleconferences, the sign in lists and agendas for the professional development will be maintained.

Additional Funding Request: \$

Evaluation Findings

The Institutional Advancement and Student Services staff have participated in a variety of webinars, audio conferences, and teleconferences on topics ranging from the changes in the new Higher Education Act to the regulations pertaining to each of the federal programs, and reporting under the Recovery Act. The audio conference having the greatest appeal across campuses was one held in August 2009 on Preventing Online Harassment of Students which was attended by ten staff members from different campuses.

Use of Findings

While the objective was met, the Institutional Advancement staff continues to search for webinar and teleconference training which has proved to be a very cost effective way to provide current professional development to staff across departments.

Objective or Educational Outcome 2.

Schedule one or more professional development activities with participation of staff from all locations.

Assessment

To document participation in professional development, the sign in lists and agendas for the professional development will be maintained.

Additional Funding Request: \$**Evaluation Findings**

Two division wide professional development meetings were held in the afternoon after the college-wide professional development meetings in January and August. These professional development meetings coincided with the beginning of the semester and sign-in lists were maintained for each meeting. In addition, directors' meetings were held monthly on a rotational campus schedule with sign-in lists maintained.

Use of Findings

The educational outcome was met and the meetings will be continued with sign-in lists to to be maintained in the Institutional Advancement office thereby documenting completion.

User:guest

Unit

Institutional Advancement & Student Services

Gadsden State Community College

Strategic Plan

Unit: International Programs/Alabama Language Institute **Year:** 2008-2009

Person Responsible: Paula Ross

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

The International Programs Office and Alabama Language Institute (ALI) seek to internationalize the larger institution, to promote the cultural diversity of the campus, and to encourage students, as citizens of the world, to respect and appreciate countries and cultures different from their own and therefore play a role in promoting peace and understanding in the world. The International Programs Office seeks to serve international students by providing admission, records, and counseling services. ALI provides to English second language learners a multi-level curriculum of English language instruction to students wishing to gain a functional command of English in order to prepare for a successful academic experience in a U.S. college or university, to obtain an adequate score on the Test of English as a foreign Language (TOEFL), and to improve English language skills for professionals in the workplace.

Long Range Goals:

- 1 Increase international recruitment efforts and world-wide exposure of Gadsden State Community College.
- 2 Develop a study abroad program to give local students the opportunity to learn about other cultures and become global citizens.
- 3 Add an additional academic level to the Alabama Language Institute (ALI) curriculum.
- 4 Add a fourth full-time instructor to the Alabama Language Institute staff.

Goal 1

Increase enrollment of students from Latin American countries.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Meet the needs of GSCC's diverse communities by offering quality educational and cultural experiences that are accessible....

Objective or Educational Outcome 1

Enrollment of students from Latin American countries will increase by 10%.

Assessment

Comparison of enrollments of Latin American students to the previous year.

Additional Funding Request: \$2,000

More aggressive advertising in Spanish-Language recruitment materials is needed.

Evaluation Findings

Enrollment remained the same.

Use of Findings

Because we did not receive additional funding, we were not able to increase advertising. We will continue to use free Web advertising and possibly find more sites. Also, we will look into sending recruiting information directly to high schools.

Goal 2

Build community awareness to encourage second language learners from the greater Gadsden State service area to attend ALI classes.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: Meet the needs of GSCC's diverse communities by offering quality educational and cultural experiences that are accessible....

Objective or Educational Outcome 1

Enrollment by service-area second language learners will increase by 5%.

Assessment

Compare enrollment of local second language learners with previous year.

Additional Funding Request: \$2,000.00

Additional funding is needed for advertising in GSCC's extended "local" service area.

Evaluation Findings

We found it to be difficult to determine the exact numbers of local second language learners. However, because we can no longer accept undocumented locals, the number most likely did not increase.

Use of Findings

We did not receive additional funding and will not receive any in the near future. We will try to find alternative methods of reaching the local population. Also, we will work with IT to get necessary numbers.

Goal 3

Maintain current technology to enhance instruction and practice for ALI courses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Teachers will use technology in the classroom at least once per week on average.

Assessment

Answers on a faculty survey will verify technology use.

Additional Funding Request: \$1300

Elmo visual presenter needed.

Evaluation Findings

We did not do a formal survey, but verbally and in classroom observation, the teachers are using technology as much or more often than the previous year. We did receive a new Elmo in Summer 2009.

Use of Findings

Teachers have been encouraged to use WebCT with their classes, increasing the use of technology.

Objective or Educational Outcome 2

At least 50% of students will use the language laboratory for 3 hours per week.

Assessment

Dates and hours from sign-in sheets will be recorded and assessed.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

More than 50% used the language laboratory at least 3 hours per week average during the academic year.

Use of Findings

While students used the language lab as instructed, the software needs to be updated.

Goal 4

To prepare Alabama Language Institute (ALI) students, who are English Language Learners (ELLs), for success in college courses.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will be able to write a standard 5 paragraph essay, with an introduction, 3 body paragraphs, and a conclusion.

Assessment

75% of Advanced Reading and Writing students will demonstrate the ability to write a standard 5 paragraph essay by making an A or B (80% or higher) according to an essay rubric by the end of the course.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

More than 80% met the goal of being able to write an essay according to the rubric.

Use of Findings

While the students surpassed the expected outcome, the method of measurement does not accurately assess the program according to the current SACS recommendations for program assessment. Therefore, we have developed another rubric that will more accurately measure the expected outcome for the program.

Objective or Educational Outcome 2

Students will be able to identify the main idea and supporting details of a multi-paragraph text.

Assessment

75% of Advanced Reading and Writing Students will make an A or B (80% or higher) on the final reading comprehension test.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

More than 80% made an A or B on the final reading comprehension exam.

Use of Findings

While the students surpassed the expected outcome, the method of measurement does not accurately assess the program according to the current SACS recommendations for program assessment. Therefore, we have developed a rubric, rather than an exam, that will more accurately measure the expected outcome for the program.

Objective or Educational Outcome 3

Students will be able to make a 5 minute prepared speech with clear organization on an assigned topic.

Assessment

75% of Advanced Speaking and Listening students will be able to make an A or B on their final presentation.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

More than 90% of Advanced Speaking and Listening students were able to make an A or B on their final presentation.

Use of Findings

While the students surpassed the expected outcome, the method of measurement does not accurately assess the program according to the current SACS recommendations for program assessment. Therefore, we have developed a rubric that will more accurately measure the expected outcome for the program.

Objective or Educational Outcome 4

Students will be able to comprehend a classroom lecture and answer questions in written form about it.

Assessment

75% of Advanced Speaking and Listening students will make an A or B (80% or

higher) on their final listening comprehension test.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

More than 90% of Advanced Speaking and Listening students will make an A or B (80% or higher) on their final listening comprehension test.

Use of Findings

While the students surpassed the expected outcome, the method of measurement does not accurately assess the program according to the current SACS recommendations for program assessment. Therefore, we have developed a rubric that will more accurately measure the expected outcome for the program.

Goal 5

Prepare students to be successful on the Test of English as a Foreign Language (TOEFL).

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will be able to give a 1-minute speech on an assigned topic after a 30 second preparation period.

Assessment

90% of students in the TOEFL class will be able to achieve an average score of 2.5 out of 4 on the TOEFL rubric on their final 1-minute speech.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

More than 90% of students in the TOEFL class were able to achieve an average score of 2.5 out of 4 on the TOEFL rubric on their final 1-minute speech. The outcome was too specific to measure the course accurately.

Use of Findings

While the students surpassed the expected outcome, the method of measurement does not accurately assess the program according to the current SACS recommendations for program assessment. Therefore, we have developed a rubric that will more accurately measure the expected outcome for the program.

Objective or Educational Outcome 2

Students will be able to write a focused, grammatically correct response in 15 minutes to a topic presented in both written and aural forms.

Assessment

90% of students in the TOEFL class will be able to achieve an average score of 2.5 out of 4 on the TOEFL rubric on their final 15 minute written response to both a written and aural passage on the same topic.

Additional Funding Request: \$0

No additional funding is requested for this objective.

Evaluation Findings

90% of students in the TOEFL class were able to achieve an average score of 2.5 out of 4 on the TOEFL rubric on their final 15 minute written response to both a written and aural passage on the same topic. The outcome was too specific to measure the course accurately.

Use of Findings

While the students surpassed the expected outcome, the method of measurement does not accurately assess the program according to the current SACS recommendations for program assessment. Therefore, we have developed a rubric that will more accurately measure the expected outcome for the program.

User:guest

Unit

International Programs/Alabama Language Institute

Gadsden State Community College

Strategic Plan

Unit: Job Corps Year: 2008-2009

Person Responsible: Carl Byers

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

To provide eligible young adults academic and vocational instruction, as well as teach them social skills necessary to help them become employable and self-sufficient.

Long Range Goals:

- 1 To improve vocational career training by working with business and industry to ensure that GSCC Job Corps vocational training programs have industry recognized endorsement.
- 2 To acquire high tech training equipment that is modern and compatible with industry requirements.

Goal 1

To foster an improved partnership with the Gadsden Job Corps Center contractor that will result in positive outcomes.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Assist the Center in improving the overall ranking of the Center from 116 to 120.

Assessment

Compare the 2007 Performance Year (PY) Center ranking to the 2008 PY ranking.

Additional Funding Request: S

College funds are not requested for this goal. As per the contractual agreement with the Center contractor, the Gadsden Job Corps Center must provide appropriate funding.

Evaluation Findings

The Gadsden Job Corps Center finished the 2008-2009 program year ranked 20th in the country. This is an improvement from 53rd (correction) in the country in the 2007-2008 program year and a dramatic improvement from a ranking of 117 in the 2006-2007 program year. The center's ranking for the the current program year (2009-2010) is 6th in the country.

Use of Findings

This information keeps the college and the local community informed of the Gadsden Job Corps Center's continual strides towards positive improvements. The recent ranking increases have been very motivating to the Center's administration, staff members and student population.

Objective or Educational Outcome 2

Assist the Center in improving the score of each Gadsden State vocational trade to a grade of 'B.'

Student Learning Outcome 1: Clerical Technology students will master computer skills necessary to earn the Microsoft Office Skills (MOS) 2003 certification.

Student Learning Outcome 2: Clerical Technology students will master computer skills necessary to earn the Internet Computing 3 (IC³) certification.

Student Learning Outcome 3: Home Health Aide students will demonstrate methods of assisting patients with activities of daily living.

Assessment

Compare the 2007 Performance Year (PY) vocational program scores to the 2008 PY scores.

Assessment Method 1: 70% of students will score 80% or higher on the MOS 2003 certification examination.

Assessment Method 2: 70% of students will score 80% or higher on the IC³ certification examination.

Assessment Method 3: 70% of students will score "satisfactory" on the National Nurse Aide Assessment Program (NNAAP) Written Examination in section 1A-Physical Care Skills.

Additional Funding Request: \$11800

Additional funding is necessary to cover expenses for GSCC Job Corps instructors and the GSCC Director of Job Corps Programs to attend professional development activities, e.g. visiting other Job Corps Centers, attending workshops focused on the use of technology in the classroom, establishing and maintaining relationships with business and industry councils, and attending Department of Labor (Atlanta Region) sponsored workshops.

In- State Travel: \$3100.00

Out-of-State Travel: \$5000.00

Part-Time Salaries: \$3700.00

Evaluation Findings

The center recently purchased IC³ licenses for the business technology programs. As soon as Job Corps' data center allows the Gadsden center to use Office 2007, these certifications will be offered to students.

For the 2008-2009 program year:

Carpentry students maintained an overall success rating of 91%,

HVAC students maintained an overall success rating of 86.4%,

Nurses Aide students maintained an overall success rating of 83.7%,

Clerical Technology students maintained an overall success rating of 76%

Use of Findings

The Office 2007 software modules will be a valuable resource to instructors and students. Program enrollees will be trained on a platform commonly utilized in the current job market which is projected to enhance student's employability outcomes.

The current year improved performance ratings will result in re-evaluation of outcome goals and objectives as program evaluation, planning and directing commence for the upcoming program year.

Objective or Educational Outcome 3

Assist the Center in creating a positive student normative culture.

Assessment

Compare 2007 Performance Year (PY) disciplinary separations to 2008 PY disciplinary separations. PY 2008 disciplinary separations should decrease by at least 5% over PY 2007 disciplinary separations.

Additional Funding Request: \$

College funds are not requested for this goal. As per the contractual agreement with the Center, the Gadsden Job Corps Center must provide appropriate funding.

Evaluation Findings

Gadsden Job Corps Center's Disciplinary terminations are down 3% from the 2008 to the 2009 program year.

Use of Findings

Continual monitoring of disciplinary terminations for the Gadsden Job Corps Center.

User:guest

Gadsden State Community College

Strategic Plan

Unit: Language & Fine Arts **Year:** 2008-2009

Person Responsible: Charles Hill

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

The mission and purpose of the Area of Language, Fine Arts, and Humanities is to provide courses in English (including developmental English, composition, and literature), reading, mass communications, foreign languages, humanities, speech, art, music, and theatre. All of these programs/courses prepare students to transfer to senior institutions with the appropriate major, and they support virtually every course of study at Gadsden State in providing communication (writing and oral) and fine arts requirements.

Long Range Goals:

- 1 To provide general education courses that include basic knowledge of communications (written and oral) and fine arts as required for certificate and degree programs
- 2 Construct a theatre facility/lecture hall that seats 400-500 audience members.
- 3 Replace all stage curtains in Wallace Hall.
- 4 Replace computers in language arts, reading, graphic arts, and music laboratories every four years.

Goal 1

To provide students with written skills to support individual academic programs and careers.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Rubric comparing early writing sample and final writing sample will demonstrate competency in writing for a minimum of 70 percent of students in writing courses.

Assessment

Each instructor will complete spreadsheet comparing early writing sample and final writing sample. Overall statistics from rubrics will be compiled from English 101 sections.

Additional Funding Request: \$**Evaluation Findings**

Rubric comparing early writing sample and final writing sample was used during 2008-2009. Data indicated mastery by an average of over 90% of students taking English 101.

Use of Findings

No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar quarters. Recent textbook changes are hoped to help improve the lowest rubric (Content), and a close watch will be kept on data to make sure that other objectives do not suffer.

Goal 2

To provide students with oral communication skills to support individual academic programs and careers.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Rubric evaluating competency in oral communication will demonstrate competency for a minimum of 70 percent of students in oral communication courses.

Assessment

Each instructor will complete spreadsheet comparing early achievement and final speech. Overall statistics from rubrics will be compiled from all speech sections.

Additional Funding Request: \$

Evaluation Findings

Rubric evaluating competency in oral communication was utilized during 2009-2009. Data indicates that students demonstrated competency for more than 90 percent of the students in oral communication courses.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

Goal 3

Assure that computer and Internet technology is utilized by all instructors to enhance courses with Web and computer-enhanced content.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Provide orientation and training for faculty toward Internet and computer-enhanced course content.

Assessment

A review of syllabi will show that 80% of faculty are using Internet and computer-enhanced course content.

Additional Funding Request: \$

Evaluation Findings

Reviews of syllabi show that more than 80% of faculty are using Internet and computer-enhanced course content.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

Objective or Educational Outcome 2

Provide classroom and faculty equipment to support Internet and computer-enhanced course content.

Assessment

A check of Language, Fine Arts, and Humanities will show that a minimum of 80% of classrooms have Internet, computers, and projectors to support Internet and computer-enhanced course content.

Additional Funding Request: \$10000

Projectors, Screens, Laptops, and Tegrity systems for Ayers, McClellan, and Centre.

Evaluation Findings

A review of Language, Fine Arts, and Humanities show that more than 80 percent of classrooms have internet, computers, and projectors to support Internet and computer-enhanced course content.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters. However, in several classrooms, we are having to rely on portable units for projection, and in approximately one-third of the classrooms, the computer equipment is marginal in computing power. Future objectives will show need for more equipment and more up-to-date equipment.

Objective or Educational Outcome 3

To increase Internet sections and enrollment in Language and Fine Arts Internet courses by 10%.

Assessment

Records will show that Internet sections and enrollment in Internet courses has increased by a minimum of 10% during 2008-2009.

Additional Funding Request: \$**Evaluation Findings**

Records show that Internet sections and enrollment in Internet courses increased by more than 10 percent during 2008-2009.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters. Results were far beyond the set percentage.

Objective or Educational Outcome 4

To add at least four hybrid English courses, two hybrid music courses, one hybrid speech course, and two hybrid art courses during the 2008-2009 academic year.

Assessment

Records will show that at least four hybrid English courses, two hybrid music course, one hybrid speech course, and two hybrid art course were added during the 2007-2008

academic year.

Additional Funding Request: \$

Evaluation Findings

Records show that more than four hybrid English courses, two hybrid music courses, and more than one hybrid speech course, and two hybrid art courses were added during the 2008-2009 academic year.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

Objective or Educational Outcome 5

A minimum of 50% of Language and Fine Arts classes will utilize Tegrity elements.

Assessment

A survey of Language and Fine Arts instructors will show that at least 50% of Language and Fine Arts classes will utilize Tegrity elements.

Additional Funding Request: \$

Evaluation Findings

More than 50 percent of Language and Fine Arts classes use at least one Tegrity element.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters. However, some of these courses are using minimal Tegrity elements (such as syllabus only), and efforts will be made to increase Tegrity elements.

Objective or Educational Outcome 6

Interactive Television will be utilized in at least one Language and Fine Arts course to provide services to low enrollment sites.

Assessment

Records will show that at least one Language and Fine Arts course will utilize Interactive Television to provide services to low enrollment sites.

Additional Funding Request: \$

Evaluation Findings

No Interactive Television was used in Language and Fine Arts courses this year.

Use of Findings

Since this objective was not met, a review will be held to make sure that objective is

meeting student needs. If so, efforts will be made to meet objective during 2009-2010.

Goal 4

Expand foreign language curriculum.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Increase number of students taking second year Spanish.

Assessment

Records will show number of students taking second year Spanish will increase by a minimum of 50%.

Additional Funding Request: S**Evaluation Findings**

Records show an increase in students taking second year Spanish by a minimum of 50 percent. Further, we have experienced an almost 40% increase in students enrolled in first year Spanish, and a 70 percent increase in students enrolled in first year French.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

Goal 5

To provide services for Honors Scholar Program

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

To enroll a minimum of 18 Honors Scholars for Fall Semester, 2008.

Assessment

Records will indicate that a minimum of 18 Honors Scholars enroll as fulltime students for Fall Semester, 2008.

Additional Funding Request: \$

Evaluation Findings

Records indicate that 18 Honors Scholars enrolled as fulltime students for Fall Semester, 2008.

Use of Findings

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

Objective or Educational Outcome 2

To institute mentor program for Honors Scholars for 2008-2009 school year.

Assessment

During 2008-2009, each Honors Scholars will be assigned and will meet with faculty mentor.

Additional Funding Request: \$

Evaluation Findings

During 2008-2009, the majority of Honors Scholars were assigned and met with faculty mentors. However, this was not accomplished 100 percent.

Use of Findings

Efforts will be made during 2009-2010 to meet this objective with 100 percent of the Honors Scholars.

User:guest

Unit

Language & Fine Arts

Gadsden State Community College

Strategic Plan

Unit: Library **Year:** 2008-2009

Person Responsible: Jeff Luzius

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

Gadsden State Community College provides a wide range of support services that enable students to function in a collegiate environment and make decisions appropriate to both their personal and educational goals. The Libraries at Gadsden State provide students of varied backgrounds and abilities with the instructional resources that will ensure achievement of their educational goals. The Libraries are an integral part of the College's process for improving instruction.

The primary purpose of the Libraries of GSCC is to promote learning through the instructional program of the College. The Libraries include essential and basic library and media services. The Libraries ensure that students and faculty have access to the primary and secondary materials needed to support its purposes and programs. With the needs of the user in mind, the Libraries are committed to acquiring, processing, producing, and maintaining a variety of media, both print and non-print, and equipment related to their use; to making this media easily accessible; to providing the necessary assistance in the effective utilization of all media and equipment; and to evaluating its services regularly and systematically.

Long Range Goals:

- 1 Improve the physical environment of Cain LRC by repairing the walls and ceilings.
- 2 Improve the physical environment of Meadows Library by updating furniture.
- 3 Update monograph collection and withdraw damaged or outdated items.
- 4 Improve the physical environment of McClellan Library by updating furniture.
- 5 Improve library services for distance education students by updating the library website frequently and including links to online resources and guides.
- 6 Increase faculty and students use and awareness of the Alabama Virtual Library (AVL) and other electronic databases.
- 7 Increase percentage of the faculty involved in collection development and the planning and evaluation of library services.

Goal 1

The library will provide adequate hours of operation, prompt customer service, and professional reference assistance to our users.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Faculty, staff, and students will be satisfied with our hours and customer service.

Assessment

The library will conduct a Student Opinion Survey and a Faculty Opinion Survey once a year with satisfaction levels at the 90% level.

Additional Funding Request: \$

Evaluation Findings

92% of faculty respondents indicated that services offered by the library adequately meet the needs of faculty.

Use of Findings

User satisfaction will continue to be monitored to maintain a high level of satisfaction with library services. Any deficiencies identified will be promptly addressed.

Goal 2

The library will ensure that all students and faculty have access to the collection and other learning resources appropriate to the institution's mission and scope of educational programs.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 2

Number of collections, subscriptions, and online databases will be compared to other community colleges of comparable size.

Assessment

The library will conduct a Student Opinion Survey and a Faculty Opinion Survey once a year with satisfaction levels at the 90% level. The library will use the statistics generated by the AVL to demonstrate its usefulness to students and faculty.

Additional Funding Request: \$**Evaluation Findings**

The total number of items circulated by all library sites increased by more than 10% from 6535 in 2007-2008 to 7202 in 2008-2009. Online resources were also used extensively. The Gale databases logged 8425 sessions with 20606 total searches. The EBSCO databases logged 19075 sessions with 64454 total searches. Of faculty respondents, 87% indicated that the library collection was adequate to meet faculty needs; 92% indicated that services offered by the library were adequate to meet faculty needs; and 89% indicated that the library offers easy access to electronic information.

Use of Findings

Based on the increase in student utilization of the library facilities and services we will continue to monitor the collection and available electronic resources to ensure that sufficient resources are available to support student information needs. Additional computers are being placed in the library to increase the number of students who can use the electronic resources on site at any single time. This will enhance available services at peak periods of operation.

Goal 3

The library staff will be sufficient in size and quality to meet the programmatic and service needs of its users. Librarians will have a graduate degree from an ALA accredited program. Faculty and staff will participate in professional development activities to stay current in the field.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 3

The size of the staff will be compared to other community colleges of a similar size. Faculty and support staff will attend college workshops, LMN workshops, and AVL workshops which will be assessed on professional development forms.

Assessment

The library will conduct a Student Opinion Survey and a Faculty Opinion Survey once a year with satisfaction levels at the 90% level.

Additional Funding Request: \$1000

An additional \$1,000 for instate travel.

Evaluation Findings

Although the number of staff members has not increased while the number of library sites has expanded, the level of satisfaction with library services has remained very high among students and members of the faculty and staff. Budget proration typically requires doing more with less across all campuses and service areas.

Use of Findings

In light of the fact that the library staff is minimal in size to operate the number of existing library sites, a lengthy absence of any staff member will require a substitute hire or an internal staff shift to maintain current service levels.

Goal 4

The library will open a new branch at Gadsden State Cherokee.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 4

The new Cherokee library will be open for student use with adequate resources.

Assessment

The library will conduct a Student Opinion Survey and a Faculty Opinion Survey once a year with satisfaction levels at the 90% level.

Additional Funding Request: \$10500

\$7,000 for books

\$2,000 for periodicals

\$1,500 for videos

Evaluation Findings

The total number of items circulated by the Gadsden State Cherokee library increased from 62 in 2007-2008 when the library opened to 238 in 2008-2009. This indicates that the student population is increasing utilization of the facilities and services provided by the library at this instructional site.

Use of Findings

Enrollment and course offerings will continue to be monitored to ensure that access to needed facilities and resources is available to the student population of Gadsden State Cherokee.

User:guest

Unit

Library

Gadsden State Community College

Strategic Plan

Unit: Maintenance and Housekeeping Services-Gadsden **Year:** 2008-2009

Person Responsible: Stewart Davis

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

It is the mission of the Departments of Maintenance and Housekeeping at Gadsden State Community College to provide a quality environment for students, visitors, and employees to include cleanliness and efficient functioning of mechanical systems.

Long Range Goals:

- 1 Provide services to ensure satisfaction with housekeeping and maintenance
- 2 Upgrade obsolete equipment used in maintenance and housekeeping

Goal 1

To provide maintenance and housekeeping services that the majority of those surveyed will find satisfactory.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Provide services so that students and employees will be satisfied with the cleanliness of the college.

Assessment

Survey results will indicate that 90% of students and employees responding to the survey will be satisfied with the cleanliness of physical facilities of the Gadsden campuses.

Additional Funding Request: \$

Evaluation Findings

96% of the students and employees surveyed found the physical facilities of Gadsden

State Community College to be at an acceptable level of cleanliness.

Use of Findings

Maintenance and Housekeeping Services will continue present processes in an effort to continue to improve student and employee perception of the cleanliness of the College.

Goal 2

To upgrade obsolete equipment used in maintenance and housekeeping

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

To upgrade housekeeping equipment

Assessment

Was equipment purchased?

Additional Funding Request: \$10,000

To purchase (3) new buffers, (5) wet/dry vacs and (1) floor stripping machine.

Evaluation Findings

Additional funds were used to upgrade obsolete equipment used in maintenance and housekeeping. Three buffers, five wet/dry vacs and one floor stripping machine have been purchased.

Use of Findings

Upgrading obsolete equipment used in maintenance and housekeeping has proven to enhance the cleanliness and maintenance of the college. Other equipment needed will be identified.

Objective or Educational Outcome 2

To upgrade HVAC equipment

Assessment

Was equipment purchased?

Additional Funding Request: \$45,000

Purchase air handlers campus wide

Evaluation Findings

30 air handlers were purchased and installed on the Wallace Drive Campus.

Use of Findings

Upgrading HVAC equipment has proven to improve facilities operations and maintain a

comfortable learning environment for students and faculty. More replacements will be done as funding permits.

User:guest

Unit

Maintenance and Housekeeping Services-Gadsden

Gadsden State Community College

Strategic Plan

Unit: Maintenance Department-Calhoun County **Year:** 2008-2009

Person Responsible: Don Smith

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

It is the mission of the Departments of Maintenance and Housekeeping at Gadsden State Community College to provide a quality environment for students, visitors, and employees to include cleanliness and efficient functioning of mechanical systems.

Long Range Goals:

- 1 Expand the maintenance staff and purchase equipment to meet the needs for maintenance, cleanliness and renovation of buildings and grounds of the Calhoun County College campuses.
- 2 Resurface Ayers Campus roads.

Goal 1

To ensure buildings and grounds are clean and well maintained.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

The buildings will be clean and well maintained.

Assessment

A survey of students and employees will be used to define the cleanliness and maintenance of the physical facilities in Calhoun County. The survey will show a 90% or greater approval of the cleanliness of the facilities.

Additional Funding Request: \$**Evaluation Findings**

The survey of students in Calhoun County indicated that at the Ayers campus that 97% approved of the cleanliness of the buildings and 97% approved of the maintenance.

The survey of employees collegewide indicated that 98% approved of the cleanliness of the buildings as 94% with the maintenance.

Use of Findings

The maintenance and janitorial staff will continue to work toward further improvements in their duties, in order to maintain a high level of approval.

Objective or Educational Outcome 2

Perform major projects on Ayers Campus:

1. Replace roof on the Administration Building with a standing seam metal roof .
2. Replace roof on the Business Administration building with a standing seam metal roof.
3. Renovate building N.
4. Install new roof on the Computer Science Building.

Assessment

Document the completion of roofing the Administration building and Business Administration Building.

Document the renovation of Building N and the installation of the roof on the Computer Science Building.

Additional Funding Request: \$**Evaluation Findings**

The roofs on the Administration and Business Administration buildings have been completed.

We were unable to start the renovation of Building N and the roof on the Computer Science Building due to budget constraints, although we plan to start the renovation and complete the roof on the Computer Science building this year.

Use of Findings

The completion of the roofs has improved the buildings' appearance and the campus as a whole.

Goal 2

To review and update The Preventative Maintenance Plan to address routine maintenance needs.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Update Plan to help reduce long-term maintenance cost. Meet with maintenance staff to determine changes in plan. Meet with the Gadsden campus maintenance Director to standardize the Preventative Maintenance Plan. Complete the Preventative Maintenance

Plan and seek supervisor's approval.

Assessment

Document that the Preventative Maintenance Plan was updated.

Additional Funding Request: \$

Evaluation Findings

Staff meetings were held to discuss any needed updates to long- term maintenance in order to reduce cost. Preventative Maintenance Plan has been standardized and all campuses continue to work together.

The plan has been completed and approved and no further changes were needed at this time.

Use of Findings

This Preventative Maintenance Plan will help us to improve the quality of our campus.

Objective or Educational Outcome 2

Purchase new forklift and backhoe for the Ayers campus.

Assessment

Document that equipment was purchased.

Additional Funding Request: \$65,000

Purchase backhoe and forklift.

Evaluation Findings

A forklift was purchased this spring for the Ayers Campus.

We could not purchase the backhoe as planned due to funding.

Use of Findings

The purchase of the forklift has improved the efficiency of the maintenance department. A backhoe is still needed and efforts to acquire one is still on going.

Objective or Educational Outcome 3

Train 3 employees in Sprayfoam roofing application and purchase necessary equipment and materials to perform the work.

Assessment

Document the training and the purchase of the equipment and materials.

Additional Funding Request: \$78,500

Sprayfoam equipment: 48,500

Materials: 30,000

Evaluation Findings

Three employees were trained in the application of spray foam roofing materials in July, 2009.

The equipment was purchased this September.
Materials have will be purchased this November.

Use of Findings

The purchase of roofing equipment and the training of employees will save the college a significant amount of money in the cost of reroofing the rest of the buildings on campus.

User:guest

Unit

Maintenance Department-Calhoun County

Gadsden State Community College

Strategic Plan

Unit: Management Information System **Year:** 2008-2009

Person Responsible: Jeff Green

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

To integrate and provide multi-campus support for computer hardware, software applications, networking, and telecommunications to meet the academic standards and administrative functional needs of Gadsden State Community College.

Long Range Goals:

- 1 Expand fiber optic connections to all campuses.
- 2 Upgrade and enhance campus wide network with faster speeds and greater number of users.
- 3 Link campus classrooms using video and telecommunications.

Goal 1

Provide the college with the best possible technical support for the changing needs of the college.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

All fulltime faculty/staff will be connected to campus network.

Assessment

Compare number of college personnel currently connected to campus network to previous year's total to verify a 100 percent level of connectivity.

Additional Funding Request: \$

Evaluation Findings

Based on the Employee Evaluation of College and Services question 1, 91 percent agreed the College's computer network infrastructure supported their workplace needs.

Use of Findings

The computer center will implement Altiris (TM) software system to assess and track connectivity and hardware issues across all campuses and sites.

Goal 2

Evaluate new systems and maintain existing systems.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Employee Evaluation of the faculty/staff will verify if their needs are being met.

Assessment

Employee Evaluation by faculty/staff to determine a minimum of 90 percent of needs are met.

Additional Funding Request: \$

Evaluation Findings

Based on the Employee Evaluation of College and Services question 4, 89 percent agreed their technology equipment met their workplace needs.

Use of Findings

Determine what needs are not being met and correct to give minimum of 90 percent.

Objective or Educational Outcome 2

A sample of students will verify if their needs are being met.

Assessment

Use the student survey of campus services to determine if goal of 90 percent is being met.

Additional Funding Request: \$

Evaluation Findings

Based on the On-line Student Evaluation Of Campus and Services question 32, 96 percent agree needs are being met; question 33, 98 percent agree needs are being met; and question 48, 97 percent agree needs are being met. This gives an overall average of

97 percent agree needs are being met.

Use of Findings

Continuing to maintain current level of service to assure evaluations stay above the 90 percent level.

Goal 3

Provide academic, administrative support, and fulfill state reporting requirements.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Turn around time at end of semester for state reporting will be equal or better to previous year time.

Assessment

Compare current year average turn around time to previous year to verify maintaining expected dates or better.

Additional Funding Request: \$

Evaluation Findings

All reports to Postsecondary were submitted prior to due dates.

Use of Findings

Continue preparing and submitting all state reporting request prior to scheduled due date.

Objective or Educational Outcome 2

A survey of College personnel will determine if needs are being met in an acceptable time frame.

Assessment

Use the faculty/staff survey of campus services to determine if goal of 90 percent is being met.

Additional Funding Request: \$

Evaluation Findings

Based on the Employee Evaluation of College and Services question 3, 93 percent agreed the technical assistance from Computer Services met their workplace needs.

Use of Findings

Continuing to maintain current level of service to assure evaluations stay above the 90 percent level.

Goal 4

Provide the needed applications and support to pass computer based audit by Examiners of Public Accounts.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The computer based audit conducted by the Examiners of Public Accounts will contain no findings.

Assessment

Verify no findings in the yearly audit.

Additional Funding Request: \$

Evaluation Findings

No findings by the state auditors related to establish computing practices.

Use of Findings

Continuing to maintain current level of quality and maintain strict compliance with policies and procedures as outlined by the Department of Postsecondary.

User:guest

Unit

Management Information System

Gadsden State Community College

Strategic Plan

Unit: Mathematics & Engineering **Year:** 2008-2009

Person Responsible: Susan Williams Brown

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

Within the context of the Mission, Purpose, and Philosophy of Gadsden State Community College, the mission of the Division of Mathematics and Engineering is to provide courses that satisfy the requirements for certificate programs, degree programs, and transfer programs. The division seeks to satisfy these needs through providing the courses listed in the State Course Directory as needed.

Long Range Goals:

- 1 Examine and continue to improve college-wide placement and prerequisite process.
- 2 Develop and improve a master class schedule for the division.
- 3 Improve the advisement process for mathematics/engineering students through the use of such programs as the STARS articulation guides.
- 4 Support student learning of Mathematical skills and concepts.

Goal 1

Offer courses which permit students to complete the mathematics requirements associated with the two-year college AA, AS, and AAS degrees.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Examine annual master class schedule to ensure that appropriate classes are offered for the two-year college AA, AS, and AAS degrees.

Assessment

Examine class offerings to show that 70% of the mathematics courses offered per year

meet the requirements for the AA, AS, and AAS degrees

Additional Funding Request: \$

No additional funding is needed.

Evaluation Findings

Objective or Educational Outcome # 1: Of the total number of math classes (222) taught during the Fall 2008, Spring 2009, and Summer 2009 semesters, 144 classes (64.8%) meet the requirements for the AA, AS, and AAS degrees. (Math 100, 112, 110, 113, 116, 120, 125, 126, 131, 132, 227, 238, 265)

Use of Findings

Objective or Educational outcome #1 was not met. The results of the data show that more classes that meet the requirements for the AA, AS, and AAS degrees still need to be offered. The goal was not met due to budget constraints. It appears that the division is offering more developmental math classes than expected. A proposed remedy would be to increase departmental budget so that more full-time and part-time faculty could be hired. If funding were increased, more faculty could teach overload classes.

Objective or Educational Outcome 2

Analyze the mastery level of the annual cumulative data of the student learning outcomes objectives for the General Education classes MTH 100 and MTH 116. Use of these findings will be used to evaluate Gadsden State General Education Core Competency #4: Students will demonstrate the ability to perform basic computational skills.

Assessment

Collect and analyze results to see if a 70% mastery level is obtained in the student learning outcomes objectives dealing with the Gadsden State General Education Core Competency #4. Student learning outcomes will be compiled and analyzed by the Division.

Additional Funding Request: \$

No additional funding is needed.

Evaluation Findings

SACS Student Learning Outcomes were compiled and analyzed by the faculty of the Mathematics Division for Fall 2008, Spring 2009, and Summer 2009 and Annual Assessment. Several did not meet the 70% mastery level. The student learning outcome objectives in the Mth 116 and Mth 100 classes that did not meet the 70% mastery level are listed in the use of findings section that follows.

Use of Findings

MTH 116

#1 Student Learning Outcome Objective: Demonstrate the ability to solve problems involving ratios.

Measured by post-test exam.

Analysis and Action--Mastery rates were not at 70% for the annual tally for this objective. (It was 64.88%.) Even though mastery rates were not at a 70% mastery level for the annual tally the rates did improve to 82% in the last semester reported in this annual report, Summer 2009, therefore no major action is required at this time.) Instructors will continue to assign more practice problems involving ratios. Instructors will continue to monitor progress in this area.

#3 Student Learning Outcome Objective: Demonstrate the ability to solve problems involving percents.

Measured by post-test exam.

Analysis and Action--Practice problems will be assigned on percents. Even though mastery rates were not at 70% for the annual tally the rates did improve in the last semester reported in the fall 2008-summer 2009 annual report. (The mastery level was 87.13%.) Instructors will continue to monitor progress in this area.

MTH 100

All Student Learning Outcome Objectives met a 70% mastery level for the annual report in math 100 post-test data.

Measured by post-test exam.

Analysis and Action--Mastery rates were at 70% for the annual tally. Instructors will stress the importance of daily class attendance and participation. Instructors will encourage students to do daily homework assignments. Students will be encouraged to take advantage of the tutorial services on campus, as well as, the tutorial software provided by the textbook publisher.

Objective or Educational Outcome 3

Provide professional development training and activities for faculty and staff.

Assessment

Examine annual year-end professional development plans, faculty and staff professional leave request forms, and local professional development activity agendas.

Additional Funding Request: \$6000

Additional funding for professional development activities including, but not limited to, mathematical workshops both in-state and out-of-state travel.

Evaluation Findings

All full-time instructors attended some type of Professional Development either on campus or off campus.

Use of Findings

Most full-time instructors attended either "My Math Lab" and/or "Ilrn" and "Web Assign" software demonstration and they shared what they learned with other instructors and their appropriate students. They used the information in their instruction as needed. For example instructors update PowerPoint's and/or WebCT sites each semester as needed.

Objective or Educational Outcome 4

Purchase computer furniture such as carts, laptop risers, stands, etc... needed for utilizing computers and/or technology in instructional presentations.

Assessment

Examine purchase orders to see that at least five faculty carts, laptop risers, etc. are purchased per year until division has updated all computer furniture needs.

Additional Funding Request: \$2000

To purchase computer furniture as needed for instructional purposes.

Evaluation Findings

Division has ordered no furniture.

Use of Findings

Divisions budget needs to be increased in order to purchase furniture.

Objective or Educational Outcome 5

Purchase faculty computer equipment needed for instructional purposes.

Assessment

Examine purchase orders and examine school-wide technology funding list to ensure that at least 5 faculty computers, printers, and high quality flat panel monitors are purchased and to ensure that at least 5 tablets are purchased.

Additional Funding Request: \$25000

Additional funding to purchase faculty computers, printers, monitors, tablets, etc... as needed.

Evaluation Findings

7 faculty computers were purchased, 4 Toshiba tablets were purchased, 2 scanners, and 6 printers were purchased. 1 projection screen was purchased for McClellan classroom.

Use of Findings

These items will be used by instructors to incorporate technology into their instruction.

Objective or Educational Outcome 6

Evaluate current equipment used in labs and classrooms and purchase equipment as needed for instructional purposes to be used in labs and classrooms.

Assessment

Examine purchase orders and examine school-wide technology funding list to ensure that scanners and ceiling mount projectors are purchased as needed. Examine purchase orders and examine school-wide technology funding list to ensure that student computer

workstations with printers and at least 2 high quality flat screen monitors and a classroom set of scientific calculators, are purchased for lab and classroom use as needed.

Additional Funding Request: \$60000

To purchase computer equipment for lab/classrooms and student use.

Evaluation Findings

Division purchased 1 projection screen for classroom use at McClellan and 20 student computers for labs.

Use of Findings

1 projection screen for classroom at McClellan, 20 student computers with flat panel monitors for labs (12 in Naylor 206 and 8 in Naylor 207) were purchased. These items will be used to further the improvement of math instruction for all students. More funding is needed in this area. We will resubmit for this in the new tech funds request through the Dean's office.

Objective or Educational Outcome 7

Evaluate current computer software used in offices and labs.

Assessment

Examine software to determine if it is still appropriate and adequate for use in offices and labs and purchase additional software and updates as needed such as Adobe, Classmaster, and Mathtype.

Additional Funding Request: \$1000

To purchase software for labs and offices as needed.

Evaluation Findings

Division purchased Mathtype version 6.5 and Classmaster.

Use of Findings

The Mathtype software can be used by all full-time and part-time instructors for the purpose of typing tests, worksheets, and/or PowerPoint presentations. Classmaster software is mainly used by instructors to average student grades.

Goal 2

Provide developmental courses to help students acquire the competencies necessary for success in college-level courses.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Evaluate the progress of students in the developmental classes.

Assessment

Analyze full-time faculty grade reports to ensure that 70% of developmental students enrolled after final withdrawal date do achieve a level of learning necessary to enroll in college level math courses.

Additional Funding Request: \$30000

Additional funding for hiring additional lab assistants and student tutors as needed at all campuses.

Evaluation Findings

Objective or Educational Outcome #1: As shown in the divisions pass/fail summary of grade reports, for the year 2008-2009, 57.3% of the MTH 090 students achieved a "C" (75 or higher) and 61.15% of the MTH 098 students achieved a grade of "C". These classes had a combined passing rate of 59.41%. The results of this data also showed that MTH 090 and MTH 098 experienced a significant withdrawal rate. MTH 090 had a withdrawal rate of 21.8% and MTH 098 had a withdrawal rate of 31.64%.

Use of Findings

The results of the data show that neither MTH 090 nor MTH 098 met the objective or educational outcome. Both experienced a significant withdrawal rate. The division feels that these results were due to large class-size, which limits individual instruction. A proposed remedy would be to increase the divisions budget so that: (1) teachers 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 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 computers with a larger hard drive which would give faster internet connection could be purchased for the mathematics labs.

Goal 3

Offer courses that prepare transfer students to compete successfully with native students at respective colleges and universities.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Examine annual master class schedule to ensure that appropriate classes are offered.

Assessment

Examine master class schedule to ensure that 40% of the classes offered meet the mathematics component for transfer as a core mathematics course to four-year college programs.

Additional Funding Request: \$80000

Additional funding is required to hire additional full-time and part-time faculty and financial support for overload classes.

Evaluation Findings

Of the total number of math classes taught during the Fall 2008, Spring 2009 and Summer 2009 semesters (222) 62 classes (27.9%) meet the mathematics component for transfer as a core mathematics course to four-year college programs. (Math 112, 113, 110, 120, 125, 126, 227, 131, 132, 238, 265)

Use of Findings

Objective or Educational Outcome #1 was not met.

Results of the data show that 27.9% of classes offered will 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 not met. Division 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.

Goal 4

Offer courses that will enable students to complete the math requirements for technical/training for business and industry/occupational students in degree/certificate programs.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Examine annual master class schedule to ensure that appropriate classes are offered for the degree/certificate programs.

Assessment

Examine class offerings to show that 15% of the mathematics offered per year are MAH 101 and MTH 116.

Additional Funding Request: \$20000

Additional funding is required to hire additional part-time faculty and financial support for overload classes.

Evaluation Findings

Objective or Educational Outcome #1: Examination of the fall 2008-summer 2009 course offerings revealed that 44 of the 214 classes offered were either MTH 116 or MAH 101. Therefore, 20.56% 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.

Use of Findings

This educational outcome was met minimally which implies that we should continue offering such classes as needed.

Goal 5

Provide course offerings in the division which will meet the needs of our diverse student population which may include Web Enhanced classes.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Provide extensive long term individualized professional development training and activities for math faculty and staff to ensure that employees are prepared to perform their job using a variety of technology resources.

Assessment

Examine annual year-end professional development plans, faculty and staff professional leave request forms, and local professional development activity agendas.

Additional Funding Request: \$70000

Additional funding to hire sufficient technical support technicians to work with and conduct professional development activities needed to prepare math faculty and staff to be able to use technology in performing their job. Professional development funds to provide resources and/or training to math faculty and staff, which may include attending technology based training seminars and conferences.

Evaluation Findings**Fall 2008-Summer 2009 Professional Development Activities**

During fall 2008 at the Gadsden State Convocation the Instructors in the Mathematics Division attended Professional Development sessions dealing with SACS Program Learning Outcomes, the SACS QEP initiative.

Gadsden State Online Ethics Training for Faculty/Staff was mandated.

Tegrity Training workshops were made available to interested instructors in 2008-2009.

The Gadsden State Math Division had numerous Technology Demonstrations by various textbook publishers and textbook representatives including My Math Lab, and Ilrn Web Assign software.

Use of Findings

More Professional Development money is needed to do more in-depth training.

Objective or Educational Outcome 2

Purchase technology equipment and software to perform job activities related to technology.

Assessment

Examine purchase orders and examine school-wide technology funding list to ensure that appropriate equipment and/or licenses are purchased.

Additional Funding Request: \$30000

To ensure that appropriate computer hardware and software will be purchased as needed.

Evaluation Findings

Division purchased Math Type, Classmaster, 6 printers, 4 Toshiba tablets, 2 scanners, 7 faculty computers, 20 lab student computers.

Use of Findings

More technology funding is needed to provide adequate equipment for all labs and offices at every campus.

Objective or Educational Outcome 3

Purchase student desks that will be more efficient and more accommodating for all of our students especially those who need special seating accommodations.

Assessment

Examine purchase orders to ensure that student desks were purchased.

Additional Funding Request: \$6000

Purchase student desks that will be more efficient and more accommodating for all of our students especially those who need special seating accommodations.

Evaluation Findings

Division purchased 10 student chairs.

Use of Findings

More funding is needed to purchase appropriate student desks.

Objective or Educational Outcome 4

Purchase door locks to maintain secure environment for records, equipment, faculty/staff, and students.

Assessment

Examine purchase orders to ensure that appropriate equipment has been purchased.

Additional Funding Request: \$2000

To ensure that all locks are replaced on second floor of Naylor Hall for security purposes.

Evaluation Findings

Objective or Educational Outcome not met due to budget constraints.

Use of Findings

Appropriate funding needed to purchase appropriate equipment and locks.

Objective or Educational Outcome 5

Purchase signs for Naylor Hall to ensure that buildings are well labeled so that emergency personnel will be able to locate the appropriate place in case of an emergency. This would help with the uniformity of signs across campus.

Assessment

Examine purchase orders to ensure that the appropriate signs are ordered.

Additional Funding Request: \$500

Purchase signs for Naylor Hall to ensure that buildings are well labeled.

Evaluation Findings

Objective or Educational Outcome not met due to budget constraints.

Use of Findings

Appropriate funds need to be made available in division budget in order that signs may be purchased.

User:guest

Unit

Mathematics & Engineering

Gadsden State Community College

Strategic Plan

Unit: McClellan Center **Year:** 2008-2009

Person Responsible: Kelley Haynes

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

The McClellan Center of Gadsden State Community College is committed to this mission and seek to provide all students with opportunities for educational, personal, and professional advancement. The McClellan Center is also committed to becoming an integral part of the lives of those communities that it serves through continued cooperation with civic, business, and industrial leaders.

Long Range Goals:

- 1 Expand course offerings in all formats to better serve students, industry and community.
- 2 Provide professional development opportunities at the McClellan Center for staff and faculty.
- 3 Continue ongoing cooperation and visibility with industry, community, and workforce in the area.

Goal 1

To recruit and serve students in our service area and provide opportunities to help them achieve educational, personal, and professional goals.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Success in this area will ensure the McClellan Center is committed to serving the needs of the students.

Assessment

Increase student enrollment by 5%. Accomplish this goal through onsite advisement to work with new students and existing ones, cross training among office staff, onsite tutoring, and class offerings in various formats, times, and days.

Additional Funding Request: \$**Evaluation Findings**

McClellan did not increase enrollment by 5% but remained even for the year.

Onsite advisement was conducted.

Tutors were available to all students in various subjects.

Classes were offered in various formats, times, and days.

Use of Findings

Continue to work with students and faculty on class offerings to best meet students needs.

Continue to work with community leaders to ensure offerings that will meet needs of community.

Goal 2

Maintain an active presence in the in the lives of those communities that the McClellan Center serves through cooperation with civic, business and industrial leaders.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 2

Success of this goal will establish positive interaction among employees of Gadsden State, the community, and potential students.

Assessment

At least 90% of employees will maintain a membership in a professional and/or volunteer organization and serve as a mentor to students at the McClellan Center. Each employee will keep records of involvement and interaction.

Additional Funding Request: \$

Evaluation Findings

All office and staff personnel at the McClellan Center participate in a student club organization, community organization, local high school, and/or professional organization.

GSCC participated in Relay for Life and United Way

GSCC McClellan staff and students serves as volunteers for the Music at McClellan summer concert series.

Job Fairs, Blood Drives, Health Fairs, and other student involvement activities were held at the GSCC McClellan Center.

Various business groups held seminars and classes at the GSCC McClellan Center.

Leadership Calhoun County toured the GSCC McClellan Center as part of their Higher Education Day Program.

High School tours are conducted throughout the Fall and Spring semesters.

Faculty and staff speak to area schools and civic groups throughout Fall and Spring semesters.

McClellan Hospitality Day is held every Spring semester at McClellan.

Use of Findings

Continue to maintain membership in professional and/or volunteer organization.

Ongoing involvement in community activities for staff and students.

Goal 3

Provide students, faculty, and staff with appropriate technology needed to best accomplish their goals and objectives.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 3

Success of this goal will prepare students for the workplace and/or senior institutions.

Assessment

To obtain tegrity stations in three classrooms, projectors and smartboards throughout the McClellan Center to enable faculty to integrate technology in classrooms and better serve the students.

Additional Funding Request: \$**Evaluation Findings**

A projector and computer cart has been purchased for Social Sciences.

Projector and smartboards have been installed in two classrooms.

Laptop purchased for Math instructor.

Laptops and projectors are available for use for all faculty and staff through the Library.

Use of Findings

Continue to encourage technology in the classrooms and to address specific needs within departments.

User:guest

Unit

McClellan Center

Gadsden State Community College

Strategic Plan

Unit: Nursing Assistant **Year:** 2008-2009

Person Responsible: Connie Meloun / Ann Haynes

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

Within the context of the mission, purpose, and philosophy of Gadsden State Community College, the mission of the Nursing Assistant Program is to provide the educational services that satisfy both the needs in the College service area for certified nursing assistants who are cross trained to work in various health care settings and the desire of people who seek short term training for careers in the medical field. The Nursing Assistant Program does provide a means for students who successfully complete the Nursing Assistant Program to progress to the Practical Nursing Program. Nursing Assistant students will not only be competently prepared with the skills needed in the health care field, but also will possess the compassion, communication, and critical thinking skills needed to function in various health care settings. The students are taught to recognize patients as individuals with specific needs.

Long Range Goals:

- 1 Acquire additional advanced/simulation equipment for laboratory demonstration and student practice and validation.
- 2 Increase enrollment to admit twenty students per semester.
- 3 Graduates interested in pursuing nursing will apply to the Practical Nursing Program.
- 4 Hire an additional full-time instructor.
- 5 Obtain additional instructional class and lab space to accommodate both first and second semester students simultaneously each semester

Goal 1

Provide students with knowledge and skills to competently and safely perform basic patient care and phlebotomy procedures.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students will perform competently in the classroom, lab and clinical setting.

Assessment

A. 80% of nursing assistant students will have a course average of 75% or above including unit and final exams, out-of-class assignments, assigned computer activities and individual/group activities B. Score an "effective" (75%) on all lab skills validations; C. Score a 75% or greater in the clinical setting

Additional Funding Request: \$5114(Tech Fees)

Scantron --\$3,200; Yearly Maintenance Fee --\$940; Blood Pressure Simulation equipment -- \$974

Evaluation Findings

A. 93% of the students completed the course with a 75% or greater on unit exams, assignments, computer activities, and group activities. B. 92 % completed lab skill validations with a 75% or greater. C. 85% completed clinicals with a 75% or greater.

Use of Findings

In this assessment period two students did not complete the program through not attending and not withdrawing but receiving a failing grade.

Faculty will continue with instructional and evaluation methods to assist students in being successful in the program and to prepare them for the nursing assistant certification exam. To assist perspective applicants for the program in understanding the duties and responsibilities of the nursing assistant, a meeting will be held to discuss these duties and the importance of nursing assistant competency. When possible, students already enrolled in the program may meet with the perspective students to answer questions regarding course requirements, study habits, class demands, etc.

Objective or Educational Outcome 2

Students will utilize WebCT for assignments and as an additional method of communication with instructor and other students.

Assessment

A. 75% average on online assignments

B. All online assignments will be submitted through WebCT email

Additional Funding Request: \$500 (Tech fees)

Interactive computer software -- \$500

Evaluation Findings

As per instructor's observation 100% of students located assignments, course materials, and assigned activities in WebCT. 95% of assignments were submitted through WebCT.

Use of Findings

Students and instructors utilize WebCT for assignments, course materials and e-mail. Additional interactive software is needed for training in preparation for the clinical area and certification testing.

Objective or Educational Outcome 2

Provide students with training equipment and supplies necessary for learning basic patient care skills.

Assessment

A. End of Course Evaluation and End of Program Evaluations: 90% of students will "agree" or "strongly agree" they had access to equipment and supplies needed to successfully perform patient care skills; Six-Month Graduate and Six-Month and One-Year Employer Evaluations: 90% will "agree" or "strongly agree" the graduate was adequately prepared to perform basic care skills.

Additional Funding Request: \$6500 (Voc Tech)

2 electric beds -- \$3000; Dynamap -- \$2200; 6 bedside tables -- \$900; Oxygen Saturation Monitor -- \$400

Evaluation Findings

A. 22 of 22 students completed the End of Course and End of Program Surveys. 100% "strongly agree" or "agree" they had access to equipment and supplies needed to successfully perform patient care skills.

Six month and 1 year Employer surveys: Only 6 of 22 graduates are working in health care, 8 are employed in non-health care positions, and 8 are attending school. Of the Six month graduate surveys, 3 of 6 surveys were returned, 3 of 3 "strongly agree" or "agree" they were adequately prepared to perform basic skills. Only 1 of 3 employer surveys were returned an indicated "strongly agree" or "agree" they were able to perform basic skills. Six 1 Year Employer surveys were mailed with only 4 returned; 3 of 4 agreed the the graduates were able to per form basic skills.

Use of Findings

Continue to monitor available supplies and equipment, upgrading as needed to promote student success in the clinical setting and in completing the program as well as successful completion of the certification exam.

Goal 2

Provide students with instruction and support to aid in their completion of the program.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Provide instructor assistance and an area (within the Nursing Assistant Building) with access to Tegrity for individuals and/or groups to study and review lectures and skill demonstrations.

Assessment

Area (within the Nursing Assistant Building) with tables and chairs, computer with Tegrity, supplies to practice skills, and instructor assistance.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A computer for student use is available in the classroom/lab area. Skill demonstrations are recorded via Tegrity for student review during practice in the lab. All lectures are recorded on Tegrity for student review. Through a Title III grant, all students are issued a lap top for use while in this program, allowing students access in the classroom and at home.

Use of Findings

Supplies will be readily available for student practice in the lab. The classroom and lab will be available during non-class hours for additional practice and study. The instructor will be available to assist students during practice times. Student utilization of the technology available, lab supplies and instructor assistance increases student success in completing the course, clinical competency, and certification testing.

Objective or Educational Outcome 2

Instructor will be provided access to current educational methodologies and laboratory simulation equipment.

Assessment

Instructor attendance at national, regional and statewide conferences, workshops etc. related to educational methodologies and laboratory simulation equipment.

Additional Funding Request: \$2000 (Voc Tec/Margin of Excellence)

"Nursing Skills Laboratories Conference" in St. Louis, Missouri June 2009 -- \$2000

Evaluation Findings

Unable to attend due to a decrease in funds available.

Use of Findings

Continue to request continuing education funding when available.

Objective or Educational Outcome 3

Tegrity will be utilized in the presentation of lecture and lab demonstrations.

Assessment

A. 100% of full-time faculty will indicate on Health Sciences Resource Survey that technical support was available in their use of Tegrity. B. On the Tegrity Survey 90% of students will indicate "agree" or "strongly agree" on the availability of Tegrity and its usefulness.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

On the Health Sciences Resource Survey there was not a specific item related to the technical support available in the faculty's use of Tegrity. There is a survey item "The technical support is adequate to meet the technical needs of the program" Of the returned surveys from instructors in the health sciences division 30% strongly agreed; 35% generally agreed; 30% neutral; and 5% strongly disagree.

There is no data available from the Tegrity Survey as it was not administered.

Use of Findings

The full time instructor in the Certified Nursing Assistant Program does utilize Tegrity in lectures and presentation of lab skills. Technical support is available at the Valley Street Campus where the program is taught. There are two part-time instructors teaching in the Certified Nursing Assistant Program each teaching a course in the curriculum. One does not utilize Tegrity and the other utilizes Tegrity depending on the activity for the content being presented. Instructors will continue to be encouraged to utilize Tegrity in their courses. Students have verbalized to full time instructor that Tegrity has been helpful to them in reviewing content and/or to have access to content that was missed due to absence from class. Faculty will look at including an item on "End of Program Survey" regarding the usefulness of Tegrity for students throughout the program.

Goal 3

Program graduates will be proficient to work in various healthcare settings.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Program graduates will obtain certification in nursing assistant and/or phlebotomy.

Assessment

90% of program graduates who take either certification exam will pass on the first attempt.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

During this period, 22 were eligible to test, 21 tested, 19 (91%) passed on the first attempt.

Use of Findings

Continue to place emphasis on the requirements for certification, providing lecture, equipment and supplies needed for student success on the certification exam

Objective or Educational Outcome 2

Graduate will obtain employment in healthcare setting.

Assessment

On Six-Month Graduate Survey, 90% of respondents will indicate they have obtained employment in a healthcare setting.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

100% of the respondents to the Six-Month Graduate Survey are working in health care. As only 3 graduates responded to this survey there was not an adequate number of respondents to successfully evaluate this outcome.

Use of Findings

Emphasis will be placed on the importance of completing and returning the six month evaluation form. Follow-up e-mail or phone calls will be utilized to remind graduates the importance of completing and returning the surveys in a timely manner.

Objective or Educational Outcome 3

Employers will indicate satisfaction with graduates' performance in the work setting.

Assessment

Six-Month and Twelve-Month Employer Surveys: 90% will indicate "agree" or "strongly agree" that they are satisfied with graduate's performance.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Only four Six Month and one One Year Employer Surveys were returned. Of these 5,

four "strongly agree" or "agree" that they were satisfied with the graduates performance. One employer indicated that the graduate/employee was no longer employed at the facility due to attendance and attitude problems. Upon review of this particular graduate file, the same problems were noted during class and clinical rotations.

Use of Findings

Continue to mail surveys at Six Month and One Year. Follow-up phone calls and e-mail to employers to express the importance of returning the surveys will be done. In-depth review of any survey rating of "disagree" or "strongly disagree" will be review individually to assess any program changes which might be needed.

Goal 4

Provide students with knowledge, skills and opportunities to engage in professional communication and critical thinking.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students/graduates will demonstrate professional communication skills in class, lab and clinical settings.

Assessment

A. Students will obtain a minimum of 75% on communication skills lab activity. B. On clinical evaluation students will obtain a minimum of 75% on communication skills. C. End of Program Evaluation: 90% of students will indicate "agree" or "strongly" agree they were taught professional communication skills. D. Six-Month Graduate Survey and Six-Month and Twelve-Month Employer Surveys: 90% of respondents will indicate "agree" or "strongly agree" that graduate communicates professionally.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- A. 96% of the students scored 75% or above on the communication skills lab activity.
- B. 85% of students scored 75% or greater on the communication section of the clinical evaluation form.
- C. 100% of the students "strongly agree" or "agree" they were taught professional

communication skills on the End of Program Evaluation.

D. 100% of Six Month Graduate Survey and the Six Month Employer Survey "strongly agree" or "agree" the graduates communicate effectively, 95% of the Twelve Month Employer Surveys "strongly agree" or "agree graduates communicate effectively.

Use of Findings

To promote professional communication, the program will continue to emphasize professional communication skills through class lecture, case studies, and role play.

Objective or Educational Outcome 2

Students/graduates will exhibit critical thinking skills in class, lab and clinical settings.

Assessment

A. Students will obtain 75% on Critical Thinking Quiz. B. Clinical Evaluation: Effective (at least 75%) on all critical thinking elements. C. End of Program Survey: 90% of students will indicate "agree" and "strongly agree" they were prepared to critically think. D. Six-Month Graduate Survey and Six-Month and Twelve-Month Employer Survey: 90% of respondents will indicate "agree" or "strongly agree" that graduate is prepared to critically think.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A. 17/21 (81%) of students scored greater than 75% on critical thinking quizzes. B. 95% of students scored 75% or greater on the critical thinking elements on the clinical evaluation tool. C. On the End of Program Survey, 100% of the students "strongly agree" or "agree" they were prepared to think critically. D. 100% of the respondents to the Six Month Graduate Survey and the Six Month Employer Survey "strongly agree" or "agree" the graduates are prepared to think critically. 95% of the Twelve Month Employer Survey indicate the graduates are prepared to think critically.

Use of Findings

To prepare the graduated to think critically, exam questions, case studies, lab scenarios, and clinical situations are utilized to teach critical thinking. Successfully completing these areas will prepare the student for the clinical area and success on the certification exam.

Goal 5

Increase public awareness of the availability and uniqueness of program.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Educate community members including high school students and counselors as to the program, employment opportunities, and professional growth potential.

Assessment

25% increase in program applications annually.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Fifty-two completed applications were received from Fall 2008 - Summer 2009 for the nursing assistant program. Thirty-one applications had been received the previous year.

Use of Findings

The nursing assistant program continues to grow with a 67% increase in applications from the previous year. The nursing assistant program is included in recruitment activities along with other health care programs within the health sciences division. An "Applicant Information Session" is under consideration as a way of informing potential students what will be expected of them in the nursing assistant program.

Objective or Educational Outcome 2

Inform healthcare agencies as to the program's cross training of multiple skills and potential certifications.

Assessment

Inquiries from healthcare facilities regarding the program as tracked by program director/instructor and program advisor.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Program director/instructor has received inquiries from three healthcare facilities and one physician office regarding what content and skills students are being taught in the program, and the length of the program.

Use of Findings

Program director/instructor will continue to maintain contact with various healthcare agencies in the area and through the the annual advisory meeting.

Goal 6

Maintain State Department of Public Health/Nurse Aid program approval

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain records per State guidelines for recording students' class attendance, test scores, skill validations, clinical evaluations, training competency forms and certificate of program completion.

Assessment

Approval maintained through on-site survey.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Records for student attendance, test scores, skill validations, clinical evaluations, training competency forms and certificate of program completion are maintained.

Use of Findings

Continue to keep records of student attendance, test scores, skill validations, clinical evaluations, training competency forms and certificate of program completion will be maintained as required.

User:guest

Unit

Nursing Assistant

Gadsden State Community College

Strategic Plan

Unit: Planning, Research & Effectiveness **Year:** 2008-2009

Person Responsible: Teresa Rhea

Cabinet Member: Lisa Thacker **Approved**

Mission Statement:

The Mission Statement of the Department of Planning, Research & Effectiveness is to conduct research activities that provide accurate and accessible information to support institutional planning and assessment; to report institutional data to the College's various constituencies including Federal and State agencies; to provide the College with leadership, direction and technological facilities to support the regular, systematic, and accurate assessment of the institution's efforts to fulfill its Mission, Goals and Objectives; and to coordinate with the Institutional Planning Committee to encourage and monitor broad constituent participation in the College's planning processes.

Long Range Goals:

- 1 To continue to develop the Institutional Effectiveness On-line System to include evaluations and surveys, standardized forms and IE processes, as well as an archive of the Strategic Plans for Institutional Effectiveness.
- 2 To develop components within surveys/evaluations that promote diversity awareness within Gadsden State faculty, staff and students.

Goal 1

To engage in research activities to produce accurate and accessible data in support of strategic planning, evaluation and public relations to College employees and interested constituencies, including those served by the Diversity Committee.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Research, purchase and implement new institutional research software and hardware in order to make the process more efficient and its products more accessible to the College's administration, faculty and staff, and external constituencies.

Assessment

Results of the Employee Evaluation of Colleges and Services will show that 90% of those responding to the question "The Office of Institutional Research provides data as needed for the decision-making process" strongly agreed or agreed.

Additional Funding Request: \$2251

Purchase Tableaux Software necessary for tables and charts in the new Fact Book runs about \$1,400 per station.

Evaluation Findings

99% of respondents "Agree" or "Strongly Agree," or responded "No Opinion/Don't Know" that data is provided as needed for the decision-making process.

User license for Tableaux was purchased, downloaded and is currently in use.

Use of Findings

Production and dissemination of the Factbook is planned to provide improved access to those Employees who responded "No Opinion/Don't Know." The Factbook is planned for release in early December.

Tableaux has been a useful statistical tool for the production of State Reports and is currently being used in the development of the 08-09 Factbook. An Institutional license is being considered as a joint effort by the Computer Center and IE/IR for the next budget year.

Objective or Educational Outcome 2

Produce in-house bound Fact Book that presents the history, current mission and activities of the College as well as current pertinent data in easily understandable and aesthetically pleasing manner.

Assessment

The 2008-2009 Fact Book will be produced before August 2009.

Additional Funding Request: \$2,000

\$2,000.00 is requested for materials and supplies.

Evaluation Findings

The 2008-2009 Factbook is under construction and the expected publication date is November 1, 2009

Use of Findings

Due to personnel changes and other factors unrelated to the Factbook, publication had to be delayed. Consideration is being given to using October 1 as the publication date for future Factbooks. This allows for the validation of data and the later date allows more IE/IR personnel to be available for production.

Goal 2

Increase staff knowledge of the Institutional Effectiveness and Research processes.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Enhance the awareness and knowledge of the Institutional Effectiveness and Research arenas by actively participating in the national Association of Institutional Research (AIR) and its Southern Regional (SAIR) and State (ALAIR) organizations, as well as other reputable organizations.

Assessment

Joining the AIR, SAIR, and ALAIR organizations.

Additional Funding Request: \$2,250

\$250.00 for membership fees. \$2000 for out-of-state travel.

Evaluation Findings

Memberships in AIR, SAIR and ALAIR professional organizations have been obtained.

Use of Findings

The previous director of Institutional Planning and Research attended the national AIR conference in Seattle. The current director and Institutional Effectiveness Consultant attended the ALAIR conference in Jacksonville, AL.

Objective or Educational Outcome 2

In order to establish the Department of Planning, Research and Effectiveness on a

foundation of existing research and emerging trends in IE and IR, the staff will subscribe to listservs, journals, magazines and other publications related to the topics.

Assessment

The staff will subscribe to at least two related listservs and three bound periodicals related to IE and IR.

Additional Funding Request: \$750

To purchase three periodicals.

Evaluation Findings

Subscriptions have been obtained for the AIR and ALAIR listservs. A subscription has been continued for *Research in Higher Education: Journal of the Association for Institutional Research*.

Use of Findings

Newsletters for these organizations are reviewed monthly in addition to review of Research in Higher Education.

Objective or Educational Outcome 3

Visit various Gadsden State campuses and other institutions' offices of research and effectiveness in order to share ideas and methodologies, as well as to support the College's transition to a new administrative computer system.

Assessment

Planning, Research and Effectiveness staff will have visited various Gadsden State campuses at least six times throughout the year.

Additional Funding Request: \$1,300

\$1,300 to increase travel budget.

Evaluation Findings

Numerous opportunities for consultation with other Institutional Researchers have been made available through the process of securing re-accreditation. Visits were made to all campuses and sites in the process of reviewing Unit Plans and the evaluation of Student Learning Outcomes. Additionally, attendance at the SACS Summer Institute in Houston, TX, July 2009 provided opportunity to confer with other Institutional Researchers and Directors of Institutional Effectiveness. Acquisition of new administrative computer system has been delayed due to budget restraints.

Use of Findings

The Office of Institutional Planning and Research will continue to consult with colleagues from various colleges and universities. Due to economic considerations the implementation of a new administrative computer system has been delayed at the Alabama Community College System level.

Goal 4

Provide ongoing Institutional Effectiveness professional development to all College employees to ensure understanding of the institutional effectiveness process and outside agencies' increasing

demands for accountability.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Offer professional development to ensure that all employees understand the Institutional Effectiveness process, its relationship to budgeting and the Mission of the College, and evolving requirements of internal and external constituencies.

Assessment

1. The Planning, Research and Effectiveness staff will offer professional development at the annual budget managers meeting and at least one other workshop (e.g. Student Learning Outcomes) during state mandated professional development days.
2. A minimum of 90% of the respondents to the Employee Evaluation of College and Services will "Agree" or "Strongly Agree" to the statement "I understand the Institutional Effectiveness Process."

Additional Funding Request: \$

Evaluation Findings

1. A program on the relationship to budgeting and planning was presented at the annual budget managers meeting in March, 2009. Professional Development was presented at Inservice Meetings in August 2008 on "Strategic Plans: Use of Findings." In November, 2008 a program on "Development of Unit Goals and Objectives" was presented.
2. 80% of respondents to the "Employee Evaluation of College and Services" Survey responded "Agree" or "Strongly Agree" that they understood the Institutional Effectiveness process. 15% reported "No Opinion/Don't Know"

Use of Findings

1. All budget managers were required to attend the meeting. Budget managers assigned to campuses and sites other than the Wallace Drive campus participated in the meeting through interactive communication links and the session was recorded on Tegrity for the convenience of those who were unable to accommodate the scheduled time.

2. Professional Development and other communication with the faculty and staff of the college will be developed to promote a broader understanding of the Institutional Effectiveness principles and processes. Small group meetings will be arranged to provide a forum for dissemination of information in a question/answer format. In addition, publication of the Factbook will help constituents understand the mission of the Planning, Research and Effectiveness office.

User:guest

Unit

Planning, Research & Effectiveness

Gadsden State Community College

Strategic Plan

Unit: Practical Nursing Program **Year:** 2008-2009

Person Responsible: Connie Meloun / Brenda Holman

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

The mission of the Practical Nursing program is to provide educational services that satisfy both the needs in the College service area for licensed practical nurses and the desire of people who seek a relatively short-term technical program to prepare them for a career. Practical nursing education can also be viewed as a vehicle for career mobility. As an Alabama State Board of Nursing approved program, there is dedication among the faculty to incorporate the most current knowledge and technology in the preparation of nurses who, under the supervision of a registered nurse, licensed physician, or licensed dentist, perform activities that contribute to the prevention of illness, as well as the promotion, maintenance and restoration of health.

Long Range Goals:

- 1 Evaluate the success of the "Alternative Track" (Part-Time) curriculum.
- 2 Develop a test bank that is accessible to all LPN campuses.
- 3 Continue development of Alabama College System Curriculum Program Outcomes.
- 4 Develop a plan for teaching the LPN curriculum at multiple campus sites.
- 5 Obtain National League for Nursing Accreditation.
- 6 Implement more on-line course work/offerings.
- 7 Incorporate the use of video conferencing in teaching specific subject matter.
8. Develop a structured faculty mentoring program.

Goal 1

Prepare students for licensure and successful practice as licensed practical nurses.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will pass the NCLEX exam in their first attempt.

Assessment

1. At least 80% of the graduates who take the NCLEX-PN examination within one year post-graduation will pass the examination on the first attempt.
2. The rate for graduates who pass the NCLEX-PN examination on the first attempt within one year post-graduation will meet or exceed the state and national averages.
3. 100% of students will pass the Exit HESI exam in 3 attempts.

Additional Funding Request: \$4,000 Voc Tech; Margin of Excellence

1. New faculty especially need to attend workshops that address Test Construction regarding the New PN Test Plan and Student Success on NCLEX.
2. Faculty need to attend workshops on "How to Implement Concept Mapping" for classroom and clinical instruction.

Evaluation Findings

1. 98.3% of graduates passed the NCLEX-PN examination on the first attempt during the 10/01/08-9/30/09 testing period. 59/60 graduates successfully passed on their first attempt.
2. Graduates exceeded the state average of 94.8% and the national average of 85.2% for first-time NCLEX-RN candidates.
3. 40% of graduates met the benchmark of 850 in three attempts of the comprehensive HESI exam at the end of program.

Use of Findings

These results indicate that graduates are prepared and successful on the NCLEX-PN. Most students who did not meet the benchmark of 850 on the comprehensive assessment HESI declined to retake the exam. All were required to do a live review and offered faculty-guided remediation. The overall success of the students validates the use of individualized remediation plans and the introduction of alternative teaching

methods. The comprehensive assessment HESI exam is useful for remediation and identification of weak areas. The provision of the live review for students has improved board scores and will be continued. Continued refinement of course objectives and teaching methods will be the focus of faculty development as well as test construction and use of enhanced simulation. The addition of advanced simulation labs and an online learning and testing system will offer a more comprehensive educational experience.

Objective or Educational Outcome 2

Student's will preform competently in classroom, college labs and in the clinical settings as evidenced by:

- a. communicating effectively in the health care setting.
- b. administering medications safely.
- c. assessing and planning care for patients of various age groups and medical diagnosis/conditions.
- d. the safe implementation of patient care.
- e. performing nursing skills.

Assessment

2a. #1 In each nursing course except NUR 104, 80% of students will correctly answer questions related to therapeutic communication on each unit and final exams.

2a. #2 90% of students will complete at least one process recording in each clinical course with this requirement with a grade of 75% satisfactory or above.

2a. #3 On the "End of Program Student Satisfaction Survey" 90% of students will indicate "agree" or above on Part I ...Having obtained knowledge, skills, and experience for the care of patients in all age groups, the graduate is competent to: Communicate effectively with patients, families, and health team members."

2b. #1. 95% of students will achieve a grade of 75% or above in NUR 104

Pharmacology

2b. #2. 100% of students will achieve a score of 90% or above (in 3 attempts) on a pharmacology exam (dosage calculations) at the beginning of the semester they take NUR 105 and at the beginning of the semester they take NUR 107.

2b. #3. In each clinical nursing course, 95% of students will score 75% or above in the medication portion of the clinical evaluation form.

2b. #4. In each nursing course except NUR 104, 90% of students will correctly answer dosage calculation questions on unit exams and final exams.

2b. #5. On the first attempt 90% of students will be evaluated as "satisfactory" in medication administration lab validations.

2c. #1. 90% of students will achieve a minimum of 75% on exams/exam questions related to assessment and planning care for patients in each related nursing course.

2c. #2. 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Form on the "Assessing and Planning Care" section.

2c. #3. 90% of students will achieve a minimum of 75% on the assessing and planning portions of each nursing care plan/concept map.

2d. #1. 90% of students will achieve a minimum of 75% on exams/exam questions related to the implementation of care for patients in each related nursing course.

2d. #2. 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Form on the "Implementation of Care" section.

2d. #3. 90% of students will achieve a minimum of 75% on the implementation portion of each nursing care plan/concept map.

2e. #1. 90% of students will be evaluated as "satisfactory" on the performance of each nursing skills lab validation.

2e. #2. 95% of students will be evaluated as "satisfactory" (at least 75%) on the Clinical Evaluation Form on the section "Nursing Technique and Performance."

2e. #3. 90% of students will score at least 80% on test items pertaining to nursing skills in all nursing courses.

Additional Funding Request: \$4,000 Voc Tech

In order to fulfill the College objectives/assessments #5 to provide continuing education and personal enrichment opportunities as it relates to cultural issues- the faculty need additional books/computer programs/workshops devoted to diversity and cultural relationships in the health care system.

Evaluation Findings

2a#1. The communications module and final exams were analyzed. 66% of students correctly answered exam questions assessing effective communication. In addition, the end of program comprehensive assessment exam was analyzed. In the category of therapeutic communications, students averaged a score of 807, which is below the acceptable and recommended level for NLNAC accreditation.

2a#2. 100% of students satisfactorily (above 75%) completed one or more process recordings in NUR 102 and NUR 108.

2a#3. On the "End of Program Student Satisfaction Survey", 100% of students indicated that

"agreed" or "strongly agreed" in the category "RN communicates satisfactorily with patients/family/staff."

2b#1. Of the 111 students who completed Pharmacology at all PN campuses, 93.3% were successful in scoring above 75%.

2b#2. 100% of students achieved a score of 90% or above in three attempts or less at the beginning of NUR 105 and NUR 107.

2b#3. On the clinical evaluation form, 96.23% of students were evaluated as satisfactory in the category "demonstrates the safe performance of selected nursing skill; medication administration."

2b#4. In all clinical nursing courses, greater than 90% of students correctly answered dosage calculation questions on unit tests and final exams. In addition, students averaged a score of 846 on the comprehensive assessment exam, which exceeds both accepted and recommended levels for PN graduates.

2b#5. 98.4% of students were evaluated as satisfactory on their first lab validation attempt.

2c#1. Greater than 90% of students achieved a satisfactory (above 75%) on exam questions

related to assessment and planning care for patients in related nursing courses. In addition, the comprehensive assessment exam was analyzed in the categories of assessment and planning. Students averaged a score of 854 in assessment which is above

the accepted and recommended levels. In planning, students averaged a score of 890, which is above accepted and recommended levels.

2c#2. On the clinical evaluation tool, 98.3% of students were evaluated as satisfactory (above

75%) in the assessment portion: "collects data related to the client's level" and the planning portion: "begins to identify outcomes" and "begins to identify interventions".

2c#3. 100% of students achieved a satisfactory (above 75%) on the assessment and planning

portions of concept maps. Additional attempts were necessary for some students.

2d#1. Greater than 90% of students achieved a satisfactory (above 75%) score on exam questions related to implementation of care for patients in related nursing courses. In addition, the comprehensive assessment exam (HESI) was analyzed in the implementation category of the nursing process. Students averaged a score of 789.7 which is slightly below the acceptable and recommended level of 850.

2d#2. On the clinical evaluation tool, 98.7% of students were evaluated in the clinical setting as

satisfactory (above 75%) in the implementation of patient care categories of "adapts nursing care to patient" and "understands basic scientific principles".

2d#3. 100% of students achieved a satisfactory (above 75%) on the implementation portion of

assigned concept maps. Additional attempts were necessary for some students.

2e#1. 100% of students were evaluated as satisfactory on the performance of each nursing skill validation in order to progress in the program. Additional attempts were necessary for some students.

2e#2. On the clinical evaluation tool, 98.7% of students were evaluated as satisfactory in the

category "nursing technique and performance".

2e#3. Greater than 90% of students scored 80% or higher on test items pertaining to nursing

skills in all clinical nursing courses. In addition, the comprehensive assessment (HESI) was analyzed in the core category of technical skills. Students averaged a score of 805.7 which is below the accepted and recommended levels. On the Six Month Post Graduate Survey, 100% indicated that clinical competency was achieved.

Use of Findings

These results indicate a positive progression in knowledge and skills throughout the nursing education program. Students receive education and training at all phases of the program that provide accepted and recommended levels of competency with comparable groups of students. In areas where accepted and recommended levels are

below the benchmark, evaluation of teaching methods and training will be a priority. Additional training and development of faculty is needed to provide the technological expertise necessary to practice at a high level in the changing healthcare environment. Instructional materials are outdated or worn and need continuous and progressive evaluation. The acquisition of new, current models and equipment is a priority for all campus labs. The library of visual teaching materials and hands-on models are in constant need of repair and updating to facilitate student learning. Additional video equipment is needed for each classroom and topic. Educational opportunities for faculty are needed to ensure best practice methodology in nursing education.

Objective or Educational Outcome 3

Provide students with technologically advanced training equipment, supplies and computer software necessary to teach up to date nursing theory and skills.

Assessment

1. 85% of all students will satisfactorily complete each skills validation in their first attempt.
2. End of course and end of program evaluations: 90% of students will strongly agree or agree they had access to equipment, supplies and computer software needed to learn in order to provide competent patient care.
3. Six-Month Post-Graduation Survey: At least 80% of Gadsden State graduates will express a minimum of a "prepared" level of satisfaction.
4. Twelve-Month Employer follow-up survey regarding the development of clinical competencies of the Gadsden State PN after 6 months or more of practice, at least 80% will express a minimum of a "prepared" level of satisfaction.

Additional Funding Request: \$40,000

1. To answer/address the Institutional Objective, #4, we must provide "emerging technologies to improve the delivery of all programs" by 10% from the previous year. The manner in which this can be done is to purchase Highly technical equipment such as the "Sim Man" system, Computer software with interactive capabilities, Medication Carts which more closely resemble the clinical setting, Virtual IV systems, Intravenous Pumps

Evaluation Findings

1. Over 85% of students were successful in their first attempt of all required skill validations on the first attempt.
2. On the End of Course Program Evaluation, 100% of students indicated "agree" or "strongly agree" in the category "supplies and equipment necessary for program available". On the End of Course evaluation, 96% indicated "agree" or "strongly agree" in this category.
3. On the 6 Month RN Post Graduation Survey, 100% of graduates indicated they were "prepared", "well prepared", or "very well prepared" under the category "prepared clinical competency."
4. On the 6 Month Employer Post Graduation Survey, 87% of employers indicated that graduates were "prepared", "well prepared", or "very well prepared" under the category "prepared clinical competency."

5. On the 12 Month Employer Post Graduation Survey, 100% of employers indicated that graduates were “prepared”, “well prepared”, or “very well prepared” under the category “prepared clinical competency.”

Use of Findings

These results indicate the nursing education program provides a strong preparation in the areas of clinical skills and competent practice. In the changing healthcare environment, technology advances often outpace resources. In order to provide current training in this area, simulation and computerized equipment is necessary to continue state-of-the-art education. Current equipment requires updating, repair, and replenishing to meet growing student needs. As simulation and technical equipment becomes available, training must be provided for faculty to ensure maximum benefit.

Objective or Educational Outcome 4

Graduates will become a member of the community workforce.

Assessment

Six-Month Post Graduation Survey

1. 95% of respondents who seek employment will be employed in nursing within six months post-graduation in their own geographic area.
2. 95% of respondents who are employed will have full-time employment if desired.
3. 80% of respondents will have salaries consistent with the geographic area and type of employing agency they work.

Additional Funding Request: \$

Evaluation Findings

1. On the Six Month Post Graduation Survey, 91.3% of graduates reported that they were currently employed in nursing at a reasonable distance from home.
2. On the Six Month Post Graduation Survey, 4.4% of graduates reported that they experienced difficulty in obtaining full-time employment in nursing. 91.3% indicated “no” on the survey on the question, “experienced difficulty in obtaining full time if desired”. There was a 4% N/A response.
3. On the Six Month Post Graduation Survey, 78.3% of graduates reported that they made “salaries consistent with area salaries.”

Use of Findings

These findings reflect the trends in the state and national markets for nursing employment. Many area hospitals have implemented hiring “freezes” in an attempt to respond to the economy. Also, those hospitals who have continued to hire nursing staff

have hired new graduates into positions without benefits or less than full-time. Nursing homes have been active in recruitment of PN graduates as well as smaller acute care facilities.

Goal 2

Maintain Alabama Board of Nursing approval

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

NCLEX pass rates will be at the required set standards of the Alabama Board of Nursing for continued program accreditation.

Assessment

1. At least 80% of the graduates of the PN program who take the NCLEX-PN within one year post graduation will pass the examination on the first attempt.

Additional Funding Request: \$2,000

1. Faculty need to attend workshops on implementing the new PN Test Plan
2. Faculty need to attend workshops on implementing various Critical Thinking Techniques/Instruction in the classroom and college lab settings.

Evaluation Findings

1. **98.3% of graduates of the PN program passed NCLEX-PN on the first attempt. This exceeds the state (Alabama-94.8%) and national (85.2%) averages.**

Use of Findings

These findings validate the PN program teaching protocol and clinical experiences. Interchanging faculty to provide balanced nursing education and experience has improved and enhanced work teams. Interactive teaching methods provide improved student learning. The purposeful and planned faculty guided remediation has improved student success. Funding is necessary to provide continued education for faculty in teaching strategies, test construction, and evidence-based practice protocols. Continued evaluation of course and curriculum design is planned.

Objective or Educational Outcome 2

Maintain qualified (Master's degree or higher and experienced) nursing faculty in all speciality fields (Adult Nursing, OB, Pediatrics, Psychiatric, and Emergency Care).

Assessment

1. All full time faculty will have a minimum of a master's degree in nursing. 2. All full time faculty will have at least three years of full time clinical practice. 3. All full time faculty will have the opportunity to attend at least one conference on Nursing Education (teaching strategies, learning styles, test construction etc) every three years.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. All full-time faculty have a master's degree or above. Two new faculty members were hired full-time this year. One faculty member completed a doctorate in nursing practice degree and another faculty entered a doctoral program in nursing.
2. All full-time faculty have a minimum of three years clinical practice.
3. Faculty attend conferences as funds are available. Educational offerings and professional development for nursing faculty are provided on site and available to all faculties at no charge. A professional development day is held in the spring yearly to provide educational offerings to the nursing community. An onsite 2-day course was presented by Laerdal Medical Corporation to train faculty in assembly and programming of new simulation models. In 2008, the nursing education program hosted a nationally known speaker, Donna Ignavaticius, for a two-day workshop on test construction. All faculty attend workshops and seminars pertaining to nursing education and their clinical area of expertise. Continuing education hours and clinical certification are maintained by all faculty as required by the State Board of Nursing.

Use of Findings

The importance of self professional development must be addressed. Advancement in nursing education will be encouraged for faculty as well as increased professional development. Inservice and professional programs will be investigated to provide new knowledge and conserve travel expenditures. Grants and educational monies will be pursued to fund faculty participation in educational opportunities. Enhancement of educational preparation of faculty is encouraged. As faculty desire to further their nursing education, provisions will be made for this opportunity.

Objective or Educational Outcome 3

Achieve a high graduation rate for those students completing the Practical Nursing

Program.

Assessment

1. At least 75% of students admitted to the Practical Nursing Program will graduate within 24 months of initial admission.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1. Students admitted to the Practical Nursing Program must graduate within the state specified time frame of 24 months. All graduates in the year 2009 completed the program within 24 months.

Use of Findings

Alternate progression tracks are offered to provide students with choices for best success. Students are individually counseled and advised in accordance with nursing progression policies and student needs. Progress is continuously monitored and assistance is offered to ensure optimal learning opportunities for students. Students are tracked and counseled at intervals as performance dictates.

Goal 3

Implement the LPN Program at the Cherokee site.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Provide classroom, laboratory and clinical instruction at a comparable level as the other LPN sites.

Assessment

- A. Funding for the following is available: instructor's travel to clinical sites and/or between campuses; materials and supplies; computer software and duplication.
- B. Nursing labs will be equipped with supplies and training equipment to meet the needs of the instructors and students.
- C. Video conferencing of specialized nursing subject material will be utilized as needed.
- D. Students' grades will be comparable to those LPN students at other campuses.

Additional Funding Request: \$7,800

To fund the expenses associated with the implementation of the LPN program at a new site. -- not including salaries and benefits.

Evaluation Findings

1. Two full-time faculty are situated at the Cherokee Campus. This campus utilizes clinical sites available to all PN students. Additional faculty rotate to the Cherokee Campus as needed and to provide additional specialized nursing education. A computer lab and supplies are available for faculty and student use.
2. The Cherokee Campus has a fully equipped nursing lab with all necessary supplies and equipment to meet the needs of instructors and students. Supplies and equipment are inventoried and maintained at the Valley Street and McClellan campuses. Supplies and equipment are ordered and replaced as funding allows. All labs are sufficient to meet student needs.
3. The Tandberg system is used for lectures, meetings, and interaction between the campuses. All PN campuses have access to this equipment as well as the Wallace Drive campus. Faculty and students use this equipment as needed.
4. The Cherokee Campus admitted 26 PN students in the fall of 2008. Nine students (35%) completed the program. The grades of this group of initial students were below the averages of the other PN campuses.

Use of Findings

The first graduating class from the Cherokee Campus consisted of nine students. Additional faculty is needed to provide consistent nursing education at this site. Funds are necessary for this to be accomplished. Forty-three students were admitted in the summer and will attend classes at this site. Faculty continue to rotate to the Cherokee Campus for additional support. Monies are needed to provide current video and library reference holdings for this campus. As enrollment increases, restocking of supplies and equipment will become current needs.

Goal 4

Promote computer competency and information literacy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will utilize WebCT and email in each nursing course.

Assessment

- 90% of nursing students will utilize WebCT in obtaining information related to each nursing course such as syllabi, handouts, powerpoint presentations, Tegrity sessions and any other course specific materials.
- 90% of nursing students will utilize email to submit to their instructor(s) at least one assignment in each course.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- 100% of students utilized WebCT to access course information and presentations. All nursing courses utilize this format for syllabi, assignments, PowerPoint presentations, and course communication.
- All courses utilize WebCT for course communication. NUR 109 is a hybrid classes and uses the assignment drop-box for all coursework. All courses use email for student correspondence and 90% of instructors require the use of computer submitted assignments for their courses.

Use of Findings

These results indicate a progression in computerized and distance learning capabilities of instructors. It is recognized that more courses need to be developed for online learning and that all faculty need training in use of the new blackboard system for assignment submission, testing, and instruction. Greater course development and use of online systems will be a priority. With three PN campuses, coordinated online teaching is needed. Additional computers and technical support is needed for all campuses.

Gadsden State Community College

Strategic Plan

Unit: Professional Development & Community Services **Year:** 2008-2009

Person Responsible: Jennie Dobson

Cabinet Member: President **Approved**

Mission Statement:

To provide professional development activities for the College faculty and staff that will support their professional and personal goals. To provide free or affordable services to the area communities that promote economic growth and enhance personal development.

Long Range Goals:

- 1 To develop a speakers' bureau for local professional development.
- 2 To make Leadership Etowah one of the best leadership programs in the State.

Goal 1

To improve and increase interest in the Gadsden State Leadership Development Institute (LDI).

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

To build the reputation of the LDI program by increasing the amount of applications by 10%.

Assessment

Was there an increase by 10% of the number of applications for the 2009-2010 Gadsden State LDI program.

Additional Funding Request: \$

Evaluation Findings

There were 25 applicants for the 2009-2010 LDI programs compared to 26 in the 2008-2009 year. We did not meet the goal of a 10% increase in applicants. This is partly due to proration in that employees are doing multiple jobs due to unfilled vacancies and cannot spare the time to be involved with the program this year.

Use of Findings

More emphasis will be placed on individual, personal contact with employees to encourage them to apply next year.

Goal 2

To begin work on the development of a speakers' bureau to be used by Gadsden State as well as local and state organizations.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Build a program to provide speakers for the community and state.

Assessment

Were the general guidelines completed.

Additional Funding Request: \$10000

The program will be funded by writing a grant(s) for support. These grants will provide training, travel, and supplies to support the program.

Evaluation Findings

Guidelines were set and distributed to all employees asking for volunteers for the Speakers' Bureau. A list has been made and updated routinely. Several requests have already been met to supply Gadsden State and the community with speakers on various subjects. A grant was not found to fund the additional support for training, travel and

supplies.

Use of Findings

More speakers will be added to the list each year to meet the changing demands of the public. An effort will be made to locate grant money to support this project.

Goal 3

To develop a Community Services division of Gadsden State by offering quality educational and cultural experiences that are accessible and affordable and empower students/citizens to become lifelong learners in areas of education, economy, health and fellowship.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

To offer workshops, seminars & demonstrations are offered to students and communities.

Assessment

Were workshops, seminars & demonstrations given.

Additional Funding Request: \$**Evaluation Findings**

The development of a Community Services division has been postponed at this time due to proration and a lack of interest.

Use of Findings

The idea of a Community Services division will be re-evaluated in the coming years.

User:guest

Unit

Professional Development & Community Services

Gadsden State Community College

Strategic Plan

Unit: Public Relations **Year:** 2008-2009

Person Responsible: Kay Smith

Cabinet Member: Lisa Thacker **Approved**

Mission Statement:

The Public Relations Department provides comprehensive marketing services to create greater community awareness in its support of the College's efforts to serve our communities as a viable resource center. The Department is concerned with the changing needs and interests of those in our service area and developing marketing strategies to successfully address those concerns.

Long Range Goals:

- 1 Increase the visibility of the College, marketing its strengths and documenting and publicizing the quality of its programs.
- 2 Enhance awareness of the services provided by the College to students and the community.
- 3 Increase the visibility and branding of the College through a continued comprehensive advertising campaign.

Goal 1

Establish an institutional image that is relevant to target audiences and adheres to the highest standards of quality.

Relationship to College Goals/Mission

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Continued implementation of the recommendations of the College's advertising agency.

Assessment

Were the recommendations of the College's advertising agency completed.

Additional Funding Request: \$150,000

Funding was provided in the 2007-2008 budget to acquire the services of Venture

Marketing to create a visual and written identity to reach target audiences. A minimal amount of 150,000.00 per year is requested to maintain these services over the next five years.

Evaluation Findings

The recommendations of Venture Marketing which include clear messaging, innovative design, quality images, creative branding and targeted promotions were completed for this current phase of the Branding Initiative. Venture, in collaboration with the Public Relations Department and Marketing & Recruitment Committee, implemented a five-year Branding Initiative and comprehensive marketing campaign. The College now has a consistent look and message geared to target audiences in all of its advertising and materials.

Use of Findings

The College's Branding Initiative was successfully established, but as indicated earlier it is a projected five-year endeavor. The Public Relations Department worked with the Marketing & Recruitment Committee throughout the year to promote support of the new "identity" among the College constituency. Funding needs to be continue throughout the five-year period to successfully assess the outcomes. We will continue to build on this established identity and message.

Objective or Educational Outcome 2

To develop a Marketing Plan for the new Gadsden State Cherokee site.

Assessment

Was the Marketing Plan developed?

Additional Funding Request: \$

Evaluation Findings

A marketing plan was developed that included the use of print ads (newspaper, magazine, direct mail postcards), billboards, electronic media (radio, television) and a dedication ceremony for the facility scheduled for December 2008.

Use of Findings

Marketing of the new facility began with a direct mail postcard announcing the "new neighbor" in Cherokee County followed by a full page ad in the Fall Semester Class Schedule. This proved to be a successful beginning to the promotion of the facility by the widespread community interest in the programs being offered.

Objective or Educational Outcome 3

To implement the Marketing Plan for the new Gadsden State Cherokee site.

Assessment

Was the Marketing Plan implemented?

Additional Funding Request: \$10,000

To implement and conduct a comprehensive advertising and marketing campaign to make the community aware of the new Gadsden State Cherokee site.

Evaluation Findings

According to enrollment figures, the new facility experienced a 44% growth increase from the previous year. The Continuing Education Program added an additional 18 classes, and saw the enrollment grow from 125 students in 2007-2008 to 263 students. The Youth Leadership Cherokee Program was unveiled and the Cherokee County Industrial Development Authority was established in collaboration with the Cherokee County Chamber of Commerce.

Use of Findings

The Gadsden State Cherokee site has been well established and positively received by the residents of this service area due to the successful marketing and promotion of the facility. We will continue to market the specific needs of the site, in collaboration with the Assistant to the President for Cherokee County Operations, while focusing on it being an integral part of Gadsden State.

Goal 2

Enhance the Communications Plan (News Release Tracking Strategy) to monitor placement of news releases and feature stories that promote college programs and services.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The enhancement of a report that identifies channels of communication for news and information about the College.

Assessment

The number of news releases and story placements will be increased by 10% when compared to the baseline measurement for 2007-08.

Additional Funding Request: \$

No additional funding is requested.

Evaluation Findings

There were a total number of 1,168 media releases, feature stories and ads about the College for 2008-2009 compared to 719 for 2007-2008. This represents a 62% increase over the previous year. A concerted effort was made throughout the year to accurately monitor as many media sources as possible on a daily basis. Breaking news stories and incidents are unpredictable and will inevitably skew expected outcomes when they occur.

Use of Findings

Keen leadership and trained personnel are an essential part of the day-to-day operations of the department. The effort made to reach the goal was made possible by having

additional trained personnel added to the Public Relations Department. In addition, the Public Relations Coordinator was named "Communicator of the Year" by the Alabama Community College System Public Relations Association further validating the efforts of the department.

User:guest

Unit

Public Relations

Gadsden State Community College

Strategic Plan

Unit: Public Safety Telecommunications Program **Year:** 2008-2009

Person Responsible: Connie Meloun / Christina Isom

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

Within the context of the mission, purpose, and philosophy of Gadsden State Community College, the mission of the Public Safety Telecommunications Program (PST) is to provide the opportunity for professional and educational advancement for persons in public safety communications and 911 through a quality Internet-based distance-learning program. Requirements of the program are consistent with the Institute for Emergency Preparedness and the Association of Public Safety Communications Officials International, Inc., (APCO) and will provide the knowledge and skills consistent with the expectations of the public and profession.

Long Range Goals:

- 1 Pursue grant funding for student scholarships in the Public Safety Telecommunications Program.
- 2 Develop "911 for Kids Campaign" partnership with local hospital(s) and/or public safety organizations.

Goal 1

To provide quality professional administrative, clerical and instructional services necessary to support the College's mission.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1.

Upgrade office computers for administrative, clerical, and instructional services to ensure professional quality services are delivered.

Assessment

Computers currently in use are dated.

Additional Funding Request: \$3,000 (Tech Fees)

Upgrade and purchase two new desktop computers for administrative and clerical persons in Public Safety Telecommunications.

Evaluation Findings

No updated office computers were received during the fiscal year via Tech Fees.

Use of Findings

Benchmark not met due to monetary shortfalls. Will request again during 2009-2010 fiscal year with Tech Fees.

Goal 2

To recruit, employ and maintain a highly experienced faculty in Public Safety Telecommunications.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain experienced faculty in Public Safety Telecommunications with the benefit of laptop computers.

Assessment

Current instructors will continue to seek part-time employment in the Public Safety Telecommunications program.

Additional Funding Request: \$4,500 (Tech Fees)

Purchase two laptop computers for faculty in Public Safety Telecommunications

Evaluation Findings

One (1) laptop for faculty in Public Safety Telecommunications obtained during the fiscal year with Tech Fees.

Use of Findings

Benchmark not met. Second laptop not obtained as requested; therefore, additional laptop will be requested during 2009-2010 fiscal year.

Objective or Educational Outcome 2

Pursue Professionals for three (3) courses completing the development and instruction of Area V courses in Public Safety Telecommunications.

Assessment

Complete development of all Public Safety Telecommunications course offerings.

Additional Funding Request: \$13,500 (Program Budget)

Development of three (3) courses for \$4,500 at \$1,500 each. Instruction of those courses

after development \$9,000 if each course is taught two semesters during a Fiscal Year.

Evaluation Findings

Unsuccessful during 2008-2009 fiscal year. Completion of all course offerings not completed due to lack of funding.

Use of Findings

Benchmark not met due to proration of funding; however, item will be requested during 2009-2010 fiscal year to complete courses, but no additional monies will be requested.

Goal 3

To provide students with the instructional resources and state-of-the-art education through distance learning in the Public Safety Telecommunications discipline.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission:**Objective or Educational Outcome 1**

Students will graduate with their Associate in Applied Science degree.

Assessment

50% of the students eligible for graduation will apply to graduate with their Associate in Applied Science Degree.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

100% of students eligible for graduation, applied and obtained their AAS degree during the 2008-2009 school year. There were a total of four (4) graduates: Fall 2008 (0), Spring 2009 (3), Summer 2009 (1).

Use of Findings

Although benchmark was met, faculty and staff are striving to increase the number of students completing their program of study for their AAS degree. One-on-one advisement/conferences either on-line or per phone is implemented to assist students in being successful in the program curriculum.

Objective or Educational Outcome 2

Work with the Dean of Instructional Services to insure the required academic courses

for a degree in Public Safety Telecommunications are offered on-line.

Assessment

Verification of classes offered each semester in each semester's schedules.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

All classes were offered via eLearning as per the schedules during the 2008-2009 school year. Also, more than one section was available for some offerings.

Use of Findings

Benchmark met. No need to review specific objectives/assessments. Continually monitoring eLearning course offerings each semester.

Goal 4

To maintain the standards as set forth by the Institute of Emergency Preparedness and the Association of Public Safety Communications Officials, Inc.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Students will apply for their APCO International Certificate.

Assessment

50% of students who complete 18 credit hours will be eligible for an APCO International Certificate and will apply for same.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

100% of students who completed 18 hours that were eligible to obtain their APCO International Certificate applied and received their certificate. During 2008-2009 there were five (5) students that were awarded the APCO International Certificate.

Use of Findings

Benchmark exceeded; however, faculty and staff are working to increase the number of

students to receive the APCO International Certificate. Faculty will discuss increasing benchmarks.

Goal 5

Recruit students for Gadsden State Community College and the Public Safety Telecommunications Program at pertinent workshops and conferences.

Relationship to College Goals/Mission**Community Awareness**

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Attend the major APCO and/or 9-1-1 conferences to promote Gadsden State and the Public Safety Telecommunications Program.

Assessment

Attendance at two (2) National APCO and/or 9-1-1 Conferences and one (1) Regional Conference to promote Gadsden State and the Public Safety Telecommunications Program.

Additional Funding Request: \$4,000 (Voc Tech/Margin of Excellence)
\$3,000 requested to attend additional out-of-state conferences for recruitment. Also promotional items purchased at \$1,000 for conferences when in an exhibit hall booth.

Evaluation Findings

Conferences and workshops were attended for recruitment purposes during 2008-2009 by the Institute of Emergency Preparedness (IEP) faculty staff. During 2008-2009, 75 new students enrolled in the PST program.

Use of Findings

Benchmark met; however, faculty and staff will continue to participate in recruitment activities at the local, national, and international levels to raise program numbers.

Objective or Educational Outcome 2

Attend conferences and workshops to maintain continuing education in Public Safety Telecommunications and other related technology for PST instructors.

Assessment

Attendance at two (2) National APCO and/or 9-1-1 Conferences and one (1) Regional Conference to maintain continuing education and other related technology for PST instructors.

Additional Funding Request: \$
No additional funding required.

Evaluation Findings

Conferences and workshops were attended for maintenance of continuing education purposes during 2008-2009 by the Institute of Emergency Preparedness (IEP) faculty staff.

Use of Findings

Benchmark met; however, faculty and staff will continue to participate in continuing education activities at the local, state, national, and international levels.

User:guest

Unit

Public Safety Telecommunications Program

Gadsden State Community College

Strategic Plan

Unit: Quality Enhancement Plan **Year:** 2008-2009

Person Responsible: Donna Wood

Cabinet Member: President **Approved**

Mission Statement:

The Quality Enhancement Plan (QEP) for Gadsden State Community College (GSCC), Technology Engagement across the Curriculum (TEC) serves as GSCC's commitment to enable its students to harness available technology, utilizing it in a variety of electronic sources applicable both inside and outside the classroom. The TEC Initiative will encourage students not only to gather information and evaluate its authenticity and usefulness but also to communicate and share their findings with fellow students, as well as their instructors, both orally and in written form using multiple formats.

Long Range Goals:

1	To promote computer competency and information literacy.
2	To apply technology-based information gathering in all subject areas.
3	To enable students to evaluate the validity/credibility of information sources.
4	To ensure that students effectively communicate information using technology.

Goal 1

Develop reporting methods to document the faculty/student use of the Gadsden State system and WebCT communication tools.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

College Mission:

Objective or Educational Outcome 1

Develop a reporting method that can be used to determine the number of e-mail messages and discussion board postings in order to evaluate the level of connectedness between students and other students and students and faculty members.

Assessment

In coordination with the Gadsden State computer center and WebCT administrator, the QEP Director will develop a report documenting the faculty/student use of the Gadsden State online system and WebCT communication tools and establish baseline numbers to use in future evaluations.

Additional Funding Request: \$

No additional funding is needed to accomplish this goal.

Evaluation Findings

The e-mail statistics from the Gadsden State system were requested beginning in the 2008 fall semester. It was believed that the data could be retrieved for each semester at the end of that term. However, once the data collection actually started, it was discovered that the data was only available for one month at a time. The first report delivered provided the Gadsden State e-mail statistics for February 22, 2009 to March 24, 2009. It has been requested that the data be retrieved monthly.

The WebCT communication data is available at the end of each semester.

Use of Findings

Reports documenting the faculty/student use of the Gadsden State online system and WebCT communication tools has been established. They will provide an ongoing data stream for trend analysis.

Goal 2

Develop reporting methods to document students' use of WebCT tools for uploading and downloading assignments electronically.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Expected Outcome and Assessment Measures

The expected outcome is to develop a reporting method that can be used to determine the number of assignments that students upload or download electronically using WebCT.

Assessment

In coordination with the WebCT administrator, the QEP Director will develop a report documenting the students' use of WebCT tools for uploading and downloading assignments electronically and establish baseline numbers to use in future evaluations.

Additional Funding Request: \$

No additional funding is needed to accomplish this goal.

Evaluation Findings

The WebCT administrator has provided several usage reports from WebCT. The Course Item Usage Report provides the number of visits to WebCT courses. The Summary of Activity Report includes data on the number of sessions and the average length of time students were online accessing the course. The Tool Usage Report was the most beneficial. It provides statistics including the number of times students accessed assignments, the discussion board, the course syllabus, took online assessments, entered chat rooms, and communicated with WebCT e-mail.

Use of Findings

The data for the reports are collected at the end of each semester by the WebCT administrator. They will provide an ongoing data stream for trend analysis.

Goal 3

Develop and maintain assessment practices to measure the extent to which long-term goals are achieved.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1**Expected Outcome and Assessment Measures**

The expected outcome is to ensure adequate assessment of the QEP plan via both internal and external methods. Internal methods will include incorporation of TEC learning objectives in every educational program and curriculum using hands-on projects, rubrics, or performance measures. External methods will include using surveys with established national norms such as the Community College Survey of Student Engagement (CCSSE), the Standardized Assessment of Information Literacy Skills (SAILS), and iSkills™ which measures information and communication technology skills.

Assessment

Internal: The goal is to be 100% program compliant with implementing the TEC Initiative and 70% compliant with individual instructors.

External: The goal is to survey 1000 students using the SAILS and iSkills assessments and 1200 students using the CCSSE questionnaire. The initial SAILS survey was only administered to 300 students. The goal is to increase the number of students that are surveyed using the SAILS survey in 2009 by 100% so that no less than 600 students participate in the assessment and to meet the original objectives of surveying 1000 (iSkills) and 1200 (CCSSE) students for the other assessments.

Additional Funding Request: \$22,000.00

The iSkills assessment must be purchased at the outset for the entire five-year period (\$22,000.00). The SAILS and CCSSE assessments will be included in the next budget year.

Evaluation Findings

An internal assessment has been developed that will be administered to entering students with the Compass placement test and graduating students with the Graduate Exit survey. The same 10 items are included in both assessments so pre- and post-data will be available for analysis. The 10 items correlate to the College's QEP student learning objectives. This data will be collected throughout the duration of the TEC Initiative in order to provide an ongoing data stream for trend analysis.

The external assessments have all been administered according to the schedule in the QEP. During the first administration of the three assessments, it became obvious that the number of students to be assessed was set too high in the plan. The second concern was that the majority of students surveyed were freshmen. This provided a baseline to compare subsequent results. In order to be able to evaluate the value-added by the TEC Initiative, it was determined that the remaining survey administrations needed to be given to advanced classes that had more sophomores. This would also have an impact on the number of surveys to be administered since those classes usually have lower numbers.

The SAILS assessment is scheduled for Fall 2007, Fall 2009, and Fall 2011. The goal was to survey 1000 students each time. That is approximately 20% of our entire student population. In the first administration 174 ENG101 students were assessed. The goal of testing 1000 students has been modified to a more realistic number. Based upon statistics provided by the Registrar's office, in the Fall of 2008, the 200 level English courses had about 380 students with a majority of them being sophomores.

The iSkills survey is scheduled for Fall 2008, Fall 2009, Fall 2010, and Fall 2011. This

survey calls for 1000 assessments over the course of the plan. That would mean that 250 students would need to be assessed in each administration. In the Fall 2008, 251 surveys were administered with only 218 accepted for analysis. This is an online survey so the classes must be in a computer lab to take the test.

The CCSSE survey called for 1200 assessments over the course of the 5-year plan. It is scheduled for Spring 2008, Spring 2010, and Spring 2012. The first administration assessed 565 students so this number will not need to be re-evaluated. The classes to be assessed are randomly selected by the CCSSE organization from a course listing provided by the QEP Director. A goal of 400 students has been set for the Spring 2010 evaluation.

Use of Findings

The internal assessment questions were added to the Graduate Exit survey in the Fall of 2008 and the Compass exam in January 2009. The Graduate Exit survey results are accumulated and reported annually. The internal data collection is in place but the initial reports are not yet available for analysis. This will be done as soon as the initial findings have been collected and disbursed.

The new goal for the SAILS assessment for the Fall of 2009 will be to evaluate 350 students in a broad-based selection of 200 level courses.

The new goal for the iSkills assessment for the Fall of 2009 will be to evaluate 200 students in a broad-based selection of 200 level courses. (250 assessments will be administered in the hopes of receiving at least 200 that are valid.) The number of students to survey has been reduced because surveying only advanced courses and classes that meet in a lab make it very difficult to survey enough students to meet the goal of 250 when incomplete surveys are dropped from the analysis. The expense of trying to administer enough surveys to get 250 valid tests is prohibitive.

The CCSSE assessment goals are on target and do not need to be modified.

Goal 4

Provide financial assistance to support the implementation of technology in all educational programs/curriculums.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1**Expected Outcome and Assessment Measures**

Develop a procedure for departments that wish to request funds for implementing the TEC Initiative in their educational programs and expand the QEP budget to provide funding for those requests.

Assessment

Complete the procedure for requesting and approving funds and begin the process of allocating TEC Initiative monies to the various educational programs.

Additional Funding Request: \$440,000.00

To provide financial assistance to support the implementation of technology in all educational programs/curriculums.

Evaluation Findings

The College's current budget has \$1.2 million designated for technology purchases. During the current fiscal year (2008-2009), the College has budgeted over \$840,000.00 on technology purchases from tech fees for instruction. These expenditures enhance student labs, instructor stations, and support the overall goals of the TEC Initiative. This money is provided by revenues from the College's unrestricted general fund (Fund I) which consists primarily of state appropriations and tuition. The College has recently approved the procedure for requesting funds from the QEP budget. However, since the authorization for technology purchases was not received from the Alabama State Board of Education until March 26, 2009, the Instructional Technology Funds Request Policy was not implemented this year due to time constraints created by the late approval.

Use of Findings

Gadsden State Community College has proven its commitment to financially supporting the TEC Initiative. Technology purchases to support the implementation and administration of the plan will continue.

To make it easier to identify technology purchases that are made in support of the QEP, every department has been assigned a sub-account that identifies each all QEP technology expenditures. This will make the Instructional Technology Funds Request Policy obsolete. The current approval process will ensure that technology purchases go through the appropriate channels for approval (including the Alabama State Board of Education) and the department sub-account will allow the College to identify the monies spent in support of the TEC Initiative.

Goal 5

Organize professional development for educational programs and individual instructors as needed.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Expected Outcome and Assessment Measures

Provide assistance in organizing and scheduling professional development/training for faculty members. Training may include basic information about the QEP plan and how it should be implemented as well as more specific training for new technologies to be used in the classroom.

Assessment

Organize and present at least two (2) technology professional development seminars per academic year for all interested employees and provide individual instruction as requested.

Additional Funding Request: \$5,000.00

To provide professional development for educational programs and individual instructors as needed.

Evaluation Findings

August 2008	College-wide meeting	Web 2.0
November 2008	College-wide meeting	Paperitis: Diagnosis and Treatment MS 2007 Updates IPOD for Beginners IPOD Use in the Classroom A Session with David, the Tech Guy
December 2008	Individual instructors	OrgSync Webinar
January 2009	College-wide meeting	QEP Update
February 2009	Individual instructors	Tegrity and Podcasting

Use of Findings

The goal of presenting at least two (2) technology professional development seminars

per academic year for all interested employees and to provide individual instruction as requested was met. There were seven (7) college-wide or open-session presentations and two (2) training sessions for individual instructors for OrgSync and Tegrity.

The goal of providing professional development opportunities for faculty members in the use of technology in the classroom and on the status of the TEC Initiative will continue as planned.

Goal 6

Develop a marketing plan in order to promote the TEC initiative and to educate both faculty members and students as to how it will be implemented and the benefits the plan will provide to Gadsden State students.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Expected Outcome and Assessment Measures

Develop a marketing plan that will target faculty members and educate them as to their responsibilities in ensuring full compliance with implementing the TEC Initiative. Develop a marketing plan to inform local businesses, students, parents, and other stakeholders about the plan and its potential benefits to students and employers.

Assessment

Initiate a 2-phase marketing plan. Phase 1 will target faculty members in order educate them as to their responsibilities in implementing and supporting the TEC Initiative. Phase 2 will be directed toward students and College stakeholders to promote the TEC Initiative and its potential benefits for our students and their employers.

Additional Funding Request: \$3,000.00

Funds to be used to market the TEC Initiative to both faculty and students as well as to provide promotional items to encourage student participation in the assessment surveys.

Evaluation Findings

Most of the marketing and education for faculty members has been provided through presentations at our college-wide meetings, the TEC Initiative additions to the Faculty Evaluation, and the TEC Initiative Instructor surveys.

Funds for advertising have been provided in the QEP budget. On November 20, 2008, the QEP Implementation Team sponsored a "Talk TEC To Me!" day to promote the TEC Initiative. Tables were set up on each campus (Ayers, Cherokee, East Broad, McClellan, Valley Street, and Wallace Drive) between 9:00 A.M. and 11:00 A.M. Each table was manned by QEP Implementation Team members that answered questions for students and handed out book marks, pencils, and pens with the TEC Initiative logo. Promotional posters and table tents were distributed and displayed at each of the campuses and a "Talk TEC To Me!" message was displayed on the Gadsden State Homepage and Wallace Drive marquee.

Tables have also been set up and promotional items handed out at these events: Get on Board, M*A*S*H, G-Day, and the Cherokee campus fair.

Use of Findings

TEC Initiative presentations will continue to be made during each one of the Gadsden State college-wide meetings.

The new Faculty Evaluation is still in the process of being updated. The QEP Director has requested that each faculty member's participation in the TEC Initiative be included in their annual evaluation.

The TEC Initiative Instructor surveys were administered during Spring 2009. The QEP Director will meet with each Division Chair during the Fall of 2009 to discuss ways to improve the faculty members' participation in the QEP.

"Talk TEC To ME!" promotional materials will continue to be handed out to students with an explanation of the TEC Initiative and its impact on their experience here at Gadsden State at every opportunity. This year we added Freshman Focus to the other events.

User:guest

Unit

Quality Enhancement Plan

Gadsden State Community College

Strategic Plan

Unit: Radiologic Technology Program **Year:** 2008-2009

Person Responsible: Connie Meloun / Gay Utz

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

To provide the health-care community with graduate entry-level radiographers skilled in diagnostic imaging procedures

Long Range Goals:

- 1 Acquire a light-weight full body radiographic phantom for use in the energized lab.
- 2 Acquire mobile radiography equipment and associated accessories for use in the energized lab.
- 3 Hire an additional part-time faculty member to assist in clinical and energized lab duties.
4. Acquire ten (10) ultraportable laptops for use by the clinical instructors.

Goal 1

Provide students with knowledge and skills to competently and safely perform radiologic procedures as entry-level radiographers upon graduation.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will perform competently in the healthcare setting by demonstrating appropriate communication and patient care skills.

Assessment

A. Patient Care Lab Evaluation: All students will successfully complete patient care lab skills evaluations. B. Employer Survey: 90% of all surveys returned will report that graduates meet this goal. C. Graduate Survey: 90% of surveys returned will report that graduates meet this goal. D. Exit Competencies: An average score of at least 90 will be achieved. F. General Clinical Evaluation: An average score of 4.0 out of 5.0 will be achieved on the appropriate benchmarked response on this evaluation. G. Radiographic Positioning Lab Evaluation: An average score of 80 will be achieved on the fluoroscopic communication sheets.

Additional Funding Request: \$16,000.00 Voc/Tech/Margin of Excellence)
Light-weight radiographic phantom to be used in the patient care and radiographic positioning lab- \$14,000. Patient stretcher to be used in the patient care and radiographic positioning labs-\$1600.

Evaluation Findings

A. Patient Care Lab Evaluation: . All students successfully completed patient care lab skills evaluations. Benchmark met.

B. Employer Survey: 100% of all returned 2008 employer surveys reported that graduates met this goal. Benchmark met.

C. Graduate Survey: 100% of all returned 2008 graduate surveys reported that graduates met this goal.

D. Exit Competencies: Average score of 86.4%. Benchmark not met.

E. General Clinical Evaluation:

G. Radiographic Positioning Lab Evaluation: Average score of 96. Benchmark met.

Use of Findings

A. Patient Care Lab Evaluation: Faculty will continue to assess patient care lab skills in the first semester of the Program.

B. Employer Survey: Feedback from employers of Program graduates concerning the graduates level of preparedness in this area is very important and will continue to be assessed.

C. Graduate Survey: Feedback from recent graduates concerning their level of preparedness in patient care is very important and will continue to be assessed.

D. Exit Competencies: Faculty believe the exit competencies completed in the final semester of the Program to be an important evaluation tool. In the next assessment cycle students will have a smaller number of "re-check" competencies to perform for evaluation in the two semesters preceding the final semester. It is the hope of faculty that experience in this evaluation on a smaller scale will improve the scores achieved in the final exit competency evaluations.

E. General Clinical Evaluation:

F. Radiographic Positioning Lab Evaluation: Communication with patients for a fluoroscopic examination is more involved and this lab simulation allows faculty to observe the communication skills of the student.

Objective or Educational Outcome 2

Faculty will be provided access to current educational methodologies and imaging technology associated with radiologic technology.

Assessment

Faculty will attend annual continuing education seminars/workshops related to radiologic technology.

Additional Funding Request: \$3,000

(2,000 Voc Tech/Margin of Excellence; 1,000 Regular Budget)

Attendance at seminars/workshops will involve travel that may be in-state or out-of-state. Faculty request to attend the annual state radiologic technology meeting, two regional continuing education seminars and the national radiologic technology educators meeting.

Evaluation Findings

Funding has not been available for faculty to attend seminars and workshops. Benchmark not met.

Use of Findings

The faculty coordinate a continuing education activity that is held annually in March. This seminar was held at Gadsden State in March, 2009 and faculty did a presentation and attended the remainder of the meeting, obtaining continuing education credits. The Program Director attended a national meeting in Albuquerque, NM (Association of Educators in Imaging and Radiologic Sciences) in June, 2009 but expenses were not paid by Gadsden State. They were paid by the JRCERT. (Program Director serves on the board of directors for that organization.)

Gina Tice attended a seminar sponsored by the Alabama Society of Radiologic Technologists in January 2009. This meeting provided information on trends in imaging and education. Faculty will continue to request funding for attendance at workshops and seminars. Information gained at seminars and workshops is vital so that faculty will remain current in a rapidly changing medical imaging environment.

Objective or Educational Outcome 3

Provide educational opportunities for the volunteer clinical instructors at the clinical affiliates.

Assessment

Attendance of clinical instructors at a designated workshop.

Additional Funding Request: \$1,000.00

(Voc / Tech / Margin of Excellence)

These funds will cover the attendance of both faculty members and 6 clinical instructors at a clinical instructor workshop.

Evaluation Findings

A clinical instructor workshop was not offered in a location that was feasible for faculty and clinical instructors to attend.

Use of Findings

In February, 2010 a clinical instructor workshop will be available in the Atlanta, Georgia area. Faculty hope to be able to attend this along with several clinical instructors. In 2008 program faculty and eight clinical instructors attended a workshop and it was beneficial to all involved.

Goal 2

Provide students with knowledge, skills and opportunities to engage in problem solving and critical thinking.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will be able to adjust technical factors to ensure quality radiographic images are produced and be able to evaluate radiographic images for quality. Graduates will use critical thinking skills to evaluate videotapes of themselves performing in the positioning lab.

Assessment

A. Principles of Exposure Course Assignments: An average score of 85 will be achieved on homework assignments. B. Image Evaluation Project: An average score of 90 will be achieved on the project. C. Clinical Education Courses: All students will complete assignments on Web-CT.

Additional Funding Request: \$**Evaluation Findings**

A. Principles of Exposure Course Assignments: Average score of 85.52. Benchmark was met.

B. Image Evaluation Project: Average score of 96. Benchmark was met.

C. Clinical Education Courses: All students completed assignments on Web-CT. Benchmark was met.

Use of Findings

A. Principles of Exposure Course Assignments: This benchmark continues to be met. Laboratory assignments have been added to this course, which will offer another methods of assessment.

B. Image Evaluation Project: This continues to be valuable to the students.

C. Clinical Education Courses: The use of the discussion board on WebCT will be continued. It has been an excellent way for students to share with each other and the instructor.

Goal 3

1. Provide students with opportunities to demonstrate professional development and growth.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will demonstrate professional development and growth in the clinical setting.

Assessment

A. General Clinical Evaluation Form (Overall Performance Section): An average score of 4.0 out of 5.0 will be achieved on the appropriate benchmarked response on the evaluation form. B. Clinical Course Discussion Board: All students will perform a clinical self improvement plan. C. Professional Organization Website Project: All students will submit a project containing information gathered from radiologic technology websites.

Additional Funding Request: \$

Evaluation Findings

A. General Clinical Evaluation Form: An average score of 4.9 was achieved. Benchmark met.

B. Clinical Course Discussion Board: All students submitted a clinical self improvement plan in the summer term, 2008. This requirement was a part of RAD 134, Clinical Education III. Benchmark met.

C. Professional Organization Website Project: All students submitted a project that contained information from radiologic technology websites. The average score of the project was 96. This assessment was part of RAD 111, Introduction to Radiography. Benchmark met.

Use of Findings

Professional development and growth is a very important trait to foster and encourage in radiologic technology students. All assessment tools used provide valuable information related to professional development and growth. The professional organization website projects assists the student in differentiating the roles of the three major organizations involved in accreditation, certification, and professional representation.

Beginning spring 2009, in the RAD 227 course (Review Seminar) students will be required to develop a resume and a 5 year plan for reaching personal and professional goals.

Goal 4

1. Produce graduates to meet the needs of the community.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will pass the national certification exam and become members of the community workforce in diagnostic imaging.

Assessment

A. Academic Area Report Form: Five-year average program completion rate of 80%, excluding non-academic reasons for non-completion. B. ARRT Summary Report: Five-year average, 80% of graduates will pass the certification exam on the first attempt. C. Graduate Survey, Graduate Exit Survey: Over a five-year average, 90% of graduates

seeking employment will be employed in medical imaging within six months after graduation.

Additional Funding Request: \$

Evaluation Findings

A. Academic Area Report Form: 85.8% Five Year Average Completion Rate. Benchmark met.

B. ARRT Summary Report: 94.4% Five Year First Time Pass Rate. Benchmark met.

C. Graduate Survey and Exit Survey: 87.4% Five Year Average for graduates seeking employment. Benchmark not met.

Use of Findings

A. The benchmark was met but in the next assessment cycle faculty will not use the "excluding reasons for academic" non-completion in determining the completion rate. Faculty believe this information to be important in determining why a student is a non-completer but since the national accrediting agency requires that non-completion be reported regardless of the reason that is the way it will be reported in future reports.

B. The benchmark was met but the May, 2009 class had a first time pass rate of 86%. This is the first time in the past five years that the first time pass rate was less than 94%. Faculty will continue to monitor.

C. The 90% benchmark was not met. The employment opportunities nationwide have not been good for several years, even prior to the downturn in the economy. Even though the May, 2009 class is not quite at the 6 month time period used for assessing finding employment that class has had difficulty in securing employment. Faculty will re-evaluate this benchmark and will strongly consider lowering the 5 year benchmark to 80 or 85% over a five year period.

Goal 5

Maintain programmatic accreditation with the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Meet programmatic accreditation requirements as delineated by the Standards for an Accredited Educational Program in Radiologic Sciences provided by the JRCERT.

Assessment

- A. Submit annual accreditation fees by deadline.

Additional Funding Request: \$

Evaluation Findings

Annual accreditation fees were submitted by the deadline. Benchmark met.

Use of Findings

Submission of accreditation fees is required for maintaining accreditation with the JRCERT.

Objective or Educational Outcome 2

Program faculty will participate in the accreditation process for other radiologic technology programs by serving as site visitors.

Assessment

- A. Attend site visitor/outcomes assessment workshops as required by the JRCERT (every three years). B. Participate in site visits at other radiologic technology programs as requested by the JRCERT.

Additional Funding Request: \$

Evaluation Findings

Both faculty attended a site visitor workshop in November, 2007. One faculty member continues to participate as a site visitor for the JRCERT. The other faculty member serves on the board of directors for the JRCERT and unable to participate as a site visitor while serving on the board.

Use of Findings

Participation as a site visitor provides an opportunity to interact with colleagues from other programs, bringing valuable information on programmatic accreditation back to the Program.

Goal 6

Provide students with a variety of laboratory experiences to prepare them for the clinical portion of the program and future employment.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Maintain currently installed digital equipment.

Assessment

A. Meeting preventive maintenance requirements. Preventive maintenance requirements are usually assessed on an annual basis.

Additional Funding Request: \$24,000.00

(Tech Fee)

The preventive maintenance contract for 2008 is \$24,000.

Evaluation Findings

Funds were made available for the preventive maintenance contract for the digital equipment.

Use of Findings

Preventive maintenance funds will continue to be requested annually from Technology Fees.

Objective or Educational Outcome 2

Purchase mobile radiographic and fluoroscopic equipment.

Assessment

Improvement in employer satisfaction surveys regarding preparation of students for mobile radiography in the operating room.

Additional Funding Request: \$20,000.00

(Voc / Tech)

This is an estimate based upon the purchase of used equipment (portable x-ray machine and c-arm).

Evaluation Findings

Faculty have placed both a used portable x-ray machine and a used c-arm on the Voc/Tech request list but to date this request has not been funded. Benchmark not met.

Use of Findings

Faculty believe these two pieces of equipment are much-needed items in the preparation

of students for performing mobile radiography. Faculty will continue to place these items on the VOC-TECH list for consideration.

Objective or Educational Outcome 3

Purchase ten (10) ultraportable laptops for clinical instructors.

Assessment

A. Electronic submission of student evaluations by clinical instructors and student electronic validation of those evaluations.

Additional Funding Request: \$14,000.00

(Tech Fees)

Accreditation standards require that confidentiality of student records be maintained. This purchase would allow this standard to be met.

Evaluation Findings

Faculty have requested purchase of the ultraportable laptops for clinical instructors from Tech Fees but to date this request has not been funded. Benchmark not met.

Use of Findings

Faculty believe that use of ultraportable laptops by clinical instructors would be very useful in recording and submission of student competencies and evaluations at the clinical sites. It would streamline the process of record keeping while also maintaining confidentiality of student records.

Goal 7

Promote computer competency and information literacy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will utilize WebCT and email in each radiologic technology course.

Assessment

- 90% of radiologic technology students will utilize WebCT in obtaining information related to each radiologic technology course such as syllabi, handouts, powerpoint presentations, Tegrity sessions, and any other course specific materials.
- 90% of radiologic technology students will utilize email to submit to their instructor (s) at least one assignment in each course.
- 90% of students will participate in the "discussion board" as assigned by instructor.

Additional Funding Request: \$**Evaluation Findings**

A. Utilization of WebCT: 100% of students obtain course-related information from WebCT since faculty place all syllabi, powerpoint presentations, Tegrity sessions, handouts, and other course materials on WebCT. Benchmark met.

B. Use of e-mail to submit assignments: 100% of students utilized e-mail to submit an assignment to an instructor. Benchmark met. Each semester some students have difficulty with this task, but with the availability of wireless internet in the classroom, the instructors are able to demonstrate how to submit assignments with attachments.

C. Discussion Board participation: 100% of students participate in discussion board assignments. Benchmark met.

Use of Findings

A. Utilization of WebCT has been extremely beneficial to students.

B. Submission of assignments via e-mail

C. Discussion board is utilized in every clinical assignment and a portion of a students' grade is derived from fulfilling that requirement. Students benefit from this assignment as it encourages them to report and journal clinical activities.

User:guest

Unit

Radiologic Technology Program

Gadsden State Community College

Strategic Plan

Unit: Safety & Security, Postal, & Transportation Service **Year:** 2008-2009

Person Responsible: Sam Ledbetter

Cabinet Member: Jim Prucnal **Approved**

Mission Statement:

Gadsden State Community College provides a wide range of support services that enable students, faculty, and staff to function in a collegiate environment. The primary mission of this unit is to ensure that functions are carried out in a safe and secure manner to include an efficient postal and transportation operation with a firm commitment to high standards that is in keeping with the College mission statement.

Long Range Goals:

- 1 Upgrade security staff in terms of the number of personnel and required training to establish a more professional unit.
- 2 Upgrade the current transportation fleet.
- 3 Upgrade safety and security communication equipment to provide link with EMA, local police, and sheriff.
- 4 Upgrade key control on Wallace Drive, East Broad, and Valley Street Campuses.

Goal 1

Provide well trained security staff to assure Campus safety.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Increase staff by at least one Security Officer I position and two 19-hour positions for the Valley Street Campus.

Assessment

Were personnel actions taken to place three new employees?

Additional Funding Request: \$68,000

Evaluation Findings

Objective complete. A second shift Security I position and two 19-hour positions have been filled and all persons completed required training.

Use of Findings

Security level for Valley Street has increased and risk level has decreased.

Goal 2

Maintain a well-trained security staff of full-time and part-time employees.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Coordinate CEUs and professional development with local EMA, police and sheriffs' departments, and Gadsden State Community College EMS Department with a goal of all employees completing no less than 32 hours a year.

Assessment

Review all employee personnel files to insure required hours were completed.

Additional Funding Request: \$8,000

Evaluation Findings

All officers have completed required training.

Use of Findings

Level of personnel proficiency has increased along with student and staff ratings.

Goal 3

Improve in-house postal operations.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

All mail from USPS will be delivered before noon each day.

Assessment

Survey staff on all campuses to ensure that all mail is delivered timely each day with at least 90% of respondents agreeing with timely mail service.

Additional Funding Request: \$

Evaluation Findings

Objective has been met on all campuses.

Use of Findings

Mail process will be evaluated on a continuing basis and adjustments made where necessary.

Objective or Educational Outcome 2

All hand mail will turn over within 24 hours.

Assessment

Survey staff on all campuses to ensure that all mail is delivered timely each day with at least 90% of respondents agreeing with timely mail service.

Additional Funding Request: \$

Evaluation Findings

Objective met.

Use of Findings

Mail process will be evaluated on a continuing basis and adjustments made where necessary.

Goal 4

Maintain and improve the College transportation fleet.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Upgrade school fleet by adding three service vans and one truck or van type vehicle for maintenance operations in Gadsden and Anniston.

Assessment

Were additional vehicles purchased?

Additional Funding Request: \$66,000

Evaluation Findings

Objective not met due to funding.

Use of Findings

Will continue to seek funding.

User:guest

Unit

Safety & Security, Postal, & Transportation Service

Gadsden State Community College

Strategic Plan

Unit: Science Division **Year:** 2008-2009

Person Responsible: Shirley Colvin

Cabinet Member: Jim Jolly **Approved**

Mission Statement:

Within the context of the purpose, philosophy and mission of Gadsden State Community College, the mission of the Science Division is to provide excellence in education in the natural sciences, including aquatic sciences, for the student population within our service area. This is accomplished by offering a wide variety of freshman and sophomore courses in biology, chemistry, physics, physical science, and fishery science to serve the needs of Gadsden State students seeking associate degrees or certificates and for those students planning to transfer to senior institutions to complete their education. It is our purpose to advance the education of students who major in the sciences or related fields and to provide support for students who are pursuing technical degrees. The Science Division's mission is to reach potential students in the community as well as currently enrolled students and to help them achieve their educational goals.

Long Range Goals:

1. Use Tegrity effectively in the instructional process.
2. Develop and include laboratory activities that are accessible online to students.
3. Seek continued extramural funding for aquaculture projects through USDA and other granting agencies.
4. Form a new advisory committee with representative members from state fisheries and aquaculture agencies, aquaculture industry, colleges and universities, the Alabama Cooperative Extension System, and the City of Gadsden to guide the GSCC Aquaculture Program and help address problems related to the sustainability of the program.
5. Renovate Room #203 Browder Hall to be used as an Anatomy and Physiology Lab.
6. Develop a plan for a Science and Health Science Complex.

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.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students who participate in and complete science courses will demonstrate a basic knowledge of these sciences.

Assessment

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.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

a. Grade records were reviewed at the end of each semester to assure at least 70% of students who completed science classes earned a grade of "C" or better. Our goal was surpassed with 81%, 84%, and 85% of students earning a "C" or better in the fall, spring, and summer semesters respectively.

b. While 70% mastery of most objectives was obtained, the Science Division fell short of our 70% goal in other objectives.

Use of Findings

a. The Science Division remains committed to providing quality science courses and will continue the assessment and review of grade records.

b. After instructors analyzed the results of the pre-tests and embedded questions on regular tests, they submitted ideas and action plans to improve student performance on objectives that fell below the expected 70%. Instructors are to use these ideas for improvement during the 2008-2009 year.

Goal 2

To prepare Gadsden State science students for transfer and success at senior institutions.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Science majors who transfer and complete science courses will earn comparable grades in science courses at the university to those they earned at Gadsden State.

Assessment

Division Chairman and faculty will review transfer success evaluations issued by the Office of Institutional Research to ensure that at least 75% of science majors who transfer and complete science courses at a university will earn within one letter grade of those earned in science courses at Gadsden State.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- a.) Division Chairmn and faculty have not received transfer evaluations as this time.

Use of Findings

The Science Division will continue to review transfer guides from the Office of Institutional Research for assessment of transfer data.

Goal 3

Maintain and improve the aquaculture program to provide quality learning opportunities for students and supply support for the aquaculture community.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Increase grant writing, teacher recruitment and relationships with mentoring agencies to improve and provide student learning opportunities in aquatic science.

Assessment

1.) Write and submit at least four grant proposals (proposals larger than \$10,000). 2.) Recruit at least 10 new teachers into the high school aquaculture program. 3.) Move at least 6 students into internships with mentoring agencies.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

1) GSCC is ½ completed with a USDA CSREES SPEC (Secondary and Post-secondary Education Challenge Grant) grant that was awarded in 2008 and began in September of 2008. One new grant proposal was written, received, and awarded through this same program in the amount of \$50,000 of which GSCC is a sub-award with Auburn University.

2) The GSCC aquaculture program recruited 23 new teachers into the high school aquaculture program including teachers from Georgia, Tennessee, and Connecticut.

3) The GSCC aquaculture program sent only one student out for internship to a new aquaculture operation. One student is currently in an outside internship with Forkland Springs Farm in Boligee, AL.

Use of Findings

1) The GSCC office of grants has since halted grant submissions from this department since the instructor's time is at or over 100% time allocation. This department will begin to pursue new grant projects within the year.

2) This year's training workshop for aquaculture teachers marked the 11th annual workshop for this program that has trained over 200 teachers to use aquaculture as a unique tool to teach science and math.

3) In the 2008-2009 year only one student qualified for internship. The other students in the program were too early in their coursework to qualify for internship but most will be up for internship in Spring 2010.

Goal 4

The Science Division will incorporate more technology into the instructional process to improve student learning.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Include Tegrity and Interactive Television as a tool in traditional, web-enhanced and hybrid science courses.

Assessment

(a) Incorporate Tegrity as a technology tool in at least 50% of science classes by the end of the 2007-2008 school year. (b) At least 90% of all science faculty will attend at least one training session of Interactive Television.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

a. All science classes are WebCT enhanced and at least 50% of both traditional and hybrid courses use Tegrity as a teaching tool.

b. Interactive television training sessions have not been made available to the science faculty.

Use of Findings

a. Continued and increased use of Tegrity is planned.

Gadsden State Community College

Strategic Plan

Unit: Skills Training **Year:** 2008-2009

Person Responsible: Suzanne Zahorscak

Cabinet Member: Tim Green **Approved**

Mission Statement:

The Skills Training Division is committed to meeting the specific training and educational needs of citizens who need to upgrade existing skills or to learn a new skill in order to secure employment and economic self-sufficiency. By providing short-term, non-traditional, non-credit training to individuals in the community, Skills Training will serve as a resource for workforce development in our community.

Long Range Goals:

1. Enhance student learning opportunities by expanding short-term, non-credit course offerings on the Ayers and East Broad campuses.
2. Enhance student learning experiences by maintaining and upgrading equipment as necessary to meet the evolving business and industry training needs.
3. Advance local workforce development initiatives by providing high-demand training programs in a rapid-response format to prepare individuals for immediate employment.
4. Promote local workforce development initiatives and expand training opportunities to increase the number of Skills Training students served on all campuses.

Goal 1.

Provide quality short-term, non-credit training specific to the needs of the community at a reasonable cost.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Mission: This goal relates to the College Mission by providing training to meet the needs of its diverse community by offering affordable training.

Objective or Educational Outcome 1.

The expected Educational Outcome would be to achieve an average of at least 85% or higher rating from the Course and Instructor Evaluation Survey that the students either "Strongly Agree/Agree" that they have an "overall satisfaction" of the Courses and the Instructor.

Assessment

The Assessment Measure can be validated when at least an average of 85% of the students who complete the training either "Strongly Agree/Agree" that they have an "overall satisfaction" of the Courses and the Instructor on the Course and Instructor Evaluation Survey.

Additional Funding Request: \$

No additional funding is needed for this objective.

Evaluation Findings

The Course and Instructor Evaluations collected resulted in 100% favorable rating. All questions pertaining to the quality and cost of training were answered with either Strongly Agree or Agree.

Use of Findings

This goal was met. The Skills Training Division will continue to provide training at a reasonable cost and will explore other areas of training to add to the division.

Goal 2.

Assist Skills Training students in achieving their training goals.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Mission: This will empower students to become life long learners.

Objective or Educational Outcome 2.

The expected Educational Outcome would be to achieve an average of at least 85% or higher rating from the Course and Instructor Evaluation Survey that the students either "Strongly Agree/Agree" that they have an "overall satisfaction" of the Courses and the assistance provided to them by the Instructor.

Assessment

The Assessment Measure can be validated when at least an average of 85% of the students who complete the training either "Strongly Agree/Agree" that they have an "overall satisfaction" of the Courses and the the assistance provided to them by the Instructor on the Course and Instructor Evaluation Survey.

Additional Funding Request: \$

No additional funding is needed for this objective.

Evaluation Findings

100% of the evaluations collected were favorable. The Course and Instructor Evaluation was the assessment tool used. All questions pertaining to the quality, cost and achievement of goals were answered with Strongly Agree or Agree.

Use of Findings

The goal of assisting the students in achieving their training goals was met.

Goal 3.

Obtain an increase in the number of students in Skills Training who enroll, complete their program and are employed in their fields of study or a related field as compared to the previous year's data.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1.

To obtain a 5% increase in the number of students who enroll, complete their program and are employed in their fields of study or a related field as compared to the previous

year's data.

Assessment

The Assessment Measure can be validated when the Competency Charts/Skills Training Placement Records are compared to previous years records and those records indicate a 5% increase in the number of students who complete the training programs and are employed.

Additional Funding Request: \$

No additional funding is needed for this objective.

Evaluation Findings

Skills Training had a 9% increase from the previous year (07-08) in the number of students who completed training and became employed. The information was collected from Skills Training database.

Use of Findings

This goal was met. Skills Training will continue to assist students in training and job placement.

Goal 4.

Increase the Child Support Collection dollar amount paid by Alabama Fatherhood Initiative (AFI) participants by empowering AFI participants to become economically self-sufficient through either job search assistance or skills training enrollment to acquire skills needed to become gainfully employed so they can meet their child support obligations.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The Unit Objective is for the amount of Child Support collected from AFI participants to increase by 5% over the previous year's collections.

Assessment

The Assessment Measure can be validated when the Department of Human Resources Child Support Collection report is compared to the previous year's report.

Additional Funding Request: \$

No additional funding is needed for this objective.

Evaluation Findings

Child Support collections in PY 08 were \$215,370 as opposed to collections of \$191,205 in PY 07. This is a 12.6% increase in collections.

Use of Findings

This goal was met. Child Support collections increased by 12.6% over the previous year. This information was obtained from the Department of Human Resources Child Support Collection report we receive from the Department of Human Resources.

User:guest

Unit

Skills Training

Gadsden State Community College

Strategic Plan

Unit: Social Sciences **Year:** 2008-2009

Person Responsible: George Terrell

Cabinet Member: Jim Jolly (not reviewed)

Mission 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.

Long Range Goals:

- 1 To reduce the percentage of classes taught by part-time instructors by hiring additional full-time faculty in the social science fields.
- 2 To revise all programs to address changes in the workforce and/or senior institutions social science programs.
- 3 To recruit qualified part-time instructors in all areas to assure quality instruction and to fully evaluate these instructors with classroom visits/consultations.
- 4 Utilize the STARS Articulation guides in the advisement process for Social Science.

Goal 1

To adequately prepare students for their transfer to senior institutions by offering courses comparable to what would be offered in other two/four year institutions at the freshman and sophomore levels in the Social Science fields.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Programs are checked to be sure they provide general education in the Social Science subjects offered at Gadsden State.

Assessment

All (100%) of Gadsden State Social Science courses' contents will be compared against the State Common Course Offering to ensure consistency.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

All (100%) social science instructors were instructed to incorporate the objectives provided by the Alabama Department of Postsecondary Education into their syllabi. By following these objectives to teach their courses, social science instructors will ensure that their courses are aligned with the articulation requirements set by the state of Alabama.

Use of Findings

The goal was met. After reviewing instructors' syllabi, all (100%) social science faculty have incorporated the objectives provided by the Alabama Department of Postsecondary Education into their syllabi. All social science courses at Gadsden State Community College are aligned with state requirements. There is no need for any other changes to be made at this time.

Objective or Educational Outcome 2

Each subject area offered will be looked at to ensure that 70% of students enrolled in that area received a grade of "C" or higher.

Assessment

Each semester, grade summaries provided by the Registrar's office will be reviewed by the Social Science division.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Data obtained from the college's computer service department was obtained that gives a total for each grade given for each discipline within the social science division for the fall 2008 and spring 2009 semesters. The disciplines included in this data are Child Development, History, Human Services, Psychology, Religion, and Sociology.

Use of Findings

The goal was met. For every discipline within the social science division during both the fall 2008 and spring 2009 semesters, at least 70% of students received a "C" or higher. For the fall 2008 semester, the following statistics reflect the percentage of students who earned a "C" or higher: Child Development 82%, History 76%, Human Services 80%, Psychology 91%, Religion 89%, and Sociology 81%. For the spring 2009 semester, the following statistics reflect the percentage of students who earned a "C" or higher: Child Development 84%, History 82%, Human Services 81%, Psychology 87%, Religion 96%, and Sociology 80%.

Objective or Educational Outcome 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 average grades in these courses are comparable to or greater than the grades of students who have taken all their courses at the senior level institution.

Assessment

Each year, information on Gadsden State students who have transferred is provided by senior institutions and will be reviewed by the Social Science division.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

After reviewing all possible sources, the only data that is available that reflects anything applicable is the College Accountability Performance Profile. This document focuses on a students' overall progress at senior institutions and does not isolate performance in specific disciplines. Jacksonville State University, an institution in which many of our students transfer, no longer tracks this data either.

Use of Findings

The goal was not met. Because of a lack of available data, this goal was not measurable.

Objective or Educational Outcome 4

Faculty equipment to be purchased for purposes of instructing students.

Assessment

Examine purchase orders and examine school-wide technology funding list to ensure that at least 4 faculty computer workstations and printers are purchased and to ensure that at least 2 tablets are purchased.

Additional Funding Request: \$10592.00

\$7,200 for 4 computer/printer setups and \$3392 for 2 tablet computers.

Evaluation Findings

According to the technology funding lists, the social science division purchased 9 faculty desktop computers and 4 printers. This allowed each instructor in the department to have a new computer in his or her office.

Use of Findings

The goal was met. The assessment measure stated that 2 tablet computers would be purchased. However, it was determined that it would be more effective for every instructor to have a new computer. As a result, more computers were purchased in total.

Objective or Educational Outcome 5

Evaluate current equipment as needed for instructional purposes to be used in classrooms.

Assessment

Examine purchase orders and examine school-wide technology funding list to ensure that at least 2 scanners and 4 ceiling mount projectors are purchased for other campus sites.

Additional Funding Request: \$4876.00

\$300.00 for 2 scanners and \$4,576.00 for two ceiling mount projectors

Evaluation Findings

According to the technology funding list, the social science division purchased a total of 8 scanners. However, no ceiling mount projectors were purchased.

Use of Findings

The goal was not met. The social science division exceeded the goal of purchasing at least 2 scanners. However, the division did not purchase the projectors even though they were requested. With that stated, each classroom used by a social science instructor has an LCD projector mounted from the ceiling. The additional projectors were intended to serve as replacements as the existing projectors cease to function.

Objective or Educational Outcome 6

Evaluate current computer software used in offices.

Assessment

Examine software to determine if it is still appropriate and adequate for use in offices and purchase additional software and updates as needed.

Additional Funding Request: \$2,300.00

12 copies of Host Sessions software at \$150.00 each and \$500 for Rand McNally Online Map Service.

Evaluation Findings

The social science division purchased a new desktop computer for each instructor. Each new computer has been equipped with the HOST software. The Rand McNally Classroom map subscription has been purchased.

Use of Findings

The goal was met. Each instructor has the necessary software he or she needs on their faculty computer. The history, geography, and sociology instructors have been oriented on the functionality of the Rand McNally web site and will implement that in their instruction.

Goal 2

To provide courses that will prepare students for employment in the field of Human Services.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

70% of students in Human Services classes will earn grades of "C" or higher.

Assessment

Each semester, grade summaries provided by the Registrar's office will be reviewed by the Human Services faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The human services faculty reviewed the final grades for all human services courses for the fall 2008 and spring 2009 semesters.

Use of Findings

The goal was met. For the fall 2008 semester, 80% of students in all Human Services courses earned a grade of "C" or higher. For the spring 2009 semester, 81% of students in all Human Services courses earned a grade of "C" or higher.

Objective or Educational Outcome 2

80% of students in Human Services Internships will receive satisfactory evaluations from agency supervisors.

Assessment

Human Services faculty will review the reports submitted from agency supervisors.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The human services faculty reviewed the evaluation letters from internship agency supervisors. 100% of students in the human services field received satisfactory letters of evaluation.

Use of Findings

The goal was met. The human services faculty will continue to seek feedback from participating agency supervisors on the level of satisfaction with human services students at Gadsden State.

Objective or Educational Outcome 3

70% of Human Services students will gain employment in the field after graduation.

Assessment

Follow-up information on Gadsden State graduates from the Computer Services Department will be reviewed by the Human Services faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

This information is compiled by the office of Institutional Planning and Research. Unfortunately, the data regarding the placement of individuals into the workforce was not collected for Human Services for the 2008-2009 academic year.

Use of Findings

The goal was not met. There was insufficient data to determine whether or not the goal was met.

Objective or Educational Outcome 4

70% of students in the Human Services Program will graduate.

Assessment

Information on Gadsden State graduates in Human Services will be provided by the Computer Services Department and will be reviewed by the Human Services faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Information was obtained on the number of students who graduate from the Human Services program at Gadsden State.

Use of Findings

The goal was met. For the 2008-2009 academic year there were a total of 85 human services majors at Gadsden State. There were a total of 3 graduates that year with the human services degree. Unfortunately, the human services faculty has no data to determine the percentage of the total 85 majors who change majors, drop out, or whose continuous enrollment into the next academic year is not consistent.

Objective or Educational Outcome 5

At least 80% of respondents to a survey of businesses who employ Human Services graduates will indicate that graduates are well prepared for the work force.

Assessment

Material submitted by employers to the Computer Services Department will be reviewed by the Human Services faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The survey administered to area employers during the 2008-2009 academic year did not provide any data with regard to the human services program. The most recent data collected for human services graduates in the human services field was collected during the 2007-2008 academic year. The human services faculty will seek to obtain this data

in the future.

Use of Findings

This goal was not met. According to the most recent data, 63% of the respondents are in the workforce. However, there is no data that indicates the level of satisfaction those employers have with the graduates who are employed. The human services faculty will develop a survey to obtain this data for the upcoming academic year.

Goal 3

To provide technical, vocational and career education that prepares students for immediate employment, retrain existing employees, and promotes local and state work force development initiatives in CHILD DEVELOPMENT.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Objective or Educational Outcome 1

Review the percentage of students in the Child Development Program who earn grades of "C" or higher.

Assessment

Each semester, grade summaries provided by the Registrar's office will be reviewed by the Child Development faculty. 80% of the students in the Child Development program will earn grades of "C" or higher.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The child development faculty reviewed the final grades for all child development courses for the fall 2008 and spring 2009 semesters.

Use of Findings

The goal was met. For the fall 2008 semester, 82% of students in all Child Development courses earned a grade of "C" or higher. For the spring 2009 semester, 84% of students in all Child Development courses earned a grade of "C" or higher.

Objective or Educational Outcome 2

Determine the number and percentage of Early Childhood students who are placed in jobs in the field of Early Childhood after graduation.

Assessment

Follow-up information on Gadsden State graduates from the Computer Services Department will be reviewed by the Early Childhood faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The Gadsden State Community College Placement Summary for the 2008-2009 academic year provides survey data obtained from graduates on the status of employment. A total of 13 child development students were surveyed and 12 actually responded.

Use of Findings

The goal was met. For the 2008-2009 academic year, 83% of child development graduates had obtained employment in their field or a related field. Only 17% of the respondents were unemployed. However, those who responded as unemployed are currently seeking employment.

Objective or Educational Outcome 3

Check the percentage of students in the Early Childhood Program who graduate.

Assessment

Information on Gadsden State graduates in the Early Childhood program will be provided by the Computer Services Department and will be reviewed by the Early Childhood faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Information was obtained on the number of students who graduate in the Child Development program at Gadsden State.

Use of Findings

The goal was met. For the 2008-2009 academic year there were a total of 171 child development majors at Gadsden State. There were a total of 20 graduates that year with the child development degree. Unfortunately, the child development faculty has no data to determine the percentage of the total 171 majors who change majors, drop out, or whose continuous enrollment into the next academic year is not consistent.

Objective or Educational Outcome 4

A survey of businesses who employ Early Childhood graduates will indicate satisfaction with the employees' training.

Assessment

Material submitted by employers to the Computer Services Department will be reviewed by the Early Childhood faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The Gadsden State Community College Graduate Employer Survey provides data with regard to an employer's opinion about the skills and training that a student receives at Gadsden State. The survey results were reviewed to determine the level of satisfaction employers have with students who graduate from Gadsden State.

Use of Findings

The goal was met. There was no specific questions that asked employers how satisfied they are with their employees. However, a question that was asked to employers that would indicate that they are satisfied with graduates from Gadsden State dealt with their willingness to employ applicants who have a child development degree. 75% of the employers who responded to the survey indicated "yes," they would employ a graduate from Gadsden State with this degree.

Goal 4

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.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Determine the percentage of students who earn a grade of "C" or higher in the Social Science related courses offered at Gadsden State.

Assessment

Each semester, grade summaries provided by the Registrar's office will be reviewed by the Social Science faculty.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Data obtained from the college's computer service department was obtained that gives a total for each grade given for each discipline within the social science division for the

fall 2008 and spring 2009 semesters. The disciplines included in this data are Child Development, History, Human Services, Psychology, Religion, and Sociology.

Use of Findings

The goal was met. For every discipline within the social science division during both the fall 2008 and spring 2009 semesters, at least 70% of students received a "C" or higher. For the fall 2008 semester, the following statistics reflect the percentage of students who earned a "C" or higher: Child Development 82%, History 76%, Human Services 80%, Psychology 91%, Religion 89%, and Sociology 81%. For the spring 2009 semester, the following statistics reflect the percentage of students who earned a "C" or higher: Child Development 84%, History 82%, Human Services 81%, Psychology 87%, Religion 96%, and Sociology 80%.

Objective or Educational Outcome 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.

Assessment

Each year, information on Gadsden State students who have transferred is provided by senior institutions and will be reviewed by the Social Science faculty.

Additional Funding Request: \$**Evaluation Findings**

After reviewing all possible sources, the only data that is available that reflects anything applicable is the College Accountability Performance Profile. This document focuses on a students' overall progress at senior institutions and does not isolate performance in specific disciplines. Jacksonville State University, an institution in which many of our students transfer, no longer tracks this data either.

Use of Findings

The goal was not met. Because of a lack of available data, this goal was not measurable.

Goal 5

To provide additional courses and sections via the Internet for all disciplines within the Division of Social Science.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Each discipline in the Social Science Division will offer at least one class via the Internet, with more added as enrollment warrants.

Assessment

Each semester, enrollment records will be analyzed to determine students' needs for Internet courses.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

The master schedule for the social science division was reviewed for the spring 2009 semester. The purpose was to determine the level of enrollment and need for internet courses in the social science division.

Use of Findings

The goal was met. All (100%) of internet courses offered by the social science division during the Spring 2009 semester met the minimum requirement of at least a registration of 12 students. Due to this statistic, it can be determined that a need for internet courses exists and an increase in the number of internet courses is likely.

Goal 6

To provide additional courses and sections in the Hybrid format.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Each discipline in the Social Science Division will offer at least one class via the Internet, with more added as enrollment warrants.

Assessment

Each semester, enrollment records will be analyzed to determine students' needs of Hybrid courses.

Additional Funding Request: \$

Evaluation Findings

The master schedule for the social science division was reviewed for the spring 2009 semester. The purpose was to determine the level of enrollment and need for hybrid classes in the social science division.

Use of Findings

The goal was met. 80% of the hybrid courses offered in the social science division met the minimum requirement of at least a registration of 12 students. After reviewing the master schedule for spring 2009 and determining the percentage of students who take hybrid courses, it was determined that a need for hybrid courses exist. However, because only 80% courses met that minimum requirement, an increase of the number of hybrid courses offered is not necessary at this time.

Goal 7

To provide more courses using Tegrity as part of the delivery system to students.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Each discipline in the Social Science Division will offer at least one class via the Internet, with more added as enrollment warrants.

Assessment

Each semester, enrollment records will be analyzed to determine students needs of Tegrity courses.

Additional Funding Request: \$**Evaluation Findings**

It was the plan of the social science division to develop and administer a survey to students to determine their need and usage of Tegrity. Unfortunately, an effective instrument has not been developed to measure the level of usage among students in social science courses. It is still a future goal of the department to develop such an instrument. To increase the potential student usage of Tegrity, each instructor has been encouraged to incorporate the use of Tegrity in his or her lecture, hybrid, and/or internet courses. Also, adjunct instructors have also been encouraged and trained on how to use Tegrity.

Use of Findings

The goal was not met. Information from the instructors has been obtained that indicates

the level of Tegrity usage has increased among social science instructors. However, the survey was not administered to determine students needs of Tegrity.

Goal 8

To provide more courses using Interactive Television to provide instruction to sites with low enrollment.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Each discipline in the Social Science Division will offer at least one class via Interactive Television, with more sections added as enrollment warrants.

Assessment

Each semester, enrollment records will be analyzed to determine students' needs of Interactive Television.

Additional Funding Request: \$**Evaluation Findings**

The use of the Tandberg distance learning system ("Interactive Television") is a popular medium for distance learning. This enables an instructor to teach a lecture class on multiple campuses via interactive video conferencing. The social science division conducted informal research to determine students' needs of high enrollment social science courses (i.e. psychology and history) being offered in this format.

Use of Findings

The goal was met. After conducting the informal research, the social science division faculty has determined that a need for offering social science courses in this format is not necessary at this time because of the number of courses offered on all campuses and the distance learning options available. Offering classes in this format may become a need in the future because of the difficulty in obtaining qualified adjunct faculty.

Goal 9

To ensure the accessibility and security of Social Science facilities.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

Purchase door locks to maintain secure environment for records, equipment, faculty/staff, and students.

Assessment

Examine purchase and work orders to ensure that appropriate equipment has been purchased and installed.

Additional Funding Request: \$2000

To ensure that all locks are placed on first floor of Naylor Hall for security purposes.

Evaluation Findings

Upon review of purchase orders, the additional funding request was not met. However, the current arrangement of available equipment was reviewed to determine need.

Use of Findings

The goal was met. The social science division office was rearranged to increase the level of security for sensitive files. Also, a policy has been imposed by the division chair that requires instructors to keep office and classroom doors locked at all times to increase the overall level of security.

Objective or Educational Outcome 2

Purchase signs for Naylor Hall to ensure that building are well labeled so that emergency personnel will be able to locate the appropriate place in case of an emergency. This would help with the uniformity of signs across campus.

Assessment

Examine purchase and work orders to ensure that the appropriate signs are ordered and installed.

Additional Funding Request: \$500

Purchase signs for Naylor Hall to ensure that buildings are well labeled.

Evaluation Findings

The social science division explored several options to improve and increase the number and visibility of signage in the division. Both digital and standard options of signage were reviewed.

Use of Findings

The goal was met. The social science division has purchased clear acrylic signage displays that will be placed beside each classroom and the division office. Each one of the displays will provide important information to students such as the room number, the classes being taught in the room, location of restrooms, and locations of exits.

Objective or Educational Outcome 3

To purchase desks and chairs that will be more appropriate for all of our students and faculty, especially those that who need special seating accommodations.

Assessment

Examine purchase orders to ensure that student desks were purchased.

Additional Funding Request: \$7600

Needed to purchase additional chairs and desks, especially desks that accommodate large students.

Evaluation Findings

The social science division requested new desks for Naylor Hall. The reason for this request was to make room seating more accessible for a diverse student population.

Use of Findings

The goal was met. Every classroom used by a social science instructor in Naylor Hall now has new tables that students with a disability can utilize more effectively.

User:guest

Unit

Social Sciences

Gadsden State Community College

Strategic Plan

Unit: Strengthening HBCU Title III Program **Year:** 2008-2009

Person Responsible: Tarva Vaughn

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The mission of the Historically Black Colleges and Universities (HBCU) Title III Program of GSCC is in accord with the College's mission to meet the needs of diverse communities by offering quality educational and cultural experiences. Title III's mission is to further provide resources and support for successful completion of career and educational goals by enhancing intellectual and technical skills of students and faculty, and by encouraging cultural exchanges within the community.

Long Range Goals:

- 1 Promote outreach initiatives which expand awareness of programs and student services offered on the Valley Street Campus.
- 2 Strengthen orientation, counseling and advisement services to students.
- 3 Expand and maintain support of technology resources to facilitate increased faculty and student performance.
- 4 Implement efforts to renovate/refurbish physical facilities on the Valley Street Campus.

Goal 1

Provide initiatives which promote awareness among high school students of opportunities in technical programs offered on the Valley Street Campus.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: This goal directly relates to the College's goal of meeting the needs of its diverse

communities by offering educational experiences that are accessible and affordable.

Objective or Educational Outcome 1

To improve by 10% the awareness of high school students of opportunities in career education, and technical programs offered on the Valley Street Campus.

Assessment

Compared to data from the previous year there will be a 10% improvement of high school student's awareness of education opportunities on the Valley Street Campus. Surveys will be completed by area high school students attending College Prep Seminars. The results of the survey will be compiled and analyzed.

Additional Funding Request: \$**Evaluation Findings**

During the reporting academic year, the goal to increase high school student's awareness of educational opportunities on the Valley Street Campus has been met. During the course of the year, 75 students from eleven area high schools and three counties (Etowah, St. Clair and Cherokee) have visited the campus. Students toured program areas, interacted with instructors and students, and received information on Title III program services available to Valley Street students. In addition to campus visits, classroom presentations to 76 students in Etowah and Calhoun County schools were conducted. Upon surveying students on their prior knowledge of the programs available on the Valley Street Campus, 100% reported that they had been unaware which programs of study were offered.

Use of Findings

Review of information received from students reveal a need for continued and enhanced outreach to counselors, students and teachers in the Gadsden State CC service area. The Title III Outreach Enrollment Coordinator will continue to partner with other departments/divisions of the college in outreach efforts, and will develop and seek opportunities for the specific marketing of technical programs available on the Valley Street Campus.

The successful marketing of technical programs of study, particularly Carpentry & HVAC, due to their "hands on" nature, should include tactile and interactive ways to introduce them to students. Recent presentations have been "talk only" and not as engaging as necessary for today's students.

Information and presentation ideas have been requested from program instructors. In addition, students in the Job Corps Carpentry program have been consulted and have been helpful in the development of presentation ideas for the Carpentry program, as their age and generational profiles are similar to current high school students.

Goal 2

Provide counseling services to students enrolled on the Valley Street Campus.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Increase by 10% the number of students utilizing counseling services on the Valley Street Campus.

Assessment

Using reports from counseling records, student contact sheets, student sign in sheets and surveys, counseling service data will be compiled and compared to data from the previous year a 10% increase is anticipated.

Additional Funding Request: \$**Evaluation Findings**

During the 2008-2009 academic year, the goal to increase the number of students utilizing counseling services on the Valley Street Campus by 10% has been accomplished, and exceeds the 10% increase. Documentation from the Title III Retention Counselor's office, includes new student orientation, early alert intervention and other student service records indicate a sharp increase in the number of students utilizing counseling services. A major contributing factor to this increase is the participation of instructors in the early alert process.

Use of Findings

The Title III Retention Counselor will continue to partner with Valley Street instructors in student retention efforts. We will continue to meet with students and use student assessment data and indicators to develop academic success initiatives which promote improved retention and graduation rates. A current weakness in the counseling strategy is the availability of regularly scheduled counseling services to students in the evening HVAC program. We are currently reviewing student needs and staffing patterns required to meet those needs.

Goal 3

Provide educational opportunities that include computer laboratory orientations, basic computer skills, internet search techniques, software application usage and practice certification examinations.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: This goal directly relates to the College's mission of meeting the needs of its diverse communities by offering quality educational experiences that are accessible and affordable.

Objective or Educational Outcome 1

Improve by 20% the student proficiency outcomes taught in network literacy and computer application training sessions.

Assessment

100% of students utilizing the computer laboratory will attend a computer laboratory session which will be validated by student sign in sheets.

A 20% increase in student proficiency will occur in training sessions in which network literacy and computer applications are taught. Comparison data will be obtained using the results of pre and post survey.

Additional Funding Request: \$**Evaluation Findings**

Computer laboratory orientation is required for all students utilizing lab facilities on the Valley Street Campus. During the reporting period, 100% of programs on campus participated in an orientation. Eleven computer orientations were conducted for the purpose of enabling students to become more proficient in gaining computer competence. Programs participating in computer laboratory orientations were Carpentry, Practical Nursing, Air Conditioning/Refrigeration, Marketing and the Nursing Assistant Program. During the orientation, rules for productive utilization of the campus computer lab were addressed along with a description of services available by the Activity II-Instructional Technology Department to support technology proficiency. Demonstrations focused on access and utilization of the Student Online

System, Institutional E-mail, WebCT, and the Alabama Virtual Library. Networked resources if applicable to participants' course of study were highlighted. Resources such as recorded Tegrity sessions were demonstrated to provide Health Science students direction in downloading sessions to MP3 and IPOD players. Health Science students also received access instruction for assigned software applications during the computer lab orientation.

Training sessions in computer applications were provided to the Certified Nursing Assistant Program students this reporting period. A total of five basic computer and two Excel workshops were conducted. Pre and post surveys to measure knowledge of skills being taught were given to participants. Comparison data for two surveys administered during the spring semester show a 32% increase for basic computer skill knowledge comparing pre and post survey tools. During this same semester, Excel workshops were conducted and two surveys were administered. Results were again favorable showing an increase of 32.5%. For the fall semester, another group of Certified Nursing Assistant students participated in basic computer training sessions. Comparison data for pre and post surveys administered show a 41% and a 48% increase in technology proficiency.

Use of Findings

Computers in the Valley Street Campus computer laboratory are outdated. However, during this reporting period, new wireless laptops were distributed to students. This was made possible due to the wireless laptop initiative funding provided by a grant which has also helped in alleviating much of the access problems. However, because the lab is still being utilized for other purposes such as software assignments and for conducting certification examinations, it is still inadequate for serving all technology and program needs on the Valley Street Campus. However, with the recent request for institutional technology funds to replace outdated lab computers, students will have access to updated technology.

Training sessions were aligned with the curriculum objectives for HPS 111 to enable students a better understanding of skills required to be competent computer users for the modern workforce. Results from the survey were positive revealing that the students benefited from the experiences. Comparison data between pre and post testing will continue to be analyzed.

User:guest

Unit

Strengthening HBCU Title III Program

Gadsden State Community College

Strategic Plan

Unit: Student Activities **Year:** 2008-2009

Person Responsible: Judy Hill

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The primary mission of Student Activities is to implement a college-wide system of activities, events, and organizations that will enrich lives of students through social, recreational, developmental, and multicultural engagement.

Long Range Goals:

- 1 Implement college-wide events to attract and include all populations of the student body.
- 2 Develop a sense of collegial cohesiveness and strengthen "Cardinal spirit" among students and faculty/staff at all campuses.
- 3 Expand opportunities for students to assist in college governance and experience leadership behaviors.
- 4 Expand/improve the system of student identification cards and faculty/staff badges at all instructional sites.
- 5 Enhance the information source for students seeking competitive and transfer scholarship information.
- 6 Identify and equip a location at each instructional site for student identity, relaxation, and small group meetings.

Goal 1

To offer a broad spectrum of programs and events to engage students socially, recreationally, and developmentally with college faculty/staff, with one another, and with the larger community.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development

vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: . . . offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Students will be satisfied with the social, cultural, and co-curricular activities and events offered at the college.

Assessment

In the On-line Student Evaluation of Campus and Services Survey, student responses of agreement will be 90% or higher for items related to satisfactory social activities, cultural growth, and out-of-class experiences (Questions 53, 54, and 55).

Additional Funding Request: \$

Evaluation Findings

The On-line Student Evaluation of Campus and Services elicited the following responses from students:

Item 53 (College-sponsored social activities are satisfactory) 51% strongly agree and 45% agree for a total of 96% who found social activities satisfactory.

Item 54 (Opportunities for cultural growth sponsored by the College are adequate) 49% strongly agree and 45% agree for a total of 94% who found cultural opportunities adequate.

Item 55 (Satisfied overall with the out-of-class campus activities) 49% strongly agree and 40% agree for a total of 89% who are satisfied with the out-of-class activities.

The objective of 90% or higher was successfully met on items #53 and #54, but it was not met on item #55.

Use of Findings

The overwhelming satisfaction of students for social and cultural activities indicates that efforts in those areas are reaching students and are appreciated. These programs and activities will be continued.

Eleven percent of students indicating that they are not satisfied with out-of-class campus activities means that Student Activities and Civic Engagement should vary offerings and marketing to reach more students. Three strategies are being tried experimentally during the 2009-2010 school year: adding several new student clubs; starting a limited Intramural sports program; and daily reminders of college activities on the electronic sign provided by Public Relations. It is thought that these efforts will demonstrate the commitment to provide out-of-class opportunities to a diverse population.

Goal 2

Students will develop leadership and civic responsibility values and skills.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: . . . by offering quality educational and cultural experiences . . .

Objective or Educational Outcome 1

Students will exhibit leadership and civic responsibility through participation in college clubs.

Assessment

Students involved in college organizations will successfully conduct at least one national civic/charity campaign each semester and at least one local civic/charity each month, September through April.

Additional Funding Request: \$

Evaluation Findings

The following civic or charitable projects were conducted by student organizations:

September - Blood Drive by Gadsden SGA on Wallace Drive and East Broad Street

October - Blood Drive by Anniston SGA at McClellan and Ayers

November - Food Drive sponsored by Baptist Campus Ministries for Gadsden Campuses

December - SGA, mascot, Miss Gadsden State, and college athletes supported Christmas parades in Gadsden and Oxford

January - Circle K sponsored Kindergarten educational programs in several Gadsden elementary schools

February - Circle K supported Kiwanis Pancake Day to raise funds for charities

March - Blood Drive by SGA and Student Nursing Association on Wallace Drive and East Broad Street

April - Blood Drive sponsored by Anniston SGA at McClellan and Ayers

These are just examples of events and projects. Many more were accomplished by Gadsden State student organizations throughout the school year.

Use of Findings

The objective was satisfactorily met. The Coordinator of Student Activities is searching for a method of recording projects and events from student clubs that will not stress club sponsors with additional responsibilities. Inter-Club Council will continue to be a meeting place for the sharing of resources and ideas among representatives of various student organizations.

Goal 3

Leadership development opportunities at the college will be expanded to include a workshop/seminar series for interested students.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Mission: . . . offering educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1

Students will have opportunity to learn leadership qualities and skills from motivation and leadership experts.

Assessment

Ten or more students will participate in at least six selected leadership workshop/seminars at the college during the 2008-2009 academic year. Coordinator of Student Activities will track participation in Society of Leadership, Success and Events.

Additional Funding Request: \$

Evaluation Findings

Ten students were inducted into National Society of Leadership and Success. Over forty students were involved in Student Government Association in Gadsden and Anniston. Over 180 students were inducted into Phi Theta Kappa in Spring of 2009. All three of these organizations stress leadership development for their student members. The consistent participation levels and many successful events sponsored by these organizations demonstrate that students are taking advantage of leadership development opportunities at the college.

Use of Findings

This objective was met indicating that many Gadsden State students are taking advantage of leadership training and opportunities.

User:guest

Unit

Student Activites

Gadsden State Community College

Strategic Plan

Unit: Student Support Services **Year:** 2008-2009

Person Responsible: Dale Hill

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The mission of the Student Support Services (SSS) Program is to provide individuals with the opportunity for continued intellectual development of academic, technical, career, and social skills.

Long Range Goals:

- 1 Purchase additional computers for computer laboratory.
- 2 Increase computer literacy among Student Support Service participants.
- 3 Increase assistive technology purchases for students with disabilities.

Goal 1

To provide supportive services to eligible students to increase their retention, transfer, and graduation rates.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

To ensure that the students accepted as participants in the SSS project will persist (or will graduate or transfer) according to the following percentage: (fall to fall) 60% from the 1st cohort year to the 2nd cohort year, and 40% from the 2nd cohort year to the 3rd cohort year.

Assessment

A computerized database is kept identifying the participants, their cohort or semester of beginning in the program, and status of whether they return the next fall. Grant staff check the enrollment the following fall in order to track how many students persist.

Additional Funding Request: \$

Evaluation Findings

At least 60% of the students graduated, transferred or persisted from the first cohort year to the second. At least 40% of the students graduated, transferred or persisted from the second cohort year to the third cohort year.

Eighty-one (81%) of the students graduated, transferred or persisted.

Use of Findings

Student Support Service staff will continue to offer services to assist students with their academic success. Academic advisement, transfer assistance, workshops, seminars, cultural events, disability accommodations, tutorial services, mentor services and computer lab assistance will continue to be offered.

Objective or Educational Outcome 2.

Graduation rates of SSS students--To ensure that at least 40% of each project year's cohort will graduate or transfer in three years.

Assessment

A database will be kept identifying the SSS students who graduate or transfer.

Additional Funding Request: \$**Evaluation Findings**

At least 40% of the students graduated or transferred.

Forty-six graduated; fourteen graduated and transferred, and thirty-two were transfer only. Follow-up is still ongoing.

Use of Findings

This objective was successfully completed so Student Support Services will continue with many of the same techniques in order to continue academic success. Student Support Services will continue to host workshops and seminars on study skills, academic programs of study, STARS and transfer. We plan to add more financial workshops. Students with an academic need will be encouraged to get a tutor. Students will be encouraged to attend transfer advisement sessions and trips. Representatives from four year institutions will be available throughout the year to talk with students. SSS staff will help setting up appointments and writing letters of recommendation.

Goal 2

To provide services to aid low-income students, first generation students and students with disabilities to be successful at Gadsden State.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1.

To ensure that at least 75% of the SSS participants achieve at least 2.2 on a 4.0 scale by providing them with individualized academic and tutorial services.

Assessment

Grade point averages of the SSS students will be collected and compared to the standard.

Additional Funding Request: \$**Evaluation Findings**

Eighty-five percent (85%) of the SSS participants achieved at least a 2.2 grade point average.

Use of Findings

Because this goal was obtained, SSS will continue offering services such as academic advising and tutorial services. SSS will continue to obtain progress reports from the faculty and conduct follow up with the students on their academic progress.

Objective or Educational Outcome 2.

To ensure that at least 85% of the SSS participants will pass with a grade of "Satisfactory" in developmental level courses.

Assessment

A database will be maintained to track the students in developmental level courses and their grades.

Additional Funding Request: \$**Evaluation Findings**

Seventy-five percent (75%) of the students were successful in developmental level classes.

Use of Findings

Because of difficulty in achieving this goal, students will be encouraged to use the computer labs more and to start tutorial services earlier in the semester.

Goal 3

To provide services to eligible students to enhance their technology skills.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1.

To ensure that at least 85% of SSS participants will indicate on an assessment that they can use email, the Internet, the Gadsden State on-line student system, STARS computerized transfer guide, and that they possess basic computer literacy.

Assessment

SSS participants will indicate they can use email, the Internet, the Gadsden State on-line student system, STARS transfer guide and basic computer literacy.

Additional Funding Request: \$

Evaluation Findings

According to students, ninety-five (95%) of the SSS participants indicated they knew how to use email, the Internet, the Gadsden State online system, transfer information and basic computer literacy.

Use of Findings

Students will be encouraged to use the computer labs more and to get tutorial help. SSS will continue to conduct computer workshops and seminars. The workshops will include the use of the Internet including Web CT, the Gadsden State online system, transfer and basic computer literacy.

User:guest

Unit

Student Support Services

Gadsden State Community College

Strategic Plan

Unit: Surgical Technology Program **Year:** 2008-2009

Person Responsible: Connie Meloun / Brenda Young

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

The Surgical Technologist Program of Gadsden State Community College strives to provide educational services that satisfy both the need in the College service area for surgical technologists at the certification level and the desire of the people who seek short-term career education. The surgical technologist program strives to assist the student in achieving the knowledge, skills, and professionalism to become a vital member of the allied health care team.

Long Range Goals:

- 1 Obtain accreditation from the Association of Surgical Technologist and CAAHEP
- 2 Develop relationships with new health care facilities to expand clinical opportunities
- 3 Develop a state-of-the art surgical technology lab
- 4 Update lab and classroom with computerized audio-visual equipment
- 5 Increase enrollment from 20 to 25 students per semester.
- 6 Hire an additional fulltime faculty member.

Goal 1

Provide graduates with knowledge and skills to perform surgical-operating room technology procedures safely and cometently as an entry-level practitioner.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students will perform competently and will safely assist in various surgical procedures.

Assessment

Employer Survey: At least 90% of the employers of the Surgical Technology Program graduates will indicate "agree" or "strongly agree" that the graduate performs competently and safely as an entry level surgical/operating room technician.

Additional Funding Request: \$2000.00

Onsite clinical with proper supervision will enhance the learners' ability and confidence. Computer software that emphasizes instrumentation, asepsis and procedures will enhance the learners' abilities.

Evaluation Findings

Telephone and personal interviews with perioperative nurse managers reveal 100% agree the graduates perform competently and safely.

In an interview with special procedure nurse manager, a request was noted to add additional training with instrumentation used to perform special invasive procedures.

Use of Findings

Faculty need to continue to attend seminars and network with other professionals in the surgical technology arena to gather information regarding new technologies and techniques in the perioperative setting to include special procedures, to disseminate to students.

Objective or Educational Outcome 2

Faculty will be provided access to educational methodologies and techniques related to surgical/operating room technology.

Assessment

End of Course and End of Program Surveys: 90% of students will indicate "agree" or "strongly agree" that instructor was well prepared for subject matter taught. On Health Science Resource Survey: 100% of faculty will indicate "agree" or "strongly agree" they had an opportunity to participate in a professional development activity that would assist in their teaching assignments.

Additional Funding Request: \$4000.00

Association of periOperative Registered Nurses Congress and the Association of Surgical Technologist Forum provide educational updates and hands on practice with new technology being utilized in the practice setting.

Evaluation Findings

On the Graduate Follow Up Survey, 80% of respondents stated the quality of the instruction for courses in their major was "good" or "excellent." On the Health

Sciences Division Resource Survey 42% of respondents "strongly agree" and 35% "agree" they "had an opportunity to participate in a professional development/continuing education activity that will assist me as an educator."

Use of Findings

The health science division is searching for grants that would support funding for faculty professional development and will apply for such funding as there is no funding to pay for conferences/workshops which are usually held out of state. Instructors are encouraged to attend Instructors Workshops related to their field within the state as this is less expensive. The health science division is also working on offering professional development activities at the college for instructors.

Objective or Educational Outcome 3

Achieve a high program completion rate.

Assessment

The program will achieve a 15% attrition rate by the end of the academic year.

Additional Funding Request: \$**Evaluation Findings**

Benchmark not met. Attrition was found to be 22.5%.

Use of Findings

The program faculty will continue to work with the Department of Post-Secondary regarding a common curriculum as well as qualified applicant requirements. Students who have below a 75% average for each surgical technology course are reported on the Health Sciences Division Attrition Report. Mandatory exam reviews and consultation with the instructor occurs when the student is not successful on exams and return demonstrations. Tegrity as well as Web CT are utilized in each class to allow students to have individual access to material presented in classes.

Objective or Educational Outcome 4

Students will apply safety measures (asepsis, sterile techniques and instrumentation) to protect the patient and team from injury.

Assessment

- a. 90% of students will score 75% or above on the practical lab final at the end of SUR 102.
- b. 80% of students will score 75% or above on each instrumentation exam in SUR 102.
- c. 80% of students will score 75% or above on asepsis unit exam in SUR 102
- d. 80% of students will score 75% or above on sterile techniques unit exam in SUR 102
- e. On the "Daily Calse Log and Evaluation of Competencies" form, 90% of students will score 90% or above in proficiency performing solo during an operative clinical activity.

Additional Funding Request: \$**Evaluation Findings**

- a. Benchmark not met. 86.2% of students scored 75% or better on practical lab final.
- B. Benchmark not met. On one instrument exam 62.9% of students scored 75% or better.
- c. Benchmark met. 92.3% of students scored 75% or better on asepsis unit exam.
- d. Benchmark met. 92.3% of students scored 75% or better on sterile techniques unit exam.
- e. Benchmark met. 100% of students scored 90% or better in proficiency performing solo intraoperatively.

Use of Findings

- a. Continue lab practice, return demonstration and validation of skills learned. Have an open lab to allow students to practice individual needed skills under supervision of instructor.
- b. Continue to emphasize the importance of instrumentation and increase the time for more hands on learning in an open lab.
- c. Continue theory and lab practice of principal of asepsis.
- d. Continue theory and lab practice of sterile techniques.
- e. Continue providing clinical site with qualified preceptors. Monitor students' intraoperative progress throughout the term.

Objective or Educational Outcome 5

Students will demonstrate the role of the surgical technologist in preoperative, intraoperative and postoperative phases.

Assessment

- a. 80% of students will score 75% or above on unit exams related to the role of the surgical technologist.
- b. On the "Daily Case Log and Evaluation of Competencies" 90% of students will score at least 90% or above in proficiency performing solo during a clinical activity.

Additional Funding Request: \$**Evaluation Findings**

- a. Goal not met. 51.6% students scored 75% or better on unit exams related to the role of the surgical technologist.
- b. Goal met. 100% of students scored 90% or better in proficiency performing solo intraoperatively.

Use of Findings

- a. Emphasize the role of the surgical technologist pre, intra and postoperatively in theory sessions. Plan clinical rotation early in course for observation by student of a practicing Surgical Technologist in their varying roles.
- b.. Continue providing clinical site with qualified preceptors. Monitor students intraoperative progress throughout the term

Goal 2

Produce graduates who meet the needs of the community.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will become members of the community workforce in surgical/operating room technology.

Assessment

Graduate Survey: 90% of graduates seeking employment will be employed in a surgical/operating room technology position within six months of graduation.

Additional Funding Request: \$2000.00

The utilization of computers and computer software in the learning process will require the learner to acquire technical skills regarding the gathering and the sharing of information electronically, which will be useful in the work force.

Evaluation Findings

13% of respondents were employed in a field related to training.

Use of Findings

Encourage students to attend Health Career Fair. Strongly encourage students to respond to survey.

Continue dialogue with employers to obtain feedback regarding skills desired for future employees.

Continue use of technology with classes to improve computer skills regarding communication and information gathering skills. May need to revisit % of graduates employed in small areas. With only 18 operating rooms in surrounding area, the job opportunities are limited. Employee turnover rate is also very low.

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Participate in the Postsecondary curriculum/program standardization process.

Assessment

The program instructor will participate in 75% of the meetings related to curriculum and program standardization.

Additional Funding Request: \$**Evaluation Findings**

No meetings have been scheduled. Will attend Post-Secondary meetings as they are scheduled.

Use of Findings

Program standardization meetings are ongoing. Faculty utilizing standards from surgical operating room technology programs in state and AORN standards.

Goal 4

Promote computer competency and information literacy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome 1

Students will utilize WebCT and email in each surgical technology and required HPS courses.

Assessment

- a. 90% of surgical technology students will utilize WebCT in obtaining information related to each surgical technology and HPS courses such as syllabi, handouts, powerpoint presentations, Tegrity sessions and any other course specific materials.
- b. 90% of surgical technology students will utilize email to submit to the instructor at least one assignment in each course.

Additional Funding Request: \$**Evaluation Findings**

100% of Surgical Technology students utilize Web CT to access information related to each course. Assignments are submitted through e-mail and as attachments.

Use of Findings

Continue use of Tegrity and Web CT to enhance student communication and information gathering skills using technology resources. This will also allow the student to review classes and material covered at their convenience. Other assignments/activities utilizing WebCT are being planned at this time.

User:guest

Unit

Surgical Technology Program

Gadsden State Community College

Strategic Plan

Unit: Technical Programs **Year:** 2008-2009

Person Responsible: Tim Green

Cabinet Member: President (not reviewed)

Mission Statement:

The Technical Division's mission is to provide a wide range of opportunities for students to acquire the education and skills necessary to fill the ever-increasing need for a highly-qualified workforce in Alabama. Offering short-term, non-credit Skills Training Division programs, Adult Education (GED preparation), short-certificate and full-certificate programs and Associate in Applied Science degrees allows students and employers to choose the program and certification or education level that best meets their needs.

Long Range Goals:

- 1 Continue to increase enrollment in credit and non-credit programs.
- 2 Continue to increase course offerings and enrollment in Continuing Education programs.
- 3 Increase the number of businesses and employees served through Alabama Technology Network (ATN)-Gadsden.
- 4 Continue to foster relationships with business and industry to provide them with qualified graduates to meet their needs.
- 5 Continue strengthening partnerships with secondary school systems through articulation and through more unique partnerships such as with the Gadsden City School system in providing high school instructional facilities.
- 6 Consolidate all East Broad Campus Adult Education services in one building.
- 7 Expand Continuing Education class opportunities by fully utilizing the space in Brown Hall.

Goal 1

Increase awareness of technical career opportunities among middle and high school students in Calhoun and Etowah Counties.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Career Transition Specialists located regularly in Calhoun County high schools will increase the number of students acquainted with high-growth, high-demand career technical opportunities available.

Assessment

Maintain statistics on the number of classroom presentations made and the number of students served through one-on-one meetings.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

2008/2009 Classroom Presentations in Calhoun County high schools totaled 560, which represents a decrease of 63 (or 10%) in comparison to the prior year. Individual Student Meetings totaled 1,112 for 2008/2009, which represents an increase of 303 (or 37%) over the prior year.

Use of Findings

The overwhelming increase in Individual Student Meetings indicates a high demand for one-on-one attention and guidance. Career Transition Specialists (Career Coaches) will be presented this information to ensure that they realize the popularity of this form of assistance in order to more consciously accommodate (and plan for) this form of student outreach.

Even though classroom presentations declined, efforts will be made to continue offering this means of assistance because, although not as accommodating at addressing each student's specific needs, classroom presentations do reach more students than purely one-on-one meetings can accommodate.

Objective or Educational Outcome 2

Career Transition Specialists located regularly in Gadsden City and Etowah County high schools will increase the number of students acquainted with high-growth, high-demand career technical opportunities available.

Assessment

Maintain statistics on the number of classroom presentations made and the number of students served through one-on-one meetings.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

2008/2009 Classroom Presentations in Gadsden City and Etowah County high schools totaled 793, which represents an increase of 117 (or 17%) in comparison to the prior year. Individual Student Meetings totaled 884 for 2008/2009, which represents an increase of 266 (or 43%) over the prior year.

Use of Findings

The overwhelming increase in Individual Student Meetings indicates a high demand for one-on-one attention and guidance. Career Transition Specialists (Career Coaches) will be presented this information to ensure that they realize the popularity of this form of assistance in order to more consciously accommodate (and plan for) this form of student outreach.

The increase in classroom presentations was a result of increased Career Coach activity in the Gadsden City/Etowah County high schools. A trend is becoming evident that, once established, classroom presentations decrease while individual student meetings increase; however, efforts will be made to continue offering classroom presentations, which ultimately reach more students than purely one-on-one meetings can accommodate.

Goal 2

Increase the number of individuals served/trained through the Skills Training Division.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Increase awareness among local business and industry of the comprehensive, flexible, inexpensive training options offered through the Skills Training Division.

Assessment

Maintain statistics on Skills Training Division participants to monitor success through increased enrollment.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

2008/2009 enrollment for the Skills Training Division totaled 204, which represents an increase of 19 (or 10%) over the prior year.

Use of Findings

The Skills Training Division will explore other areas of training to add to the Division that will continue the trend of increased enrollment.

Objective or Educational Outcome 2

Foster partnerships with local business and industry to better address industry-specific training needs.

Assessment

Maintain statistics on Skills Training Division participants to monitor success through increased enrollment.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

2008/2009 enrollment for the Skills Training Division totaled 204, which represents an increase of 19 (or 10%) over the prior year.

Use of Findings

The Skills Training Division will explore other areas of specific training to add to the Division that will address local business and industry needs.

Goal 3

Increase the number of individuals served through the Continuing Education Division.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Expand and enhance the Continuing Education Division's personal enrichment workshops and classes to address a wider range of community interests.

Assessment

Maintain statistics on Continuing Education Division participants to monitor success through increased enrollment.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Enrollment in personal enrichment workshops and classes in 2008/2009 totaled 1,148, which represents a decrease of 137 (or 11%) in comparison to the prior year. The closing of the College's pool and the economic downturn during the year negatively impacted enrollment possibilities. Although enrollment was down, the Division increased the number of classes offered by 5%.

Use of Findings

To offset the decline in enrollment and to expand the personal enrichment workshops and class opportunities, the Continuing Education Division will offer new classes, primarily for professional development, in the areas of massage therapy, caption reporting, air conditioning/refrigeration, fly fishing, business writing, etc.

Objective or Educational Outcome 2

Expand and enhance the educational experiences of the Kids' College program at both the Ayers and Gadsden Campuses.

Assessment

Maintain statistics on Continuing Education Division Kids' College participants to monitor success through increased enrollment.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Enrollment in Kids' College in 2008/2009 totaled 932, which represents a decrease of 224 (or 19%) in comparison to the prior year. The economic downturn forced many "regulars" to seek alternate, less expensive day care arrangements, namely, babysitting by family members.

Use of Findings

A careful examination of other local childcare programs in the surrounding areas was conducted. The results indicate that the cost of Kids' College is comparable and often less expensive than other childcare programs that are not grant funded. Extra efforts will be made in an attempt to increase the number of students in the Kids' College

program for the 2009/2010 year.

Goal 4

Increase the number of individuals served through the Alabama Technology Network-Gadsden (ATN) and Training for Business and Industry (TBI).

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Expand and enhance training for local businesses and industries to better serve existing and future industries.

Assessment

Maintain statistics on businesses and individuals served through ATN-Gadsden/TBI to monitor success through increased participation.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Fall enrollment numbers decreased in 2008/2009 by 695 (or 23%) over the 2007/2008 year. The number of businesses served decreased also in 2008/2009 by 40 (or 18%).

Use of Findings

We will explore ways to provide training at a lower cost to assist employers who are struggling with funding their training needs.

Objective or Educational Outcome 2

Foster partnerships to better address local industry-specific training needs through the ATN-Gadsden/TBI Divisions.

Assessment

Maintain statistics on businesses and individuals served through ATN-Gadsden/TBI to monitor success through increased participation.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Fall enrollment numbers decreased in 2008/2009 by 695 (or 23%) over the 2007/2008 year. In addition, the number of businesses served decreased by 40 (or 18%) in 2008/2009.

Use of Findings

We will explore ways to provide training at a lower cost to assist employers who are struggling with funding their training needs.

Goal 5

Strengthen partnerships with secondary school systems to enhance high school student learning experiences and encourage increased participation in higher education.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Secure outside funds to construct a new facility to accommodate all automotive-related instruction and training.

Assessment

Successfully securing outside funds and constructing a new Automotive Service Technology facility.

Additional Funding Request: \$0

No additional internal funding is necessary for this objective.

Evaluation Findings

Outside funds totaling \$800,000 have been secured for the construction of a new Automotive Service Technology facility.

Use of Findings

Secured funding of \$800,000 is far below the original target of \$3.5 million. An official request was made of the Alabama Public School and College Education Incentive Fund Council to reduce the size of the facility, which was approved on May 26, 2009.

Architectural services are under contract for the construction of the new facility, which will accommodate state-of-the-art equipment to provide instruction and training specific to the automotive service industry. The facility will be constructed in compliance with the National Automotive Technicians Education Foundation's (NATEF's) certification standards.

Objective or Educational Outcome 2

Increase assistance to high school counselors in assessing student abilities and interests for career options and encouraging and promoting higher education.

Assessment

Maintain statistics on Career Transition Specialists' high school activities and assistance initiatives that include career assessment and choices as well as guidance in transitioning from high school to college or career.

Additional Funding Request: \$0

No additional funding is necessary for this objective.

Evaluation Findings

Student activities including career assessment, classroom career presentations and one-on-one student meetings (individual guidance) totaled 3,853 for the 2008/2009 year, representing an increase of 1,260 (or 49%) over 2007/2008.

Use of Findings

The Career Coach staff has been increased to a total of nine to accommodate increased demand and to support two additional school systems requesting assistance, Cherokee County and St. Clair County schools.

User:guest

Unit

Technical Programs

Gadsden State Community College

Strategic Plan

Unit: Therapeutic Massage **Year:** 2008-2009

Person Responsible: Connie Meloun / Josh Olander

Cabinet Member: Jim Jolly (not reviewed)

Mission Statement:

The mission of the Therapeutic Massage Program is to provide educational services that satisfy the needs of students enrolled in a short term career education program and that provides the appropriate coursework to meet the requirements for the National Certification Board for Therapeutic Massage and Bodywork as well as the Alabama Board of Massage Therapy. The faculty is dedicated to providing and incorporating the most current knowledge and technology in the preparation of therapeutic massage therapists. Included in the mission is the provision for continuing education, professional development and personal enrichment for massage therapists as well as for other health care professionals.

Long Range Goals:

- 1 Obtain program accreditation from Commission on Massage Therapy Accreditation.
- 2 Obtain approval by the National Certification Board for Therapeutic Massage and Bodywork as a provider for continuing education.
- 3 Expand existing facilities to enable the program to offer additional training to an increasing number of therapeutic massage students.
- 4 Offer daytime classes on the Wallace Drive Campus in addition to the evening classes currently offered.
- 5 Determine the benefits of program membership for the following organizations: Associated Bodywork and Massage Professionals and the American Massage Therapy Association.

Goal 1

Provide students with knowledge and skills to competently and safely perform therapeutic massage techniques as entry level massage therapists.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Graduates will perform competently in various settings by demonstrating appropriate professional behavior and therapeutic massage techniques on clients.

Assessment

A. Student Clinical Evaluation: 90% of students will successfully complete clinical skills evaluations at a 75% pass rate. B. Graduate and Employer Surveys: 90% of all surveys returned will indicate "agree" or "strongly agree" that the graduate performs competently and professionally. C. Laboratory Skills Evaluation: 90% of students will successfully complete lab skills assessments at a 75% pass rate.

Additional Funding Request: \$

No additional funding requested.

Evaluation Findings

A. Benchmark was met as 100% of students successfully completed clinical skills evaluations at a 75% pass rate. B. Benchmark was met as 100% of employer surveys returned indicated "agree" or "strongly agree" that the graduate performs competently and professionally. C. Benchmark not met as only 87% of students successfully completed lab skills assessments at a 75% pass rate.

Use of Findings

A. Students have obtained the knowledge according to the state and national standards. B. Increase emphasis to students and employers that the surveys are to help the program and thus increasing notoriety. C. Faculty are looking at the massage skills assessments to determine which skills are giving students more difficulty and if students need more time and/or practice with these identified skills.

Objective or Educational Outcome 2

Faculty will be provided access to current methodologies and techniques associated with therapeutic massage.

Assessment

On End of Course and End of Program Surveys: 90% of the students will indicate "agree" or "strongly agree" that instructors were well prepared for subject matter taught. On Health Science Resource Survey 100% of faculty will indicate "agree" or "strongly agree" they had an opportunity to participate in a professional development activity.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

On the End of Course and End of Program Surveys, 100% of students indicated that

instructors were well prepared for subject matter taught. On the Health Science Resource Survey 100% of faculty indicated they had an opportunity to participate in a professional development activity.

Use of Findings

Continue to seek new professional development seminars to attend to maintain current subject area knowledge. The program has also submitted application to the National Certification Board of Therapeutic Massage and Bodywork to be a continuing education provider for massage therapists.

Objective or Educational Outcome 3

Attend Alabama Board of Massage Therapy meetings to be aware of any changes in policies and procedures and to have up-to-date information for students.

Assessment

A representative from the Gadsden State Therapeutic Massage Program will attend at least three of the four Alabama Board of Massage Therapy quarterly meetings.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A therapeutic massage instructor has attended five Alabama Board of Massage Therapy meetings and has been appointed to the board by Governor Riley.

Use of Findings

Continue to attend Alabama Board of Massage Therapy meetings to maintain current policies and procedures and support instructor's participation as a board member.

Objective or Educational Outcome 4

The student will identify and demonstrate effective communication skills, including verbal, written (recorded) and reported information with clients and co-workers (peers).

Assessment

- a. 90% of students will average 75% or greater in each of the following sections of the Clinical Performance Evaluation: 1,4,5 & 10
- b. 90% of students will score 75% or greater on the "Professional Behaviors Validation."

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- A. 100% of students averaged 75% or greater in sections 1,4,5 & 10 of the Clinical Performance Evaluation.
- B. 100% of students scored 75% or greater on the "Professional Behaviors Validation."

Use of Findings

- A. Students demonstrate effective communication skills in clinical at a superior level.
- B. Continue emphasis on being effective communicators with clients.

Students demonstrate effectively the professional behaviors specific to the therapeutic massage setting. Faculty are monitoring the number of attempts students need to successfully validate professional behaviors to assess if additional instruction and/or other types of learning activities are needed to assist students.

Goal 2

Provide students with knowledge, skills, and opportunities to engage in problem solving and critical thinking related to massage therapy.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students will be able to assess needs and perform appropriate therapeutic massage on individual clients.

Assessment

90% of students will attain a 75% average in all therapeutic massage courses to be successful. 90% of students will successfully complete all massage validations at a 75% pass rate. On Graduate and Employer Surveys: 90% of respondents will indicate "agree" or "strongly agree" related to graduates being prepared to assess client needs and perform appropriate massages.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

The percentage of students attaining a 75% (passing) for each of the massage courses are as follows: MSG 100- 48%; MSG 101- 89%; MSG 102- 84%, MSG 111- 73%, MSG112- 100%, MSG 113- 100%, MSG 114- 89%, MSG 120- 100%, MSG 121- 100%, MSG 130- 84%, MSG 156 62%, MSG 160- 100%.

Objective not met as only five courses had at least 90% of the students making 75% or above for the course.

Use of Findings

A. MSG100- Increase on-site meetings to insure students know the expectations of the class along with trouble shooting any Web CT problems the students may be encountering. MSG 101/102 - Increase WebCT content to allow students more time to

look over material prior to the lecture and lab portions of the class. MSG111- Increase assessments along with a change in assessment formats to more simulate licensure tests. MSG 114- Increase WebCT assessments along with introducing journal topics related pathologies students may encounter in their practices upon graduation and licensure. MSG130- Increase on-site meetings to insure students know the expectations of the class along with trouble shooting any web ct problems the students may be encountering. MSG156- Increase on-site meetings to insure students know the expectations of the class along with trouble shooting any web ct problems the students may be encountering.

Objective or Educational Outcome 2

Students will be closely observed in lab and clinics for instructional and safety purposes.

Assessment

Per Assistant Dean's scheduling, there will always be a qualified instructor and lab assistant available for each lab and clinic.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

All labs and clinical had a qualified instructor and lab assistant.

Use of Findings

Continue to allow funding to support the lab assistants to insure adequate supervision to an increasing number of students.

Objective or Educational Outcome 3

The student will provide a safe environment for the client through recognition of potential hazards and standard precautions.

Assessment

- a. 90% of students will average 75% or greater in each of the following sections on the "Clinical Performance Evaluation: 7 & 13.
- b. 90% of students will score 75% or greater on skill validations in regard to "Set Up" and "Break Down" in each massage modality lab validation.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- a. 100% of students averaged 75% or greater in sections 7 & 13 on the "Clinical Performance Evaluation"
- b. 100% of students scored at least 75% or greater on skill validations related to "Set Up" and "Break Down" in each massage modality lab validation.

Use of Findings

Students are above the standards set by the Alabama Board of Massage Therapy and The NCBTMB (National Certification Board of Therapeutic Massage and Bodywork).

Objective or Educational Outcome 4

The student will demonstrate an understanding of client rights, and legal and ethical considerations in the practice of massage therapy.

Assessment

- a. 90% of students will score 75% or greater on exams/exam questions pertaining to client rights and legal/ethical considerations.
- b. 90% of students will demonstrate protection of clients' rights during validations of massage modalities in lab, e.g. right to privacy, correct draping techniques, right of refusal, HIPPA, Sexual Harassment and Alabama Board of Massage Therapy (ABMT) Scope of Practice.
- c. 90% of students will score 75% or greater on the "Clinical Performance Evaluation" Section 3.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- a. 93% of students scored 75% or greater on exams/exam questions related to client rights and legal/ethical considerations.
- b. 100% of students demonstrated protection of clients' rights during validations of massage modalities in lab.
- c. 100% of students scored 75% or greater on the "Clinical Performance Evaluation" Section 3.

Use of Findings

Faculty must increase the number of hours to cover content related to clients rights and legal/ethical considerations to keep in line with increasing national standards.

Objective or Educational Outcome 5

The student will be competent in each massage modality validated.

Assessment

90% of students will average 75% or greater in each massage modality validated.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

- a. 100% of students averaged 75% or greater in each massage modality validated.

Use of Findings

Faculty/lab assistants are monitoring the number of attempts for successful validation of massage skills to assess if more time is needed for presentation and practice of various massage modalities than other modalities.

Objective or Educational Outcome 6

The student will apply knowledge of Anatomy and Physiology, Pathology and Kinesiology to massage modalities and specific client situations.

Assessment

- a. 80% of students will average 75% or greater in each of the following courses: Anatomy and Physiology, Musculo-Skeletal Kinesiology I and II, and Pathology.
- b. 90% of students will score 75% or greater in each massage modality validation related to knowledge and application of Anatomy and Physiology, Pathology and Kinesiology.

Additional Funding Request: S

No additional funding required.

Evaluation Findings

Objective not met as only 73% of students passed (75%) Anatomy and Physiology; 89% of students passed (75%) Pathophysiology; however 100% of students passed (75%) Kinesiology I and II.

Use of Findings

Faculty is providing various learning exercises through WebCT to assist students in learning the content in Anatomy and Physiology and Pathology. Faculty is also developing individualized remediation plans for any student who does not achieve at least a 75% on each unit exam.

Goal 3

Maintain Alabama Board of Massage Therapy approval.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Abide by the Alabama Board of Massage Therapy's standards in program content.

Assessment

Issuance of renewal of annual program license by the Alabama Board of Massage Therapy.

Additional Funding Request: S

No additional funding required.

Evaluation Findings

Submission of annual program licence from Alabama Board of Massage Therapy.

Use of Findings

Continue to assess objective to insure proper compliance to state regulator agency.

Objective or Educational Outcome 2

Meet Alabama Board of Massage Therapy's standards related to qualified therapeutic massage instructors.

Assessment

100% of instructors who teach massage labs and clinics will have evidence of Alabama Massage License and License as a Massage Instructor in employee's personnel file.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

All instructors are currently licensed as a massage therapist and as a massage instructor by the Alabama Board of Massage Therapy. Copies of all licenses are displayed in the massage areas.

Use of Findings

Continue to follow the regulations of the Alabama Board of Massage Therapy,

Objective or Educational Outcome 3

Attend Alabama Board of Massage Therapy meetings to be aware of any changes in policies and procedures and to be better informed regarding matters that come before the Board.

Assessment

A representative from the Gadsden State Therapeutic Massage Program will attend at least three of the four Alabama Board of Massage Therapy quarterly meetings.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A Gadsden State massage instructor has been appointed as a member of the Alabama Board of Massage Therapy and has attended five meetings during the 2008-2009 academic year.

Use of Findings

Continue to support instructor participation in the state regulatory agency related to massage therapy for input into decisions affecting massage therapy education and practice.

Goal 4

Students who successfully complete the Therapeutic Massage Program will be eligible to take either of the National Certification Exams for massage therapists.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Adhere to the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB) curriculum content standards.

Assessment

Issuance of program code by NCBTMB

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

The massage program has a program code issued by the National Certification Board of Therapeutic Massage and Bodywork that includes the Wallace Drive Campus and the Ayers Campus.

Use of Findings

Continue to adhere to the curriculum content and required number of content hours required by the NCBTMB. Notify the NCBTMB of any curriculum changes.

Objective or Educational Outcome 2

Maintain pass rate on NCBTMB licensure exams at or above state and national levels.

Assessment

90% of graduates who take either of the certification exams will pass on their first attempt.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Passage rate for graduates on their first attempt on the NCBTMB (National Certification Board of Therapeutic Massage and Bodywork) licensure exam is 55%. National average is 60%.

Use of Findings

Faculty are reorganizing the structure and deliverance of the National Review class that students take in their final semester of the program. Faculty are also investigating the use of on-line certification practice tests offered by various companies and massage associations as well as utilizing the "Massage Therapy Book of Knowledge" in assisting students to prepare for the certification exam. The use of a consultant to visit the program and work with massage faculty and staff in how the program can better prepare graduates to pass the certification exam is also being investigated. Faculty are also working to better simulate on unit exams the type of test questions that are on the certification exam.

Goal 5

Continue to work with the Department of Post-Secondary to standardize the therapeutic massage curriculum/program state wide.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Participate in the Postsecondary curriculum/program standardization process.

Assessment

A massage instructor will participate in 95% of the meetings related to curriculum and program standardization.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

100% of standardization meetings at the Department of Postsecondary Education have been attended by therapeutic massage faculty.

Use of Findings

Instructors and administrators are knowledgeable about curriculum standards and have had input into the standardization process and adequate opportunities to debate curriculum changes. Faculty will continue to assess the new curriculum and submit problems and suggestions to the Department of Postsecondary Education.

Goal 6

Develop a mechanism for communication among students, instructors, massage professionals regarding current updates, employment opportunities etc.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Develop database of previous and currently enrolled students.

Assessment

Completion of data base of previous and current students.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

Data base of previous and currently enrolled students has been initiated but is not complete.

Use of Findings

Continue to work on data base as a way to keep graduates and current students informed about continuing education opportunities and to gather information regarding the massage job market.

Objective or Educational Outcome 2

Develop a web-based forum for communication for students, members of massage organizations and professionals related to job postings, current massage updates and continuing education.

Assessment

Web-based forum is developed and maintained.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

An official web-based forum has not been developed; however many instructors, students and previous graduates communicate online either through WebCT, email and/or social networking sites.

Use of Findings

Continue to pursue the establishment of an official Gadsden State Therapeutic Massage web-based forum.

Goal 7

Develop a student organization for therapeutic massage students.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Students will be able to be involved in community-based activities to inform the general public about massage therapy and opportunities in the field.

Assessment

A. Completion and approval of Gadsden State application for new organization. B. 30% of students will be involved in the organization the first year.

Additional Funding Request: \$

No additional funding required.

Evaluation Findings

A Gadsden State Therapeutic Massage Student Organization has been established and all massage students are members. Students participate in community-based activities.

Use of Findings

Continue to support the student organization and encourage students to participate in community-based and service-learning projects.

Gadsden State Community College

Strategic Plan

Unit: Upward Bound Program-Ayers **Year:** 2008-2009

Person Responsible: Sharon McGruder

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The purpose of Upward Bound (UB) is to guide and instruct students who are low income, first generation and/or disabled high school students (grades 9-12) to develop the skills necessary to successfully complete secondary education, and to assist them as they enter and complete a program of postsecondary education.

Long Range Goals:

1. To increase the number of UB participants who successfully complete the program by graduating from high school, enter a postsecondary institution and continue enrollment at a postsecondary institution for the fall term of the second academic year.
2. To increase the number of UB participants who successfully complete post-secondary education and graduate with a baccalareate degree.
3. To increase parental involvement in UB activities and to aid in the success of the program participants.

Goal 1:

The Ayers Campus Upward Bound Program will serve 50 eligible participants who are low-income and potential first generation college students in order to increase the number of students completing secondary education and entering postsecondary education programs. This includes serving higher risk students, who demonstrate both an academic need for the program, and potential and desire to commit to requirements of the program.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1:

Upward Bound will identify and select 50 eligible participants. Two-thirds (67%) of the participants served should have at least a 2.5 GPA and show potential to be successful in postsecondary education. The other one-third (33%) of the participants served will be higher risk students, who demonstrate both an academic need (2.5 or less) for the program, and show potential to be successful in post secondary education.

Assessment

The UB staff will document eligibility and need from the participant application, school documents, and other required information. To accomplish this objective, the UB advisor and UB clerk will verify all eligibility information. A participant's school documentation information will be requested from the school counselor as needed.

Additional Funding Request: \$**Evaluation Findings**

There were fifty (50) eligible participants identified, selected and served during the 2008-2009 year.

Use of Findings

These findings are necessary for program compliance.

Goal 2:

The Ayers Campus Upward Bound participants will be retained in the program from one year to the next, until graduation from high school.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1:

Eighty percent (80%) of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.

Assessment

The UB participants will be retained in the program from year to year or until a high school diploma is received. This objective will be accomplished by integrating cultural, social and recreational components into the the summer component and the use of

stipends as an income. The measure will be documented through attendance rosters and evaluations submitted by instructors and participants.

Additional Funding Request: \$

Evaluation Findings

Of the 50 participants ending 2008-2009 year, there were 8 seniors. 39 of the 42 students were retained. Ninety-three percent (93%) of the UB participants were retained from the previous year.

Use of Findings

This goal was accomplished. This information will be helpful in the recruitment of new students for the program. There are two main reasons the students did not return to the UB program: (1) due to the family economical situation (students have to work to help the household) and (2) others were unable to commit to the program expectations. These reasons may be decreased in the future with more emphasis being placed on program commitment and program completion.

Goal 3:

The Ayers Campus Upward Bound will stress the need for educational attainment by encouraging high school graduation and postsecondary enrollment.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1:

Seventy-five percent (75%) of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

Assessment

All UB participants that graduate high school will enroll in a postsecondary institution by the fall term following graduation. The UB advisor will assess this outcome by a follow-up telephone phone call to last known address, a mailed Participant Tracking Form to last known address, and/or a follow-up telephone phone call to a relative to obtain the postsecondary enrollment information.

Additional Funding Request: \$

Evaluation Findings

There were eight (8) graduating seniors. One hundred percent (100%) of the participants completed high school graduation and were eligible for enrollment in a program of postsecondary education. There was also one hundred percent (100%) participation in the Bridge Program. Six (6) of the eight (8) seniors went on to a postsecondary institution, for a seventy-five percent (75%) success rate.

Use of Findings

This goal was accomplished. This information will be used to encourage the program participants to continue in the UB program. This information will also be helpful in the recruitment of new students for the program.

Goal 4:

Assist Ayers Campus Upward Bound participants in passing all portions of the Alabama High School Graduation Examination through remediation.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1:

Eighty percent (80%) of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.

Assessment

The UB director and advisor will develop an Individual Education Plan (IEP) for each participant and request the participant scores twice a year to see where remediation is needed (once during the academic year and once during the summer session).

Academic counseling and advising are provided according to each participant's grades and needs. Additionally, the Saturday academic component and summer residential component focus on math, English, and science. Tutoring sessions will be provided as needed on Saturdays and during the week during the academic year.

Additional Funding Request: \$**Evaluation Findings**

One hundred percent (100%) of the UB senior participants graduated from high school. All eight (8) of the seniors passed the state assessment test (Alabama High School

Graduation Examination).

Use of Findings

This goal was accomplished. This information will be used to encourage the program participants to continue in the UB program. This information will also be helpful in the recruitment of new students for the program.

Goal 5:

The Ayers Campus Upward Bound will track the program graduates and monitor their enrollment through the fall term of the second academic year.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1:

Seventy-five (75%) of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

Assessment

The UB staff will track the participants enrolled in postsecondary education to assure that these graduates are enrolled for the fall term of the second academic year. This will be accomplished by using the Participant Tracking Form, which is mailed to each graduate with a return envelope. Additionally, a telephone contact to the graduate or a family member is acceptable as verified documentation.

Additional Funding Request: \$**Evaluation Findings**

This goal was accomplished. There were four (4) graduating seniors in 2007-2008. Three (3) students are enrolled for the fall semester of the second academic year, for a total of seventy-five percent (75%) success rate.

Use of Findings

This information will be used to encourage the program participants to continue in the UB program and postsecondary education.

Student Success

- Deliver services needed to help students succeed.

College Mission: The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners.

Objective or Educational Outcome 1:

All UB parents will be invited to participate in several designated UB activities during the year. Seventy (70%) of the UB parents will attend / participate in scheduled UB activities.

Assessment

Upward Bound staff will track parent participation. UB attendance records will show parental involvement in scheduled program activities during the year. Sample UB activities include: Academic Orientation, Summer Orientation, Initial student Conference, Individual/IEP Conference, and Summer Awards Banquet.

Additional Funding Request: \$**Evaluation Findings**

The UB parents participated in the scheduled UB activities. Three activities were verified for attendance and participation. Academic Orientation (100%) participation, Summer Orientation (100%) participation, and Summer Awards Banquet 28 of 36 parents attended for (78%) participation for a combined total of ninety-two percent (92%) parental participation during the year.

Use of Findings

This goal was accomplished. This information will be used to boost and encourage all of the parents to attend their scheduled activities and show their support of their child and the UB program.

User:guest

Unit

Upward Bound Program-Ayers

Gadsden State Community College

Strategic Plan

Unit: Upward Bound Program-Gadsden **Year:** 2008-2009

Person Responsible: Pat Rutledge

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The Upward Bound (UB) program serves high school students from low-income families and high school students from families in which neither parent holds a baccalaureate degree. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits.

Long Range Goals:

Goal 1 Seek additional supplemental funding.

Goal 2 Increase parent participation in Upward Bound activities.

Goal 1

To identify and select 75 eligible Upward Bound participants that include serving higher risk students, who demonstrate both an academic need for the program, and the potential and desire to commit to the requirements of the program.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome # 1

Compliance with the eligibility guidelines mandated by the Department of Education by serving 75 eligible participants that include 65 low-income & first generation students, 3 low-income only, and the remaining 7 first generation only.

Assessment

The staff documents eligibility and need with application questionnaires, official documents, and records from target schools.

Additional Funding Request: \$**Evaluation Findings**

One hundred percent of the students were served; (87%) were classified as low-income first generation, (4%) were low income, and (9%) were first generation.

Use of Findings

The findings are helpful for recruiting purposes as it relates to serving the mandated target population, in addition to completing the Department of Education's Annual Performance Report.

Goal 2

To provide a year-round program of intensive academic enrichment in English, math, science, social studies, computer technology, and other core disciplines in order to ensure the success of the participants at the secondary school level, and motivate the confidence necessary to pursue and complete a baccalaureate degree.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome # 1

To provide a level of support (instruction, counseling, tutoring) and confidence building for participants, resulting in 95% of seniors graduating from high school entering college.

Assessment

Data received from high school records and school counselors are used. In addition to follow-up surveys of participants which are kept on file in the UB office.

Additional Funding Request: \$

None required.

Evaluation Findings

Ninety-nine percent of the high school seniors graduated, with 85% entering college this fall. The remaining plan to enroll this spring.

Use of Findings

The findings are helpful in our graduate follow-up and tracking efforts; in addition to compiling data for the Department of Education's Annual Performance Report.

Goal 3

To develop 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.

Relationship to College Goals/Mission

Student Success

- Deliver services needed to help students succeed.

Objective or Educational Outcome # 1

Students will attend seminars and workshops to enhance their academic and social skills, resulting in at least 75% of the participants giving favorable comments regarding the program and the life-lessons obtained through participation.

Assessment

Participants complete surveys and questionnaires regarding class instruction, advising, and tutoring; in addition to progress reports received by UB faculty and staff.

Additional Funding Request: \$

None Required.

Evaluation Findings

Eighty-five percent of the students were pleased with the program's offering and life-lessons obtained through participation.

Use of Findings

The findings are addressed and evaluated by staff members. The comments and suggestions are appreciated, and considered as a tool for professional growth and development.

Goal 4

To enrich the lives of students, parents/guardians and siblings of participants by providing opportunities for exposure to and involvement in various Upward Bound activities.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Objective or Educational Outcome # 1

The parents will be enlightened about academic matters.

Assessment

Attendance records will show that a minimum of 50% of parents/guardians attend enrichment sessions.

Additional Funding Request: \$

None Required.

Evaluation Findings

Sixty percent of the participant's parents attended enrichment sessions provided by the

Upward Bound program.

Use of Findings

The results are beneficial as we strive to offer sessions that are effective, as well as boost parent participation.

User:guest

Unit

Upward Bound Program-Gadsden

Gadsden State Community College

Strategic Plan

Unit: Valley Street Campus Director **Year:** 2008-2009

Person Responsible: Carl Byers

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

As a designated HBCU(Historically Black Colleges and Universities) campus, Valley Street is committed to providing administrative management and supervision in planning, coordinating, and implementing all aspects of the daily operations for the campus. This is done in keeping with the mission, purpose, and philosophy of the College in becoming an integral part of our diverse communities.

Long Range Goals:

1. Increase community awareness of Gadsden State Community College Valley Street (HBCU) Campus.
2. Provide community based seminars/workshops on Valley Street Campus to promote visibility.
3. Increase minority enrollment on the Valley Street Campus.
4. Increase program offerings on the Valley Street Campus.

Goal 1.

Provide on-campus access to core courses required for Valley Street Campus majors.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Determine programs which require core courses, seek academic dean input, and determine space requirements for providing core course offerings on Valley Street.

Assessment

Review of schedule to list offerings added for the Valley Street Campus will document the attainment of the objective.

Additional Funding Request: \$0

Evaluation Findings

A review of program schedules revealed the absence of core course availability on the Valley Street Campus. Subsequent to dialogue with the V.P., Dean, and Science Department Chairperson plans were implemented to pilot an Anatomy/Physiology (LPN Core Course) on the Valley Street Campus. Summer 2009 was the identified pilot session with instructional services provided via the Tanberg System.

Use of Findings

The Summer pilot session was successful. Instructional services provided via usage of the Tanberg platform is a cost-effective method for expanding course availability at multiple locations. Equally as critical and beneficial to the student population is the elimination of travel between campuses to fulfill core course requirements.

Pending the resolution of minor technical issues, extended utilization of the Tanberg teaching platform is projected for this campus. This expansion will positively impact the instructional effectiveness of the Valley Street Campus and its student/faculty population.

Goal 2.

Provide visibility of the Historically Black Colleges and Universities Designation and the student support assistance/technical programs available on the Valley Street Campus.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Promote the Historically Black Colleges and Universities Designation, provide seminars/workshops/tours concerning the support services and technical programs available on the Valley Street Campus, and assimilate information to become

visible in the service community.

Assessment

Maintain visitation records of media, community organizations and/or individuals who attend at least four (4) seminars/workshops/tours on the Valley Street Campus.

Additional Funding Request: \$

Evaluation Findings

Sign-in sheets are maintained in order to keep accurate records of the various activities, tours, and campus visits offered on the Valley Street campus.

Signage has also been updated campus-wide in an effort to better display HBCU designation, program offerings and locations.

Use of Findings

Sign-in information allows our staff to continually monitor and search for ways to improve campus visitations and offerings.

Updated signage offers greater exposure and marketability for the campus.

Goal 3.

Promote an atmosphere of partnering with other HBCUs to provide a seamless transition for students transferring from a two-year to a four-year institution.

Relationship to College Goals/Mission**Student Success**

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Work to establish linkages with four-year HBCUs in order to provide greater access for minority students and others to transfer and complete four-year degrees in their chosen majors.

Assessment

Data will be maintained and assessed in the Computer Services Office to determine the number of students successfully transferring to four-year HBCUs.

Additional Funding Request: \$

Evaluation Findings

Contacts have been made with Alabama four-year HBCU's (Alabama State University, Alabama A&M University, & Talladega College) in an attempt to explore possible linkage opportunities for Gadsden State students.

Our office is inquiring with the office of institutional research regarding the college's ability to specifically track students transferring to four-year HBCUs.

Use of Findings

Hopefully, our students will be able to benefit from these connections through transfer programs, scholarship opportunities, etc...

User:guest

Unit

Valley Street Campus Director

Gadsden State Community College

Strategic Plan

Unit: Veterans Upward Bound Program **Year:** 2008-2009

Person Responsible: Jimmy Johnson

Cabinet Member: Valerie Richardson **Approved**

Mission Statement:

The Veterans Upward Bound (VUB) program offers encouragement and support to veterans by providing educational, cultural, and personal development and enrichment opportunities. The Veterans Upward Bound program is designed to foster opportunities for veterans who are low income and/or potential first generation college students, to gain the skills and abilities necessary to succeed in a program of postsecondary education.

Long Range Goals:

- 1 Improve and expand the services of the Veterans Upward Bound program to better serve the ten county target area which includes Blount, Calhoun, Cherokee, Cleburne, DeKalb, Etowah, Jackson, Marshall, St. Clair, and Talladega counties.
- 2 Increase educational opportunities for veterans returning from Operations Iraqi Freedom and Enduring Freedom by enrolling these veterans in Veterans Upward Bound. Provide information and educational assistance for transition from active duty.
- 3 Improve and expand services of the Veterans Upward Bound program offered to program participants on Gadsden State Community College campuses and other colleges and universities in the ten county target area.
- 4 Increase community awareness of the Veterans Upward Bound program in the ten county target area through improved community outreach and program marketing.

Goal 1

To recruit and enroll a minimum of 120 veterans who are low income and/or potential first generation college students.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: VUB provides quality educational support services and cultural programs to all eligible participants who are low income and/or potential first generation college students.

Objective or Educational Outcome 1

A minimum of 120 eligible veterans are to be enrolled in the program during the reporting year and at least two-thirds of the eligible participants enrolled must qualify as both low income and potential first generation college students.

Assessment

VUB staff will enter participants' information into a data management system which will calculate the number of participants in the program and the eligibility status of each participant.

Additional Funding Request: \$**Evaluation Findings**

Fifty-one new participants were enrolled during the 2008-2009 reporting period. A total of at least one hundred forty-four participants were enrolled during 2008-2009. The program met the federal requirement of one hundred twenty eligible participants enrolled in the program during the reporting period. Of the total of one hundred forty-four participants enrolled in the program, at least ninety-six were qualified as both low income and potential first generation college students. As a result, the program met the minimum federal requirements of at least two-thirds of the eligible participants qualified as both low income and potential first generation college students. The remaining participants were either low income or potential first generation college students.

Use of Findings

VUB has established an effective recruiting program to provide information and guidance to prospective program participants. Veterans in the ten county target area who are low income and potential first generation college students are targeted in order to meet the minimum federal requirements. VUB continues to provide services to participants based on need with the emphasis on directing participants toward enrollment in postsecondary education with the ultimate goal of completing a degree or certificate program. These services include academic advisement, tutorial assistance, instruction, workshops and seminars, educational and cultural activities, career exploration, assistance with college enrollment, and recognition of achievement.

Goal 2

70% of participants served each year will improve their academic skills as measured by a pre- and post-standardized test taken by each participant.

Relationship to College Goals/Mission

Student Success

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: VUB provides quality educational support services to all eligible veterans who are low income and/or first generation college students which will increase potential for success in postsecondary education.

Objective or Educational Outcome 1

Administer a standardized test and evaluate the results for determining the level of competency for the participants' potential for success in postsecondary education; provide the necessary educational support services to participants to improve their skills and increase their level of competency in postsecondary education. As a result, 70% of participants served each year will improve their academic skills as measured by a pre- and post-standardized test.

Assessment

Evaluate the results of the standardized test to determine the level of improvement in a participants academic skills as a result of their participation in the appropriate academic curriculum of their prescribed VUB educational program.

Additional Funding Request: \$

Evaluation Findings

Seventy percent of participants served during the reporting period improved their academic skills as measured by a standardized test. A standardized test was administered and the results evaluated in order to determine the level of improvement in the participants' academic skills. The goal of seventy percent of participants improving their academic skills as measured by a standardized test was achieved for the reporting period.

Use of Findings

The results of these findings will provide participants with information regarding their level of competence in their academic skills. These results can be used to guide participants toward selecting a program of study that reflects their level of academic skills. VUB provides services to participants to prepare, encourage, and motivate them to enroll in a program of postsecondary education. These services include academic advisement, tutorial assistance, instruction, workshops and seminars, educational and cultural activities, career exploration, assistance with college enrollment, and recognition of achievement. All services are aimed at directing participants toward enrollment in a program of postsecondary education with the goal of completing a degree or certificate program. VUB will continue to provide support to participants to assist them in achieving their educational goals. VUB is committed to ensuring success of all participants and will continue to provide services to prepare participants for enrollment in a program of postsecondary education.

Goal 3

65% of participants served by VUB each year will remain enrolled or complete their prescribed VUB educational program.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: VUB provides quality educational support services to all eligible veterans who are low income and/or potential first generation college students and provides services to increase their potential for success in the completion of the appropriate academic curriculum of their prescribed VUB educational program and enrollment in postsecondary education.

Objective or Educational Outcome 1

VUB will provide educational support services to each veteran enrolled in the VUB program. Participants receive services based on academic need with the goal of completing their prescribed VUB educational program and enrollment in postsecondary education. As a result, 65% of participants served by VUB each year will remain enrolled or complete their prescribed VUB educational program.

Assessment

VUB staff will track the participants' level of success in remaining enrolled or completing their prescribed VUB educational program.

Additional Funding Request: \$**Evaluation Findings**

Sixty four percent of participants served by VUB each year have remained enrolled or completed their prescribed VUB educational program. The goal of sixty-five percent of participants served each year remaining enrolled or completing their prescribed VUB educational program was not achieved for the reporting period.

Use of Findings

VUB provides services to prepare, encourage, and motivate participants to enroll in a program of postsecondary education. These services include academic advisement, tutorial assistance, instruction, workshops and seminars, educational and cultural activities, career exploration, assistance with college enrollment, and recognition of achievement. All services are aimed at directing participants toward enrollment in a program of postsecondary education with the goal of completing a degree or certificate program. VUB will continue to provide support to participants to assist them in achieving their educational goals. There are many factors involved in providing educational support services to adult learners that are beyond the control of VUB; however, VUB is committed to ensuring success of all participants and will continue to provide services to prepare the participant for enrollment in a program of postsecondary education. VUB encourages participants to take responsibility for their own success by enrolling in a program of postsecondary education and remaining enrolled until the completion of a degree or certificate.

Goal 4

65% of participants served each year will enroll in a program of postsecondary education by the fall term following the scheduled completion of their prescribed VUB educational program.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: VUB provides quality educational support services to all eligible participants who are low income and/or potential first generation college students and provides services to increase their potential for enrollment in postsecondary education.

Objective or Educational Outcome 1

VUB will provide educational support services to each participant enrolled in the VUB program. Participants receive services based on academic need with the goal of enrolling in postsecondary education and completing a degree or certificate program. As a result, 65% of participants served each year will enroll in a program of postsecondary education by the fall term following the scheduled completion of the prescribed VUB educational program.

Assessment

VUB assists participants in applying for postsecondary admission and gaining admission. Participants will maintain a level of participation in VUB that increases the potential for successful completion of a program of postsecondary education. VUB will provide participants with the necessary services to increase potential for success in postsecondary education that will result in the awarding of a degree or certificate program from a postsecondary institution. VUB staff will track the participants' level of success in meeting this objective.

Additional Funding Request: \$**Evaluation Findings**

Fifty eight percent of participants who were enrolled in a program of postsecondary education during 2008-2009 were enrolled by the fall term. The goal of sixty-five percent of participants served each year enrolling in a program of postsecondary education by the fall term was not achieved for the reporting period.

Use of Findings

VUB provides services to prepare, encourage, and motivate participants to enroll in a program of postsecondary education. These services include academic advisement, tutorial assistance, instruction, workshops and seminars, educational and cultural activities, career exploration, assistance with college enrollment, and recognition of achievement. All services are aimed at directing participants toward enrollment in a program of postsecondary education with the goal of completing a degree or certificate program. VUB will continue to provide support to participants to assist them in achieving their educational goals. There are many factors involved in providing

educational support services to adult learners that are beyond the control of VUB; however, VUB is committed to ensuring success of all participants and will continue to provide services to prepare the participant for enrollment in a program of postsecondary education. VUB encourages participants to take responsibility for their own success by enrolling in a program of postsecondary education and remaining enrolled until the completion of a degree or certificate. VUB will continue to provide the necessary preparation of the participant to increase enrollment for the fall term.

Goal 5

60% of participants who enroll in postsecondary education each year will be enrolled for the fall term of the second academic year.

Relationship to College Goals/Mission**Student Success**

- Provide a student-centered teaching and learning environment.

Student Success

- Deliver services needed to help students succeed.

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

College Mission: VUB provides quality educational support services to all eligible participants who are low income and/or potential first generation college students and provides services to increase chances of enrollment in postsecondary education.

Objective or Educational Outcome 1

VUB will provide educational support services to each participant enrolled in the program. Participants receive services based on academic need with the goal of enrolling in postsecondary education and completing a degree or certificate program. As a result, 60% of participants served each year will enroll in a program of postsecondary education by the fall term of the second academic year.

Assessment

VUB assists participants in applying for postsecondary admission and gaining admission. Participants will maintain a level of participation in VUB that increases the potential for successful completion of a program of postsecondary education. VUB will provide participants with the necessary services to increase potential for success in postsecondary education that will result in the awarding of a degree or certificate from a postsecondary institution. VUB staff will track the participants' level of success in meeting this objective.

Additional Funding Request: \$

Evaluation Findings

Sixty six percent of participants who were enrolled in a program of postsecondary education during 2008-2009 were enrolled by the fall term of the second academic year.

The goal of sixty percent of participants served each year enrolling in a program of postsecondary education by the fall term of the second academic year was achieved for the reporting period.

Use of Findings

VUB provides services to participants to prepare, encourage, and motivate them to enroll in a program of postsecondary education. These services include academic advisement, tutorial assistance, instruction, workshops and seminars, educational and cultural activities, career exploration, assistance with college enrollment, and recognition of achievement. All services are aimed at directing participants toward enrollment in a program of postsecondary education with the goal of completing a degree or certificate program. VUB will continue to provide support to participants to assist them in achieving their educational goals. There are many factors involved in providing educational support services to adult learners that are beyond the control of VUB; however, VUB is committed to ensuring success of all participants and will continue to provide services to prepare the participant for enrollment in a program of postsecondary education. VUB encourages participants to take responsibility for their own success by enrolling in a program of postsecondary education and remaining enrolled until the completion of a degree or certificate. VUB will continue to provide the necessary preparation of the participant to increase enrollment for the fall term of their second academic year.

User:guest

Unit

Veterans Upward Bound Program

Gadsden State Community College

Strategic Plan

Unit: Vice-President **Year:** 2008-2009

Person Responsible: John Blue

Cabinet Member: President **Approved**

Mission Statement:

The Vice President reports directly to the President, serves on the President's Cabinet and acts as an advisor to the President on all matters relating to the College and assists in leading the College to achieve the Institutional Mission and Goals. The Vice President will (1) work with the President to formulate a governmental strategy approved by the Chancellor and executed by the President, (2) work with the President, members of the President's Cabinet and other in helping shape the College's economic develop strategies at the local, regional, state and national levels, (3) will interface with local, regional, state and national leaders as it relates to economic-community development, (4) maintain strong relations with local, regional, state, and national governmental officials, executives and other opinion leaders to advance the growth and economic development initiatives throughout the College service area. The Vice President provides leadership, supervision and coordination of the College units of Economic Development, Community and External Affairs, Foundations, Alumni Association, Governmental Relations, Community Traffic Safety Program and other units of the College as directed by the President.

Long Range Goals:

- 1 Provide the President with advice and counsel in which to plan and implement strategies to prepare the communities' of interest future workforce.
- 2 Provide leadership and support to community-based initiatives for educational partnerships, and determine models to meet current and future challenges.
- 3 Participate in community and institutional sessions, groups and meetings to identify strategies to improve the curriculum and delivery of the college's academic and technical offerings.
- 4 Participate in community – business sessions, groups, committees and organizations to formulate plans for economic growth – expansion – job retention and educational services.
- 5 Participate with local, regional, state elected officials, and governmental entities to identify educational opportunities for the institution to serve its communities of interest.

Goal 1

Provide leadership and direction to the VPA Office staff to participate in community-based initiatives for educational partnerships, and determine models to meet current and future challenges.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The VPA Office staff will participate in a minimum of 5 community-based initiatives related to educational partnerships.

Assessment

A list showing a minimum of 5 community-based initiatives related to educational partnerships will be compiled to verify objective completion.

Additional Funding Request: \$**Evaluation Findings**

The Vice President and/or the VPA Office staff have participated in excess of five (5) community-based initiatives related to educational partnerships.

Use of Findings

The objective was met. The Vice President and/or VPA Office staff will continue to participate in community-based initiatives for educational partnerships, and determine models to meet current and future challenges while exploring additional opportunities to advance the mission of the College.

Goal 2

Provide leadership and direction to the VPA Office staff to participate in community and institutional sessions, groups and meetings to identify strategies to improve the curriculum and delivery of the college's academic and technical offerings.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The VPA Office staff will participate in a minimum of 20 community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings.

Assessment

Based on the VPA unit calendar, a list showing a minimum of 20 community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings attended by VPA unit staff will be compiled to verify objective completion.

Additional Funding Request: \$

Evaluation Findings

The Vice President and/or VPA Office staff have participated in over 20 community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings. Examples include but are not limited to the City of Anniston Schools Career Academy and the Fiber Optic Initiative in Calhoun County.

Use of Findings

The objective was met. Continue to participate in community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings and search for additional opportunities to advance the mission of the College.

Goal 3

Provide leadership and direction to the VPA Office staff to participate in local events, meetings, and forums to strengthen the College's role within local communities and communities of interest related to economic growth – expansion – job retention -workforce development and educational services.

Relationship to College Goals/Mission

Workforce Development

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

The VPA Office staff will participate in a minimum of 50 local events, meetings and forums related to strengthening the College's role within local communities and communities of interest related to economic growth – expansion – job retention – workforce development and educational services.

Assessment

Based on the VPA unit calendar, a list showing a minimum of 50 local events, meetings and forums related to growth – expansion – job retention – workforce development and educational services, attended by VPA unit staff, will be compiled to verify objective completion.

Additional Funding Request: \$**Evaluation Findings**

The Vice President and/or VPA Office staff have participated in excess of 50 local events, meetings and forums related to strengthening the College's role within local communities related to economic growth – expansion – job retention – workforce development and educational services.

Use of Findings

The objective was met. The Vice President and VPA Office staff will continue to participate in local events, meetings and forums related to strengthening the College's role within local communities and communities of interest related to economic growth – expansion – job retention – workforce development and educational services while seeking additional opportunities to advance the mission of the College.

Goal 4

Provide leadership and direction to the VPA Office staff to participate with local, regional, state elected officials and governmental entities to identify education opportunities for the institution to serve its communities of interest.

Relationship to College Goals/Mission**Workforce Development**

- Serve as a partner in shaping and achieving the region's economic and community development vision.

Community Awareness

- Build a reputation that documents and promotes the strengths of the College.

Objective or Educational Outcome 1

Based on the VPA unit calendar, a list showing a minimum of 25 meetings with elected officials and governmental leaders, attended by VPA unit staff, will be compiled to verify objective completion.

Assessment

A list of meetings with elected officials and governmental leaders will be compiled to verify objective completion.

Additional Funding Request: \$

Evaluation Findings

The Vice President and/or VPA Office staff participated in over 25 meetings with elected officials and governmental leaders. Two of the many projects during this year were the City of Anniston Schools Career Academy and the Westinghouse Afterburn Project.

Use of Findings

The objective was met. The Vice President and VPA Office staff will continue to participate in meetings with elected officials and governmental leaders to identify educational opportunities for the institution to serve its communities of interest.

Goal 5

Provide College officials with information related to the upcoming year's economic forecast as requested.

Relationship to College Goals/Mission

College Capacity

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

The VPA Office staff will prepare the annual economic forecast information when requested by the College's financial office.

Assessment

A copy of the annual economic forecast will verify objective completion.

Additional Funding Request: \$**Evaluation Findings**

The Vice President and VPA Office staff prepared the annual economic forecast for use by the College's financial office.

Use of Findings

The objective was met. The Vice President and VPA Office staff will continue to collect data related to requests and to respond to requests for assistance from other College offices.

Goal 6

Promote and communicate an attitude of celebration of differences to recognize and advance a diverse workplace.

Relationship to College Goals/Mission**College Capacity**

- Strengthen and enhance the College's operations and human, financial and physical resources.

Objective or Educational Outcome 1

The Vice President and/or VPA Office staff will attend diversity awareness training sessions offered by Gadsden State Community College.

Assessment

Based on the VPA unit calendar, a list showing the VPA office staff attendance will be compiled to verify objective completion.

Additional Funding Request: \$**Evaluation Findings**

The supervisory staff of the VPA Office attended an Employee Discrimination session that discussed diversity and how to avoid discrimination. In addition, several items that included e-mails, articles and policies were distributed which discussed diversity.

Use of Findings

The objective was met. The VPA Office staff will research diversity opportunities that

may be available at minimal cost to attend and the Vice President and/or the VPA Office staff may recommend diversity training be offered during professional development.

User:guest

Unit

Vice-President



Technical Division

Air Conditioning and Refrigeration

2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate mastery of skills necessary to properly manage controlled refrigerants.	90% of students attempting the Environmental Protection Agency Proper Refrigerant Usage certification exam will earn certification.	100% of the students (27 out of 27) attempting the Environmental Protection Agency exam were successful in earning a certification. Detailed analysis revealed weaknesses in the area of impact of CFCs (Chlorinated Fluoro-Carbons) on the environment.	Although the objective was met, greater emphasis is being placed on the impact that CFC's have on the environment. A presentation has been developed along with a video pertaining to global ozone depletion. These instructional materials are used to provide additional learning opportunities for students regarding the depletion of the environment by CFC's.
2. Students will demonstrate skills necessary to accurately measure superheat, sub cooling, delta T, total heat removed, and air flow.	Students usage of laboratory instruments (i.e. thermometer, anemometer, and refrigeration gauges) to accurately measure air flow and superheat which include sub cooling, delta T, and total heat removed measurements will be evaluated using competency checklists. The students will demonstrate 90% proficiency.	93% (27/29) demonstrated <u>proficiency in the measurement of superheat</u> ; 100% (28/28) demonstrated <u>proficiency in air-flow measurement</u> . Analysis of student results show that overall students were weakest in the ability to accurately suction and measure the lines temperature as well as lines temperature measurement.	A separate lab has been created to facilitate student learning superheat measurement. In addition, more emphasis is being placed on measuring lines temperature during practical lab demonstrations and lab assignments.
3. Students will demonstrate skills necessary to accurately measure voltage, current, and resistance.	Students usage of a multi-meter will be evaluated using competency checklists. The students will demonstrate 90% proficiency.	Overall, 97% (28/29) students demonstrated <u>proficiency</u> in the measurement of voltage, current and resistance using a multimeter. Although the overall objective was met, students showed weakness in accurately recording the correct resistance.	A separate lab has been created to facilitate student learning related to recording the correct resistance and more emphasis has been placed on resistance in lecture and by practical demonstration.
4. Graduates of the Air Conditioning and Refrigeration program will obtain employment in their occupational field.	In response to the Graduate Follow-up Survey, Question #6: "What is your current employment status?" 80% of respondents seeking employment will indicate that they have obtained employment in field within twelve months of graduation.	Objective was not met. Students responding to the ACR Graduate Survey responded as follows: Employed in a field related to training 44%; Employed in a field not related to training 33%; Unemployed but actively seeking work 22%.	The overall unemployment rate has risen for this geographic area, and the effects of the economic downturn are evident in this profession. Faculty continue to foster relationships with local businesses in order to promote student efforts in gaining work.



Technical Division Auto Collision Repair 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate competency in making proper sheet metal repairs.	90% of students completing Auto Collision Repair courses will demonstrate competency in sheet metal repairs based on performance checklists.	<u>96% (24/25) of the students</u> demonstrated competency in sheet metal repairs.	Faculty observation reveals that student achievement would be enhanced with increased demonstrations and exercises. In addition, a more detailed compilation of individualized student outcomes is being composed to identify specific student weaknesses.
2. Students will be capable of correctly identifying and repairing the different types of automotive plastics.	90% of students completing Auto Collision Repair courses will competently identify and perform repairs on automotive plastics based on performance checklists.	<u>Twenty of 22 students (91%) evaluated</u> met the performance requirements on automotive plastics. Analysis of performance checklists show that one area of student achievement in this area that could be improved is Current Measurement.	This goal was met. Additional instruction, projects, and opportunities for practice requiring current measurement have been added to the instructional program.
3. Students will be competent in the areas of spray gun and related equipment use, paint mixing, and applying paint and final top coats.	90% of students completing Auto Collision Repair courses will competently perform spray gun and related equipment use, paint mixing, and application of paint and final top coats based on performance checklists.	<u>Twenty-six of 27 students (96%)</u> met this performance goal. Faculty observed a weakness in surface preparation and technique.	Opportunities for practice on surface preparation and technique have been increased. This learning outcome will continue to be measured.



Technical Division Automotive Manufacturing Technology 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Automotive Manufacturing Technology students will demonstrate knowledge of the principles of continuous improvement and lean manufacturing.	Students will satisfactorily complete five (5) research projects related to continuous improvement and/or lean manufacturing before beginning advanced level courses.	<u>100% of the students</u> met the goal.	This is a new program and due to the economic downturn, especially related to automobile manufacturing, the enrollment has been low. Only 3 students were evaluated. Efforts are underway to establish co-op and internships with local manufacturers to encourage enrollment in this new

			program.
2. Automotive Manufacturing Technology students will demonstrate knowledge of the set-up and operation of a Total Quality System.	Students will demonstrate mastery of set-up and operation of a Total Quality System through satisfactory completion of a research project.	<u>100% of the students</u> evaluated scored 80% or higher on the assigned projects.	This is a new program and due to the economic downturn, especially related to automobile manufacturing, the enrollment has been low. Only 5 students were evaluated. Efforts are underway to establish co-op and internships with local manufacturers to encourage enrollment in this new program.
3. Automotive Manufacturing Technology students will demonstrate knowledge of eight (8) systems of the modern automobile and how they are manufactured and assembled.	A rubric is used to evaluate students analysis of the eight (8) systems of the modern automobile. 90% of students evaluated will demonstrate satisfactory knowledge of all eight (8) systems.	There are no evaluations for this student learning outcome.	This is a new program and due to the economic downturn, especially related to automobile manufacturing, the enrollment has been low. No students were evaluated. Efforts are underway to establish co-op and internships with local manufacturers to encourage enrollment in this new program.
4. Graduates of the Automotive Manufacturing Technology program will obtain employment within 12 months of graduation if they are seeking employment.	Graduate Follow-up Survey, Question #6: "What is your current employment status?" will show 80% of respondents gained employment in field.	0% of the graduates of this program were placed in this field.	This is a new program and due to the economic downturn, especially related to automobile manufacturing, the enrollment has been low. Only 1 student graduated this school year. Efforts are underway to establish co-op and internships with local manufacturers to encourage enrollment in this new program.



Technical Division Automotive Service Technology 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Automotive Services Technology students will demonstrate the ability to perform preventive maintenance related to the needs of the automobile industry.	Ninety percent of students will be rated "Skilled" or "Moderately Skilled" on competency checklists on Preventive Maintenance.	<u>22 students were rated</u> ; 11 (50%) are skilled, 11 (50%) have limited skills to no exposure. Analysis of the data show that deficiencies exist in the Use of Service Manual, Fire Extinguisher, Safety Check & Inspection, Tool Usage, and VIN Codes.	Additional instruction and lab practice are incorporated to improve mastery of these deficiencies.
2. Automotive Service	Ninety percent of students	<u>Eighteen of 22 students</u>	Additional lab opportunities

Technology students will master and demonstrate the ability to calculate and measure circuit voltage and resistance.	will be rated "Skilled" or "Moderately Skilled" on competency checklists on Automotive Electrical Systems.	(82%) were rated to be "Skilled" or "Moderately Skilled" using a competency checklist. Examination of the data also showed that additional instruction and practice should be added to Scientific Notation, Measurement of Resistance, Resistance vs. Current, Voltage and Voltage Drops, Sensor Measurement, and Wiring Diagrams.	and guided practice have been incorporated to improve student learning.
3. Automotive Service Technology students will demonstrate the ability to perform basic internal combustion engine condition checks.	Ninety percent of students will be rated "Skilled" or "Moderately Skilled" on competency checklists on Internal Combustion Engine Checks.	<u>Students achieved the required level</u> of skill in Cylinder Bore measurement (90%), Crankshaft measurement (100%), Preparing block for assembly (90%) Torque specifications (90%), Piston and Rod installation (90%) and Cylinder head identification (90%) but not met in Valve Train Identification (81%), Cylinder Head Installation (71%), Block Machining (43%), Main Bearing Installation (67%) and Gasket and Sealant (62%).	Additional tasks have been provided to improve the level of skill in areas of defined weaknesses. Internet-based instruction is being utilized for the student to gain knowledge based on individual needs. Additional instruction and opportunities for practice have been made available for students.



Technical Division Carpentry 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students completing introductory level courses in Carpentry will demonstrate proficiency on preparation of construction materials.	90% of students will demonstrate proficiency on preparation of construction materials using the task list standards for NCCER (National Center for Construction Education and Research) Carpentry Fundamentals Level One.	<u>88% of students assessed</u> demonstrated proficiency on preparation of construction materials using the Job Sheets and Worksheets for NCCER Carpentry Level 1. Analysis of data show that areas of weakness include demonstration of materials handling, lumber lengths, ratings and calculation of lumber qualities.	Additional instructor demonstrations of the areas of identified weaknesses have been implemented.
2. Students completing introductory craft skills in Carpentry will demonstrate proficiency in framing a floor opening.	Students will demonstrate proficiency on preparation of floor framing using the task list standards for NCCER (National Center for Construction	<u>Students were assessed</u> using the Job Sheets and Worksheets for NCCER Level 1. 88% of students demonstrated proficiency in layout and constructing a floor assembly and installation of bridging. 63% demonstrated proficiency in installing a joist for a	Additional instruction, demonstration and opportunities for practice have been implemented to address deficiencies in student achievement.

	Education and Research) Core Curriculum.	cantilever floor. 100% of students demonstrated proficiency in installing subfloor materials and installing a single floor system using tongue and groove materials. Objective was not met.	
3. Students completing introductory craft skills in Carpentry will demonstrate proficiency on wall framing.	1. Students will demonstrate proficiency on wall framing using the task list standards for NCCER (National Center for Construction Education and Research) Level 1.	<u>Students</u> were assessed on wall framing using the Job Sheets and Worksheets from the NCCER Carpentry Fundamentals Level 1. Analysis of the data show that 75% of the students demonstrated proficiency on construction of wall section, 88% demonstrated proficiency on assembling corners, ts, and headers; 100% demonstrated proficiency on laying out wall and partition locations and cutting studs, trimmers and cripples.	The Worksheets provided additional knowledge-based sample problems that were used for homework and in-class assignments. Additional instruction and opportunities for practice have been provided to address the areas of weaknesses.
	2. Students completing the Carpentry certificate will satisfactorily demonstrate Safe Material Handling procedures in the lab practical exam.	100% of Carpentry students assessed completed the Carpentry certificate demonstrated Safe Tool Handling procedures in the lab practical exam.	Safe practices will continue to be emphasized.



Technical Division
Civil Engineering Technology
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Civil Engineering Technology students will demonstrate proficiency in the set up and operation of a survey grade total station.	95% of students evaluated will be rated "Proficient" on lab setup of survey grade total station using a rubric.	<u>100% student evaluations (11 students)</u> were determined to be "Proficient" on lab setup of survey grade total station.	The overall goal was achieved. The assessment tool has been revised for the Fall 2009 semester to add a "Number of attempts" to be recorded. The additional data will provide faculty with information relating to improvement of instructional strategies related to introduction of total station setup.
2. Students who complete geometric and trigonometric component of the Civil Engineering program will demonstrate proficiency in geometric and trigonometric calculations.	90% of students who complete geometric and trigonometric component of the Civil Engineering program will demonstrate proficiency in calculating right angles and performing basic trigonometric functions on written examinations.	84% (64 of 76 students) demonstrated proficiency without making significant errors in calculating right angles and performing basic trigonometric functions on written examinations.	In reviewing the assessment, the Pythagorean Theorem and related units were identified as an area that students needed additional instruction. An extra guided review day for the Pythagorean Theorem has been added.

3. Civil Engineering Technology students will demonstrate skills in precision computer aided drawing.	90% of students completing computer assisted drawing assignments will be rated "proficient" or higher based on a rubric.	100% (39 of 39) students completed computer assisted drawing assignments and was rated "proficient" or higher based on an assessment rubric.	No areas for improvement were identified, but this assessment is continuing to be closely monitored.
4. Graduates of the Civil Engineering Technology program will obtain employment in field within twelve months of graduation if they are seeking employment.	At least 70% of the graduates responding to the Graduate Follow-up Survey, Question #6: "What is your current employment status?" will indicate employment in field.	50% of respondents to the Graduate Follow-up Survey for Civil Engineering reported employment in field.	This goal was not met. The faculty continue efforts to build relationships with business and industry in the College's service area. Students are also encouraged to participate in college sponsored job fairs and workshops related to resume development, interviewing skills, etc.



Technical Division Cosmetology 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Cosmetology students will demonstrate safe station setup and client protection.	1. 90% of Cosmetology students taking the state board exam will pass content area #1, setup--client protection, on the practical exam.	100% of students who took the <u>licensure exam</u> passed the Setup -- Client protection area of the practical exam. Further analysis indicates 2 of 30 students (6.7%) demonstrated weakness in this area.	Faculty have determined that additional safe station setup and client protection instruction will continue to be made to ensure instruction reflects the most effective and updated disinfection techniques. Literature in the field is continually reviewed and made available for student instruction and reference.
	2. 90% of Cosmetology students will be rated 3 (competent) or higher on safe station setup and client protection.	91.5% of students were rated as competent or higher on safe station setup and client protection.	Proactive efforts have been made to stay abreast of the most effective disinfection techniques and incorporate them as updated. Literature in the field is continually reviewed and made available for student instruction and reference.
2. Cosmetology students will demonstrate competency in haircutting techniques.	1. 90% of Cosmetology students taking the state board exam will pass content #3, haircutting, of the practical exam.	100% of students who took the <u>licensure exam</u> passed the haircutting content area of the practical exam. Further analysis of score reports reveal that 3 of 27 students demonstrated weakness in this area.	These data are consistent with the institutional findings. Additional haircutting demonstrations have been incorporated into the program.

	2. 90% of Cosmetology students will be rated 3 (competent) or higher on the haircutting area of the final exam.	70% of students were assessed as competent or higher on the haircutting competency.	Additional haircutting demonstrations and tasks have been incorporated in an attempt to improve the results of this outcome.
3. Cosmetology students will demonstrate competency in basic facial procedures.	1. 90% of Cosmetology students taking the state board exam will earn a passing score on content area #10, facial procedures, of the practical exam.	100% of students who took the <u>licensure exam</u> passed the facial procedure content area of the practical exam. Further analysis revealed 3 of 27 students (11.2%) demonstrated weakness in this area.	Faculty have added more demonstrations of basic facials and practical tasks.
	2. 90% of Cosmetology students will be rated 3 (competent) or higher on the facial procedures segment of the final exam.	96% of students were rated as competent or higher on basic facial procedures.	The faculty will continue to monitor this learning outcome to ensure program quality.
4. Cosmetology students will demonstrate competency in manicuring.	1. 90% of Cosmetology students taking the state board exam will pass content area #11, manicuring, of the practical exam.	100% of students who took the <u>licensure exam</u> passed the manicuring content area of the practical exam. Further analysis reveals 4 of 30 students (13.3%) demonstrated weakness in this area.	Faculty will continue to monitor this learning outcome to ensure program quality. Faculty have determined to incorporate more demonstrations and lab procedures to reinforce this concept.
	2. 90% of Cosmetology students will be rated 3 (competent) or higher on basic manicuring procedures.	94% of students assessed were rated as competent or higher on basic manicuring procedures.	Assessment of competencies on basic manicure procedures will continue to be monitored to ensure proficiency in this area.



Technical Division Diesel 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Diesel Technology students will master and have knowledge necessary to safely work in a heavy duty truck shop.	90% of students will be rated "satisfactory" or higher on industrial safety standards within the program as determined using a written safety assessment.	Based on Fall 2008 results, 87% were rated "Satisfactory" or higher.	Additional weekly instruction and verbal review will be used to ensure improved ability to work safely in a lab environment.
2. Diesel Technology students will master and demonstrate skills necessary to accurately use a multi-meter.	90% of students completing the Diesel Technology program will demonstrate accurate measurement of voltage, current, and resistance with a multi-meter using an evaluation rating sheet.	Based on the last evaluation of students during the current Diesel program, 76% of students were rated as "Satisfactory" or higher. 100% of students scored "Satisfactory" in the area of current measurement, 29% of students scored	Conversion of the kilo reading of the digital multimeter and properly recording their findings were identified as weaknesses. For this reason, more focus has been placed on understanding the conversion of the

		"Satisfactory" in the area of resistance measurement, and 100% scored "satisfactory" in the area of voltage measurement.	measurement readings.
3. Diesel Technology students will master and demonstrate skills necessary to accurately use micrometers to perform precise measurements.	90% of Diesel Technology students will demonstrate accurate measurement techniques using a micrometer. Students are evaluated using an evaluation rating sheet.	Based on the last evaluation of students during the current Diesel Program, 90% of students were rated as "Satisfactory" or higher in performing accurate measurement techniques using a micrometer.	Since all students met the set criteria for this area, faculty will continue the instructional method making improvements as necessary.



Technical Division Drafting and Design Technology 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Drafting and Design Technology students will demonstrate advanced level computer-aided-drafting (CAD) skills.	90% of students will be evaluated "satisfactory" or higher in advanced level CAD Skills based on a checklist.	<u>100% evaluated satisfactory</u> or higher.	Analysis of results show that areas where instructional improvement might be made include surface modeling techniques, wireframe modelling, 3D Solid modeling, 2D extrusion methods, and geometry of solid models. The faculty are providing additional guided practice in these concepts and has paired less experienced students with more senior students for support.
2. Drafting and Design Technology students will demonstrate drafting/architectural graphics skills, knowledge of building science, code requirements, and terminology used to create architectural working drawings.	Students will complete a laboratory project and be evaluated "Satisfactory" or higher based on a checklist.	<u>100% evaluated satisfactory</u> or higher.	Analysis of the data show that improvements could be made in the execution of roof slopes and exterior elevation drawings. The instructor directs students to follow master student steps and to collaborate with senior students for additional help and to observe modeling. The faculty are also providing extra opportunities for students to practice under the direct supervision of the instructor in a one-on-one situation.
3. Drafting and Design Technology students will demonstrate skill in the	90% of students completing Drafting and Design Technology will be	<u>100% evaluated satisfactory</u> or higher.	Faculty have identified students' deficiencies specifically as multiview

principles of industrial print reading.	evaluated "Satisfactory" or higher by reading and answering exam questions while referencing an industrial blueprint.		projection methods, detail drawings, and reading different detail drawings and assembly drawings. Faculty have implemented more practice opportunities for reading these types of industrial prints and directed students to follow master steps and to observe seniors student for additional help and modeling.
4. Drafting and Design Technology students will be able to read and interpret basic residential architectural construction prints.	90% of students will be evaluated "satisfactory" or higher in reading and interpreting residential architectural construction prints by reading and answering exam questions while referencing an instructor designated residential architectural construction blueprint.	<u>100% evaluated satisfactory</u> or higher.	Analysis of the data show that students' performance can be improved through more opportunities to practice computational skills related to residential drawings, and practice reading plots, elevations, floor plans and residential construction prints. Additional opportunities for practice under supervision of instructor have been made available to students, and students are encouraged to follow master student steps and to observe senior students for additional help.
5. Graduates of the Drafting and Design Technology program will obtain employment within twelve months of graduation if they are seeking employment.	75% of graduates will indicate employment on the Graduate Follow-up Survey, Question #6: "What is your current employment status?"	83% indicated employment in field.	Faculty are also directing graduates to Student Services for help with resume and interviewing skills.



Technical Division Electrical Technology 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Electrical Technology students will master and demonstrate skills necessary to determine if a conductor is hazardously energized (hot) with a Wiggy (solenoid meter), Multi-meter, and Inductance Checker (tick).	Electrical Technology students will be evaluated in the laboratory portion of ELT wiring classes. Students evaluated will score 80% or higher on a task list for various meters.	<u>89 out of 92 (97%) students evaluated</u> during the fall 2008 and summer 2009 semester met the target criteria.	The overall goal was met. As a result of analysis of the data, however, the safety area shows that students may meet the overall goal although there are measured differences in student performance on safety concepts related to use of meters. Electrical Wiring class curriculum has been modified to require that

			students will use meters more frequently in order to demonstrate safety skills. Students have been assigned additional projects requiring metering in order to emphasize this skill. Assessment score has been increased to 90% or higher.
2. Electrical Technology students will master and demonstrate skills necessary to accurately use lock out/tag out methods on a known live circuit.	Electrical Technology students will be evaluated in the laboratory portion of ELT wiring classes. Students evaluated will score 80% or higher on a task list for various lock-out/tag-out methods.	<u>73 out of 78 (94%) students</u> during the fall 2008 and spring 2009 semesters met the target criteria.	Faculty have determined that beginning Fall 2009 the results could be improved by emphasizing the use of lock-out/tag-out mechanisms when applicable during lab exercises, especially those with motor loads and disconnects. The assessment score has been increased to 90% or higher.
3. Graduates of the Electrical Technology program will obtain employment within twelve months of graduation if they are seeking employment.	At least 75% of graduates will indicate employment on Graduate Follow-up Survey, Question #6: "What is your current employment status?"	Six out of eight (75 %) of those responding indicated they were employed.	While the overall goal was met, we are pursuing relationships with business and industry to assist in future placement. Faculty have implemented job placement workshops to assist the student with employability skills.



Academic Division
Electronic Engineering Technology
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Electronics Engineering Technology students will demonstrate proficiency in the use of a multi-meter.	Student achievement with the multi-meter will be assessed using a checklist. 90% of students will be rated as "proficient" or better.	Meter set up properly for resistance was 93.7%, Resistance measured correctly was 84.1%, Meter set up properly for Voltage was 92.1%, Voltage measured correctly was 92.1%, Meter set up properly for current was 82.5%, and Current measured correctly was 87.3%. <u>EET Meter Usage compiled results.</u>	In class, more emphasis has been placed on the importance of exponents in the correct measurement of resistance. New trainers have been purchased that add a simulation componet to laboratory experiments. This, along with additional internet based assignments, has been incorporated to help the students with meter setup and measurement of current.
2. Electronics Engineering Technology students will demonstrate understanding of the principles of voltage	Using a checklist, 90% of students will accurately measure voltage and time periods using an	Oscilloscope hooked to generator properly was 91.7%, Oscilloscope setup to measure voltage properly	Additional laboratory experiments have been developed and are performed with new laboratory

and time period measurement.	oscilloscope.	was 90%, Voltage measured properly was 88.3%, Oscilloscope setup to measure period properly was 80%, and Period measured properly was 86.7%. <u>EET oscilloscope compiled results.</u>	equipment to emphasize the proper setup and use of the oscilloscope.
3. Electronics Engineering Technology students will master and demonstrate skills necessary to accurately download and execute a program into a micro-controller.	90% of students will be evaluated at the proficient level using a standard checklist.	Hardware and cables connected properly was 86.1%, Correct program chosen was 90.7%, Download to the stamp controller successfully was 90.7%, Program executed properly was 93%, and Program exits as required was 95.4%. <u>EET stamp controller compiled results.</u>	An additional lab and lecture have been developed concerning proper cable selection and installation.
4. Graduates of the Electronics Engineering Technology program will obtain employment within twelve months of graduation if they are seeking employment.	At least 75% of the graduates will indicate employment on Graduate Follow-up Survey, Question #6: "What is your current employment status?"	From the graduate followup survey, 44% of those seeking employment are employed.	The economic downturn has affected employment in the field of electronics. The department faculty continue to work with local and regional employers to place electronics graduates.



Technical Division Furniture Refinishing 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Furniture Refinishing students will master and demonstrate skills necessary to accurately identify 16 different types of furniture design and period pieces.	90% of students completing Furniture Refinishing will be able to correctly identify the 16 types of furniture design and periods using an exam.	<u>82% percent of the students</u> taking this exam made a score of 80 (eighty) or higher on the test.	The exam has been revised to include photographs of each type of period pieces and design types that the test taker can use as a reference guide, similar to what a Furniture Refinishing worker would have in his work to compare to the customers item.
2. Furniture Refinishing students will master and demonstrate correct woodshop safety practices and procedures.	90% of students will be rated as "Satisfactory" or "Proficient" on woodshop safety practices and procedures using an assessment instrument.	<u>100% percent of the students</u> who took the Furniture Safety assessment, consisting of 15 safety films and safety quizzes, received a satisfactory or above on the assessment forms.	No programmatic changes are indicated from this assessment.
3. Furniture Refinishing students will master and demonstrate skills necessary to accurately apply veneer	90% of students will be evaluated as "Satisfactory" or better using a checklist that includes pre- and post-	<u>92% percent of Furniture Refinishing Students</u> completing their furniture (Lab) projects	Students not evaluated as satisfactory or better are allowed to rework the piece of furniture to

glue to substrate (plywood) correctly.	inspection of work performed on the furniture piece.	received a Satisfactory or better grade on the assessment sheet.	strengthen their skills.
 Academic&nbsp;Division Industrial Automation Technology 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Industrial Automation Technology students will master and demonstrate skills necessary to properly install metal, PVC, and copper pipe.	Industrial Automation Technology students will be evaluated using a checklist. 90% of students completing Pumping and Piping instruction will earn satisfactory or higher ratings on laboratory projects.	Of the students completing the tasks <u>93% scored satisfactory</u> . Cutting and threading steel pipe was the weakest area.	Faculty have allocated more time to demonstrating the proper method for cutting and threading pipe using the power threading machine. Also, more skilled students have been paired with weaker ones to facilitate peer learning.
2. Industrial Automation Technology students will master and demonstrate skills necessary to accurately align couplings and v-belts.	Industrial Automation Technology students will be evaluated in the laboratory on their ability to properly set up and align a coupling and v-belt. 90% will score satisfactory or better using a task list based on industry standards.	Of the students completing the assignment <u>86% scored satisfactory</u> . It was noted there were weaknesses with calculations and measurements.	This problem has been addressed through more time spent in the class on basic math skills, calculator use, and proper measurement reading.
3. Industrial Automation Technology students will master and demonstrate skills necessary to accurately create an electrical line drawing and correctly wire the circuit on a trainer.	Industrial Automation Technology students will be evaluated in the laboratory on their ability to draw simple line diagrams and make the proper connection on electrical trainer simulators. 90% will score satisfactory or better using a task list.	<u>96% of the students that completed the tasks</u> scored satisfactory or better on the tasks given them. It was noted that the following two areas were weak for the students as a whole: drawing and connecting a memory logic circuit and wiring a solenoid to operate a pneumatic cylinder.	More drawing examples and matching real parts with the symbols on the drawing is giving students a better understanding. Also, more instruction on what a solenoid is and how it works in a pneumatic circuit helps in achieving the task has benefited the students.
 Technical Division Machine Tool Technology 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Machine Tool Technology students will master and demonstrate Computer Numerical Control (CNC) skills related to micro-controllers.	90% of students completing the Machine Tool Technology program will satisfactorily demonstrate CNC skills to write and execute CNC programs. Students will be evaluated	<u>Fifteen students were evaluated</u> on various CNC tasks defined by the The National Institute for Metalworking Skills. Evaluation of student assessment data by faculty	Peer learning groups supervised by faculty have been established to provide opportunities for practice on this concept.

	with a checklist.	show that the student achievement in Program A Basic CNC Part was an area of weakness. 87% demonstrated proficiency on CNC machining tasks.	
2. Machine Tool Technology students will perform basic calculations as they relate to machining occupations.	90% of students completing Machine Tool Technology will perform at a "satisfactory" or higher level on basic calculations on written exams.	Sixteen students were evaluated. 88% of students evaluated demonstrated satisfactory basic calculation skills on machine tool exams.	A pre-test has been implemented to determine student skill level at the beginning MTT 107 Machining Calculations. Additional class time is used to review skills deemed deficient on the pre-test.
3. Machine Tool Technology students will perform basic machining operations which will include machine shop safety, measuring tools, lathes, milling machines, and layout instruments.	90% of Machine Tool Technology students will earn satisfactory or higher rating on safety, use of measuring tools, lathes, milling machines and use of layout instruments based on a checklist.	Twenty students were evaluated on <u>Cutting Screw Threads on the Lathe</u> , and 16 students were evaluated <u>Using a Dial Indicator to Align Vise</u> skills defined by the The National Institute for Metalworking Skills. 65% of students evaluated demonstrated proficiency on Cutting Screw Threads on the Lathe. 75% of students evaluated demonstrated proficiency on Using a Dial Indicator to Align Vise. The areas of weakness identified were Center Cutting Tool on Part, Select Correct RPM, and Time Management.	Additional instructional time has been allocated to explain the importance of centering the threading tool and selecting the correct RPM. Additionally, students are provided with feedback to improve time management skills.
4. Graduates of the Machine Tool Technology program will obtain employment within twelve months of graduation if they are seeking employment.	90% of graduates will indicate employment in field or related field on the Graduate Follow-up Survey, Question #6: "What is your current employment status?"	<u>Sixteen graduates responded</u> to the follow-up survey. 13 were employed in field, 2 employed in a related field (93%).	The employment rate of graduates is satisfactory. Employment of graduates will continue to be surveyed to monitor placement.



Technical Division
Masonry
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Masonry students will master and demonstrate skills necessary to accurately apply the fundamentals of fireplace construction.	Masonry students will be evaluated using a checklist. 90% of students completing the masonry certificate will earn a performance rating of "satisfactory" or better on fireplace construction.	100% of the graduating students were able to successfully complete a masonry lab project consisting of fireplace construction.	This student learning outcome is under consideration for removal and replacement because of the lack of use of fireplace construction in today's housing construction.

2. Masonry students will learn to apply masonry mortar correctly on brick and block.	Masonry students will be evaluated on laboratory projects using a checklist. 90% of the students who complete the masonry certificate will earn a "satisfactory" or better rating.	100% of the graduating students were able to successfully complete a masonry lab project that was graded satisfactory or better on the <u>(Lab) assessment checklist</u> .	The goal of 90% has been left in place for one more year as a minimum benchmark and the complexity of the lab projects continued for the benefit of the masonry student to obtain the necessary skills needed for employment.
3. Masonry students will master and demonstrate skills necessary to accurately lay out brick projects.	90% of students completing the masonry certificate will be rated as "satisfactory" or better on laying out brick projects. Evaluation will be done using a checklist.	100% of the graduating students were able to successfully lay out a masonry brick (lab) project that was graded satisfactory or better on the assessment form.	No changes will be implemented at this time.



Technical Division Mechanical Design Technology 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Mechanical Design Technology students will demonstrate the skill necessary to accurately use formulas, charts and software to draw and calculate dimensions and structural design for mechanical drawings.	Mechanical Design Technology students will be evaluated on laboratory projects using an industry based checklist. 90% of students completing the Mechanical Design program will earn a "proficient" or higher evaluation score.	<u>83% of students evaluated</u> earned a proficient or higher score.	Program will develop a more specific evaluation process on formulas, charts and software application to determine which area has lower evaluation scores. Individualized instruction, extra homework assignments and increased lab time are steps taken by the program to improve student learning in these areas.
2. Mechanical Design Technology students will demonstrate the skills required to create a 3-D solid model parametric part that can be modified for use in an assembly using solid modeling software.	Mechanical Design Technology students will be evaluated on laboratory projects using an industry based checklist. 90% of students completing the Mechanical Design program will earn a "proficient" or higher evaluation score.	<u>84% of students evaluated</u> earned a proficient or higher score.	Additional lab assignments and individualized instruction are being provided for students. An emphasis on attendance has been implemented because comparison of student learning and attendance shows that many of the students that did not meet a proficient or higher evaluation score also had poor attendance.
3. Mechanical Design Technology students will demonstrate the skill necessary to create a 2-D drawing blueprint with	Mechanical Design Technology students will be evaluated on industry standard AutoCAD software laboratory projects. 90% of	74% of students evaluated earned a proficient or higher score.	Additional lab assignments and individualized instruction are being provided. An emphasis on attendance has been put into

AutoCAD software.	students completing the Mechanical Design program will earn a "proficient" or higher evaluation score on a checklist.		effect because comparison of student achievement and attendance shows many of the students that did not meet a proficient or higher evaluation score also had poor attendance.
4. Graduates of the Mechanical Design Technology program who are seeking employment will obtain employment within twelve months of graduation.	At least 70% of the graduates will indicate employment on the Graduate Follow-up Survey, Question #6: "What is your current employment status?"	<u>22% of respondents</u> reported employment in field; 22% of respondents reported employment not in field; 33% of respondents are unemployed but actively seeking work; 22% of respondents are unemployed and not seeking work.	The faculty continue to promote and encourage students to take advantage of college sponsored job fairs, resume and application workshops, and other employment related programs offered by the College.



Technical Division Realtime Reporting 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Realtime Reporting Technology students will master and demonstrate skills and knowledge of realtime theory principles.	90% of student evaluations in Realtime Reporting Technology will demonstrate satisfactory or higher knowledge of realtime theory principles/technique.	<u>97% of score</u> reports examined show excellent, good, or satisfactory results based on analysis of instructor checklist.	To continue improving the program, the faculty have added guided practice opportunities to improve student skills in theory. Students are assigned theory review using the Realtime Coach and Eclipse software.
2. Realtime Reporting Technology students will master and demonstrate knowledge and ability to properly cable out using realtime computer software and equipment.	90% Realtime Reporting Technology students will be evaluated satisfactory or higher on final realtime computer software and equipment project.	90% scored excellent, good, or satisfactory.	To continue improving the program, the faculty have added additional proofreading and punctuation exercises.
3. Realtime Reporting Technology students will demonstrate skills necessary to accurately realtime, produce transcripts, and prepare for certification examination.	Students completing a speedbuilding class will be assessed by passing one literary, one jury charge, and one question and answer timing with at least a one speedlevel improvement.	<u>Students</u> performance results were as follows: literary (92%), jury charge (90%), and question and answer timing (85%).	The students who do not reach the required speed each semester repeat the course or take a selected topics class. With the use of the WebCT, Realtime Reporting Technology students are now provided better methods of speedbuilding dictation. Jury Charge and Question and Answer Accelerators have been added for extra dictation.
4. Graduates of the Realtime Reporting program will	At least 75% of graduates will report employment on	60% were employed in field.	Graduates are referred to Career Services for

obtain employment within twelve months of graduation if they are seeking employment.	the Graduate Follow-up Survey, Question #6: "What is your current employment status?"		assistance with resume writing skills, interviews, and job placement.
 Technical Division Welding 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Welding Technology students will demonstrate the skills necessary to safely set up, set correct regulator settings, set proper cutting flame, perform straight line and shaped cuts, identify and solve common problems associated with Oxy-Fuel Cutting (OFC) equipment, and properly shut down OFC cutting equipment.	Welding Technology students will be evaluated during the oxy-fuel laboratory using a rubric. 90% of students will score satisfactory or higher on the oxy-acetylene laboratory tasks.	<u>Based on Fall 2008 Results</u> , 100% of students were rated satisfactory ("Adequate") or higher on six of the eight categories oxy-acetylene laboratory tasks. 75% of students were rated as satisfactory or higher on Shape cutting skills, and 83% of students were rated satisfactory or higher on Problem Solving Skills.	Additional instruction and instructor demonstration is now provided on shape cutting and problem solving. Students are provided with additional guided practice opportunities in the lab.
2. Welding Technology students will demonstrate the skills necessary to perform GMAW/FCAW welding procedures from flat, horizontal, vertical and overhead positions	Welding Technology students will be evaluated using a rubric. 90% of student will score satisfactory or higher on the GMAW/FCAW required laboratory tasks.	<u>28 of 34 (82%) of the students evaluated in the Spring 2008, Summer 2008, Fall 2008, Spring 2009, and Summer 2009 semesters met the requirements.</u> Deficiencies in Vertical and Overhead welds, and Problem Solving have been identified.	Additional instruction and instructor demonstration is now provided on these concepts. Students are provided with additional guided practice opportunities in the lab.
3. Welding Technology students will demonstrate the skills necessary to perform GTAW welding processes from flat, horizontal, vertical and overhead positions.	Welding Technology students will be evaluated using a rubric. 90% of students will be rated satisfactory or higher on the GTAW required laboratory tasks.	1 of 1 (100%) of the students evaluated in the Spring 2008, Summer 2008, Fall 2008, Spring 2009, and Summer 2009 semesters met the requirements.	Insufficient data available to formulate program modifications; however, because of the importance of these skills while trying to obtain entry level employment, this learning outcome will continue to be measured.
4. Welding Technology students will demonstrate the skills necessary to perform SMAW welding processes from flat, horizontal, vertical and overhead positions.	Welding Technology students will be evaluated using a rubric. 90% of students will be rated satisfactory or higher on the SMAW required laboratory tasks.	87.5% of the students evaluated in the Spring 2008, Summer 2008, Fall 2008, Spring 2009, and Summer 2009 semesters met the requirements. Deficiencies in Filler Metal Identification, Vertical and Overhead Welds, and Problem Solving have been identified.	Additional instruction and instructor demonstration is now provided on these concepts. Students are provided with additional guided practice opportunities in the lab.



Academic Division
Accounting Technology
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate knowledge of the information contained in an income statement, a statement of owner's equity, and a balance sheet.	1. 90% of students will correctly answer embedded examination questions measuring knowledge of an income statement, a statement of owner's equity, and a balance sheet.	Analysis of responses to embedded questions revealed that 81% of students demonstrated expected competency levels in their knowledge of an income statement, a statement of owner's equity, and a balance sheet.	The goal of 90% was not met; however, 81% of the students met this objective in the 2008-2009 academic year compared to 71% the previous year. Faculty determined to post more review material on WebCT for online reference to improve student learning. The decision was made to begin Fall 2009 to record accounting lectures in Tegrity and make available through WebCt.
	2. 90% of students will successfully complete accounting activities outside of class. These activities include computerized homework and practice set project. Homework consists of several exercises per chapter. The project is a combination of manual accounting and computerized accounting. The computerized part uses the Quickbooks Accounting Software. The project will be evaluated with a rubric.	94% of students met this objective. Analysis of the results of the practice set in both accounting principles classes revealed students struggle with the closing entries section of the project.	Two training sessions were held with the textbook publisher to train instructors on the computerized homework. Instructors have incorporated more practice exercises to give students additional practice with the closing entries. Instructors have allocated more class time to this topic.
2. Students will demonstrate the ability to journalize business transactions, adjustments and closing entries.	1. 90% of students will correctly answer standardized embedded examination questions measuring the ability to journalize business transactions, adjustments, and closing entries.	The overall percentage was 76%. However, there was a gap between the results from the online classes and the traditional format classes. 65% of the online students met the objective compared to 80% of students in the traditional format classes.	Faculty held a work session to determine ways to improve student success in all classes but especially the online classes. Beginning Fall 2009 semester faculty began recording lectures and learning sessions in Tegrity and making them available to students. Tegrity lectures will continue to be added to the Accounting Principles I & II classes.
	2. 90% of students will successfully complete accounting activities outside of class. These activities	94% of students successfully met this objective.	Two training sessions were held with the textbook publisher to train instructors on the computerized

	will include computerized homework and the practice set project. Homework will consist of several exercises per chapter. The project will be a combination of manual accounting and computerized accounting. The computerized part will be using the Quickbooks Accounting Software. The project will be evaluated with a rubric.		homework. Practice sets provide students real world experience using the Quickbooks Accounting Software used in many businesses.
3. Students will demonstrate knowledge of a typical payroll accounting system.	1. 90% of students will correctly answer standardized embedded examination questions measuring ability to determine correct withholding and employer payroll liability.	85% met this objective. Upon careful review of the results, it was observed that students scored the lowest grades in Unemployment Taxes.	For the 2009-2010 academic year, faculty have incorporated additional practical problems relative to this topic. Additional classroom illustrations utilizing "SUTA and FUTA taxes" have been added.
	2. 90% of students will successfully complete accounting activities outside of class. These activities will include computerized homework and the practice set project. Homework will consist of several exercises per chapter. The project will be a combination of manual accounting and computerized accounting. The computerized part will be using the Quickbooks Accounting Software. The project will be evaluated with a rubric.	95% of students met this objective. Analysis of the results of the practice set in both accounting principles classes revealed students struggle with the closing entries section of the project.	Instructors have incorporated more practice exercises to give students additional practice with closing entries.
4. Students will demonstrate the ability to contrast the taxpayer profile for those eligible to file forms 1040EZ, 1040A, and 1040.	90% of students will correctly answer embedded examination questions measuring knowledge of the taxpayer criteria for filing the federal 1040EZ, 1040A and 1040 individual income tax forms.	72% of students correctly responded to questions relating to the federal 1040EZ, 1040A and 1040 individual income tax forms. Five exams relating to income tax were administered. Analysis of test scores indicated that students had most difficulty in the area of itemized deductions on Schedule A.	Additional real world examples of federal 1040EZ, 1040A and 1040 individual income tax forms have been implemented in class to increase student success. Students have been given better assignments and opportunities for guided practice to give them hands on experience.



Academic Division
Alabama Language Institute
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students completing the program will demonstrate the ability to read and understand multi-paragraph texts.	100% of students completing the program will demonstrate proficiency in reading multi-paragraph texts by correctly responding to questions on the final reading comprehension examination.	83% of students evaluated demonstrated proficiency on the final reading comprehension exam.	The students did not meet the expected outcome. Faculty determined that a more discriminating instrument must be developed to accurately and reliably measure reading comprehension. A rubric has been designed and incorporated to evaluate the most important components in evaluating reading.
2. Students completing the program will be able to understand tone and inference and determine meaning from context in both written and spoken language.	1. 90% of students will demonstrate proficiency in understanding tone and inference and determining meaning from context in written language by composing advanced level essays in response to assigned readings at the highest level of English as a Second Language (ESL) composition.	80% met the goal of being able to write an essay according to the rubric.	The students did not meet the expected outcome. Faculty determined that a more discriminating instrument must be made to accurately and reliably measure reading comprehension. A rubric has been designed and is now used to evaluate the most important components in evaluating reading.
	2. 90% of students will demonstrate proficiency in understanding tone and inference and determining meaning from context in spoken language by giving advanced level speeches and accurately responding verbally to spoken language at the highest level of ESL speaking and listening.	More than 90% of Advanced Speaking and Listening students were able to demonstrate proficiency.	Faculty have determined that a more discriminating instrument must be made to accurately and reliably measure reading comprehension. A rubric has been designed and is now used to evaluate the most important components in evaluating reading.
3. Students completing the program will demonstrate the ability to speak for an extended period on a single topic.	Students will demonstrate proficiency in speaking for an extended period of time by successfully delivering a final speech on a single topic for 10 minutes in the highest level of ESL speaking and listening.	More than 90% of Advanced Speaking and Listening students were able to demonstrate proficiency in speaking and listening.	Faculty have determined that a more discriminating instrument must be made to accurately and reliably measure reading comprehension. A rubric has been designed and is now used to evaluate the most important components in evaluating reading.
 Academic&nbsp;Division Aquaculture 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results

1. Students will accurately interpret water quality analysis on 6 different parameters (pH, ammonia, nitrite, alkalinity, dissolved oxygen, and temperature).	Ninety percent of students who take aquaculture courses will be able to accurately complete and interpret water chemistry analyses on the six parameters based on faculty validation.	100 percent of the students enrolled in the program met requirements to satisfy this outcome as defined by weekly participation in water chemistry analysis and interpretation, water chemistry records, laboratory exercises, and aquaculture system management.	Students who demonstrate weaknesses in any of the water analysis parameters are provided with individualized remedial plans to promote student achievement.
2. Students will demonstrate the ability to successfully manage and maintain recirculating, pond and cage aquaculture production systems.	Ninety percent of students who complete aquaculture courses will demonstrate skills to successfully maintain and manage aquaculture production systems based on faculty assessment.	One hundred percent of the students enrolled in the program met requirements to satisfy this outcome as defined by weekly evaluation of system management and maintenance, the records kept for system maintenance, and laboratory exercises.	Results are used to evaluate the success of teaching methodology and to strategically alter student experiences to maximize learning possibilities.
3. Students will demonstrate the ability to accurately perform chemical treatments on aquaculture production systems.	Ninety percent of students who complete aquaculture courses will be able to accurately calculate chemical concentrations using dimensional analysis and perform appropriate treatments on aquaculture production systems.	One hundred percent of students enrolled in the program met requirements to satisfy this outcome as defined by weekly mathematical calculations completed for system management, successful completion of take-home problem sets, and completion of laboratory exercises.	Results are used to evaluate and generate teaching methodologies, laboratory activities, and integrate use of new instructional technologies.



Academic Division
Business Administration
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate the knowledge of the information contained in an income statement, a statement of owner's equity, and a balance sheet.	1. 90% of students will correctly answer standardized embedded examination questions measuring knowledge of an income statement, a statement of owner's equity, and a balance sheet.	81% of students demonstrated expected competency levels in their knowledge of an income statement, a statement of owner's equity, and a balance sheet.	Faculty determined to post more review material on WebCT for online reference to improve student learning. The decision was made to begin Fall 2009 to record accounting lectures in Tegrity and make available through WebCt.
	2. 90% of students will successfully complete accounting activities outside of class. These activities will include computerized	94% of students successfully completed accounting activities outside of class. Analysis of the results of the practice set in both	Instructors have incorporated more practice exercises to give students additional practice with closing entries.

	homework and the practice set project. Homework will consist of several exercises per chapter. The project will be a combination of manual accounting and computerized accounting. The computerized part will be using the Quickbooks Accounting Software. The project will be evaluated with a rubric.	accounting principles courses revealed students struggle with the closing entries section of the project.	Instructors have also allocated more class time to this topic.
2. Students will explain the role of the various sources of law including the Constitution, statutes, case law and administrative law.	1. 90% of students will correctly answer standardized embedded examination questions measuring knowledge of Constitutional law, statutes, case law and administrative law.	85% met the objective.	The department has developed additional assignments relating to this topic. Additional supplemental materials have been placed online for students.
	2. Students will choose a relevant legal issue and complete a project demonstrating understanding of the topic.	100% met the objective. Of the 146 students who submitted the project: 136 scored excellent, 10 scored good, and 1 scored fair. Both online and traditional format classes were analyzed. No difference between the two class formats was found.	Even though the objective was met, the project will continue to be refined to emphasize current legal topics.
3. Students will demonstrate knowledge of basic statistical methods and terminology.	1. 90% of students will correctly answer embedded examination questions measuring knowledge of basic statistical terminology.	82% of students met this objective.	An analysis of the results show students struggle with application based questions. More of the in-class and homework assignments will be application based. An analysis will be done at the end of the 2009-2010 academic year to determine if the additional assignments increased student success.
	2. 90% of students will successfully complete two projects. The project will consist of both manual calculations and a computerized part using Minitab statistical software. A rubric will be used to assess student success.	91% met this objective.	Projects will continue to be refined to emphasize statistical concepts to increase student success.
4. Students will demonstrate knowledge of the law of supply and demand.	90% of students will correctly answer standardized embedded examination questions measuring knowledge of the law of supply and demand.	75% met the objective.	Additional study material, i.e. Powerpoint presentations, quizzes, and review sheets have been posted to WebCT. Instructors are also in the

			process of recording lectures using Tegrity to help students.
 Academic&nbsp;Division Certified Nursing Assistant 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will be proficient in performing routine venipunctures using the proper equipment and techniques.	1. 95% of students will meet the required minimum of 100 successful venipunctures on the Venipuncture Log sheet used in the clinic setting.	<u>91% (10/11) students</u> completed 100 or more successful venipunctures on the Venipuncture Log Sheet.	Since students are required to complete at least 100 successful venipunctures during their clinical rotation to pass the course, the faculty are now analyzing data as to the percentage of successful venipuncture sticks as compared to the number of attempted venipunctures. Faculty have set benchmark for students to be at least 95% successful with their venipuncture sticks in the clinical area.
	2. 95% of students will be evaluated as "Satisfactory" on each item of the Venipuncture Validation Competency Checklist in lab.	<u>100% of the students</u> were "satisfactory" on each item of the Competency Checklist for the Venipuncture Form in the lab.	Beginning Fall Semester 2009, phlebotomy faculty will include the "number of attempts" needed for each student to achieve a "satisfactory" on each item of the Competency Checklist for the Venipuncture Form in lab.
2. The student will demonstrate understanding of patient/resident rights and his/her role in protecting these rights.	1. 100% of students will demonstrate protection of the patients' rights during validation of skill in lab, e.g. right to privacy.	96% of the students demonstrated the protection of patients' rights during lab practice and during skill validations in regard to areas of privacy as listed on the validation sheet in "Getting Ready" and "Finishing Up" Steps.	Emphasis will be placed on the importance on the protection of Patient's Rights in lecture, lab demonstrations, lab practice, and during skill validations.
	2. 100% of students will score "effective" or above on Section VI -- Patient's Rights on the Clinical Evaluation Tool.	95% of the students scored effective on Section VI/Patient's rights on the clinical evaluation tool. Weak areas were noted in students not knocking on patient room doors before entering the room. Detailed student evaluations are located in secure files in the Departmental Office.	In order to prepare the student to recognize and implement measures to protect the patients' rights in the health care setting, emphasis has been placed on the protection of Patient Rights during skill practice and validations, especially the "Getting Ready" Steps, knocking on patient door before entering room.

	3. 90% of students will correctly answer questions assessing knowledge of patients' rights in the health care setting on unit and final exams.	86% of the students correctly answered unit and final exam questions regarding patient's rights. Areas of deficiency included critical thinking questions regarding situations of patients' rights violations.	More emphasis will be placed on patient rights during lectures, lab demonstrations, and skill validations to prepare the student for exam questions relating to the protection of patient rights. Additional critical thinking exercises focusing on protection of patient rights will be used as class and lab activities to promote the students' abilities to critical think and implement appropriate techniques to protect patient rights in the clinical area.
3. The student will provide a safe environment for the patient through recognition of potential hazards, standard precautions, and OSHA guidelines.	1. 100% of students will score "effective" on skill validations in regard to "Getting Ready" and "Finishing Up" steps on the validation sheets and the handwashing, non-sterile gloves, and protective equipment validations.	99% of the students scored "effective" or greater on the "Getting Ready" steps during skill validations. 100% scored "effective" on "Finishing Up Steps" on handwashing, non-sterile glove application and removal, and PPE applications.	Lecture and skills lab demonstrations in the classroom, lab, and clinical site will focus on providing a safe environment for the patient and the health care worker. During skills validations in the lab setting, students will be prepared to demonstrate their knowledge of the "Getting Ready Steps" and the "Finishing Up Steps".
	2. 100% of students will score "effective" on the Clinical Evaluation Tool Sections III-D -- Transfers, Section IV -- Infection Control, and Section VIII -- Safety Practices.	96% of the students scored "effective" on the clinical evaluation tool, section III-D (transfers), Section IV (Infection Control), Section VIII (Safety Practices).	In preparation for safe clinical practice, review of the clinical evaluation tool is done weekly with the student, focusing on safety, infection control and transfer practices. Students who demonstrate weakness in any area are provided with additional opportunities to achieve desired results.
	3. 90% of students will score "effective" or greater on exams pertaining to safety, standard precautions, and OSHA guidelines.	92% of the students scored "effective" or greater on exams pertaining to safety, standard precaution and OSHA guidelines. Weaknesses included areas of fall prevention and use of personal protective equipment.	NAS 111 and HPS 100 focus on safety, standard precautions, and OSHA guidelines to prepare the student for implementation of safe patient care, use of standard precautions and OSHA guidelines in the clinical area. Additional classroom and lab activities were revised to focus on fall prevention exercises and the use of personal protective equipment.



Academic Division
Child Development
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Child Development students will demonstrate the skills necessary to plan and organize a thematic unit of study.	90% of students will apply the principles of early childhood learning to plan and organize a thematic unit of study using a grading guide.	82% of the students (9 of 11) were able to appropriately plan and organize a thematic unit of study. Areas of weakness include introductions and closings for the plans used and taught.	Additional instruction has been provided for the areas of weakness listed above.
2. Child Development students will apply knowledge of the characteristics of a safe and healthy classroom environment.	Students will be evaluated in Supervised Practical Experience in Child Development. 90% of students completing the practicum will rate "Average" or better using an evaluation instrument.	<u>100% of the practicum students</u> rated "Average" or higher using an evaluation instrument (items 5, 9, 11, and 12) completed by both the Gadsden State instructor and the coordinating teacher.	No changes have been implemented at this time. Faculty continue to teach objectives of health and safety in the classroom environment. Faculty continue to monitor application health and safety objectives in practice teaching experiences in the classroom.
3. Child Development students will demonstrate knowledge of policies and guidelines as outlined by the Alabama Department of Human Resources Minimum Standards for Child Care Centers.	90% of students will satisfactorily apply knowledge of the Alabama Department of Human Resources Minimum Standards for Child Care Centers on embedded examination questions.	100% of students (4 of 4) were rated as satisfactory on the examination. Analysis of the scores report from the examination of Minimum Standards show weaknesses in concept 1- guidelines for ratios, concept 2- space requirements, concept 3- procedures involved with the traveling of children, concept 4- new and updated policies relating to background checks and fingerprinting, and concept 5- guidelines for posted material in the childcare center that must be easily seen by teachers and parents.	Faculty have incorporated additional instruction in earlier classes as well as reteaching and reviewing the skills at supervised practice visits.



Academic Division
Clinical Laboratory Technician
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will be competent in laboratory	1. 90% of freshmen students will demonstrate effective	100% of the freshman students made 75% or higher	CLT faculty have increased the amount of teaching time

safety knowledge and techniques.	knowledge in providing a safe laboratory environment on exams and clinical grading instruments.	on the safety quiz given during the first semester of the CLT program. Eleven students took the test and made an average score of 87%. The test scores ranged from 77 to 98. Item analysis indicates weaknesses in the following areas: chemical safety related to flash points of chemicals, and the "right-to-know" law, biosafety regarding the survival of the HIV virus outside the body, and safety hazards caused by aerosols.	and give study questions on topics students had difficulty with on the safety quiz. One of the test items regarding needle safety has been revised for future tests as new safety equipment and policy made it difficult for the students to choose the correct answer.
	2. 90% of employers will report on the returned Employer Surveys that graduates are prepared regarding items related to laboratory safety practices and procedures.	100% of the returned Employer Surveys evaluated the graduates as "very well prepared" or "well prepared" on the survey items related to "maintain a safe environment."	As safety issues are such a major concern in the laboratory setting, faculty will continue to communicate with laboratory managers at the various clinical sites regarding safety issues. Throughout the program faculty reinforce to students the local workplace safety concerns.
2. Students will identify normal and abnormal blood cells with the aid of a microscope.	1. 90% of students will distinguish between normal and abnormal blood cells as assessed on the laboratory slide practical exams.	<u>43% of the students</u> taking the hematology lab practical which focuses on normal blood cells scored 70% or higher. 86% of the students taking the kodachrome slide practical scored 70% or higher.	In reviewing lab practical scores it was noted that students had the most difficulty with neutrophilic bands and monocytes. Faculty have increased teaching time related to neutrophilic bands and monocytes cell characteristics as well as utilizing a teaching dual headed microscope to assist the students in distinguishing the characteristics that make a band look different from a monocyte.
	2. 90% of students will correctly answer questions related to normal and abnormal blood cells on unit and final exams.	Item analysis indicates that 100% of students missed the question related to normal platelet count value; 67% of students missed the question related to phagocytic defense; 44% of students missed questions related to absolute WBC (White Blood Cell) counts and neutrophilic bands.	Faculty have increased the teaching time and number of quizzes related to hematology normal values and cell type functions. The faculty have also added additional absolute calculations into the white blood cell differential lecture.
3. Students will proficiently measure chemical	1. 90% of students will be rated proficient in measuring	<u>100% of students</u> scored 90% or higher in the chem	Faculty have increased the number of quizzes and lab

substances in body fluids.	chemical substances in body fluids in simulated laboratory exercises.	strip analysis of urine in the laboratory setting. When confirmation testing was added to the laboratory exercise of chemical analysis of urine, 87% of students scored 70% or higher.	practicals on confirmation testing of urine.
	2. 90% of students will correctly answer questions related to chemical substances in body fluids on unit and final exams.	<u>100% (6/6) of the students made 78% or higher on the Chemical Analysis of Urine exam.</u> The item analysis indicated 67% of students missed the question related to effects of improper storage of urine specimens on the urine chem strip results; 67% of students missed the question related to a positive leukocyte esterase with the absence of bacteria.	Faculty have increased the amount of teaching time related to proper storage of urines prior to testing and the medical conditions with a positive leukocyte esterase without bacteria seen on a microscopic exam. Faculty also incorporate examples of microscopic urines to correlate the leukocyte esterase results with the amount of bacteria present.



Academic Division
Composition
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. The student will demonstrate clear and concise written communication.	A standardized rubric is used to compare entry diagnostic essays with end of course essays. Students will demonstrate the ability to write a five paragraph essay acceptable in structure, content and mechanics.	<u>A rubric was completed on students' writing ability</u> (structure, content, and mechanics) for the 2008-2009 academic year. This compared students' early writing samples with final writing samples. The rubric showed 92% of students mastered the structure objective; 89% of students mastered the content objective; and 93% of the students mastered the mechanics objective.	No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters. Recent textbook changes are expected to help improve the lowest element (content).



Academic Division
Computer Science
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will gain knowledge of fundamental programming concepts,	90 % of students will satisfactorily complete embedded examinations, lab	The Student Learning Outcomes Item Analysis shows 86% of students	Faculty met with instructors of the Jacksonville State University Computer

logic, design and problem solving techniques used by programmers and analysts in addressing and solving common programming and computing problems in order to be successful after transfer to 4 year institutions.	projects and a series of programming assignments that collectively demonstrate the concepts specific to the course and programming language of the associated course.	demonstrated that they could apply concepts from lessons and exams to solve a problem and create a properly executing program following the specifications given for the assignment. Analysis of student results shows that overall students were weakest in terminology associated with programming concepts.	Science department to facilitate articulation of courses and discuss learning concepts. It was decided to include the Lego Mindstorms Robotics curriculum to illustrate programming concepts and reinforce the logic and application of terminology in order for the students to see concepts such as iteration, selection, sequence, and modularity of an animated object in action.
2. Students will gain foundation knowledge to install, configure, diagnose, repair and upgrade entry-level personal computers, software, and networking components according to industry competencies.	90% of students will satisfactorily complete projects that require them to assemble and disassemble a computer system, install, configure, and upgrade an operating system in a lab setting and ultimately connect the computers in a networked environment.	The Student Learning Outcomes Item Analysis shows 87% of students demonstrated that they could satisfactorily complete projects that require them to assemble and disassemble a computer system, install, configure, and upgrade an operating system in a lab setting and ultimately connect the computers in a networked environment, following the specifications given for the assignment. Analysis of student results shows that overall students were weakest in knowledge of Network Security concepts.	Students are successful with hands on projects but less successful with terminology type examinations. Lab assignments have been refined to emphasize the concepts behind the actions and reinforce network security concepts. Hardware and software will be upgraded in the next year to more closely match technology changes.
3. Students will demonstrate knowledge and application of web site development, web terminology, and web page authoring programs	90% of students will satisfactorily complete assignments that begin with a problem presented in a "real world environment", task based lab assignments, hands-on and objective examinations that collectively demonstrate the concepts specific to the web environment. A final project includes specifications and a rubric used in determining satisfactory completion of objectives.	The Student Learning Outcomes Item Analysis shows 86% successfully completed all the objectives measured. Evaluation was based on tasks and concepts embedded in assignments which combined reading and hands-on work. Assignments were given at the end of each concept to reinforce examinations by combining terminology with a hands-on component. Analysis of student results shows that overall students were weakest in applying use of images, templates and style sheets.	Most students proved to have gained the knowledge to create a website of their own and some students have also created websites for external companies or not-for-profit organizations. Lab assignments for images and style sheets have been reviewed and strengthened. The content of the program has been adapted to technology changes as well as ways to improve articulation of certain courses. Content was moved between courses to prepare students in web authoring software and XHTML. It was decided to change the web development software used in the web courses to software that

students could access through the school's Microsoft Academic Alliance program. This allows any student with access to a computer at home the ability to install the software used in the classroom environment. The final projects allowed students to basic skills as well as incorporate research, critical thinking and communication skill and can be used as part of students' portfolios when they seek employment.



Academic Division
Emergency Medical Services Basic
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will accurately obtain base line vital signs on patients in varying age groups.	1. 90% of students will demonstrate the ability to successfully obtain base line vital signs during lab exercises.	100% of Basic EMT students (49 of 49) successfully obtained baseline vital signs during lab exercises.	In order to improve Basic EMS instruction, beginning fall 2009 a specific skill sheet has been used to validate vital signs. The EMS programs continue to require students to obtain baseline vitals as a competency in lab exercises but has increased the benchmark to "100%" rather than 90% due to the importance of this skill.
	2. Per Basic EMT Clinical Rotation Form and the Daily Clinical Summary form, 90% of students will successfully perform vital signs procedures including documentation on patients of varying ages during hospital and pre-hospital clinical rotations.	100% of EMT students (49 of 49) performed vital signs on patients of varying age groups as evidenced by Clinical Rotation and Daily Clinical Summary forms completed by students and reviewed by the instructor. Upon review of the clinical data, it was determined that the students were not receiving an adequate number of patient contacts in the newborn to adolescent age group.	In an effort to increase the number of patient contacts in the newborn to adolescent age group, the program is seeking additional clinical affiliate sites involving pediatric care.
2. Students will accurately identify life threats to aid in preventing death or disability through	90% of students will successfully perform trauma assessments in accordance with the National Registry of	100% of students (49 of 49) successfully performed trauma assessments in accordance with the	In order to improve Basic EMS instruction, beginning in fall 2009 a specific skill sheet has been used to

appropriate trauma assessments and interventions.	EMT's trauma assessment skill sheet within two attempts.	NREMT's skill sheet. All students completed on the first attempt.	validate trauma assessment competency. The faculty have increased the benchmark to "100% of students will successfully perform trauma . . . within two attempts."
 Academic&nbsp;Division Emergency Medical Services Paramedic 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will accurately identify life threats to aid in preventing death or disability through appropriate medical assessments and interventions.	90% of students will successfully perform medical assessments in accordance with the National Registry of EMT's (NREMT) medical assessment skill sheet within two attempts.	100% of the students (10 of 10) successfully performed medical assessments in accordance with the NREMT skill sheets.	The department requires students to be successful at medical assessments and has increased the benchmark to "100% of students will successfully perform . . . within two attempts" because of the importance of this ability.
2. Students will safely access venous circulation.	1. 90% of students will successfully access venous circulation in accordance with the National Registry of EMT's skill sheet within two attempts.	100% of students (10 of 10) successfully performed venous access in the lab in accordance with the national registry skill sheets.	The acquisition of a virtual IV simulator for students to utilize for practice is in progress. The benchmark has been increased to "100%" rather than 90%.
	2. 90% of students will successfully access at least 50 venous circulations during clinical rotations.	100% of the students (10 of 10) performed venous access at least 50 times as per the clinical summary form.	Any student performing less than 80% venous access is assigned additional lab time for review of techniques and practice (including the use of IV simulator). Benchmark has been increased to "100%" from 90%.
3. Students will obtain a patent airway utilizing advanced airway techniques on patients of varying age groups.	1. 80% of students will successfully obtain patent airways on mannequins during lab exercises.	100% of students (10 of 10) maintained patent airways in mannequins during lab exercises.	Students are assigned difficult airways to manage in an effort to sharpen their skills and give them "real world" experiences. Benchmark has been increased to "100%" rather than 80%. Beginning in fall 2009, student performance has been tracked utilizing the National Registry of EMT's (NREMT) Skill Sheet.
	2. 90% of students will successfully perform airway maintenance on patients of	100% of students (10 of 10) successfully perform airway maintenance on	Any student having difficulty with any aspect of airway maintenance is given

	varying ages during hospital and pre-hospital clinical rotations and document each on the appropriate Clinical Rotation Form.	patients of varying ages during pre-hospital clinical rotations.	additional training and is required to successfully perform the skill in a lab setting utilizing airway mannequins prior to returning to clinicals. The benchmark has been increased to 100%.



Academic Division Health, Physical Education, and Recreation 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. To prepare students enrolled in personal/community health, first aid and physical education classes to perform successfully in the subject content at senior institutions or in the job market and to adequately perform skills taught in activity classes.	90% of students who successfully complete HED courses will accurately answer a variety of health oriented questions on exams in First-Aid and and complete CPR certification.	<u>All students</u> completing the course received a CPR certification card from American Red Cross. <u>All students</u> demonstrated satisfactory knowledge of first-aid in care of soft tissue injuries (i.e. bleeding wounds and burns), care of musculoskeletal injuries requiring splinting, and knowledge in care of sudden illnesses.	The student learning outcomes will continue to be monitored for success in the future. Faculty have determined, however, to assess individual skill sets within these learning outcomes. Specifically, data will be collected using a newly revised scoring rubric assessing competency in addressing the various types of first-aid and cardio-pulmonary resuscitation techniques. This adjustment in evaluation will provide the means for a greater degree of discrimination of student CPR and First Aid skills. Instructional and Practical program improvements will be based on the new evaluation tools.



Academic Division Human Services 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Human Services students will master and demonstrate skills necessary to accurately assess and complete psychosocial history of a human services case study.	90% of students will successfully complete a project designed to evaluate the development of skills needed to assess and complete psychosocial history of a human services case study. A checklist will be used to score completed projects.	85% of students (17 of 20) successfully completed the psychosocial history project. Overall, the students were successful in completing the psychosocial case history project. They were also successful in presenting this information to their classmates. This project gives students a good introduction into field	The faculty have identified the key concepts incorporated into this project and are collecting data to identify student strengths and weakness to be used for improvement in future courses.

		practice for working with clients.	
2. Human Services students will master and demonstrate the skills necessary to communicate effectively in the Human Services setting.	Human Services students will complete three clinical internships in the Human Services setting. 90% of students completing HUS internships will receive a satisfactory letter of evaluation from the internship supervisor.	100% of students who completed internships I (14), II (8), and III (9) (HUS 224, HUS225, and HUS 226) received a satisfactory letter of evaluation from the internship supervisor.	The instructor has implemented a thorough orientation with students for the internship experience expressing the importance of effective communication in a professional setting.
3. Human Services students will demonstrate knowledge of the history of Human Services.	90% of students will correctly answer exam questions assessing knowledge of the history of Human Services.	91% of students enrolled in HUS 102 correctly answered exam questions regarding the history of Human Services.	Faculty continue to teach the history of Human Services and incorporate history questions into the examinations.



Academic Division Humanities and Fine Arts 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate knowledge of basic elements in literature, art, and architecture.	Student knowledge of basic elements will be evaluated using Pre (Diagnostic) and Post (Achievement level) testing.	<u>Ninety four percent</u> of students achieved the Student Learning Outcome as measured by post test rubric.	The outcome is extremely positive. It will continue to be assessed to assure positive student learning.
2. Students will demonstrate knowledge of the major events in history and demonstrate their relationship to the creative world.	Student knowledge of major historical events will be evaluated using Pre (Diagnostic) and Post (Achievement level) testing.	<u>Ninety four percent</u> of students achieved the Student Learning Outcome as measured by post test rubric.	The outcome is extremely positive. It will continue to be assessed to assure positive student learning.



Academic Division Licensed Practical Nursing 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will communicate effectively in the health care setting.	Students completing the LPN program will achieve a class mean score of 850 or higher on the therapeutic communication component of the Health Education Systems, Inc. Exam (HESI).	<u>65 students completed the HESI exit assessment exam</u> at the end of the program and compiled a mean score of 783 in therapeutic communication in Spring 2009 semester (31 students), and 849 in Summer 2009 semester (34 students) which is below the accepted and recommended levels.	Additional classroom instruction, use of faculty-guided case studies, and role playing scenarios are now offered in NUR 102 and NUR 108. Faculty have incorporated a comprehensive assessment plan using HESI standardized exams throughout the program.

			Communication data is being analyzed to identify strengths and weaknesses in student performance and/or the curriculum. Individualized student education plans are also developed to improve student learning.
2. Students will administer medications safely.	1. 90% of students will achieve a rating of "satisfactory" or above (in 3 attempts) on a pharmacology exam in NUR 105 and 107.	100% of students scored a satisfactory rating in three attempts on a pharmacology exam at the beginning of NUR 105 and NUR 107. In NUR 105, 76/89 (85.4%) passed the pharmacology calculations test on the first attempt. Three students required the third attempt to pass this exam. In NUR 107, 47/65 (72.3%) were successful on their first attempt. All students who were not successful in NUR 107 on their first attempt were successful on the second attempt.	Any student who does not meet the satisfactory benchmark for the exam or who requests assistance is provided with individual faculty guided remediation, offered tutoring, and given practice problems and study guides.
	2. In each clinical nursing course, 100% of students will demonstrate the ability to safely administer medication. The clinical evaluation form will be used for assessment.	In all clinical nursing courses following NUR 102, 99.2% of students were evaluated as achieving safe performance of medication administration under the critical behaviors section of the clinical evaluation tool.	Students receive counseling and explanation following any unsatisfactory rating in clinical. Three unsatisfactory evaluations in clinical result in clinical failure. An additional diabetes medication lab has been incorporated into NUR 105 to ensure proper mixing and administration of insulins.
	3. On the first attempt 90% of students will be evaluated as "satisfactory" in medication administration lab validations.	98.3% of students (112 of 114) were evaluated as satisfactory on the first lab validation attempt.	Students who were unsuccessful on the first attempt were provided with additional instruction and additional opportunities to validate safe medication administration.
3. Students will be competent in assessing and planning care for patients of various age groups and medical diagnoses.	95% of students will achieve "satisfactory" or higher on the Clinical Evaluation Tool on the "Assessing and Planning Care" section.	98.3% of students achieved a satisfactory evaluation on the clinical evaluation tool on the "Assessing and Planning Care" section using measures: "collects data related to client's level, begins to identify outcomes, and begins to identify interventions".	Analysis of aggregate data shows achievement of the outcome. Faculty provide ongoing integration of the nursing process in performing patient care in the clinical setting.

4. Students will be competent in performing nursing skills in providing patient care.	1. 90% of students will be evaluated as "satisfactory" on the performance of each nursing skills lab validation.	<u>100% of students</u> were evaluated as satisfactory in all required nursing skill validations. Additional attempts were necessary for some students following faculty-guided remediation.	The addition of new simulation models and labs at all campuses allows for faculty guided patient simulated learning experiences. Any student required to repeat a skill validation is offered additional lab time with an instructor.
	2. 90% of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to nursing skills.	<u>91.3% of students</u> were evaluated as "prepared" or above on the six-month employer survey. 100% of students were evaluated as "prepared" or above on the one-year employer survey.	Ongoing evaluation and analysis of the nursing education program and curriculum continues with an emphasis on the integration of new technology. The employer survey is being revised to include assessment of student preparation in the use of technology.
	3. 95% of students will be evaluated as "satisfactory" on the Nursing Skills section of the Clinical Evaluation Tool.	<u>98.6% of students</u> were evaluated as satisfactory on the clinical evaluation tool under the "Professional Behaviors" section "Implementation: Nursing skills performed competently and in sufficient number and exhibits understanding of basic scientific principles in relation to nursing care."	Students unable to perform at a satisfactory level in clinical are required to return to the skills lab or simulation lab for additional practice and instruction.



Academic Division
Marketing and Management
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will describe capitalism and entrepreneurship in today's dynamic global economy.	Ninety percent of students will correctly answer questions measuring knowledge of capitalism and entrepreneurship.	Eighty-eight percent of students successfully completed this objective.	The objective was not met. More time and additional activities have been allocated to this competency.
2. Students will satisfactorily present an oral sales presentation.	Ninety percent of students will satisfactorily present a sales presentation as determined through the use of a checklist.	Ninety-three percent of students successfully completed this objective.	The business division has identified a need to add more technology to the Marketing/Management classroom to allow students to use current technology in their presentations.
3. Students will demonstrate knowledge of the four	Analysis of embedded exam questions will reveal that	Ninety-six percent of students successfully met	No changes are being implemented at this time.

promotional techniques of the marketing mix.	90% of students demonstrate knowledge of the four promotional techniques of the marketing mix.	this objective.	

 GADSDEN STATE Academic&nbsp;Division Mathematics 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students taking mathematics courses will demonstrate the ability to use mathematical and algebraic procedures, processes, methods, and skills to evaluate and solve mathematical problems.	Students who complete a mathematics course in Math Applications, Intermediate College Algebra, or Pre-calculus Algebra will correctly respond to standardized embedded questions on end of term exams with 80% accuracy.	Of the students taking the end of term exam in the designated math courses, the total <u>mastery level was 83.12%</u> on the embedded questions dealing with this math program objective.	This is an improvement of approximately 3% from the previous year's data; the division will continue to study this objective to validate the results. After analysis and review of the data by the faculty, the expected percentage has been raised for the next annual evaluation.
2. Students will demonstrate knowledge of college-level mathematics skills and concepts.	Students who complete a college-level mathematics course will be able to answer questions on an end of term exam with a 85% mastery level.	Students who complete college-level mathematics courses demonstrated <u>mastery of mathematical concepts at the 89.09%</u> level by correctly responding to standardized embedded questions.	The mastery level for this objective for the academic year 2007-2008 was 85.76%, and the mastery level for this objective for this academic year 2008-2009 was 89.09%. The mastery level increased 3.33% from the previous year; therefore, the instructors in the math division will continue monitoring the data for this objective to validate the result.
3. Students will demonstrate the ability to perform basic mathematical operations accurately.	Item analysis of final exams will reveal 75% accuracy in response to embedded questions.	Of the students taking the final exam in the math courses related to this outcome, the overall <u>mastery level was 78.31%</u> .	The mastery level increased 1.08% from the previous year; therefore, the division will continue to review data to validate the results. The faculty decided to raise the expected percentage of overall mastery for the next academic year.

 GADSDEN STATE Academic&nbsp;Division Office Administration 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate	Ninety percent of students	Thirty-six percent of	This success rate is

the ability to key 45 words per minute at 80 percent accuracy.	will meet or exceed the established benchmark based on the Office Proficiency Assessment and Certification (OPAC) test.	students met this objective.	unacceptable. A meeting between the division chair and the OAD instructors was scheduled to analyze the results of the exam and determine the problem. This will be resolved, and a definite increase will be shown for the 2009-2010 academic year.
2. Students will apply the Association of Records Managers and Administrators (ARMA) rules to file documents.	Students will demonstrate the ability to file documents alphabetically with 80 percent accuracy based on results of the OPAC test.	Sixty-two percent of students met this objective.	This is below the objective. A meeting was scheduled between the division chair and the instructors to develop a strategy to increase student success.
3. Students will meet the stated benchmark as determined by the OPAC test.	Students will transcribe a business/medical document with 90 percent accuracy.	Ninety-nine percent of students met this objective.	This is a great rate of success. This success will be analyzed and techniques used in this area will be applied to other areas of the program where the objectives are not being met.



Academic Division
Paralegal
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will satisfactorily complete an internship in a law office or other appropriate law-related work environment.	90% of students completing the Paralegal program will be rated "Satisfactory" on employer reported performance evaluation.	100% of the students who completed the internship in 2008-2009 met this objective. Nine students completed an internship in the 2008-2009 academic year. 100% of these students were rated by their employer as excellent or good.	Based on employer evaluations no program recommendations are indicated.
2. Students will apply legal ethical rules to paralegals, including the unauthorized practice of law by non-lawyers, confidentiality, and conflicts of interest.	90% of student responses will indicate overall student understanding of legal ethics as determined by embedded end of term exam questions.	Students correctly answered 84% of test questions.	While students scored well on test questions, practical situations still seemed difficult. A local representative of Professional Responsibility Committee of State Bar spoke to classes. He gave practical examples of ongoing cases and answered questions.
3. Students will perform legal research, utilizing both print and electronic sources, demonstrating an ability to	90% of students will satisfactorily complete practical legal research assignments demonstrating	Practical assignments require students to perform legal research, draft legal documents and	As the practical assignments are completed, students are either allowed to move on to the next level of difficulty or

use the proper form of citations.	proper form of citations.	cite to legal sources in a particular format. Outcomes are extracted from these practical assignments. Students completed the practicals with 84% correct.	must complete a similar assignment to master that particular skill. Additional lecture is scheduled based upon the work product of the students.
4. Students will draft legal documents including contracts, deeds, wills, pleadings, motions and discovery.	90% of students will satisfactorily demonstrate the ability to draft specific legal documents in practical assignments.	Practical assignments require students to perform legal research and draft advanced legal documents. Outcomes are extracted from these practical assignments. Students completed the practical assignments with 81% correct.	As the practical assignments are completed, students are either allowed to move on to the next level of difficulty or must complete a similar assignment to master that particular skill. Additional lecture is scheduled based upon the work product of the students.



Academic Division
Public Safety Telecommunication
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will utilize effective communication skills to appropriately route Emergency Medical Personnel.	90% of students will demonstrate effective communications skills on exams/exam questions related to routing of Emergency Medical Personnel.	94% of students enrolled in PST110 scored a 70% or above on exam questions related to effective communications skills. 96% of students enrolled in PST115 scored a 70% or above on unit and final exams.	Benchmark has been met as students are understanding material related to effective communications skills. Faculty hold mandatory exam reviews for students who fall below 70% on questions and/or exams related to effective communications skills. Program faculty will consider raising test score percentage to 80% on exam (s) related to communication as this is such an important aspect of the program.
2. Students will be competent in handling high risk calls.	90% of students will demonstrate competency in handling high risk calls as assessed by final exams.	72.6% of students enrolled in PST221 scored a 70% or above on unit and final exams.	Benchmark not met. Faculty hold mandatory reviews for students who fall below 70% on any exam. Program faculty will discuss ways to assist students with this difficult, but very important material.
3. Students will be competent in handling hazardous materials calls.	90% of students will demonstrate competency in handling hazardous materials calls as assessed by final exams.	95% of students enrolled in PST222 scored a 70% or above on unit and final exams.	Benchmark has been met as students are scoring above the 70% mark on unit and final exams. Faculty hold reviews for those students not scoring a 70% on exams. Program faculty will discuss

			basing the assessment method on exam scores 75% or above instead of 70%.
 Academic Division Radiologic Technology 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate quality patient care.	1. 90% of students will successfully complete patient care lab skills evaluation during their second semester of the program.	100% of students successfully completed the patient care lab skills evaluation of blood pressure monitoring, tourniquet application and venipuncture. Some students required multiple attempts before successfully completing this learning objective. More students have difficulty with blood pressure monitoring than the other two required skills.	Patient care lab skills are now being evaluated in the first semester of the Program. Students are provided open lab time and instructor assistance to improve blood pressure measurement and any other deficiencies.
	2. 90% of returned employer surveys will indicate graduate was well prepared in the area of patient care (survey question #1).	100% of returned 2008 employer surveys indicated that graduates were well prepared in the area of patient care.	An numerical score will be used to assess this area on the next assessment cycle. Faculty have implemented a revised benchmark as follows: "100% of returned employer surveys will indicate an average score of 4.0 on a 5.0 scale in the area of patient care (survey question #1).
2. Students will be clinically competent.	1. Students will score 90 or higher on required American Registry of Radiologic Technologists (ARRT) clinical competencies.	All students earned a 90 or higher on the required ARRT clinical competencies.	This assessment method has been revised for the next assessment cycle to require 100% validation of each competency within three attempts (pass/fail basis). After three attempts an individual education plan is implemented for the student.
	2. Students will score 90 or higher on the 1st attempt on the Exit Competencies.	11/22 (50%) students scored 90 or higher on the first attempt.	The benchmark was not met. A number of "re-check" labs to assess competencies have been added in the third and fourth semesters preceding the final semester exit competencies.
3. Graduates will communicate effectively in the health care setting.	1. At the end of semesters 3 and 5, an average rating of 4.5 on a 5 point scale will be	The average rating on this communication question was 4.85 on a 5.0 scale. The	Faculty will continue to monitor this skill in the next assessment cycle. The

	achieved on the General Clinical Evaluation Overall Performance Section, question #1.	benchmark was met.	faculty will conduct a comparative analysis of student achievement data collected during the 3rd and 5th semester. Laboratory practice including role playing and situational activities to improve communication have been provided.
	2. 90% of employers will report that graduates are well prepared (Question 3) in the area of effective communication items on returned Employer Surveys.	The 2008 employer survey revealed that 100% of employers (6 of 6) indicated graduates of the Program were well prepared in the area of effective communication.	Effective communication is vital to employers so faculty will continue to monitor this area in the employer survey. In the next assessment cycle an "average score of 3.5 on a 4.0 scale" will be the revised benchmark.
4. Students will be adequately prepared to adjust technical factors to produce diagnostic images.	Students will score 90 on each of the three labs related to adjusting exposure factors: contrast, density and grid conversion.	95% of students (21/22) met the benchmark for the density lab; 100% of students met the benchmark for the contrast and grid conversion labs.	Additional instruction and assignments have been provided for student preparation for the density lab assignment.



Academic Division
Registered Nursing
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will communicate effectively in the health care setting.	1. 90% of students will satisfactorily complete at least one process recording in each designated clinical course (NUR 102 and 202).	100% of students in NUR 102 satisfactorily completed one or more process recordings in a faculty-guided lab.	Faculty have incorporated additional case scenarios on effective communication in the classroom in addition to the process recording lab exercises. In NUR 102 and 202, students who are unsuccessful are provided with individualized remediation and required to complete additional process recordings.
	2. Students completing the RN program will achieve a class mean score of 850 or higher on the Therapeutic Communication component of the Health Education Systems, Inc., Exam (HESI).	<u>Students achieved a class mean score of 909 on the HESI in the category of therapeutic communication.</u> This is an acceptable level of competency.	Faculty have incorporated a comprehensive assessment plan using HESI standardized exams for courses throughout the program. Communication data shall be analyzed to identify strengths and weakness in student performance and/or the curriculum.

			Individualized student education plans will be developed to improve student learning.
	3. 90% of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to effective communication skills.	91.8% of employers indicated that graduates were effective in the communication measures on the six-month survey. The areas were: "communicates effectively with patient, staff, and families; communicates with written and oral skills; uses computers to communicate information; and utilizes appropriate channels of communication". 98.2% of employers rated graduates effective in these communication areas on the one-year employer survey.	Faculty continue to develop techniques to enhance communication and seek to add new technological advances in the curriculum such as mobile devices for use in the clinical settings.
2. Students will administer medications safely.	1. On the first attempt 90% of students will be evaluated as "satisfactory" in medication administration lab validations.	92.2% of students were evaluated as satisfactory on their first lab validation attempt.	Students who were unsuccessful on first attempt were provided additional instruction and opportunities to validate safe medication administration.
	2. 90% of students will achieve a rating of "satisfactory" or above (in 3 attempts) on a pharmacology dosage exam in NUR 105 and NUR 202.	In NUR 105, 88/89 were successful on a dosage/calculations exam in three attempts. One student withdrew from the course after failing this exam with multiple attempts and remediation. In NUR 202, all students were successful in less than three attempts. Overall, 98.9% scored a satisfactory rating in three attempts or less on this exam.	These exams are evaluated and updated on a continuous basis and will remain a program requirement. Any student who does not meet the satisfactory benchmark for the exam or who requests assistance is provided with individual faculty-guided remediation, offered tutoring, and given practice problems and study guides.
	3. In each clinical nursing course, 95% of students will demonstrate the ability to safely administer medication. The clinical evaluation form will be used for assessment.	96.98% of students were evaluated as satisfactory on the clinical evaluation tool under the category "demonstrates the safe performance of selected nursing skills (medication administration)." The faculty determined through clinical observation a weakness in the administration of insulin.	Students receive counseling and explanation following any unsatisfactory rating in clinical. Three unsatisfactory evaluations in clinical results in clinical failure. An additional diabetes medication lab has been incorporated into NUR 105 to ensure proper mixing and administration of insulins.
3. Students will be	1. 90% of students will be	99.5% of	Analysis of aggregate data

competent in therapeutic nursing interventions criteria.	evaluated as satisfactory in the therapeutic interventions section of the clinical evaluation form.	<u>student</u> evaluations were determined to be satisfactory in the therapeutic interventions section of the clinical evaluation tool. This section consists of measures: selects, implements, and evaluates in the clinical setting.	show achievement of the outcome. Faculty provide ongoing integration of the nursing process in performing patient care in the clinical setting.
	2. Students will achieve a class mean score of at least 850 on the therapeutic nursing intervention component of the comprehensive exam (HESI).	Aggregate results from the exit assessment exam were analyzed in the category of therapeutic nursing interventions revealing the Spring 2009 cohort of fifty students achieved a mean score of 871.	A new testing and remediation program has replaced the former program (Meds Publishing) in the nursing education curriculum. The Elsevier Evolve learning system provides online case studies to enhance classroom instruction at all student progress levels and comprehensive assessment exams throughout the curriculum.
	3. 90% of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to therapeutic nursing interventions.	<u>94% of students</u> were evaluated as "Prepared" or above by employers on the six-month employer survey.	Ongoing evaluation and analysis of the nursing education program and curriculum continues with the integration of new technology. The employer survey is being revised to include assessments of student preparation in the use of technology.



Academic Division
Social Science
2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. 1. The student will demonstrate an understanding of environment on human behavior. 2. The student will demonstrate an understanding of the process of human socialization throughout the lifecourse. 3. The student will demonstrate an understanding of the application of theory on human development and behavior. 4. The student will	Responses to embedded exam questions will be analyzed using an assessment rubric. The social science division faculty developed an <u>assessment rubric</u> for the areas of history, psychology and sociology.	For the fall 2008 semester, the results are as follows: 75% of students mastered SLO #1 item 1, 71% of students mastered SLO # 1 item 2, 68% of students mastered SLO #1 item 3, and 71% of students mastered SLO #1 item 4. For the spring 2009 semester, the results are as follows: 77% of students mastered SLO #1 item 1, 72% of students mastered SLO # 1 item 2, 70% of students mastered SLO #1 item 3, and 73% of students	Students have mastered all student learning outcomes. An area for improvement is with SLO #1 item 3 which correlates with the concept of theory. As a result, the behavioral science instructors plan to implement additional teaching strategies beyond lecture geared toward improving students' ability to apply theory in their studies of the behavioral sciences. The additional teaching strategies that will be implemented for the 2009-

demonstrate an understanding of the process and importance of research in the social sciences.		mastered SLO #1 item 4.	2010 academic year will include, but not be limited to, the use of technology, group activities, projects, and writing assessments.
 Academic&nbsp;Division Speech 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate the ability to deliver a coherent speech acceptable in organization, eye contact and delivery.	90% of students will show improvement in Pre and Post-Course evaluation by standardized rubric in speech communication courses.	<u>Rubrics concerning organization, eye contact, and delivery</u> were completed for students in speech communication courses. A comparison of initial samples with final samples of student speeches showed an 87% mastery for organization, 90% mastery for eye contact, and 91% mastery for delivery.	The weakest area continues to be "Organization." This has been consistently the lowest percentage for the past several years. Instructors have explored ways to emphasize organization without making the speeches totally formulaic. For Spring semester, the instructors have emphasized a structured organization on the first major speech, while allowing more freedom in the subsequent speeches. This resulted in a higher percentage of mastery and has been formally added to the teaching methods and syllabus. The organization aspect will continue to be emphasized.
 Academic&nbsp;Division Surgical Assistant 2008-2009 Student Learning Outcomes			
Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will be able to proficiently demonstrate the principles of asepsis.	1. 90% of students will demonstrate proficiency regarding principles of asepsis on a practical lab final.	89.2% of students demonstrated proficiency regarding principals of asepsis on the practical lab final at the end of SUR 102. "Movement in and around sterile fields" gave students the most difficulty during the practical lab final.	Scheduled lab practice and return demonstrations will continue but with more practice time given to "movement in and around sterile fields." An open lab is now provided to give students additional lab practice time with the supervision of the instructor.
	2. 90% of students will correctly answer questions	80% of students taking principles of asepsis	Faculty are devoting more teaching time on asepsis.

	related to principles of asepsis on unit and final exams.	exam demonstrated proficiency in sterile techniques. Item analysis indicated several questions that at least half the class missed.	Faculty are researching software that students can utilize outside of class to assist them in their knowledge of principles of asepsis. Critical thinking activities related to principles of asepsis has been integrated into the course.
	3. 90% of students will be "satisfactory" or above in demonstrating principles of asepsis during an operative clinical solo as per the "Daily Case Log and Evaluation of Competencies" instrument.	All students were satisfactory or above in demonstrating principles of asepsis intraoperatively.	Faculty continue to monitor students' clinical performance throughout the program. Faculty hold mandatory reviews in lab for students to reinforce principles of asepsis intraoperatively.
2. Students will be able to effectively demonstrate the role of the surgical technologist in preoperative, intraoperative and postoperative phases of the surgical occurrence.	1. On examination, 90% of students will successfully answer questions related to the roles of the surgical technologist.	11/14 of students (79%) scored at least 90% or above on roles of the surgical technologist. Item analysis indicates the test items related to "handling of medications" and "handling of tissues" were most often missed.	Faculty have incorporated more critical thinking activities in both the lab and classroom settings to address "handling of medications" and "handling of tissues."
	2. 90% of students will satisfactorily demonstrate the roles of the surgical technologist during an operative clinical solo performance as per the "Daily Case Log and Evaluation of Competencies" instrument.	All of the students (100%) satisfactorily demonstrated the role of the surgical technologist as indicated on each students "Daily Case Log and Evaluation of Competencies" when the student is in the scrub role.	Faculty continues to monitor students' clinical progress throughout their clinical semester as to their knowledge and proficiency regarding the role of a surgical technologist.
3. Students will be able to effectively apply safety measures to protect patients and the operating room team from injury.	1. 100% of students will successfully demonstrate safety measures related to the safe handling of sharps and needles per lab validation instruments.	All students (100%) successfully demonstrated safety measures with practice and several attempts. Problematic were loading and unloading scalpels and passing sharp instruments safely.	Faculty have allowed more demonstration and student practice time regarding the safe handling of sharp instruments in the operating room. Faculty have designed and implemented a different lab validation form that will take into account the number of attempts of safe sharps handling prior to correctly completing the skill.
	2. 90% of students will effectively demonstrate knowledge related to transmission of pathogens, principles of disinfection and sterilization on unit and final exams.	Benchmark not met. 82.7% of students effectively demonstrated knowledge related to transmission of pathogens, principles of disinfection and sterilization on exams.	Faculty have implemented techniques in lab to assist the student with visualization and understanding of transmission of pathogens. More time has been allocated to disinfection and sterilization in the classroom

			setting and lab.
	3. 100% of students will effectively demonstrate knowledge related to transmission of pathogens, principles of disinfection and sterilization during an operative clinical solo performance as per the "Daily Case Log and Evaluation of Competencies" instrument.	All students (100%) effectively demonstrated knowledge related to transmission of pathogens, principles of disinfection and sterilization intraoperatively as noted on their "Daily Case Log and Evaluation of Competencies" instrument on items related to principles of asepsis for optimal patient care in the Operating Room."	Faculty continue to monitor students' progress in the clinical setting and provide remediation and review to any student who is experiencing difficulty in the operating room setting in the application of principles of asepsis.



Academic Division Therapeutic Massage Therapy 2008-2009 Student Learning Outcomes

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Results	Use of Results
1. Students will demonstrate effective communication skills, including verbal, written (recorded) and reported information with clients and co-workers.	90% of the students will score satisfactory or higher during Clinical Performance Evaluation of communication skills.	Sections I, IV, V and X on the Clinical Performance Evaluation relate to communication -- written and verbal. All students were satisfactory on these items.	Faculty are in the process of reviewing the Clinical Performance Evaluation to determine if any changes are needed related to the assessment rubrics.
2. Students will provide a safe environment for the client through recognition of potential hazards and standard precautions.	90% of students will score satisfactory or higher during the Clinical Performance Evaluation sections related to potential hazards and standard precautions.	Sections III, VII and XII on the Clinical Performance Evaluation relate to potential hazards and standard precautions. All students (100%) were scored satisfactory based on rubrics on these items throughout the semesters they were in clinics.	Faculty are in the process of reviewing the Performance Evaluation document, but will continue to focus on safety issues as this is a very important concern for a massage therapist.
3. Students will demonstrate an understanding of client rights and legal and ethical considerations in the practice of massage therapy.	1. 95% of students will demonstrate protection of clients' rights during validations of massage modalities in lab, e.g. right to privacy, correct draping techniques, right of refusal, HIPPA, Sexual Harassment and Alabama Board of Massage Therapy (ABMT) Scope of Practice.	100% of students demonstrated satisfactory protection of clients' rights.	The faculty are reviewing all lab validations at present. Faculty are discussing incorporating whether the "number of attempts" at a skill prior to being successful should be a part of the calculation of points for a specific validation of a skill.
	2. 95% of students will rate satisfactory or higher during the Clinical Performance Evaluation Section related to	Section III of Clinical Performance Evaluation relates to client rights, and all students (100%) scored	Faculty are reviewing the Clinical Performance Evaluation related to the assessment rubrics.

	client rights and legal and ethical considerations.	satisfactory or higher in this section throughout all clinic semesters.	