

**GADSDEN STATE  
COMMUNITY  
COLLEGE**



**2010-2011  
Institutional Effectiveness  
Annual Report**

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## Mission Statement

*The mission of Gadsden State Community College is to serve its diverse communities by offering quality academic education, workforce development, and adult education opportunities that are accessible, affordable, and that empower students to become lifelong learners.<sup>1</sup>*

Gadsden State Community College is a two-year, multi-campus institution which provides educational opportunities for students who plan to further their education at a four-year institution as well as providing technical educational opportunities for students seeking an Associate in Applied Technology, Certificate or Short-term Certificate. Each year the College offers degrees and certificates in [41 programs](#) and serves over 10,000 students. The College also provides educational and training opportunities to the citizens of Etowah, Calhoun, Cherokee, Cleburne and St. Clair counties through programs in adult basic education, workforce development, training for business and industry and skill training.

To meet the changing needs of the community, Gadsden State is committed to accountability and continuous quality improvement. [Systematic planning and assessment](#) procedures are in place to [develop and evaluate programmatic offerings and effectiveness](#) of instructional delivery. These include annual planning and evaluation at the unit level (Unit Strategic Planning) and assessment of student learning (Student Learning Outcomes).

The College demonstrates compliance with [State Board of Education Policies](#) and regional accreditation agency ([SACS](#)) standards by engaging in a [five year cycle of Program Review](#). Furthermore, the College effectively seeks and responds to the needs of our students, faculty and service area citizens by means of a comprehensive survey research program.

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<sup>1</sup> Approved by the State Board of Education, April 29, 2011.

## **Institutional Goals**

1. Provide educational opportunities that include basic knowledge of general education core requirements, such as communications, humanities, social sciences, mathematics, natural sciences, and computer skills for certificate and degree programs
2. Prepare students to perform successfully at transfer institutions
3. Provide career and technical education that prepares students for employment, retrains existing employees, and promotes local and state workforce development initiatives while providing business and industry that meets employer needs
4. Maintain and expand a broad range of technologies in the delivery of innovative traditional and distance learning programs, student services, research and communication
5. Provide adult education, continuing education and personal enrichment opportunities
6. Establish, maintain and promote partnerships to respond to the needs of the community while improving community awareness of the College
7. Provide students of varied backgrounds and abilities with the educational support services that will assist them in achieving educational and career goals
8. Integrate diversity initiatives in the delivery of programs, student services, recruitment of faculty and staff, and community relations

**Goal 1: Provide educational opportunities that include basic knowledge of general education core requirements, such as communications, humanities, social sciences, mathematics, natural sciences, and computer skills for certificate and degree programs <sup>2</sup>**

**Goal Met**

**Communication**

**Written Communication**

Students enrolled in ENG 101 were assessed in terms of demonstrated competency in written communications. A standardized [rubric](#) was used to compare entry diagnostic essays with end of course essays relating to structure, content, and mechanics. Rubric comparing early writing sample and final writing sample demonstrate competency in writing for 90% percent of students. Analysis of data comparing early writing sample and final writing sample indicated mastery by an average of over 90% of students taking English 101. Specifically, the [Structure rubric showed 91% success; Content showed 92% success; Mechanics showed 93% success.](#) Faculty identified no major weaknesses or deficiencies requiring remedial action. Data will continue to be compiled and compared against similar semesters. 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.

	<b>2009-2010 (N=180)</b>	<b>2010-2011 (N=176)</b>
<b>Structure</b>	94%	91%
<b>Content</b>	94%	92%
<b>Mechanics</b>	94%	93%

**Oral Communication**

Student’s achievement in oral communication was assessed by means of student performance in the delivery of a coherent speech acceptable in organization, eye contact and delivery. A standardized rubric was used to demonstrate oral communication competency relating to structure, content, and mechanics. Analysis of data collected indicates that more than 90 percent of students demonstrated competency. Specifically, Organization showed a success rate of 92%; Eye contact, 90%, and Delivery, 90%. No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

<sup>2</sup> Retrieved from Evaluation of Student Learning Outcomes 2010-2011, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

	2009-2010 (N=80)	2010-2011
<b>Organization</b>	90%	92%
<b>Eye Contact</b>	91%	90%
<b>Delivery</b>	92%	90%

## Humanities

### Humanities

Students demonstrated knowledge of basic elements in literature and the arts and humanities. A standardized [rubric](#) was used to demonstrate competency relating to basic elements in literature and the arts and humanities. Rubric was designed to demonstrate competency in basic elements in literature and the arts and humanities for 90% percent of students. Rubrics showing competency relating to basic elements in literature and the arts and humanities were used during 2010-2011. Data indicated mastery by an average of over [90% of students](#) taking literature, humanities, and Art 100 classes. No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters. A close watch will be kept on data to make sure that other objectives do not suffer.

	2009-2010 (N=86)	2010-2011 (N=55)
<b>Elements in literature and the arts and humanities</b>	91%	93%
<b>Knowledge of the major events in literature and the arts and humanities</b>	91%	91%

### Fine Arts

Students demonstrated knowledge of the major events in history and demonstrate their relationship to the creative world. A standardized [rubric](#) was used to demonstrate competency relating to major events in literature and the arts and humanities. Rubric was designed to demonstrate competency in knowledge of the major literary, arts, and humanities events for 90% percent of students. This rubric was tested during the 2010-2011 year, and Language and Fine Arts. The rubric demonstrated [90% competency](#) in the knowledge of major literary, arts, and humanities events. Of the various rubrics, Language and Fine Arts felt that

this was the least effect in design, and, although the rubric showed that the outcome was met, the rubric will be refined and changed so that it is a better evaluative instrument.

## Social Sciences

### History

Students enrolled in all history courses demonstrated a basic understanding of history at the knowledge level, the cause and effect of historical events and social trends, the passage of time and its impact on historical knowledge, and the effect of historical events on present events and society. The students responded to five exam questions corresponding to each objective in student learning outcome. The students' responses were analyzed using an assessment rubric designed to indicate the student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 3 or higher rating in each section of the assessment rubric. Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: [Knowledge 76%, Cause and Effect 89%, Timelines 78%, and Relevance 92%. For Summer 2011: Knowledge 85%, Cause and Effect 91%, Timelines 88%, and Relevance 81%.](#) For both semesters, the knowledge level is the weakest area of students in all areas of history. In an attempt to further improve the assessment results, history instructors will incorporate additional teaching strategies to help students retain factual information more effectively. Also, additional teaching strategies will be incorporated to further improve student performance for "cause and effect" and "timelines." These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes.

	2009-2010		2010-2011	
	Fall (N=128)	Spring (N=215)	Fall (N=312)	Summer (N= 103)
<b>Knowledge</b>	73%	77%	76%	85%
<b>Cause and Effect</b>	86%	86%	89%	91%
<b>Timeline</b>	79%	80%	78%	88%
<b>Relevance</b>	88%	88%	92%	81%

## Psychology

Students enrolled in behavioral science courses, which include psychology and sociology, demonstrated an understanding of environment on human behavior, the process of human socialization throughout the life course, the application of theory on human development and behavior and the process and importance of research in the social sciences.

Psychology students responded to five exam questions. The student's responses were analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 3 or higher rating in each section of the assessment rubric. Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in Fall 2010 are as follows: [Environment 91%, Socialization 76%, Theory 81%, and Research 71%](#). [For Summer 2011: Environment 88%, Socialization 76%, Theory 83%, and Research 72%](#). For both semesters, the data showed positive results for the "environment" and "theory" objectives. However, students did not perform as well on the "socialization" and "research" objectives. Psychology instructors will continue to incorporate additional teaching strategies that appear to have been successful at improving performance between the fall 2010 and summer 2011 semesters. Those strategies include, but are not limited to, group activities, instructional media, internet research activities, and additional assessments.

	2009-2010		2010-2011	
	Fall (N=153)	Spring (N=127)	Fall (N=103)	Summer (N= 58) <sup>3</sup>
<b>Environmental effects on human behavior</b>	91%	88%	91%	88%
<b>Human socialization</b>	31%	69%	76%	76%
<b>Human Development and Behavior</b>	73%	81%	81%	83%
<b>Research in Social Sciences</b>	25%	66%	71%	72%

<sup>3</sup> Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011.

## Sociology

The students responded to five exam questions corresponding to each objective. The student's responses were analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 3 or higher rating in each section of the assessment rubric. Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in Fall 2010 are as follows: [Environment 71%](#), [Socialization 68%](#), [Theory 86%](#), and [Research 89%](#). For Summer 2011: [Environment 76%](#), [Socialization 78%](#), [Theory 90%](#), and [Research 92%](#). For both semesters, the data showed positive results for the "theory" and "research" objectives. However, students did not perform as well on the "environment" and "socialization" objectives. Sociology instructors will continue to incorporate additional teaching strategies that appear to have been successful at improving performance between the fall 2010 and summer 2011 semesters. Those strategies include, but are not limited to, group activities, instructional media, internet research activities, and additional assessments.

	2009-2010		2010-2011	
	Fall (N=124)	Spring (N=113)	Fall (N=118)	Summer (N= 61) <sup>4</sup>
<b>Environment</b>	61	54	71	76
<b>Socialization</b>	38	58	68	78
<b>Theory</b>	82	80	86	90
<b>Research</b>	90	85	89	92

## Mathematics

Students taking mathematics courses demonstrated the ability to use mathematical and algebraic procedures, processes, methods, and skills to evaluate and solve mathematical

<sup>4</sup> Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011.

problems. Students, who completed a mathematics course in Math Applications, Intermediate College Algebra, or Pre-calculus Algebra, responded to standardized embedded questions on end of term exams with 80% accuracy. [Goal was met](#). Of the students taking the end of term exam in the designated math courses, the total mastery level was 81.88% for fall 2010 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, 76.34% for spring 2011 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, and 82.86% for summer 2011. The total mastery level was 81.18% for combined fall 2010, spring 2011, and summer 2011 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective. The spring 2011 mastery level was lower than 80% because of the spring semester Tornado Grading Policy. The mastery level decreased 0.12% from the previous academic year from 81.53% 2009-2010 annual total to 81.18% for the 2010-2011 annual total therefore, the instructors in the math division will continue monitoring the data for this objective. The division believes the Spring Tornado Grading Policy affected data for spring 2011.

Students demonstrated knowledge of college-level mathematics skills and concepts. Students who completed a college-level mathematics Pre-calculus Algebra course responded to embedded questions on an end of term exam with a 80% mastery level. Goal was met. Students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at [86.99% for combined data for fall 2010, spring 2011, and summer 2011](#). The mastery level for this program objective for the academic year 2008-2009 was 89.09%, the mastery level for this objective for the academic year 2009-2010 was 88.97%, and the mastery level for this objective for the academic year 2010-2011 was 86.99%. The mastery level decreased 1.99% from the previous academic year 2009-2010 and had a decrease of 2.1% from the academic year 2008-2009. The instructors in the math division will continue monitoring the data for this objective.

Students who complete a basic mathematics course (Math Applications MTH 116) demonstrated an overall mastery level of [77.84% for combined data for fall 2010, spring 2011, and summer 2011](#). The mastery level for this program objective for the academic year 2008-2009 was 78.31%, the mastery level for this objective for the academic year 2009-2010 was 79.70%, and the mastery level for this objective for the academic year 2010-2011 was 77.84%, The mastery level decreased 1.86% from the previous academic year 2009-2010 and had a decrease of 0.47% from the academic year 2008-2009; therefore, the division will continue monitoring the data. The decrease is believed to be due to the Spring Semester Tornado Grading Policy. The data for spring 2011 is skewed as a result of Spring Tornado Grading Policy.

MTH 100, 112 & 116 (% Successful)	2009-2010			2010-2011		
	Fall	Spring	Summer	Fall	Summer	Summer
Problem solving	82%	80%	82%	82%	76%	83%
Skills & Concepts	89% (combined)			87% (combined)		
Operations	80% (combined)			78% (combined)		

## Natural Sciences

### Biological Sciences

Students demonstrated knowledge of various groups of bacteria and protists. Faculty set a goal that students enrolled in general biology classes will answer 80 % of laboratory practical questions correctly that deal with bacteria and protists. Results for the year reveal that 74% of students (Fall = 73%; Spring = 70%; Summer = 79%) correctly answered practical laboratory questions that deal with bacteria and protists. All Biology 103 classes will feature a section on Blackboard of photographic images of bacteria and protists that students can access and study. 90% of the students in general biology classes will complete the macroscopic and microscopic examination of bacteria and protists and demonstrate knowledge of organismal morphology and structures by accurate representations in the laboratory report. Our results revealed that 99% of students who attended and participated in the macroscopic and microscopic examination of bacteria and protists demonstrated knowledge of morphology and structures by representations in the laboratory report. The Science Division will continue to provide students with the opportunity to learn by practical experience and demonstrate their knowledge through laboratory reports.

Students completing General Biology courses demonstrated knowledge of cell membranes and their transport processes. Faculty determined a goal of 80% of the students will correctly answer [laboratory practical questions](#) concerning cell membranes and their transport processes. Results for the year reveal that 63% of students (Fall = 64%; Spring = 59%; Summer = 65%) correctly answered practical laboratory questions concerning cell membranes and their transport processes. Biology instructors will improve student understanding of cell membrane transport by incorporating Cyber-Ed Interactive Computer Modules and intensive review of the subject.

Biological Science (% Satisfactory)	2009-2010			2010-2011		
	Fall	Spring	Summer	Fall	Spring	Summer
<b>Cell Membrane</b>	67 %	71%	73%	64 %	59%	65%
<b>Bacteria &amp; Protists</b>				76 %	76%	86%

### Physical Sciences

Students completing Physical Science courses demonstrated knowledge of the atmospheric effects of relative humidity. The faculty determined that 80% of students would demonstrate knowledge of atmospheric effects. Assessment methodology was based on scoring of lab assignments using a [rating instrument](#).

Semester	N	Satisfactory	Unsatisfactory	Average
<b>Fall 2010</b>	28	22	6	78.6%
<b>Spring Mini I 2011</b>	13	11	2	84.6%
<b>Spring Mini II 2011</b>	14	13	1	93.0%
<b>Summer 2011</b>	17	14	3	82.4%

For the academic year 2010-2011, an average of 83.3% (60/72) of students assessed demonstrated satisfactory knowledge of atmospheric effect of relative humidity. Students completing Physical Science courses will be able to recognize and describe the basic motion and configuration of the major planets in the solar system. 80% of students will satisfactorily complete a [lab exercise](#) demonstrating their ability to correctly recognize and describe the basic motion of the planets in the solar system using astronomy software.

Semester	N	Satisfactory	Unsatisfactory	Average
<b>Fall 2010</b>	30	23	7	76.7
<b>Spring Mini I 2011</b>	13	9	4	69.2
<b>Spring Mini II 2011</b>	14	11	3	78.6
<b>Summer 2011</b>	17	15	2	88.2

For the academic year 2010-2011, an average of 88.2% (58/74) of students assessed demonstrated satisfactory knowledge of the basic motion and configuration of the major planets in the solar system. Important areas of deficiency included synodic and sidereal periods of planets and moon.

Students completing Physical Science courses demonstrated the ability to identify and describe the features of various minerals and rocks and distinguish between igneous, sedimentary, and metamorphic rocks. Faculty determined that a goal of 80% of students will satisfactorily complete the Rock Identification Lab Practical.

Semester	N	Satisfactory	Unsatisfactory	Average
<b>Fall 2010</b>	21	12	9	57.1
<b>Spring Mini I 2011</b>	11	5	6	45.5
<b>Summer 2011</b>	14	11	3	78.6

For the academic year 2010-2011, an average of 60.9% (28/46) identified features of various minerals and rocks satisfactorily. Satisfactory Rock Practical test only given partially in one test during the Spring 2011 semester due to April Tornadoes. Satisfactory results were achieved in the topics of Sedimentary rocks, Minerals, Igneous rocks, the Mineral streak test. Problematic topics - identified by unsatisfactory results - were associated with the topics of Metamorphic rocks, the rock hardness test, and the Conglomerates and Breccia. Additional lecture time will be devoted to the topic of metamorphic rocks in general with a focus on the relationship between parent rocks and the resulting metamorphic daughter rocks. Additional lecture time will also be devoted to Conglomerates and Breccia with more focus on identifying the differences between the two. That portion of the test itself has been identified as problematic and may not be representative of the students' ability and knowledge relating to rock hardness.

Comparison of pre-test and embedded post-test question responses was conducted to establish the benchmark for student performance. Fall 2010: Students demonstrated a 36.0% improvement between pre-test and post-test scores. Spring 2011\_1: No post test given due to April tornadoes Spring 2011\_2: No post test given due to April tornadoes Summer 2011: Students demonstrated a 30.2% improvement in scores. 2010-2011 Average: 33.1% improvement on average most students are expected to achieve 20-30% correct during the pre-test from simply guessing. If the students leave answers blank those initial values will be lower resulting in a higher "improvement" over the pretest. The goal is to achieve an average of at least 70% correctly answered questions during the post-test. To represent these goals, the benchmark for the future should be an improvement of 40% between pretest and post-test assessments.

Physical Science	2009-2010			2010-2011		
	Fall	Spring	Summer	Fall	Spring	Summer
<b>Humidity</b>	94%	87%	92%	79%	85%	82%
<b>Planets &amp; their motion</b>	87%	96%	92%	77%	79%	88%
<b>Minerals &amp; Rocks Lab</b>	69%	54%	71%	57%	-- <sup>5</sup>	79%
<b>Minerals &amp; Rocks (Pre/Post Test Change)</b>	+30%	+75%	+50%	+36%	--	+30%

## Computer Skills

### Programming, Logic, Design and Problem Solving

Students demonstrated knowledge of programming concepts, logic, design and problem solving techniques. Faculty determined that 90% of students completing the computer science technology program will satisfactorily complete examinations, lab projects and a series of programming assignments. [Overall 100% of students](#) obtained desired proficiency in the overall objectives for the year. On individual objectives; understanding data types and testing/debugging showed a 94% mastery rate in the Spring Semester 2011. Although the goals were met, faculty noted that generally students showed a weakness in demonstrating programming skills without instructor-to-student individual instruction. Lab requirements still show that students work best in the presence of the instructor. During the summer 2011 Semester more assignments and increased emphasis was placed on these two objectives. As a result, student mastery rates increased for both objectives increased by 7% each so that the mastery rates of both objectives was 100%. No other immediate changes are necessary however emphasis on the two objectives will continue and new methods and technologies will be used as they become known and available.

### Installation, Repair and Network Fundamental Components

Students demonstrated the ability to install, configure, diagnose, repair and upgrade entry-level personal computers, software, and network fundamental components according to industry competencies. Faculty determined that 90% of students will successfully demonstrate skill in set-up and maintenance of personal and networked computers using a performance check-off sheet. The data shows between [94%](#) and [100%](#) of students met this

<sup>5</sup> Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011.

goal. Although the goal was met, students showed a weakness in properly completing the tasks assigned. Students may “complete” the lab work but fail to successfully complete the class due to one of several reasons: \* Failure to complete the entire assignment. \* Failure to answer the questions associated with the exercises. \* Failure to correctly record their findings on their assignments or in their journals \* Failure to turn in their work by the due date. Although the goal was met, students showed a weakness in the ability to read, comprehend and follow the assignment instructions without and instructor guidance. The importance of properly completing all tasks is stressed to show how it affects overall progress. This action often causes adequately performing students to become good or excellent performing students but usually has little effect on poorly performing students. More effort has gone into clarifying and explaining the assignments and explaining the expectations of the instructor about what is considered a properly completed assignment. This action often has little effect on poorly performing student

### **Web Site Development**

Students demonstrated knowledge and application of web site development, web terminology, and web page authoring programs. Faculty determined that 90% of students will successfully complete final projects that demonstrate the students’ overall ability to develop web sites. [100% of students](#) successfully demonstrated the ability to apply knowledge of website development which exceeded our original goal. Also, 100% of the students were able to use images proficiently which was an improvement that resulted from last year’s recommendations to emphasize images more in lab assignments. 96% of the students demonstrated proficiency in terminology, which is an improvement from last year. The current form of instruction uses a combination of eLearning and required class meeting format. These meeting formats combined with the traditional textbook, materials, and video tutorial supplements that enable the student to prepare while not in the presence of the instructor seem to be the best combination. Faculty have designed the courses to allow as much eLearning and Distance format as possible to encourage flexibility for the student learning process but the requirement that students still attend a certain amount of time (even when they are a “Distance” student), has helped the students stay on track and gain necessary assistance from instructors, therefore improving student success.

	<b>2009-2010</b>	<b>2010-2011</b>
<b>Programming concepts, logic, design and problem solving techniques.</b>	98%	100%
<b>Install, configure, diagnose, repair and upgrade entry-level personal computers, software, and network</b>	94%	94-100%
<b>Web site development, web terminology, and web page authoring</b>	98%	100%

**Goal 2: Prepare students to perform successfully at transfer institutions**

**Inconclusive – Data Not Available**

Data reported from transfer institutions within the University of Alabama System indicate that students transferring from Gadsden State perform slightly less well than native students.

**University of Alabama - Huntsville (UAH)  
Academic Performance Comparison in Courses 300 Level or Above  
Students Enrolled, Summer 2010 - Spring 2011**

<b>Student Category</b>	<b>Number Students</b>	<b>Average Semester House Attempted</b>	<b>Average Semester Hours Earned</b>	<b>Average GPA</b>
Transfers from Gadsden State CC	42	34.62	32.07	3.01
Transfers from Other AL Public				
Two-Year Colleges	1892	34.37	31.61	3.06
Other Transfers	1,677	32.63	29.95	3.10
Native Students	2,073	31.16	28.76	3.14
All Transfers and Native Students	5,684	132.78	122.39	12.31

**University of Alabama (UA)  
Academic Performance Comparison in Courses 300 Level or Above  
Students Enrolled, Summer 2010 - Spring 2011**

<b>Student Category</b>	<b>Number Students</b>	<b>Average Semester House Attempted</b>	<b>Average Semester Hours Earned</b>	<b>Average GPA</b>
Transfers from Gadsden State CC	125	26.31	24.90	2.83
Transfers from Other AL Public				
Two-Year Colleges	2,679	26.15	25	2.84
Other Transfers	1,742	24.47	23.30	2.94
Native Students	11,930	26.94	26.11	3.15
All Transfers and Native Students	16,476	26.54	25.62	3.07

**Pre- & Post-Transfer Academic Performance  
Summer 2010 - Spring 2011**

**Average GPA by Semester  
Hours Earned at UAH**

**Transfer hours from GSCC**

Hours	Mean GPA
24-59 Semester Hours	3.06
60-more Semester Hours	3.43

**Totals**

30-59.99		60-89.99		90-above	
#	GPA	#	GPA	#	GPA
12	2.69	5	2.84	2	3.16
4	2.88	2	3.73	3	2.94
16		7		5	

**Average GPA by Semester  
Hours Earned UAB**

**Transfer hours from GSCC**

Hours	Mean GPA
24-59 Semester Hours	3.21
60-more Semester Hours	3.18

**Totals**

30-59.99		60-89.99		90-above	
#	GPA	#	GPA	#	GPA
21	2.93	9	2.96	0	0
4	2.49	3	2.95	0	0
25		12			

**Average GPA by Semester  
Hours Earned UA**

**Transfer hours from GSCC**

Hours	Mean GPA
24-59 Semester Hours	3.02
60-more Semester Hours	3.33

**Totals**

30-59.99		60-89.99		90-above	
#	GPA	#	GPA	#	GPA
34	2.74	24	2.82	7	3.01
5	3.42	13	3.23	0	0
39		37		7	

**Goal 3: Provide career and technical education that prepares students for employment, retrains existing employees, and promotes local and state workforce development initiatives while providing business and industry that meets employer needs**

Goal Met

**Skills Training Division**

Skills Training reports an 18% increase in the number of students served for 2010-2011. 146 students enrolled in Skills classes with 6 of those still in training. Eighty-eight percent of the 146 students completed their program compared to 83% for the 2009-2010 year. Eighty-six percent of these students were employed at an average wage of \$18.18 compared to the previous year data of 71% employed at an average wage of \$18.09.

*2009-2010 Skill Training Data*

<b>Students Served</b>	<b>146</b>
<b>Students Still in Training</b>	<b>6</b>
<b>% Completed Training</b>	<b>88%</b>
<b>% Employed</b>	<b>86%</b>
<b>Average Wage</b>	<b>\$18.18</b>

**Applied Technologies**

Auto Collision Repair Technology (originally certified May 2010), Auto Service Technology and Diesel Technology programs are seeking initial program accreditation or reaffirmation through the National Automotive Technicians Education Foundation (NATEF) and anticipate a site visit in December 2012. In addition, the College is in the final planning stages for the addition of an 8000 square foot building for Automotive Service Technology. Additional equipment in the form of front-end alignment machine and lifts has been purchased for Diesel Technology. Faculty training on forklift operation and OSHA is in progress.<sup>6</sup>

Student Learning Outcomes Assessments for Applied Technologies Division (Auto Collision Repair, Automotive Service Technology, Carpentry, Cosmetology, Diesel Technology, Real Time Reporting, Masonry, and Welding Technology) are available in Appendix A.

<http://gsiesrv.gadsdenstate.edu/slo2.cfm>

<sup>6</sup> 2010-2011 Unit Strategic Plans, Applied Technology

## Engineering Technologies

[Articulation agreements](#) with secondary career-technical programs are in place through the State Board of Education in order to provide secondary school students with opportunities to complete work toward a nationally recognized industrial/commercial credential while still in high school.

A new digital electronics lab has been installed at the Ayers Campus. Equipment has been updated in Machine Tool Technology.<sup>7</sup>

Student Learning Outcomes Assessments for Engineering Technologies Division ( Air Conditioning & Refrigeration, Automotive Manufacturing Technology, Civil Engineering Technology, Drafting and Design Technology, Electrical Technology, Electronic Engineering Technology, Industrial Automation, Machine Tool Technology, Mechanical Design Technology) are available in Appendix A. <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

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<sup>7</sup> 2010-2011 Unit Strategic Plan, Engineering Technologies

**Goal 4: Maintain and expand a broad range of technologies in the delivery of innovative traditional and distance learning programs, student services, research and communication**

**Goal Met**

Gadsden State faculty employs a broad range of technologies to deliver instruction and facilitate student learning. 95% of the 104 faculty members responding to the survey question “What type of instructional technologies do you make use of in your classroom?” use a computer, 27% use a Smartboard and 18% use lecture capture software. Other technology in use includes “Classroom Clickers” to facilitate student participation, Blackboard, and Tegrity. Fifty-eight percent of faculty responding use Problem Based Learning, 69% use Active Learning, and 56% use Collaborative Learning. Faculty are also incorporating technology driven communication tools into student learning. 14% employ social networking sites such as Facebook or Twitter, 11% use Google docs, and 9% use blogs. In evaluation of student learning, 46% of faculty use rubrics, 53% employ project or exhibition based assignments and 34% use writing samples to monitor student learning.<sup>8</sup>

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<sup>8</sup> 2010-2011 Instructor Survey, February 2011

## **Goal 5: Provide adult education, continuing education and personal enrichment opportunities**

Goal met

### **Adult Education**

The College participates in the Alabama Adult Education State Plan FY2010-11.<sup>9</sup> Enrollment in Adult Basic Education increased by 0.15% for the 2010-2011 academic year. There was a decrease of 5% for students who earned their GED credential. Analysis of the findings indicates that more students entering GED classes began at a lower level than GED-prep, which requires more time and work.<sup>10</sup>

### **Continuing Education**

During the 2010 - 2011 academic year, there were 130 classes offered each semester, 105 classes made serving a total of 1,414 students. . The number of participants did not increase from the 2009 - 2010 year. Possible explanation is due to the economic downturn affecting our service area.

Kids College was offered for nine weeks during the summer on both the Ayers and East Broad campuses. There were 5 sessions each week (3 on East Broad and 2 on Ayers). 646 children participated in the sessions (compared to 1213 for Summer 2010<sup>11</sup>) over the nine-week period. In addition, a Youth College was offered on the East Broad campus; it was held for seven weeks and served 96 students. The returned surveys (which were completed by parents) reflect an overall A (excellent) in all five areas evaluated. Parents were asked to expand on any area where we earned a B or less. The suggestions dealt with the lack of swimming lessons and the adequacy of the outside play area.

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<sup>9</sup> <http://www.ache.state.al.us/SPAC/Forging%20Strategic%20Alliances%20%2019%2010.pdf>

<sup>10</sup> <http://gsiesrv.gadsdenstate.edu/cusp2.cfm>

<sup>11</sup> From Continuing Education 2009-2010 Unit Strategic Plan, Goal 3, Objective 1

## **Goal 6: Establish, maintain and promote partnerships to respond to the needs of the community while improving community awareness of the College**

### **Public Relations**

The Employee Evaluation of College and Services survey continues to reflect support of the Strategic Marketing Initiative. The survey results revealed that of the 144 respondents 85% strongly agreed or agreed that the advertising program was effective in enhancing awareness of services and programs provided by the college. There was also strong support for the College's efforts to produce publications that reflect the diversity of the student population as 90% strongly agreed or agreed that this had been accomplished. As to whether promotional materials reflect the diversity of the College's population, 88% of respondents strongly agreed or agreed.

These findings are consistent with data from the previous year. In relation to the benchmark established in 2009-2010, all three areas addressed in the employee survey showed an increase of at least 2% to 5%. The Public Relations Department will continue to assess this goal over the next four years through the Freshman Student Survey and News Info Monthly Report.

The Public Relations Department purchases advertisements based on the results of the Freshman Student Survey given each year. Respondents to the 2011-2012 survey (N=280) again ranked the Internet as their first media preference followed by television and radio. The Department plans to continue purchasing advertising based on the results of these findings. There were a total of 1,997 media releases, feature stories, printed/electronic/digital ads featuring Gadsden State in 2010-2011 compared to 1,198 in 2009-2010. This information was obtained from the News Information Monthly Report that is compiled and maintained by the Public Relations Department. This increase of 67 % is a positive step in promoting community awareness and the direct result of an intensive campaign to monitor media information circulated throughout the community related to the College.

### **Institutional Advancement**

Institutional Advancement formed two new partnerships this year which directly responded to the outstanding needs of the community and the students. One partnership with the Center for Excellence in Substance Abuse and Mental Health at the Morehouse School of Medicine, provided funds for a mental health campaign for the community and students. The other partnership was a grant opportunity for scholarship funds for tornado victims through

Scholarship Management Services, a division of Scholarship America. Each of these partnerships was formed and the service to the community concluded within the 2010-2011 year.

The scholarship program through Scholarship America provided funds to students who were adversely affected due to the April 2011 tornado outbreak. The impact could be damage to their home, car or personal belongings or lose of employment or income due to the tornadoes. It was estimated that at least ten students left college as the result of the tornado damages. Over 200 students applied for the scholarship. The first fifteen which provided proof of significant damage and had a demonstrated economic need were awarded the \$1,000 scholarships.

Morehouse School of Medicine receives an HBCU Center of Excellence Grant through the SAMSHA division of the Department of Health and Human Services. From this grant, they hold a mini-grant competition to award funds to other HBCU institutions to conduct mental health awareness campaigns in their community and to aid their students. Gadsden State applied and received a \$9,995 mini-grant to conduct "The Year of the Mind" mental health campaign. The following goals represent the measurable impacts proposed for the project and the table describes the impacts accomplished during the grant period. All Goals identified by the grant were satisfactorily completed.

*Goal #1: To provide Alcohol Intervention education and training for peer intervention and risk reduction behavior on the college campuses and local communities.*

*Goal #2: To provide Suicide Prevention Education and training for risk reduction behavior on the college campuses.*

*Goal #3: To provide Depression Outreach Education and training for increased well being on the college campuses.*

### **Knowledge Gain**

Only the students and staff participating in the specialized training were given pre and post tests or certification exams. For DORA (Depression Outreach), 55 students and staff were tested and 73% showed improvement of at least 30% (40 students) and 93% (51 students) demonstrated improvement with the average improvement being 37%. Also for QPR a pre and post test were given with 21 students tested. Of the 21, 3 (14%) demonstrated 30% improvement and 10 (48%) demonstrated improvement. Note the teachers who had QPR for in-service were not tested.

For TIPS, a certification exam was given and 6 of 6 (100%) of the staff passed certification to be TIPS certified trainers and 42 of 53 (79%) of the students were certified.

### **Community Outreach**

1500 "Year of the Mind" bags were distributed with information on mental health topics. Each bag included a purchased flyer from Mental Health America on the signs of stress and depression and optional purchased materials were available on the table including staying well with a mental illness, mental illness in the family, raising healthy children, taking care of an aging parent, teen suicide and other topics.

Ads were taken out for two grant activities: the MLK Health Fair that was re-scheduled to February and the Town Hall meeting on Underage Drinking, "It Began when I was 12" in September. The newspaper ads reached potentially 17,500 who subscribe to the Sunday paper (both events had Sunday ads).

Additionally, for the Town Hall meeting on Underage Drinking, radio ads were used and the average number of listeners is 3600 per week and the ads ran for two weeks.

### **Mental Health Training**

We had 165 total participants in specialized training related to mental health. The following is the specific breakdown:

TIPS (alcohol intervention) - 59 trained, 48 certified. The 59 consisted of 1 faculty member, 5 staff, and 53 students (40 college and 13 high school).

DORA (Depression Outreach) - 62 were trained. The 62 consisted of 1 faculty, 4 staff, and 57 students (41 college and 16 high school students).

QPR (Suicide Prevention) - 44 trained. The 44 consisted of 20 faculty, 3 staff and 21 students trained. The 20 instructors were trained as an in-service session for a local high school.

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

**Goal Met**

**Admissions and Records**

During the 2010-2011 academic year, the college began implementation of the Banner Student Information system. The Office of Admissions and Records has developed and begun implementation of a “paperless” document plan. In addition to this initiative, the department received a clean audit of compliance with State Board of Education policies.

**Career Services**

Career Services programs are promoted throughout each campus to increase visibility and student participation. Each semester a Career Services Newsletter is published and distributed via email, hand-mail and a posting on the Career Services website. When scheduling career events - yard signs, banners, mannequins, flyers, e-mails, etc. - are distributed to announce and promote participation from students, as well as from those in the community. Additionally, partnerships with faculty continue to be utilized so students will learn about co-curricular career experiences in the classroom.

Results of a survey of student satisfaction with Career Services indicated that of 671 evaluations received (out of 737 distributed) 91% of the students surveyed indicated they were satisfied with Career Services events offered through programs, seminars, job search sessions and special activities. The number of surveys distributed was lower than that of last year because one major activity (Cherokee County Employment Fair) was not offered this year.

Faculty survey respondents indicated they were satisfied with services offered through the Career Services Office. 11 Faculty Satisfaction Surveys were returned out of the 50 distributed.	<b>82%</b>
Students attending Employment Opportunity Fairs indicated their expectations were met.	88%
Employers indicated they were satisfied with the Employment Opportunity Fair results and that their expectations were met.	92%
Students enrolled in the Cooperative Education experience, all received financial compensation and/or academic credit. N=187	100%
Cooperative Education employers surveyed responded that they were satisfied with the work performance of Gadsden State Cooperative Education students. N=17	94%

Career Services offers workshops, seminars and career software developmental tools for students on each campus. Seminar and workshop topics include career identification, job search techniques, and interview skills, resume preparation, job keeping skills, etc. Of the 671 evaluations received from students participating in career-related seminars and workshops, 629 (94%) indicated they were satisfied with the workshops, seminars and developmental software tools offered through Career Services.

## **Career Transitions**

Cardinal Connections, Gadsden State's newly created career transitions program, places community college career coaches in area high schools to recruit and provide career guidance for technical programs. These specialists assist students with career exploration activities, career assessment, and admissions applications to Gadsden State Community College. They also conduct classroom presentations and schedule and host college campus tours and visits to businesses and industries. Guest speakers provide students with information regarding employment requirements and trends in the changing workforce. Career coaches also provide individual guidance to students regarding career choices, articulation, financial aid, scholarships, and co-op experiences. The goal of Cardinal Connections is to help ease the student's transition from high school to college and career, while increasing the rate of completion and success.

The number of classroom presentations offered by a Career Coach decreased by 13% from the previous year. One reason for the decrease in classroom presentations is because several schools in our service area changed their daily schedule from a 7 period day to a modified block schedule which would mean that there are less class periods in a day; therefore reducing the number of classrooms available for presentations. Also, the number of individual student meetings from last year increased, allowing a little less time in a day for classroom presentations.

Many events were held on and off campus to foster student awareness of workforce opportunities in academic and technical programs. Four different Explore Tech Day events were held in 10-11 school year with nearly 400 students attending; only 3 of these events were held the previous year. Two Explore Tech Days were held on the East Broad Campus and two on the Ayers Campus. Also STEM Camp was held on the East Broad campus with 32 students in attendance for the week. Additionally, many industry tours and campus tours were arranged by and accompanied by Career Coaches.

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 college applications, scholarships, financial aid, etc., the Career Coaches aid in making college attainable for many students. The Career Coaches 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.

99 different Career Days or Events were facilitated by the Career Coaches different high school campuses as well as Gadsden State campuses.

Approximately 400 volunteers were enlisted to help in the schools for career education and promotion. Many of these served as guest speakers for the classroom and some were utilized in a Career Event setting.

### **Financial Aid**

Five years ago, approximately 40% of Gadsden State students received Federal Pell Grants. In the Fall of 2011, 62% of students are Pell Grant recipients.

Financial aid workshops were held throughout the College's service area. In addition, other forms of outreach (email alerts/notifications, signs, web notices, etc.) have been useful in publicizing financial aid information. The success of these workshops is evident by the increase in the number of students receiving Federal Pell Grants.

### **Student Services**

The Division implemented SMARThinking, an online tutoring service offered through the Blackboard portal, and secured five grants, Talent Search Program in Gadsden, the Talent Search Program at Ayers, the Educational Opportunity Center (EOC) grant, the Morehouse mini-grant for Mental Health Awareness, and the Department of Labor grant (TAACCCT), to assist students to achieve higher educational goals.

### **Student Support Services**

The Student Support Services (SSS) Program at Gadsden State Community College is designed to increase the retention and graduation rates of eligible students, to facilitate their transfer to other institutions, and to foster an institutional climate supportive of the success of low-income

students, first-generation students, and students with disabilities who are enrolled or accepted for enrollment in Gadsden State programs.<sup>12</sup> Forty-three percent (43%) of the students graduated or transferred. Sixty-six percent (66%) persisted, graduated or transferred. Seventy-nine percent (79%) of the students in SSS received at least a 2.2 Grade Point Average and continue in good academic standing.

## **Advising Center**

The mission of the Advising and Counseling Center is to provide and enhance through recruitment efforts the delivery of college program information to individuals throughout the Gadsden State community and surrounding areas. Based on counselor/recruiter participation in high school classroom presentations, college fairs, community agencies, community events, campus tours, etc., prospective students will become more knowledgeable of Gadsden States academic programs and campus services. Survey results show that of the 855 surveys distributed to participants attending college recruiting activities, 844 (99%) were satisfied with the information shared during high school recruiting activities. By continuing to expand partnerships with high school counselors and community members, knowledge of college programs and services will be enhanced. Sixty-two (62) surveys were e-mailed to high school counselors. Twenty-five (25) individuals responded. Ninety-six percent (96%) of those responding were satisfied with the recruiting efforts provided by the Counseling and Advising staff.

To promote student success through testing, advising and counseling program services, 93% of the randomly selected students involved in success workshops and seminars during the 2010-2011 academic year indicated they were satisfied with programming and advising assistance.

In the summer of 2010, there were 25 F.O.C.U.S. Leaders and 5 Ambassadors who participated in new student activities. There were an additional 16 students participating in the pre-session activities and session presentations for a total of 46 current student participants. In the summer of 2011, there were 18 F.O.C.U.S. Leaders, 6 Ambassadors, and 15 additional students participating in the pre-session activities and session presentations, for a total of 39 current student participants. Numbers were lower this year for two reasons: 1) fewer F.O.C.U.S. Leaders were selected and 2) neither athletes nor members of the Gadsden State dance line were included in pre-session F.O.C.U.S. activities during the 2010-2011 academic year.

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<sup>12</sup> 2010-2011 Catalog and Student Handbook,  
[http://catalog.gadsdenstate.edu/content.php?catoid=2&navoid=82#stud\\_supp\\_serv\\_prog](http://catalog.gadsdenstate.edu/content.php?catoid=2&navoid=82#stud_supp_serv_prog)

There were 1,982 first-time freshmen in the fall of 2011. Four hundred and three (20%) of the 1,982 first-time freshmen attended one of the three F.O.C.U.S. sessions held during July of 2011.

The Counseling and Advising staff has increased campus-wide presentations and informational sessions by 50% during the 2010-2011 academic year. Staff members were involved in the following activities during the 2010-2011 academic year to promote awareness of available office services: Presentation in ORI 101 classes, presentation during fall Division Chair Meeting, sponsorship of Academic Advisors Conference, sponsorship of Advisors Training Workshop, implementation of Campus F.O.C.U.S. Steering Committee, participation in Gadsden State M.A.S.H., Get on Board and Explore Tech days, establishment of Departmental Newsletter, posted banners throughout campuses and staff participation in campus-wide committees.

**Goal 8: Integrate diversity initiatives in the delivery of programs, student services, recruitment of faculty and staff, and community relations.**

Goal Met

To integrate diversity initiatives in the delivery of programs, instructors are asked to include an element of diversity in their course content through the use of speakers, diversity exercises, or a review of information included on the diversity website. To insure more consistency in this initiative for students new to the College, the online presentation, *Welcoming Diversity*, is included as a component of Orientation 101, Orientation to College.

For the purpose of promoting student involvement in diversity related programs and events, a student representative is included on the Diversity Committee to offer recommendations. Also, the Student Government Association has three executive offices designated to encourage minority programming for students; International Club Liaison, Residence Hall Liaison, and Valley Street Campus Liaison.

To improve the College's ability to attract more minority applicants, search activities have increased to include the advertising of job vacancies in more publications and journals that are oriented toward minority applicants. Job announcements are advertised in the Birmingham News and the Gadsden Times and are also sent to the Human Resource Offices for HBCUs in the South East, the office for EEOC, the Alabama Career Link, the North Alabama Skills Training Center, the Alabama Department of Rehabilitation Services, the Etowah-Gadsden Branch of the NAACP, area churches, the external diversity advisory council, and the Department of Postsecondary Education for distribution to their applicant pool. Job announcements are also placed on the College's webpage, the website for Postsecondary Education, and IM Diversity.com.

In the promoting of dialogue for the College's diversity initiatives, the Director has established communication with targeted minority communities through her involvement with Council on Aging, the NAACP, Alpha Kappa Alpha Sorority, Inc., and the diversity committee for the Gadsden/Etowah County Chamber of Commerce. The Diversity Liaison has established communication with the targeted minority communities through his involvement with the Calhoun County Chamber of Commerce Education Committee, Calhoun County Family Services Center, West Anniston Foundation, Anniston Community Family Foundation and the Hobson City Community & Economic Development Corporation. Also, many of the organizations and agencies that employees are involved with as board and/or committee members have adopted diversity statements and initiatives, such as United Way, Calhoun County Chamber of

Commerce Education Committee, Alabama Association of Colleges and Employers, Kiwanis, ACCSHRMA (Alabama Community College System Human Resources Management Association), and the Gadsden/Etowah Chamber of Commerce.

## **Appendix A: Student Learning Outcomes**

<http://gsiesrv.gadsdenstate.edu/slo2.cfm>

## **Appendix A: Student Learning Outcomes**

<http://gsiesrv.gadsdenstate.edu/cusp2.cfm>

## **Appendix C: Diversity Plan**

### **The Diversity Plan Status Report for 2010**

#### **GOAL STATEMENT #1: Climate for living, learning, and working.**

**Institutionalize commitment to a welcoming and supporting campus climate that values diversity.**

A diverse environment is essential for our long-term success. An inclusive climate with equal access and respected participation by all groups and individuals will encourage full engagement of those who work and learn here. This engagement will create a competitive advantage for students and employees of Gadsden State Community College.

**Objective (1.1):** Create a Gadsden State Community College diversity resource office with staff and budget to coordinate, maintain, and assess diversity initiatives; research best practices; provide assistance and collaboration; provide “diversity facilitation”; and centralize diversity efforts by gathering and maintaining a knowledge base and inventory of all Gadsden State diversity-related programs, resources, and initiatives.

The Office of Diversity was established in March 2006 with the primary initiative of centralizing diversity efforts and providing diversity training to faculty and staff. The Office of Compliance was established September, 2006 with the primary goal of ensuring that all departments of the College were in compliance with all policies of the State Board of Education, the Department of Postsecondary Education, the College, and State and Federal laws.

In March 2007, the Office of Diversity and the Office of Compliance were combined to establish the Office of Diversity and Compliance.

### **Strategic Initiatives**

- a. Establish an internal college diversity committee to serve as an advisory board to the President and the diversity office.

This initiative was completed in 2007 with the formation of an internal diversity council that consists of 12-15 College faculty and staff. A list of the Internal Diversity Council is included behind Tab 1.

- b. Help coordinate and evaluate diversity initiatives, programs, and training for all campuses.

This initiative is ongoing.

- c. Monitor progress made toward the goals listed in the diversity plan.

A diversity survey to monitor the progress made toward the goals listed in the diversity plan is administered to all employees during the fall semester of each year. An Employee Evaluation of College and Services is administered during fall semester and includes one question for evaluation of cultural growth opportunities sponsored by the College.

Over 93% indicated that the College promotes respect for diversity and 90% indicated that the College provides opportunities for cultural growth.

The results for both surveys are included behind Tab 2.

- d. Report annually to the President, assessing institutional progress toward diversity goals.

The annual report is provided to the President each year upon completion and before presentation to the Diversity Councils.

- e. Design and maintain a comprehensive diversity website with a direct link to the Gadsden State homepage.

Complete.

- f. Create ongoing communication with diversity offices at peer institutions to discuss best practices and evaluate other strategic initiatives.

Bevill State Community College is the only peer institution in the two-year college system in the process of implementing a diversity plan. Ongoing communication has been established to include face-to-face meetings, email, and telephone for exchange of information, ideas, and recommendations.

- g. Coordinate with the Public Relations Office to create and maintain media relationships with local, state, and national publications to ensure awareness of our intent to become an institution of choice for those who wish to work and study in an inclusive and richly diverse environment.

This is an ongoing initiative.

**Objective (1.2):** Organize and sponsor professional development programs focused on diversity issues for faculty, staff, and students.

### **Strategic Initiatives**

- a. Collaborate with professional development coordinator to implement a regularly scheduled series of speakers designed to bring leading thinkers on issues of race and diversity to Gadsden State.

This is an ongoing effort and is affected by the amount of funds available by the professional development coordinator. Speakers on diversity were not scheduled during 2009-2010.

- b. Engage in national dialog regarding higher education diversity initiatives through participation in organizations such as AACU, NCORE, and others for building a national reputation as an inclusive institution.

The Director is a member of The National Association of Diversity Officers in Higher Education (NADOHE), which is the principal organization of chief and senior diversity officers at institutions of higher education.

- c. Design a new student orientation component to ensure that students are made aware of the importance of a diverse learning environment.

Initially, instructors were asked to include an element of diversity in the course by the use of a speaker, a diversity exercise, or a review of information included on diversity website. To insure consistency in this initiative, the Director is working with the Coordinator to include the online training, *Welcoming Diversity*, as a component for orientation. This training is assessable from the College's webpage.

- d. Promote student involvement in a speaker series and other diversity-related programs and events.

For the purpose of promoting student involvement in diversity related programs and events, a student representative is included on the Diversity Committee to offer recommendations. Also, the Student Government Association has three executive offices designated to encourage minority programming for students; International Club Liaison, Residence Hall Liaison, and Valley Street Campus Liaison.

**Objective (1.3):** Create a program to recognize and reward departments and individuals for innovative approaches that help improve the campus diversity climate.

### **Strategic Initiatives**

- a. Recognize and reward Gadsden State faculty and administrators for outstanding contributions to diversity initiatives.

It was the consensus of the Diversity Councils for recognition of outstanding contributions related to diversity initiatives to be considered after the Diversity Plan had been implemented and evaluated for at least 3 years, giving each department the opportunity to implement the goals and objectives for diversity into their unit strategic plans. Upon reviewing the evaluations of their Unit Plans, the 2011-2012 Diversity Councils will again consider the award.

- b. Develop celebratory events to be presented at the beginning of each academic year to clearly demonstrate our continuing commitment to diversity at Gadsden State.

Events to demonstrate Gadsden State's continuing commitment to diversity are planned and presented throughout the academic year with additional focus during the months of January and February. A listing of the celebratory events presented during the months of January and February, 2010 are included behind Tab 3.

**GOAL STATEMENT #2: Student Access and Opportunity**

**Gadsden State Community College is committed to ensuring equal access and opportunity for a quality education among all Gadsden State students, including members of racial/ethnic groups traditionally underrepresented in higher education.**

**Objective (2.1):** Improve the College's ability to attract more minority students.

**Strategic Initiatives**

- a. Establish relationships with area high schools that have high concentration of minority students.

This initiative is ongoing through the Career Transitions Program, Career Services, Upward Bound, and the Title III Program. Students are made aware of the educational opportunities at the College and are provided the information needed to assist with their educational and career goals.

- b. Coordinate outreach programs which target minority communities to increase communication among such programs.

The Director has ongoing communication with targeted minority communities with Council on Aging, the Executive Board of the NAACP, Central Carver Foundation, the local chapter of Alpha Kappa Alpha Sorority, Inc., and the diversity committee for the Gadsden/Etowah County Chamber of Commerce. The Director attends scheduled monthly meetings and maintains an open

dialogue of how the College can assist with the educational and economic needs of the communities.

The Diversity and Multi Cultural Affairs Liaison has ongoing communication with the targeted minority communities through his involvement with the Calhoun County Chamber of Commerce Education Committee, Calhoun County Family Services Center, West Anniston Foundation, Anniston Community Family Foundation and the Hobson City Community & Economic Development Corporation. The Liaison attends scheduled monthly meetings and maintains an open dialogue of how the College can assist with the educational and economic needs of the communities, which has included increased awareness of the “the abilities to benefit” for those students without a high school diploma, GED certificate, or with low scores on the COMPASS test.

- c. Utilize already enrolled minority students as mentors to minority students in the area schools.

Currently, this initiative is addressed through Service Learning, an academic program that combines community service with classroom instruction, focusing on critical, reflective thinking, as well as personal and civic responsibility. Some instructors offer service learning options that give students an opportunity to take their classroom knowledge and/or technical skills into their community to work with service agencies, private non-profit organizations, faith-based groups, and schools.

- d. Involve minority alumni and community representatives in outreach efforts.

The Director has met with representatives of the Gadsden State Alumni Association and the Gadsden State Foundation to insure their awareness of the College’s commitment to diversity and to discuss how they can assist with outreach efforts. Currently, neither organization’s bylaws include specific diversity initiatives. However, 25% of the scholarship recipients for the Ayers Foundation and 50% of the scholarship recipients for the Gadsden Foundation were awarded to minority students.

**Objective (2.2):** Improve understanding among minority communities about the various scholarship, grants and other financial aid programs.

**Strategic Initiatives**

- a. Conduct scholarship, grant and other financial aid program workshops and seminars throughout the schools and communities with high concentrations of minority students.

Workshops and seminars on scholarship, grants, and financial aid are given by the Director of Financial Aid and by counselors from various departments of the college, including the Career Transitions Program, Counseling Services, Upward Bound, Talent Search, and the Title III Program.

**Objective (2.3):** Increase minority enrollment in those programs traditionally underrepresented.

**Strategic Initiatives**

- a. Establish a set of core services in each program and division aimed at increasing success rates of minority students.

The Director reviewed the strategic plans for the programs that addressed the success rates of minority students in their 2009-2010 strategic plans. Programs that did not establish a set of core services were identified and asked to review their plans with assistance from the director in including initiatives to address success rates of minority students. This information was also communicated to the appropriate Executive Staff member.

- b. Establish a network of staff, faculty and administrators who can support and advise minority students.

This initiative is the focus of all staff, faculty and administrators.

- c. Conduct a review of admission processes for all programs in which minorities are underrepresented, particularly in healthcare.

The internal audit committee is appointed by the President and is charged to perform internal reviews of selected College records. Findings or irregularities are reported to the President. An internal audit to review admission processes was requested but was not completed.

- d. To conduct an assessment of the faculty/staff diversity climate for all programs in which minorities are underrepresented, particularly in healthcare.

An assessment has not been conducted for this specific area.

**Objective (2.4):** Increase the retention rate of minority students.

**Strategic Initiatives**

- a. Conduct professional development programs and workshops on retention strategies that target underrepresented groups.

Professional development programs and workshops on retention strategies are conducted by Counseling Services, Student Support Services, and the Title III Program.

- b. Attend seminars and workshops sponsored for and by Historically Black Colleges and Universities (HBCU) institutions for implementation of information on retention strategies.

Seminars and workshops on retention are attended by the Title III Coordinator, Counselors for the Title III Program, the Director of Counseling, the Upward Bound Project Director, the Director of Upward Bound, and academic advisors and counselors. Implementation of the information is specific for each program and is included in their annual reports.

**Objective (2.5):** Enhance job skills training for minority students.

**Strategic Initiatives**

- a. Provide workshops on resume preparation, job searching, interview techniques, and attire.

Workshops on resume preparation, job search, and interviewing are conducted by Career Services. The services are advertised on the College's electronic billboard, on the department's website, in its newsletter, and by distribution of post cards, flyers, and by email.

**Objective (2.6):** To expand student activities to include all campuses.

### **Strategic Initiatives**

Evaluate the Student Activities Calendar and advise the President, Vice-President for Student Services and Institutional Advancement, and Student Activities Coordinator regarding student activity schedule.

Student activities for all campuses are coordinated by the Assistant to the Dean of Student services/Coordinator of Student Activities. Activities are announced and are open to all students.

### **GOAL STATEMENT #3: Diverse Faculty and Staff**

**To recruit and retain a faculty, staff, and administration that is reflective of the communities served by the College, especially with regard to race, ethnicity, gender, and national origin.**

**Objective (3.1):** Improve the College's ability to attract more minority applicants.

### **Strategic Initiatives**

- a. Expand job announcement and search activities to include advertising in southeastern regional newspapers and in publications and journals oriented toward minority applicants.

To increase search activities to include more publications and journals that are oriented toward minority applicants, job announcements are advertised in the Birmingham News and the Gadsden Times and are also sent to the Human Resource Offices for most of the HBCUs in the South East, the office for EEOC, and the Alabama Career Link, the North Alabama Skills Training Center, the

Alabama Department of Rehabilitation Services, the Etowah-Gadsden Branch of the NAACP, area churches, the external diversity advisory council, and the Department of Postsecondary Education for distribution to their applicant pool. Job announcements are also placed on the College's webpage, the website for Postsecondary Education, and IM Diversity.com.

- b. Establish a Gadsden State Foundation minority scholarship program for Gadsden State employees with the objective in view of assisting employees to earn teaching credentials in critical need areas.

For the purpose of advancing in rank, faculty members are required to develop a professional growth plan in consultation with their executive staff member. A Professional Growth Plan can be developed and used for advancement in rank, but can also be implemented for the purpose of obtaining additional teaching credentials.

Funding priorities for the Gadsden State Foundations are suggested by the President. The Foundation considers the feasibility of each priority in relations to their existing funds. The Foundation's current priority is to provide scholarships to minority students. Additional priorities will be considered when more funding is available.

- c. Develop a minority recruiting and employment action plan at the instructional division level.

A minority recruiting and employment action plan is in effect at postsecondary for the system as a whole. The plan consists of an applicant pool in which minority applicants register and indicate their employment interests. When a job vacancy is announced in that area, the applicant receives notice of the vacancy as well as the application process.

**Objective (3.2):** Improve selection processes so as to ensure that qualified minority applicants are given equitable consideration for employment.

### **Strategic Initiatives**

- a. Develop a Human Resource initiative to ensure that walk-in applicants are afforded due attention with emphasis on disclosure of employment policies.

Walk in applicants are given copies of job announcements for current job searches and are informed of the application process for part-time and hourly employment at the College. Each announcement outlines the application procedure. Resumes are also taken and put in a data base so that the applicant will receive notices of future job announcements that are in their field of interest or inquiry.

- b. Establish minority employment goals and a reporting system for part-time faculty.

Employment goals and reporting systems related to employment goals are established and implemented by Postsecondary and the State Board of Education. Currently, there are no goals or a reporting system for part-time faculty.

- c. Establish a formal employment selection process for part-time faculty that ensure equitable recruiting and employment of minority part-time faculty.

The employment selection process is regulated by the policies of Postsecondary and the State Board of Education. A formal selection process for part-time faculty has not been established.

Walk in applicants at the College are given copies of job announcements for current job searches and are informed of the application process for part-time and hourly employment at the College. Each announcement outlines the application procedure. Resumes are also taken and put in a data base so that the applicant will receive notices of future job announcements that relates to their field of interest or inquiry.

- d. Identify hiring of qualified minority faculty as a presidential/institutional priority.

To improve the College's ability to attract more minority applicants, search activities have increased to include the advertising of job vacancies in more publications and journals that are oriented toward minority applicants.

- e. Authorize selection committee chairs to evaluate fairness of selection committee members and recommend to President the members who should serve on future committees.

This is done in collaboration with the Director of Human Resources.

- f. Require that all selection committees question applicants in the interview process about their personal views regarding diversity issues.

A question relating to diversity is included in the interview process.

- g. Seek to fill more temporary faculty positions with qualified minority faculty.

To seek to fill more temporary faculty positions with qualified minority faculty, job announcements are advertised in the [Birmingham News](#) and the [Gadsden Times](#) and are also sent to the Human Resource Offices for most of the HBCUs in the South East, the office for EEOC, and the Alabama Career Link, the North Alabama Skills Training Center, the Alabama Department of Rehabilitation Services, the Etowah-Gadsden Branch of the NAACP, area churches, the external advisory council, and the Department of Postsecondary Education for distribution to their applicant pool. Job announcements are also placed on the College's webpage, the website for Postsecondary Education, and IM Diversity.com.

**Objective (3.3):** Improve the College's ability to retain qualified minority employees.

**Strategic Initiatives**

- a. Develop a mentoring program to ensure that faculty and staff (especially minority faculty and staff) are performing well in their respective jobs and participating in activities designed to improve job performance.

The State Board of Education policy requires that all college personnel be evaluated yearly. The evaluation procedures for faculty include student assessment, faculty self-assessment, and an assessment by the academic director or division chair. Administrative and support personnel are evaluated yearly by their immediate supervisor. If indicated, an improvement plan to be agreed upon by the faculty/staff and their immediate supervisor will be implemented.

To advance in rank, faculty members are required to develop a professional growth plan in consultation with their respective executive staff member. The plan must be approved by the President. A Professional Growth Plan is normally developed and used for advancement in rank, but can also be implemented for the purpose of obtaining additional teaching credentials.

- b. Develop and improve exit interview processes to identify reasons that minority employees leave Gadsden State.

An exit interview process is in place to identify reasons that an employee leaves Gadsden State.

- c. Increase professional development opportunities for minority faculty and staff to enhance advancement opportunities.

To advance in rank, faculty members are required to develop a professional growth plan in consultation with their respective Executive Staff member. The plan must be approved by the President. A Professional Growth Plan can be developed and used for advancement in rank, but can also be implemented for the purpose of obtaining additional teaching credentials. In addition to identifying educational programs, professional development opportunities can be identified as well.

The Gadsden State Leadership Development Institute (LDI) was implemented in 2004. Each year, 20-25 employees are chosen to participate in 5-6 sessions during the year. They are given the opportunity to interact with presenters on topics such as instructional and student services, community services and governmental relations, finance and physical plant, human resources, public relations, diversity, compliance, institutional planning and research, athletics, and more. Since 2004, 137 employees have completed the training; 37 were minorities.

#### **GOAL STATEMENT #4: College and Community Relations**

**To collaborate with other community agencies involved in development of diversity plans, to improve the College's relationship with diverse groups within our communities, and to serve as a model for community agencies in promoting respect and appreciation for diversity.**

**Objective (4.1):** Build on the efforts of other community groups that have developed or are in the process of developing diversity plans.

#### **Strategic Initiatives**

- a. Conduct a survey of the various community agencies in the College service area to identify agencies that have developed or are developing diversity plans.

An informal survey was conducted by the director and no agencies were identified as having developed or were in the process of developing a diversity plan. However, many of the organizations and agencies that employees are involved with as board and/or committee members have adopted diversity statements; Council on Aging, United Way, Head Start, Calhoun County Chamber of Commerce Education Committee, Alabama Association of Colleges and Employers, Family Success Center, GEMS (Girls Engaging in Math and Science), United Methodist Women, Circle K, Kiwanis, ACCSHRMA (Alabama Community College System Human Resources Management Association), Central Carver Foundation, Habitat for Humanity, Big Brothers/Big Sisters, Gadsden Regional Women's Advisory Board, and the Gadsden/Etowah Chamber of Commerce.

- b. Share with these agencies the research and diversity planning results of the College.

This is done upon requests from agencies. Also, this information is available on the diversity website.

**Objective (4.2):** Promote dialogue and open communication between the College and groups primarily comprised of minority citizens.

### **Strategic Initiatives**

Conduct quarterly meetings between the College and various groups that represent minority citizens to identify and address concerns.

The Director has established communication with targeted minority communities through her involvement with Council on Aging, the Executive Board of the NAACP, Central Carver Foundation, the local chapter of Alpha Kappa Alpha Sorority, Inc., and the diversity committee for the Gadsden/Etowah County Chamber of Commerce. The Director attends scheduled monthly meetings and maintains an open dialogue of how the College can assist with the educational and economic needs of the communities.

The Diversity Liaison has established communication with the targeted minority communities through his involvement with the Calhoun County Chamber of Commerce Education Committee, Calhoun County Family Services Center, West Anniston Foundation, Anniston Community Family Foundation and the Hobson City Community & Economic Development Corporation. The Diversity Liaison attends scheduled monthly meetings and maintains an open dialogue of how the College can assist with the educational and economic needs of the communities, which has included increased awareness of the “the abilities to benefit” for those students without a high school diploma, GED certificate, or with low scores on the COMPASS test.

Any issues or concerns related to programs and services offered by the College are communicated to the appropriate department.

- a. Publish a quarterly Gadsden State Diversity Newsletter.

A newsletter has not been developed. However, the website contains an events tab and will be used to publicize announcements and news for diversity-related initiatives at the College.

**Objective (4.3):** Assist other community organizations in the development of diversity plans.

**Strategic Initiatives**

- a. Provide consultant services to community agencies.

Consultant services will be provided to community agencies upon their request.

- b. Conduct seminars and workshops for community agencies upon request.

Seminars and workshops for community agencies will be conducted upon their request.

- c. Organize collaborative efforts among municipal, educational, social, economic, and other groups to address and develop College service area diversity plans.

This initiative is ongoing.

- d. Strengthen the multicultural community advisory committee.

The Diversity Committee consists of college faculty and staff and members of the surrounding communities. A list of the Internal and External Diversity Council members, and information from the 2009 annual joint meeting of the Diversity Councils is behind Tab 1.

- e. Interact with middle school and high school counselors to identify minority students interested in underrepresented College areas, particularly science and mathematics.

Counselors from various departments of the school including, Career Transition, Talent Search, Upward Bound, and the Title III Program meet with students, including minority students to identify their educational and career interests, specifically as they relate to the programs offered by Gadsden State.

- f. Develop strategies to overcome barriers and win supporters for diversity initiatives.

The strategy to overcome barriers and win supporters for diversity is to provide more opportunities for education and training. This includes scheduling diversity training to insure that diversity initiatives are included in all unit plans, and by encouraging attendance to diversity-related events.

In support of this initiative, on October 21-22, 2010, thirty-six (36) Gadsden State employees attended the Alabama College System Human Resources Management Association Diversity Conference held in Birmingham. Information on the conference is behind Tab 4.

2010-2011 ADA: Danny Wilborn		Cabinet Member: Valerie Richardson		
Goal	Objective	Assessment Method	Findings	Use of Findings
Facilitate accessibility for students with disabilities in the online learning environment.	Offer at least one faculty training regarding online accessibility for students with disabilities during the 2010-2011 academic year.	Documentation of the training session(s) will be maintained in the ADA Office.	No faculty training sessions related to online accessibility were offered during 2010-2011. The regulations regarding this arena have yet to be published. President Obama has charged the DOJ (Department of Justice) with completing the long-awaited regulations regarding access to the Internet and online learning. After attending a second AHEAD Conference, it seems apparent that the process seems far from over.	Previously, it seemed prudent to wait for a finalized set of regulations, rather than presenting faculty with a moving target. A middle-of-the-road approach now seems prudent. Therefore, at least one accessibility training for the E Learning Committee will be conducted during 2011-2012. The results from the training session will aid in charting the course for the entire faculty's training.
	Offer at least one training session for the E Learning Committee.	Documentation of the training session(s) will be maintained in the ADA Office.	No training regarding online accessibility was offered to the E-Learning Committee during 2010-2011.	As stated above, it has seemed prudent to wait for a final set of regulations before offering such training. However, because of the lengthy duration of the regulations' finalization, it seems worthwhile to pilot online accessibility training for the E-Learning Committee during the 2011-2012 academic year. The results from the training session will aid in charting the course for training the entire faculty.
Serve as a College resource for current information regarding disability laws and regulations, as well as OCR Enforcement.	Notify College administration regarding trends in Disability Law, Regulations and Enforcement.	ADA Office will submit a report on the current status of disability law, regulations and enforcement to the Vice President during the 2010-2011 academic year.	The first report on the current status of the Americans with Disabilities Act (ADA) and its regulations will be produced during the fall of 2011 and will be based on information collected during the 2010-2011 academic year. The timing of the national Association on Higher Education and Disability (AHEAD) Conference in July of each year coupled with the fall semester entry point of most students with disabilities places the first feasible production time of such a report after the initial processing of the new students.	Not applicable until after the publication of the first annual report to the Vice President.
2010-2011 Admissions & Records: Jennie Dobson		Cabinet Member: Valerie Richardson		
Goal	Objective	Assessment Method	Findings	Use of Findings
Implement technology into the Admissions and Records functions	Develop and implement a plan to reduce the use of paper through	Obtain approval at the College and Postsecondary level for	State Board Policies state we must keep active paper records for 5	The destruction of these paper files put us in a position to redesign our

to improve efficiency and service to students	existing electronic document imaging systems.	"paperless" admissions and records procedures.	years. In Spring 2011, we were able to destroy three years of older records (older than 5 years). These records were scanned and are in electronic format only.	filing room and have much more space and capacity for future active files. We continue to scan all active files and destroy those paper files over 5 years old and inactive.
	Develop and implement a plan for electronic transfer of records.	Successful transfer and receipt of academic records between Gadsden State and other colleges and universities.	After much trial and error, we were unable to continue with our plan of sending and receiving electronic transcripts. After Sungard Banner is implemented, this project will proceed.	Unable to proceed at this time because of restrictions on system capabilities.
	Upgrade computer equipment in Admissions and Records Office.	Replacement of four computer stations.	We replaced three computers and have a fourth in line to be replaced by Spring 2012. Also, a new printer was installed in Admissions.	The newest and latest technology keeps the offices up to date in serving our students.
Continue to expedite student enrollment by processing applications for admission daily.	Evaluate transcripts received through the admissions office within an average of 5 days from the receipt of the transcript.	Sample of transcripts evaluated will be analyzed at week four, eight, and twelve of each Fall and Spring Semester.	After reviewing a sample of transcripts received, it was determined that evaluation of transcripts for transfer credit is done within 1-2 days of receipt. Transcript evaluation of high school transcripts is also done within 1-2 days unless it is during a peak (high volume) period where it could take up to 5 days.	We are constantly striving to improve the workflow in Admissions, especially in peak periods. Hopefully, the implementation of Banner will help with this process.
	Process transcript requests received by the Records Office within an average of five days from the receipt of the request.	Sample of transcripts evaluated will be analyzed at week four, eight, and twelve of each Fall and Spring Semester.	After reviewing a random sample of transcript requests, it was determined that transcripts are usually mailed within 1-2 days of receiving the request. At peak times of high volume, requests may take up to 4-5 days.	After Banner is implemented, the electronic transcript program can be installed and will help greatly in expediting these requests (sending and receiving).
	Students will express satisfaction with service received through the Admissions Office.	Students will express 90% satisfaction rate on Student Satisfaction Survey items related to the Admissions Process.	According to the results of the Spring 2011 Student Satisfaction Survey, 97% of Gadsden State students were satisfied with the services received through the Admissions Office.	We will strive to improve our customer relations and expedite our services.
Ensure that policies enacted by the State of Alabama Board of Education are followed.	Admissions and Records Office will fully implement all State Board of Education policies and Guidelines from the Chancellor.	State audits will find no incidents of non-compliance with State Board policies in the annual review of admissions records.	No audit findings were reported. The personnel in Admissions and Records are fully committed to implementing State Board policies and guidelines and work to stay abreast of any new procedures.	We will continue to be aware of new policies and procedures.
<b>2010-2011 Adult Education Services: Joe Cavender</b>		<b>Cabinet Member: Tim Green</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Adult Education Services will meet state mandated standards of	Student enrollment will increase by 10% as compared to the FY2009-	Accomplishment of this objective will be measured through data	Enrollment only increased by three students (or approximately	We will continue to strive to increase enrollment/retention by

performance as outlined in the Alabama Adult Education State Plan FY2010-11.	10.	entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	.015%) from the previous year.	10% for the 2011-12 year.
	Adult Education students earning their GED will increase by 5% when compared to FY2009-10.	Accomplishment of this objective will be measured through data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	The number of those obtaining a GED credential decreased by approximately 5%.	An analysis of the findings indicates that more of the students entering GED classes began at a lower level than GED-prep, which requires more time and work. We will continue to strive to meet the 5% increase during the 2011-12 year.
	Adult Education students who complete their GED credential and enter postsecondary education or job training will increase 15% when compared to FY2009-10	Accomplishment of this objective will be measured through data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	The number of students who obtained their GED credential and entered post-secondary education or job training actually decreased by 16 students from the previous year (24 for FY09-10 compared to 8 for FY10-11).	Analysis of the findings determined that students obtained their GED to enter the workforce instead of continuing their education. We will continue to strive to increase enrollment in post-secondary education or job training during the 2011-12 year.
Provide quality professional development opportunities for all Adult Education employees.	Provided three hours of local professional development quarterly for all Adult Education personnel with 85% participation.	Attendance rosters will be a matter of record.	Four professional development in-service sessions were held for the AE staff for FY10-11 with 87% participation.	New ideas for local professional development sessions to benefit the AE program employees will be determined for the coming year.
	Provide opportunity for all Adult education Services employees to attend the annual Alabama Association for Public and Continuing Adult Education (ALAPCAE) Summer Conference with 100% participation of full-time employees and a minimum of 70% participation of part-time employees.	Attendance rosters and registration list will be a matter of record.	The Department of Postsecondary Education canceled all professional development conferences during the year primarily due to proration in the state.	We will re-evaluate this objective for the 2011-12 year based on the availability of funding for the conference.
To provide other aspects of adult education services to enhance the educational advancement of those in our college service area.	To provide JOBS (Employment Preparation Skills) class the the Calhoun and Etowah County areas for those clients who qualify through the Alabama Department of Human Resources.	Accomplishment of this objective will be measured through data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	One full-time class was offered in Anniston and one part-time class was offered in Gadsden.	Additional state funding opportunities will be explored to allow offering two full-time classes, one in Calhoun County and one in Etowah County.
	To provide EL/Civics classes that will provide for those clients who are non-English speaking residents increased awareness of American citizenship, culture and language.	Accomplishment of this objective will be measured through data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	Two classes were offered with one in Calhoun County and one in Etowah County. A total of 72 non-English speaking residents were served during the 2010-11 year.	Funding opportunities will be explored to allow continued offering of these classes.

2010-2011 Applied Technologies: Melinda White / Vicki Albright				
		Cabinet Member: Tim Green		
Goal	Objective	Assessment Method	Findings	Use of Findings

To complete the final steps in the program certification process for Ayers Auto Collision Repair Technology, Diesel Technology and for the East Broad Auto Service Technology programs.	Successfully complete the self-study process, schedule the on-site Accrediting Team visit to obtain certification in the Ayers Auto Collision Repair Technology program.	To evaluate individual shop progress made toward these objectives.	Ayers Auto Collision Technology is currently finalizing details of the self-study and will then schedule the on-site visit.	We will attempt to complete the self study by December 31, 2011 then schedule the on-site visit.
	Successfully complete the self-study and on-site Accrediting Team visit to the Diesel Technology program.	To evaluate individual shop progress made toward these objectives.	Ayers Diesel Technology is currently finalizing details of the self-study and will then schedule the on-site visit.	We will confirm that the self-study guide is up to date and attempt to complete it by December 31, 2011 then schedule the on-site visit.
	Successfully complete the self-study and the on-site Accrediting Team visit to the Automotive Service Technology program.	To evaluate progress made on the self-study to ensure we are ready for the on-site Accrediting Team visit when the new facility is complete.	Certification was hinging on the completion of the new facility it was complete August 2011. Due to the time involved completing the new facility, a new self-study guide will be required.	We will obtain the current version of the self-study and complete it by December 31, 2011. Upon completion of the self-study the on-site visit will be scheduled.
To improve the Automotive Service Technology program by construction of a new 8,000 square foot facility.	Construction of the new building will be in compliance with requirements to achieve NATEF (National Automotive Technicians Education Foundation, Inc.) Industry Certification and will address critical workforce demands for skilled automotive technicians.	The Architect has been selected. The plans are in the final stages. Bidding process should be complete and actual construction should begin by June 2010. Projected completion during the first quarter of 2011.	The new Automotive Service Technology facility was complete August 2011 in time to begin the fall 2011 semester.	We will focus on completion of NATEF program certificate and ways to enhance training opportunities for students.
Upgrade Automotive Service Technology and Diesel Technology equipment to NATEF compliance.	To purchase three (3) lifts and one (1) front-end alignment machine for Automotive Service Technology and one (1) front-end alignment machine for Diesel Technology.	Availability and final approval of purchases from Perkin's Funds and/or technology money.	All lifts and front end alignment machines have been purchased, installed and are operational.	This equipment should enable both areas to be NATEF compliant.
To provide safety training and technical skill development for eligible instructors in the Applied Technologies Division.	Conduct on campus training sessions for forklift operation and OSHA regulations.	Develop a list of instructors who would benefit from this training. Check for completion of training and certifications obtained.	Applied Technology instructors who have completed forklift training are: Lamar Gifford and Gary Udaka. Those who need to have forklift and OSHA 10 training are Frank Miller, Joe Mashburn, Tony Bolton and Heath McDaniel.	We will schedule the forklift training through Jack Mayfield and Stephan Stuelp. We will schedule OSHA 10 during the 2011-2012 year.
To increase the Materials and Supplies line (641) of the Welding Technology budget to \$65,000. This increase is necessary to compensate for increased enrollment and prices of consumables. This amount was based on last year's actual welding expenses.	To continue to provide high quality training experiences to all students in the Welding Technology program.	Requested: Materials and Supplies line 641 of the Welding Technology budget increased from \$49,400.00 to \$65,000.00 in the 2010-2011 budget.	The 2010-2011 Budget Line 141 (Materials and Supplies) was reduced to \$45,614.00.	We will continue to request the increase because money is continually being transferred from other budgets for welding supplies.
To maintain a safe, clean environment in the Welding	To begin a cycle of filter replacement for the Clean Air	Requested: \$5,000.00 to be added to the maintenance line (606) of	The requested \$5,000.00 was not added to the Maintenance Line	We will continue to request that \$5,000.00 be added to the

Technology departments.	America Welding booths in the Welding Technology departments. The booths in the East Broad Welding I are due to be replaced now. The Ayers filters should be replaced next year and the East Broad Welding II the following year.	the 2010-2011 Welding Technology budget.	(606) of the Welding Technology budget. Welding I filters were replaced with money from the Technical Dean's budget. The Ayers filters were replaced by Ayers Maintenance and Welding II is still in need of replacement.	Maintenance Line (606) of the 2011-2012 Welding Technology budget.
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<b>2010-2011 Arledge Center: Pam Clough</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>

To recruit potential adult students and familiarize them with the collegiate environment and processes.	To increase by 3% the enrollment rates of adult students served by the Arledge Center.	Using reports generated by the computer center, we will compare enrollment rates of adult students from one year to the next.	During the 2010 - 2011 academic year, there were 4,080 students enrolled over the age of twenty-five, which is 41% of the total student population of 9,950. This was a 5% increase over the 2009 - 2010 academic year of 3,813.	The adult student population is increasing yearly; the importance of recruitment will continue to be emphasized, yet retention activities are becoming increasingly important.
To provide guidance for clients as they explore possible educational/career opportunities.	To increase by 3% the number of Arledge Center clients served.	A comparison of the records kept by the academic tutor and the coordinator will show a 3% increase from one year to the next.	Records show that on the average, 200 students per month were served through the Arledge Center. These individuals used the computer services, tutoring services, or book loan program at least once during the month. The majority visited more than once. There was a maximum of 240 students during November and again in April. The months of May, August, and December had the lowest attendance, but those are also the months with the least amount of academic days. This is an unprecedented increase of 471% over the 420 students who were served during the 2009 - 2010 academic year.	Adult students (many who do not qualify for the Trio programs) are utilizing the services offered through the Arledge Center which is helping with retention strategies.
To continue offering both individualized and comprehensive services (e.g. child care, book loan, tutoring, etc) which are designed to help non-traditional students overcome obstacles that often lead to "drop out".	To provide childcare services for student- parents at least from October when the grant ends until the end of fall semester. This will prevent these student-parents from dropping out and will help with retention.	Payroll sheets will determine whether or not we were able to pay workers.	Thirty-eight student-parents used the childcare services during the 2010 - 2011 academic year; many used the services all three semesters. Of these student-parents, only one dropped out of their course of study, thirty-three stayed in school to continue their education, and four completed their programs and/or transferred to four-year institutions.	Student-parents who have childcare available to them are staying in school, continuing their education, and completing their programs.
	To ensure that the services offered are relevant to the student's needs.	Students will be sent survey forms at the end of the semester, results	Survey results are 90% favorable.	The Arledge Center will continue to evaluate its services and use the

		should reveal at least a 75% satisfaction rating.		results or comments from these evaluations to change or improve services.
To conduct retention activities, including distribution of lifeskills packets and materials, speaking at ORI 101 classes, and reorganizing the AWARE support group.	Students will be equipped with information to help them overcome obstacles which interfere with their educational experience.	Outlook Calendar will reveal at least two retention activities planned for the Fall and Spring semester.	Life Skills packets and Channing Bete materials are available for all adult students at both Arledge Center locations (Beck Field House and Brown Hall). In addition to these locations, materials have been displayed in the student lounge, Inzer breezeway and the lobby of Allen Hall. These materials have a label with contact information. Orientation classes (and the ORI workbooks) cover information which refers adult students to the Arledge Center.	The materials are being picked up by students. It can be assumed they are utilizing the contact information since the number of students being served by the Arledge Center has increased.
	Support groups will be available on all campuses.	Outlook Calendar will reveal at least 1 AWARE meeting on each campus.	Again this year we attempted the AWARE meeting on the Wallace Drive campus - it was unattended. When we asked adult students why they did not attend the meeting, we received the same answer every time - they have too many obligations to spend time meeting. Distribution of materials that they can read at their convenience seems to be the best way to reach adults with helpful suggestions.	This objective should be eliminated; adult students are too busy to attend the AWARE group meetings.

**2010-2011 Assistant to the President and Professional Development: Jennie Dobson** Cabinet Member: President

Goal	Objective	Assessment Method	Findings	Use of Findings
To improve professional development activities for the diverse Gadsden State Faculty and Staff by expanding our scope of interests by receiving input from all employees.	An email survey questionnaire was sent to all employees in June 2009. The Professional Development Committee is still using these requests for the 2010-2011 year.	Utilize the results of the June 2009 survey for use in next year's planning.	Eight items from the 2009 survey were chosen by the Committee to be addressed in the 2010-11 year. Different committee members were charged with the logistics of each event. All events were scheduled and presented on campus.	Since these events were requested in the employee survey of 2009, professional development needs were met. Future meetings will continue to satisfy requirements.
To offer at least one nationally-known professional development speaker at an event on campus and one event featuring a minority speaker on campus during the 10-11 year. These events would be based on survey results.	All employees will attend an event on campus that is advantageous to their professional development plans.	Record all events and roster of attendees.	An all-employee meeting was held on campus August 16, 2010 with the nationally-known speaker, Dr. Sanford Shugard. Seven other activities were held throughout the year for all employees.	Dr. Shugard's presentation was entitled "Designed for Learning" and was informative for all employees. All events for the 2010-11 year were well supported and well attended.
To continually improve and	Incorporate new changes of the	This would be accomplished by	While there were no specific	LDI participants use all the

continue the on-going in-house education of our employees through the Leadership Development Institute (LDI) program.	Alabama Community College System and/or Gadsden State into the LDI program.	discussing program agendas with each Executive Staff member while planning their respective programs.	changes to be made, updates were made in each session of LDI to keep class participants updated on the latest news and policies.	information they learn in LDI in their current positions and also share with co-workers.
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To assist the President with various administrative functions in a timely manner as requested.	To provide the requested material or information to the President as needed in order to support Gadsden State and the President in his duties and obligations.	Review all assignments to check for accuracy and timeliness.	This outcome was eliminated with an reorganization of this position.	Does not apply.
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<b>2010-2011 Assistant to the President for Quality Assurance: Lisa Thacker</b>				
		<b>Cabinet Member: President</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>

Maintain an organizational unit of the College to promote an atmosphere of compliance and quality within the institution.	Ensure the College is in compliance with all polices, regulations, and the State that govern the Department of Postsecondary Education within Alabama.	1. The Employee Handbook will be revised annually to reflect the current policies of the State Department of Postsecondary Education. 2. Audits performed 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.		
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The Assistant to the President for Quality Assurance (APQA) will ensure that all departments under her supervision are successful in their missions.	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.	A minimum of 90% of the respondents to annual evaluations and surveys will indicate an understanding of the polices of the College in the area of Diversity and Compliance.		
	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.	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.		
	Ensure that student-athletics 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.	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.		
	Ensure that the Human Resources Department follows State Board of Education, Department of Postsecondary Education, College policies and procedures, and federal employment laws.	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.		
	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.	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.		
The APQA will provide administrative assistance to the President's Office.	Provide administrative assistance to the President's Office by reviewing external contracts as assigned by the President.	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.		

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.	To process Student and Employee Title IX harassment claims in accordance with local, state, and federal laws.	Were all Student and Employee Title IX harassment claims processed.		
	The College will operate in accordance with Title IX.	Title IX complaints will result in no court decisions or findings against the College		
The APQA will chair the Internal Audit Committee in order to ensure use of proper administrative procedures by all areas of the College.	The Internal Audit Committee will perform at least one audit in each of the College's administrative areas per year.	The Office of Quality Assurance will maintain documentation verifying at least one (1) internal audit and report per administrative area per year.		

**2010-2011 Associate Degree Registered Nursing Program: Connie Meloun / Susan Tucker** Cabinet Member: Martha Lavender

Goal	Objective	Assessment Method	Findings	Use of Findings
Prepare students for licensure and successful practice as registered nurses.	Graduates will pass the NCLEX exam on their first attempt.	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. 90% of students will pass the Comprehensive Assessment HESI exam with a score of at least 850 in 3 attempts.	1. 89.2% of graduates (83/93) passed the NCLEX-RN examination on the first attempt during the 10/01/10-9/30/11 testing period. 2. The rate of 89.2% for RN graduates exceeded the state average of 88.1% and the national average of 87.8%. 3. 77/93 or 82.8% of graduates met the benchmark of 850 in two attempts on the comprehensive Hesi exam. Students chose to attend the live NCLEX-RN review rather than attempt the third HESI exam.	These results indicate that graduates are generally prepared upon graduation from the nursing education program and exceed comparable groups. Ten of the sixteen students (77/93) that did not meet the benchmark set for the comprehensive HESI exam were successful in passing NCLEX-RN on their first attempt. Six of the eleven students who were not successful in their first NCLEX-RN attempt were in the group of students who did not meet the benchmark. All of these students were required to attend a "live" NCLEX-RN review. The overall success validates the use of case studies, individualized remediation, and alternative teaching methods that have been implemented. The advanced simulation labs and a comprehensive online remediation and testing system offer an individualized educational experience. Remediation will be implemented from the first core nursing course for the all RN classes.
	Student's will demonstrate competency in theory and practice as evidenced by: a. communicating effectively in the health care setting. b. administering medications safely.	2a. #1. 90% of students will demonstrate satisfactory communication techniques appropriate to the nurse-client-family relationship in the Clinical Evaluation Tool in NUR 201 and	2a#1. In NUR 201(655 responses) and NUR 203 (280 responses), 100% of students were evaluated as satisfactory on the clinical evaluation tool under "demonstrates basic therapeutic	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

<p>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.</p>	<p>NUR 203. 2a. #2. 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." 2a. #3. 90% of students will score 850 or above on the comprehensive assessment exam in NUR 203 in the NLNAC accreditation category of therapeutic communications and the AACN curriculum category of communication in three attempts. 2b. #1. In each clinical nursing course, 95% of students will demonstrate competency when administering medication on the clinical evaluation tool in NUR 105 and NUR 203. 2c. #1. 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the "Assessing and Planning Care" section in NUR 105 and NUR 203. 2c. #2. 90% of students will score 850 (benchmark determined to predict probable success for licensure exam) or above on the comprehensive assessment exam in NUR 203 in each of the Nursing Process categories of assessment, planning, and implementation in three attempts. 2d. #1 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the "Implementation" section for the Provider of Care Role in NUR 105 and NUR 203. 2e. #1. 95% of students will be evaluated as "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the sections Critical Behaviors and Competent Nursing Skills. 2a-e. #1. On the Six Months Post</p>	<p>communication techniques within the nurse-client relationship." 2a#2. On the End of Program Student Satisfaction Survey, 97.85% of students (n=93)indicated agreed or strongly agreed in the category the program enabled me to communicate effectively with patients/family/health team members." 2a#3. On the comprehensive HESI assessment exam, 63/92 or 68.5% of RN graduates met the benchmark of 850 on the NLNAC Accreditation Category of Therapeutic Communications; 56/92 or 60.9% met the benchmark of 850 on the AACN Curriculum Category of Communication in two attempts. 2b#1. On the clinical evaluation form, 92.59% of students (376 responses) in spring semester NUR 105 and 79.29% (280 responses) in NUR 203 were evaluated as satisfactory in the category demonstrates the five rights of medication administration by preparing and administering medications correctly. 18.29% were evaluated as "not observed" in these courses. Cumulatively, 86.93% of students were evaluated as satisfactory in the category demonstrates the five rights of medication administration by preparing and administering medications correctly. 2c#1. On the clinical evaluation tool, 97.88% of students in NUR 105 and 99.64% of students in NUR 203, spring semester were evaluated as satisfactory (above 75%) in the assessment portion: begins to cluster data to assist in problem identification . On the clinical evaluation tool, 96.3% of students in NUR 105 and 100% of students in NUR 203,</p>	<p>recommended levels of competency with comparable groups of students. In HESI categories that were below the expected benchmark, remediation will be incorporated into the curriculum and in specified courses. Instructional modules and faculty presentations will be analyzed based on testing results. 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 in electronic medical records, medication distribution systems, and best practices. Opportunities for educational training will be evaluated. Instructional materials are outdated and/or worn and need continuous and progressive evaluation. New supplies, manikins, beds, and simulation equipment are being obtained as funding allows. The library of visual teaching materials and hands-on models need updating to facilitate student learning. Additional video equipment is needed for each classroom and the simulation lab. Educational opportunities for faculty are needed to ensure best practice methodology in nursing education.</p>
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		<p>Graduation Survey of graduates- 80% or higher of those responding will indicate that clinical competence was achieved.</p>	<p>spring semester were evaluated as satisfactory (above 75%) in the the planning portion: selects nursing interventions to eliminate or reduce the etiology and measure the evidence in the outcome statement for each nursing diagnosis . 2c#2. On the comprehensive HESI assessment exam, 79/92 or 85.9% met the benchmark of 850 in the assessment category under nursing process; 70/92 or 76% met the benchmark of 850 in the planning category under nursing process; and 68/92 or 73.9% met the benchmark of 850 in the implementation category under nursing process in NUR 203. 2d#1. On the clinical evaluation tool, 98.94% of students in NUR 105 (376 responses)and 100% of students in NUR 203 (280 responses) were evaluated as satisfactory in the category, "provides care consistent with developmental, cultural, physical, and psychosocial, and spiritual aspects of the client". An overall (656 responses) evaluation of satisfactory was achieved for 99.39% of RN students in the category. 2e#1. On the clinical evaluation tool, 97.62% of students in NUR 105 (375 responses)and 99.29% of students in NUR 203 (280 responses) were evaluated as satisfactory in the category, "nursing skills performed competently and in sufficient number". 2a-e#1. On the Six Month Post Graduate Survey, 100% graduates (N=24) responded that they were "prepared," "well-prepared," or "very well-prepared" in clinical competency when performing skills.</p>	
	<p>To provide students with technologically advanced skills training equipment, supplies and</p>	<p>1. End of course and end of program evaluations: 90% of students will strongly agree or</p>	<p>1. On the End of Course Evaluation, 92.85% of students (759 responses) indicated</p>	<p>These results indicate the nursing education program provides strong preparation in the areas of clinical</p>

<p>computer software necessary to teach up-to-date nursing theory and skills.</p>	<p>agree they had access to equipment, supplies and computer software needed to learn in order to provide competent patient care. 2. Six-Month Post-Graduation Survey: At least 80% of GSCC graduates will express a minimum of a "prepared" level of satisfaction regarding clinical competencies. 3. Six-Month Employer Survey regarding the clinical competencies of the GSCC RN: At least 80% 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 GSCC RN after 6 months or more of practice, at least 80% will express a minimum of a "prepared" level of satisfaction.</p>	<p>agree or strongly agree in the category supplies and equipment necessary for program available . On the End of Program evaluation, 91.40% (93 responses) indicated agree or strongly agree in the category "resources for this program (audiovisuals, computer programs, laboratory supplies, clinical facilities) met my learning needs". 2. On the 6 Month RN Post Graduation Survey, 100% of graduates (n=24)indicated they were prepared , well prepared , or very well prepared under the category demonstrates competency when performing skills. 3. On the 6 Month Employer Post Graduation Survey, 92.0% of employers (n=25)indicated that graduates were prepared , well prepared , or very well prepared under the category prepared clinical competency when performing skills. 4. On the 12 Month Employer Post Graduation Survey, 100% of employers (n=34)indicated that graduates were prepared , well prepared , or very well prepared under the category demonstrates clinical competence and independence in providing care to a group of patients.</p>	<p>skill and competent practice. In the changing healthcare environment, technology advances often outpace resources. In order to provide current training in this area, additional simulation manikins/products and computerized equipment are necessary to continue state-of-the-art education.</p>
<p>Graduates will become a member of the community workforce.</p>	<p>Six-Month Post Graduation Survey 1. 90 percent of respondents who seek employment will be employed in nursing within six months post-graduation in their own geographic area. 2. 90 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</p>	<p>1. On the Six Month Post Graduation Survey, 79.17% of graduates (n=24)reported that they were currently employed in nursing at a reasonable distance from home. 2. On the Six Month Post Graduation Survey, 16.67% of graduates (n=24) reported that they experienced difficulty in obtaining full-time employment in nursing. 54.17% indicated no on the survey on the question, experienced difficulty</p>	<p>These findings continue to reflect the trends in state and national markets for nursing employment. Many area hospitals have altered hiring policies and staff ratios 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. As the economic problems persist in healthcare, positions in nursing will be affected.</p>

		agency for which they work.	in obtaining full time employment if desired . There was a 29.17% N/A response. 3. On the Six Month Post Graduation Survey, 79.17% of graduates (n=24) reported that they made salaries consistent with area salaries.	
Maintain Alabama Board of Nursing approval and NLNAC accreditation.	NCLEX pass rates will be at the required set standards of the Alabama Board of Nursing for continued program accreditation.	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.	89.2% of graduates (83/93) passed the NCLEX-RN examination on the first attempt during the 10/01/10-9/30/11 testing period. The Alabama Board of Nursing standard for NCLEX-RN pass rate in 80%.	Standardized specialty and/or comprehensive testing has been incorporated into the nursing course sequence to obtain reliable and valid data measurement and provide comparison with state and national norms. All NUR courses except Pharmacology will administer a HESI examination as a final exam. Student comprehension will be analyzed and individualized remediation will be provided. Students will be offered a second version and attempt to achieve the benchmark of 850. Curriculum and instructional effectiveness will be examined through this standardized testing initiative.
	Follow set standards by NLNAC for continued program accreditation.	1. Maintain NLNAC accreditation. 2. Meet all monthly NLNAC SEP agenda during the calendar year.	1. The nursing education program maintains NLNAC accreditation through Fall 2013. 2. The monthly NLNAC Systematic Evaluation Plan (SEP) was maintained throughout the calendar year. Evidence is provided in GNFO faculty meeting minutes and agendas. Ongoing evaluation and necessary modification of the SEP will ensure currency and consistency of program results.	Continuous monitoring of documentation and adherence to NLNAC Standards for the RN nursing education program will be maintained. Monitoring of the NLNAC Standards and compliance are continuously performed throughout the program structure. The use of computerized data documentation and statistical data analysis is needed to streamline information and provide effective feedback. Faculty will be active in the process of program evaluation. Information management technology and software are needed to comply with accreditation protocols. A designated faculty or staff member is needed to perform data analysis. Data analysis is required to define patterns, trends, and outcomes. Faculty members will be knowledgeable and assume assigned roles to ensure NLNAC standard compliance.
	Maintain qualified (Master's	1. All full-time faculty will have a	1. All full-time and part-time	The importance of professional

	<p>degree or higher and experience) number of nursing faculty in all speciality fields (Adult Nursing, OB, Pediatrics, Psychiatric, and Critical Care).</p>	<p>minimum of a master's degree in nursing and at least three years of full-time clinical practice. 2. 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. 3. Encourage certification and advanced practiced educational opportunities for full and part-time faculty. 4. Provide continuing education opportunities for professional development.</p>	<p>faculty have a master's degree or higher. No new faculty members were hired full-time this year. A full-time faculty position is open and candidates are being considered by a College Search Committee. Only candidates who meet minimum requirements of a master's degree in nursing and have three years experience will be considered. Three full-time faculty have earned doctorate degrees. Two faculty are currently in a doctoral program in nursing. 2. All full-time faculty have a minimum of three years clinical practice. 3. Faculty are encouraged to pursue advanced degrees and/or certification in specialty areas. One faculty member is currently enrolled in an EdD program in Nursing Education. One part-time faculty member is currently enrolled in a DNP program. One full-time faculty member obtained national certification as a Certified Nurse Educator in fall, 2010. 4. Faculty attend conferences as funds are available. Educational offerings and professional development for nursing faculty are provided on site and available to all faculty at no charge. A professional development day is held in the spring annually to provide educational offerings to the nursing community. 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.</p>	<p>development and continued education in nursing is always a program consideration. Advancement in nursing education will be encouraged for faculty as well as increased professional development in technology and best practices. Inservice and professional programs will be investigated to provide new and current knowledge. Travel expenditures for workshops and conferences are limited and priority requests must be examined. Grants and educational monies continue to be pursued to fund faculty participation in educational opportunities. Faculty attended multiple state and local educational and/or professional offerings. Eight faculty attended the NLN self-study forum in Atlanta/Orlando. Several faculty attended a free simulation training course/update in Atlanta. One faculty member was invited and participated in NCLEX writing forum. All faculty received continuing education credits in nursing during the year.</p>
<p>Acquire additional advanced virtual training and simulation equipment for student instruction</p>	<p>Students will utilize virtual training scenarios and simulation equipment in the laboratory setting.</p>	<p>A. 100% of students will participate in faculty-guided laboratory hands-on instruction scenarios using simulation models/manikins.</p>	<p>All RN students were required to participate in scheduled simulation exercises provided and monitored by faculty. These simulation experiences were</p>	<p>Students were able to perform nursing activities under faculty-guided expectations. Select clinical situations and experiences were presented and students were able prepare, react to</p>

			conducted in NUR 102, NUR 105, NUR 201, NUR 202, and NUR 203. These experiences were used as clinical hours for the students and evaluated by the assigned clinical instructor.	the clinical situation, and be debriefed with a clinical instructor. A SimMan and a birthing simulator have been added for fall semester. A SimBaby and pediatric simulator are needed for student instruction.
Increase student retention rates by 20%.	Enhance course offerings to allow students to progress at a slower rate.	A. Prepare individualized alternate tracks for students upon request and upon withdrawal and/or failure of one or more nursing courses. B. Track students for course success and curriculum progress through monthly attrition reports. C. Offer individual faculty-guided remediation plans for students based on HESI assessment testing.	1. Students who requested a part-time option or were unsuccessful or had to withdraw from a NUR course were counseled and offered an individualized program of progression. 26 RN students requested a part-time option or to be reinstated (resequenced) into the associate degree registered nursing course progression during the 2010-11 academic year. 2. Faculty prepare and submit a monthly attrition report each semester to the Program Director. Students who have an average less than 75% are counseled by the course coordinator. In all academic counseling, individual recommendations are provided to the student and documented. 3. HESI assessment testing is used a final course evaluation in NUR 102, NUR 103, NUR 105, NUR 106, NUR 201, NUR 202, NUR 203 and NUR 204. Students are given two opportunities to test. Individualized remediation based on the first HESI is provided prior to the second attempt.	Additional counseling and advisement will be offered to promote student retention and remediation. Student tracking through attrition reports and HESI standardized testing provide individual and specific remediation guidelines for each student. Additional visual aids and tutoring services are needed to improve student success. Additional faculty are needed to provide individual student advisement and counseling.
To create an environment of cultural awareness/competence in the nursing education program.	Faculty and students will demonstrate awareness of health practices in a diverse society.	A. Incorporate individuals of diverse backgrounds into the Nursing Advisory Committee. B. Provide a student led and faculty-guided cultural awareness day in NUR 102 to explore various beliefs and cultures. C. Encourage faculty training and continuing education in areas of cultural competence.	1. 5/25 or 20% members of the Nursing Education Advisory Committee are from a diverse background. The Committee has representation from African American, Hispanic, and Caucasian members. 2. In NUR 102, students are assigned in a group to study and present in the classroom a cultural project. Health beliefs, nutritional preferences, communication, religious beliefs, and behaviors associated with various cultures and countries are examined. 3. All faculty complete College-wide	Efforts will continue to offer communication to faculty and staff regarding cultural awareness. Appropriate multi-media offerings will be examined for use by faculty. Consideration will be given for qualified individuals who apply to fill vacant faculty and staff positions. Human Resources will be asked to advertise available nursing positions in diversity publications.

diversity training. Participation in diversity workshops and programs concerning cultural awareness is encouraged. Information concerning diversity is shared throughout the year by the Director of Diversity and Compliance with faculty through college-wide email. Manikins and models for student learning represent diverse populations.

2010-2011 Athletics: Michael Cancilla		Cabinet Member: Jim Jolly		
Goal	Objective	Assessment Method	Findings	Use of Findings
To ensure the success of the student-athlete by encouraging involvement in the total College experience, instilling pride in their achievements as they strive for excellence.	All student-athletes will be involved in at least one non-academic opportunity offered by the College to realize their full potential for successful transfer and graduation at a four-year college.	1. 100% of student-athletes will participate in the Athletic Orientation, which covers all student service areas of the College. 2. Compare the number of Gadsden State student-athletes who transfer or are offered scholarships to a four year college to the previous year. 3. 85% 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.	1. 99% of the expected student-athletes attended the orientation based on a required sign-in sheet. The one person not in attendance met with the athletic director. 2. 17 out of a possible 41 (41%) received four year scholarship offers to continue their playing career. There was a 4% increase in offers from 2009-10. 3. 82% agreed/strongly agreed with this statement.	The primary factor for not receiving a scholarship amongst those who were eligible to continue on was that they no longer wanted to participate in intercollegiate athletics at the four year level. Athletics will continue to work for 100% of all athletes who want to continue playing at a four year institution.
	100% of student-athletes will be academically successful by maintaining an overall 2.0 GPA.	Analysis of the student progress reports returned to the coaches will be made.	107 out of 114 (94%) had a 2.0 gpa or higher.	The utilization of progress reports, 3 times per semester and follow-up with faculty assisted with the tracking of each athlete. Athletics will continue to strive for 100% success.
Promote a commitment to a diverse athletic student and staff population.	The student-athlete and staff population of the Athletic Department will reflect a commitment to diversity and be comparable to the general student population.	The percentage of minority student-athletes and female student-athletes will be compared to the general student population percentage of minorities and females.	57% (65 out of 114) of the athletes are female compared to the 61% female students of the general population. 21% (24 out of 114) of the athletes are minorities compared to the 23.5% minority students of the general population.	Athletics is comparable to the general population. Coaches will be reminded (in meetings and correspondence) to continue recruiting minority athletes with talent and ability.
	Strengthen and enhance the human resources of the Intercollegiate Athletics Department by providing diversity professional development opportunities for the coaching staff.	Document that department personnel have attended at least one professional development activity related to diversity.	The coaches attended the athletic orientation that has a diversity component.	Coaches will be notified of all additional campus offerings regarding diversity and will be encouraged to attend.
Provide student activity	To provide the overall student body	1. Analysis of weight room sign in	1. The weight room averaged 30	The proper notification regarding

opportunities for students who do not compete in intercollegiate athletics, recognizing the varying needs of the diverse student population at Gadsden State.	with opportunities to participate in recreational and wellness activities, promoting mental and physical health, as well as attending athletic events.	sheet will indicate an increase of the number of students using the weight room facilities during supervised hours of operation. (This would also apply to the pool if and when it is reopened.) 2. 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.	people/day fall semester and 40 people/day spring semester compared to the 2009-10 usage of 31 per day in the fall and 38 per day in the spring. 2. 89% of the respondents agreed/strongly agreed that intercollegiate athletics provided appropriate opportunities for students to attend.	the weight room and athletic events throughout the year will be done as well as continuing the proper annual maintenance and addition of weight room equipment as needed.
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.	Improve the appearance and usability of the tennis courts for use by the team, physical education classes, and other students.	1. Maintain and review the list of projects completed to upgrade athletic facilities and/or equipment and amount of dollars spent on those projects. Verify that the tennis courts were refurbished. 2. 90% of the student-athletes Agree or Strongly Agree that the facilities and equipment at Gadsden State were adequate for the sport. 3. 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.	1. No renovations were completed/attempted due to the Chancellor's mandate and the decision to drop the men's varsity tennis starting in 2012. 2. 76% agreed/strongly agreed with this statement. 3. 66% agreed/strongly agreed with this statement.	The athletes are equipped with new practice/game gear as well as with new equipment yearly. The facilities are showing their age. Considerable renovations are needed on all of the athletic facilities, to include air conditioning for the gym in Beck Field House. Renovations/upgrades have been suspended as of 07/27/07 due to the previous Chancellor's moratorium of athletic facilities. This does create a competitive disadvantage for the coaches when recruiting against other two-year colleges who are not following the mandate. Planned general maintenance is scheduled to ensure that the facilities are maintained as well as possible until issues outside of the Athletic Department's control are resolved.
	Promote the College and athletic program by hosting state wide collegiate events.	Verify that Gadsden State is host to 2-3 state wide events annually.	Gadsden State hosted the cross country championship for 2010.	Gadsden State placed bids for the ACCC cross country and volleyball championships. We were awarded the cross county events. Gadsden State also continued to host the Etowah County boys and girls basketball tournament for the third consecutive year at Beck Field House.
<b>2010-2011 ATN/TBI: Gregg Bennett</b>		<b>Cabinet Member: Tim Green</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Conduct for business and industry	Maintain 90% effectiveness rating	Conduct survey annually of clients	Analysis of the annual surveys	Effective service to clients will

timely, premium quality, customized service projects at a reasonable cost and with flexible scheduling to meet industry scheduling constraints.	on employer annual survey.	or employers served through customized training courses.	conducted of clients and employers served through customized training courses indicates a satisfaction rate of 95%.	continue through maintaining flexibility in meeting clients' needs.
	Maintain 4.75(out of 5.00)rating on individual project impact surveys.	Annually schedule individual review of each training project by an outside agency.	Analysis of the NIST surveys that were completed on each project indicates that a quality rating of 4.75 (out of 5.00) was maintained.	NIST surveys will continue to be conducted on all projects to monitor and ensure quality.
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.	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.	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.	Twenty-five training projects to educate the workforce were successfully completed with 17 affiliates and partners. Each semester's activity was entered as required in the Internal Post-secondary System.	Continue to respond to industry and offer workforce-relevant training projects. Activities will continue to be reported timely and accurately.
	Upgrade the Health, Safety and Environmental training materials to meet evolving client needs and industry market demands.	Successful acquisition of the Health, Safety and Environmental training materials	Videos and other instructional materials were purchased to update the Health, Safety and Environmental training materials to stay abreast of evolving client needs and industry market demands.	Engage in ongoing efforts to maintain updated instructional materials and ensure proper duplication, as required.
Expand training for business and industry programs for existing employees to better serve the current and future workforces.	Increase courses and number of students involved in training conducted by 5%.	Evaluate training information provided by the college Instructional Activity Report and ATN quarterly reports on an annual basis.	Analysis of training information provided by the college Instructional Activity Report and the ATN quarterly reports indicate that courses and attendance increased by 15%.	Industry outreach efforts will continue as well as efforts to quality, relevant service delivery.
	Increase the number of individual companies served through the Alabama Technology Network and Training for Business & Industry by 5%.	Evaluate training information provided by the college Instructional Activity Report and ATN quarterly reports on an annual basis.	Analysis of training information provided by the college Instructional Activity Report and the ATN quarterly reports indicate that the number of individual companies served through ATN and TBI increased by 7%.	Efforts will continue to progressively serve individual companies to increase service base.

**2010-2011 Ayers Campus: Michele Conger** Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
To recruit and serve students in our services area and provide opportunities to help them achieve their educational goals.	Increase student enrollment by 5% on the Ayers Campus.	The DAX enrollment reports will be compared for each semester of the year and compared to last year's official enrollment as determined by DAX in order to measure enrollment gains or losses.	Official enrollment data for the Ayers Campus has the Spring 2011 enrollment at 1,744 and the Spring 2010 enrollment at 1,570. This represents a decrease of 10%.	The Ayers Campus Director and staff will look for ways to provide additional course offerings as well as continue providing excellent customer service.
	Increase use of campus facilities by business and industry.	The room utilization chart maintained by the Academic Liaison at Ayers as well as the	Training has been provided on campus for the law enforcement partners of the East Alabama	The Ayers Campus will continue to provide courses and/or facilities as requested by business and

		calendar for the library will be used to track the number of businesses and industries utilizing the facilities.	Traffic Safety Office. Faulkner University continues to utilize the Ayers Campus as an off-campus site for their courses.	industry.
Maintain and build new relationships within the community to enhance visibility and promote the College.	Increase participation in events with the Calhoun County Chamber of Commerce and other community organizations such as the Calhoun County 8th Grade Career Awareness Expo, Youth Leadership Calhoun County, and Leadership Calhoun County.	The number of participants from GSCC participating in Leadership Calhoun County, Gadsden State LDI, and Youth Leadership will be tracked using the agendas, graduate lists, and group photos of different events.	The Ayers Campus co-sponsors and hosts annual 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 the following meetings/events: Hobson City Community & Economic Development Consortium, Substance Abuse Prevention Advisement Coalition (SAPAC), Weed & Seed Community Grant Committee, "Underage Drinking" training for the Agency for Substance Abuse Prevention (ASAP).	The Ayers Campus will continue to increase public awareness of its availability to assist the community with events.
Ensure availability of updated technology on campus.	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."	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.		
	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."	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."	The responses from the Fall Semester 2011 (issued November 2011) Employee Evaluation of College and Services indicated that 99% of the employees responded that they "Strongly Agree" or "Agree" to Question 4: "Technology equipment meets my workplace needs."	The Ayers Campus Director will continue in conjunction with the campus faculty and staff to identify areas in need of updating equipment or increasing technology on campus. Recommendations for purchase or plans to purchase the needed equipment will be made.
Aesthetically enhance the campus and ensure its maintenance & security for students, employees, and guests	Purchase outdoor furniture 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	Examine the results of the annual survey to 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	The responses of Ayers' students on the Spring Semester 2011 Student Evaluation of Campus and Services indicate that 95% of the students responded that they "Strongly Agree" or "Agree" to Question 5, "Overall, I am	The Ayers Campus Director and the maintenance staff will continue to identify areas in need of improvement on the college grounds and in the buildings.

	at the college."	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.	satisfied with the maintenance at the college."	
	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."	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."	The responses of Ayers' students on the Spring Semester 2011 Student Evaluation of Campus and Services indicate that 100% of the students responded that they "Strongly Agree" or "Agree" to Question 2, "Campus buildings are clean."	The Ayers Campus Director and the maintenance staff will continue to diligently monitor for cleanliness of the buildings and grounds.
	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."	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.	The responses of Ayers' students on the Spring Semester 2011 Student Evaluation of Campus and Services indicate that 97% of the students responded that they "Strongly Agree" or "Agree" to Question 1: "Overall, I feel safe & secure on campus."	The Ayers Campus Director and security staff will continue to diligently monitor the college grounds and buildings, looking for ways to keep the employees and students as safe as possible.

2010-2011 Business Division: Angela Waits Cabinet Member: Jim Jolly				
Goal	Objective	Assessment Method	Findings	Use of Findings
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.	At least 90% of the course content specified on the syllabi for GSCC courses offered through the Business Division will be the same as the content of equivalent courses from other two-year colleges and from senior institutions as determined by a comparison of course syllabi from selected postsecondary institutions.	Review course descriptions and syllabi at two-year and four-year colleges in Alabama. Talk with instructors from business programs at other colleges.	Instructors have communicated with representatives from various 4-year colleges in Alabama to ensure the content of the business courses at Gadsden State is comparable with the courses at those schools. There is also communication with representatives from the Alabama Association of Higher Education in Business member institution to determine that there were no significant differences in the course content and expected student outcomes in the transferable business courses offered by Gadsden State and the equivalent courses offered by other AAHEB institutions.	Expected student outcomes will continue to be monitored to assure the business courses offered at Gadsden State are equivalent to those offered at four-year institutions. Instructors will also monitor textbooks used at transfer schools.
	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 GSCC program of study offered by the Business Division.	Review state curriculum. Review business programs at 2-year colleges in Alabama. Review business programs at the major four-year colleges in Alabama.	The program outlines for business majors at various senior institutions to which Gadsden State students transfer were reviewed to determine whether required courses were comparable to those required for business administration majors at Gadsden State. The STARS transfer guide was also reviewed for	Review of the program outlines for 4-year colleges such as UA, UAB, and JSU found Gadsden State's program outlines are consistent with the 4-year colleges. No changes were made in the transfer guides.

			consistency. The program requirements for business majors were found to be consistent with the courses required for business majors at the typical transfer target schools.	
To offer principles or foundation courses that adequately prepare transfer students to complete related advanced courses successfully.	70% of randomly selected survey respondents from the population of GSCC business students who transfer to senior institutions will complete one or more advanced related courses with a "C" or higher at a senior institution.	Survey results will demonstrate that 70% of the students completed business courses with a "C" or higher.	Transfer reports from various four-year universities breaking out Business students specifically were not received for the 2010-2011 academic year. However, according to the 2010 CAPP report for Gadsden State students who transferred to AU, JSU, UA, UAB, and UAH, 93% of the students earned a 2.0 or better at the transfer institution.	Past reports reveal Gadsden State Business transfer students perform as well or better than native students of the four-year institutions. The Business Division will work on getting transfer reports from several schools that give statistics specifically for business students.
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.	90% or more of student interns have obtained the knowledge and skills necessary to perform successfully in the workplace.	Annual review of the supervisor evaluations of program interns.	Fifty-six OAD intern/co-op students were evaluated by their supervisors for the 2010-2011 academic year. The supervisors rated the student's overall job performance. Fifty-two of the fifty-six (93%) students were rated as excellent or very good. Fifteen Marketing/Management intern/co-op students were evaluated by their supervisors for the 2010-2011 academic year. The supervisors rated the student's overall job performance. Fifteen of the fifteen (100%) students were rated as excellent or very good. Sixteen Paralegal intern/co-op students were evaluated by their supervisors for the 2010-2011 academic year. The supervisors rated the student's overall job performance. Sixteen of the Sixteen (100%) students were rated as excellent or very good. Several supervisors wrote good comments about the students' training and knowledge.	The objective was met by all the programs requiring internship/co-op course. The ratings of the intern/co-op students were very good. The division will continue to look at ways to increase the knowledge and skill level of the students.
	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.	Annual review of program placement data.	According to the 2010-2011 graduate surveys it appears this was not met. However, many of the students who complete one of the programs in the Business Division transfer to a four-year college. 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.	The statistics for employment "in field" are disappointing. The sluggish economy is a major factor in the low numbers. The Business Division will work more closely with the Career Services department. Job postings will be made more visible to students. The Business Division will

			Therefore, the percentage of graduates employed in-field may be misleading. The following are percentages of the graduates who are employed in-field: Accounting Technology (14%) Business Administration (29%) Criminal Justice (10%) Marketing/Mgmt (20%) Office Administration (15%) Paralegal (10%)	schedule meetings with Job Placement companies to find out how to help more students acquire jobs in field.
	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.	Annual review of data from graduate surveys.	Results of the graduate surveys administered by the Office of Institutional Research were received. Ninety-six percent of responding graduates believe they met their primary objective in attending Gadsden State. The following are the percentage rates for the individual programs in the Business Division: Accounting Tech (93%) Bus. Admin (100%) Criminal Justice (100%) Marketing/Mgmt (100%) Office Admin (96%) 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 (93%) Bus. Admin (100%) Criminal Justice (100%) Mkt/Mgmt (100%) Office Admin (89%) Paralegal (100%)	More than 90% of the responding graduates from the Business Division believed they met their primary purpose for attending Gadsden State. More than 90% of the graduates believed the training in their field of study prepared them for their current or intended job.
	90% or more of employers of program graduates express satisfaction with the knowledge and skills of their employees who are program graduates.	Annual review of data from graduates' employer surveys.	The objective was met. According to the most recent Graduate Employer Survey (2009-2010), 100% of the employers who responded rated the training of Gadsden State graduates as excellent or good.	The business division will stay in contact with employers to assure our students are receiving the training they need to be prepared for employment.
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).	Ensure that the business, marketing management, and office administration programs are complying with 100% of accreditation requirements.	Review the standards for ACBSP accreditation.	The ACBSP accreditation standards have been reviewed. Data for the 2012 Quality Assurance Report is being collected.	The standards have been met. The division will continue to review the standards and find ways to improve and provide quality programs.
	Ensure that the paralegal program is complying with 100% of program approval requirements.	Review the requirements for ABA approval.	The ABA standards have been reviewed. The coordinator of the Paralegal program attended the AAFPE (American Association for Paralegal Education) national	The ABA requirements will continue to be met. The coordinator of the Paralegal program will continue to attend national and regional AAFPE

			conference in Fall 2010. The content of the conference included changes in paralegal licensure, programs, and ABA standards.	conferences to monitor changes in ABA standards.
Replace computer equipment, furniture, and related technology in a cycle to maintain updated technology for students.	Add projector and SmartBoard in the Marketing/Management classroom on the Valley Street Campus.	Evaluation of instructor.	A projector and screen were installed in the classroom used by the Marketing/Management program at the Valley Street Campus.	This addition is utilized by the instructor for lectures and also by the students for presentations.
	Purchase latest version of Quickbooks and OPEC software.	Evaluation of instructors.	Both Quickbooks and OPAC software were purchased and installed in the Business Division computer labs.	The updates in software allow the students to use current technology so they will be prepared for the workplace.
Provide qualified instruction by providing instructors with the tools they need.	Provide faculty with opportunities for professional development.	Evaluation of faculty and their professional growth plans.	Ed Clark Designed for Learning (QEP Presentation) Sanford C. Shugart, PhD, President, Valencia Community College, Wallace Hall, Aug 16, 2010 Going Green Presentation, W. Peter Conroy, Director JSU EPEC, Browder Hall, Nov. 22 2010 Library Technologies, M. Harvey, McClellan Center, Nov. 23, 2010 Advising Techniques & Strategies, Cindy Greer & Kelley Pierce, McClellan Center, Nov. 23, 2010 Basic Spanish for Everyday Use, Blanca Borrero, McClellan Center, Nov. 23, 2010 Glenda Copeland Designed for Learning (QEP Presentation) Sanford C. Shugart, PhD, President, Valencia Community College, Wallace Hall, Aug 16, 2010 Microsoft Outlook - Beginners to Advanced, Dawn Bush, Valley Street Campus, Nov. 23, 2010 Planning and Evaluation Cycle Workshop, Teresa Rhea, McClellan Center, Jan. 2, 2011 Best of the Net/Sharing Helpful Websites, Sara Brenizer, Browder Hall, Feb. 23, 2010 McGrawhill 2010 Workshop ICD-10 Workshop GDP Workshop Microsoft Word Workshop John Faucett Designed for Learning (QEP Presentation) Sanford C. Shugart, PhD, President, Valencia Community College, Wallace Hall, Aug 16, 2010 American Heart Association HeartSaver AED, Pat Brown, Jarvis Hall, Nov. 22, 2010 Going Green Presentation, W. Peter Conroy, Director JSU EPEC, Browder Hall,	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.

Nov. 22 2010 Microsoft Outlook -  
Beginners to Advanced, Dawn Bush,  
Valley Street Campus, Nov. 23, 2010  
Planning and Evaluation Cycle  
Workshop, Teresa Rhea, McClellan  
Center, Jan. 2, 2011 Emergency  
Scenarios Workshop, Sam Ledbetter,  
McClellan Center, Jan. 2, 2011 Best  
of the Net/Sharing Helpful Websites,  
Sara Brenizer, Browder Hall, Feb. 23,  
2010 Powerpoint Seminar, Dawn  
Bush, Valley Street BlackBoard  
Training, Dawn Bush, Valley Street  
Donna McCurley Planning and  
Evaluation Cycle Workshop, Teresa  
Rhea, McClellan Center, Jan. 2, 2011  
Emergency Scenarios Workshop,  
Sam Ledbetter, McClellan Center,  
Jan. 2, 2011 Best of the Net/Sharing  
Helpful Websites, Sara Brenizer,  
Browder Hall, Feb. 23, 2010  
WIMBA Implementing, Sara  
Brenizer, Browder Hall, Feb. 24,  
2011 American Assoc. for Paralegal  
Education National Conference, Fall  
2010 Jamie Payton Designed for  
Learning (QEP Presentation) Sanford  
C. Shugart, PhD, President, Valencia  
Community College, Wallace Hall,  
Aug 16, 2010 TACTYC Conference,  
Summer 2011 International Business  
Conference, Michigan State  
University, Summer 2011 Brandy  
Pearson Designed for Learning (QEP  
Presentation) Sanford C. Shugart,  
PhD, President, Valencia Community  
College, Wallace Hall, Aug 16, 2010  
WIMBA Implementing, Sara  
Brenizer, Browder Hall, Feb. 24,  
2011 Fay Scott Emergency Scenarios  
Workshop, Sam Ledbetter, McClellan  
Center, Jan. 2, 2011 Microsoft Word  
Workshop Blackboard Training  
Diversity Training Larrhea Sims  
Designed for Learning (QEP  
Presentation) Sanford C. Shugart,  
PhD, President, Valencia Community  
College, Wallace Hall, Aug 16, 2010  
Planning and Evaluation Cycle  
Workshop, Teresa Rhea, McClellan  
Center, Jan. 2, 2011 Best of the

			<p>Net/Sharing Helpful Websites, Sara Brenizer, Browder Hall, Feb. 23, 2010 Changes in Financial Aid, Kelly Death, Browder Hall, July 2011 IAAP Gadsden Chapter, April 29, 2011 Phil Waits Designed for Learning (QEP Presentation) Sanford C. Shugart, PhD, President, Valencia Community College, Wallace Hall, Aug 16, 2010 Going Green Presentation, W. Peter Conroy, Director JSU EPEC, Browder Hall, Nov. 22 2010 Planning and Evaluation Cycle Workshop, Teresa Rhea, McClellan Center, Jan. 2, 2011 Best of the Net/Sharing Helpful Websites, Sara Brenizer, Browder Hall, Feb. 23, 2010 Ethics Training Online Diversity Training Jim Yohe Designed for Learning (QEP Presentation) Sanford C. Shugart, PhD, President, Valencia Community College, Wallace Hall, Aug 16, 2010 Going Green Presentation, W. Peter Conroy, Director JSU EPEC, Browder Hall, Nov. 22 2010 Best of the Net/Sharing Helpful Websites, Sara Brenizer, Browder Hall, Feb. 23, 2010 Austrian Scholars Conference, Auburn, AL, Spring 2011 International Business Conference, Michican State University, Summer 2011 Angie Waits Designed for Learning (QEP Presentation) Sanford C. Shugart, PhD, President, Valencia Community College, Wallace Hall, Aug 16, 2010 Planning and Evaluation Cycle Workshop, Teresa Rhea, McClellan Center, Jan. 2, 2011 Emergency Scenarios Workshop, Sam Ledbetter, McClellan Center, Jan. 2, 2011 Best of the Net/Sharing Helpful Websites, Sara Brenizer, Browder Hall, Feb. 23, 2010 WIMBA Implementing, Sara Brenizer, Browder Hall, Feb. 24, 2011 Changes in Financial Aid, Kelly Death, Browder Hall, July 2011</p>	
Continue to offer online and hybrid sections to the student population.	Offer a variety of courses in online and/or hybrid format.	Review course schedule each semester and monitor trends in enrollment patterns.	Increased the number and variety of courses offered online and hybrid. In Spring 2011, began offering criminal	The additional class offerings give students many options to complete their degree. The new

			justice courses online. Also, began offering criminal justice courses at the Ayers Campus. Began offering Office Administration classes at the Cherokee Center. Some of the OAD classes are hybrid or online.	class offerings in criminal justice allow a student to complete a criminal justice degree online, at the Wallace Drive campus, at the Ayers Campus, or at the McClellan Center. The additional class offerings in Office Administration allow students to complete an office administration degree at the Wallace Drive Campus, at the Ayers Campus, or at the Cherokee Center.
Integrate Tegrity and similar technology into some classes.	Continue to send faculty members to technology training.	Evaluation of instructors' professional development plan.	Two instructors use Tegrity in their courses and it has been very helpful to the students. All instructors use Blackboard to enhance some or all of their classes. Projectors and screens or Smartboards have been installed in all classrooms in the Business Division.	At the end of the spring semester the College changed from Tegrity to Wimba. Business Division faculty began training on Wimba. A couple of the faculty members will integrate Wimba into their courses in Fall 2011. Other instructors will begin using Wimba in Spring 2012. Training in current and new technology will continue to be a top priority of the division.
	Integrate Tegrity or similar technology into at least one classes offered in Fall 2009.	Evaluation of faculty.	Several of the courses offered in the Business Division used Tegrity to enhance the classes.	The instructors have received good feedback from the students who take advantage of the Tegrity sessions. The College has now switched to Wimba and the instructors are beginning to integrate it into their classes.
Faculty will be involved in community events to promote the College and specifically the Business Division.	Instructors will participate in such activities as: college fairs, volunteer for Junior Achievement in the local high schools, and speak at community events.	Evaluation of faculty.	Several instructors participated in events throughout the community. Instructors participated in several college fairs in areas served by Gadsden State. Dr. James Yohe was interviewed again this year by a local T.V. station on the topic of economics. Ed Clark was elected as president of the Anniston Morning Rotary Club. Paralegal and criminal justice instructors took their classes to various court proceedings and to meet with various local judges.	Participating in community events helps achieve Gadsden State's mission to serve the community. Instructors will continue to be an integral part of the communities Gadsden State serves.
<b>2010-2011 Business Services: Chris Robinson</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Create a complete Disaster Plan (Campus Floor Plans) for each campus for use in the event of	Complete the Valley Street Campus Floor Plan.	Document completion of the Valley Street Campus Floor Plan.	Floor plans completed.	Will improve floor plans by adding the detail of the utilities on the completed plans.

terrorism, fire, or emergency evacuation.				
Provide quality auxiliary services to a diverse population of students, faculty, and staff, along with cost control	To work with vending contractor to ensure customer satisfaction.	At least 90% of employee and student responses will highly agree/agree that vending selections and locations are good.	Achieved 88% satisfaction according to survey.	Continued efforts and interaction with vendor will be made to improve rating by varying selections offered in snack machines. This will also be a goal for the following year.
	Increase revenue in comparison to previous year by 1%.	Compare total revenue at end of fiscal year with that of previous year.	Revenue did increase from previous year by 1.13%.	Will continue to monitor prices and machine locations to increase revenue to college.
Manage duplication contract to better facilitate ease of use for students, faculty, and staff and control costs.	Decrease duplication cost by 50% through purchasing of copiers and maintaining a maintenance contract.	Compare duplication expenses to previous year.	Duplication costs have decreased from a budgeted \$120,000 per year to \$18,018 a year.	Will continue to monitor equipment and services budget for savings.
<b>2010-2011 CARCAM: Beverly Hilderbrand</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
		<b>Cabinet Member: Tim Green</b>		
Integrate the AUT curriculum with aspects of modern production systems and sustainable manufacturing including; a) elements of lean/green manufacturing and environmental sustainability; b) new automated control systems and mechatronics systems.	Redesign one course within the AUT curriculum to include a process oriented focus to introduce students to modern production systems and environmental sustainability prior to their entry into the workforce.	Assessment of redesigned course by faculty members within the partner colleges will provide information regarding the integration of this course material into the curriculum.	CARCAM conducted a curriculum gap analysis with faculty members and industry representatives to request input to determine the appropriate courses to redesign to include these learning objectives. Utilizing survey results, courses AUT 100 and 102 Plans of Instruction were updated with pertinent information to meet current industry needs.	Instruction on the newly designed course will be implemented immediately.
	incorporate into AUT courses or curriculum elements of a lean/green manufacturing environment and its resultant effect on industry costs and production.	Industry will be assessed regarding the content of course material to maintain relevancy for automotive manufacturing industry needs thereby complying with NSF goals for grant effectiveness.	CARCAM conducted a curriculum gap analysis with faculty members and industry representatives to request input to determine the appropriate courses to redesign to include these learning objectives. Utilizing survey results, courses AUT 100 and 102 Plans of Instruction were updated with pertinent information to meet current industry needs.	Instruction on the newly designed courses will be implemented immediately.
Build a regional skilled workforce by increasing student awareness of career pathway options and/or manufacturing degrees provided through CARCAM and the Alabama Community College System.	Collaborate with Alabama SUCCESS/Alabama Tech Prep initiative to provide high school students resources to explore paths for postsecondary learning and opportunities for future career success.	Gather and report student data regarding assisting students with career exploration as a means of outreach for technical education. PI will maintain files for CARCAM Center and provide NSF required reporting.	In collaboration with the Career Coach Initiative, all eighth grade students in the Gadsden State college service area (5 counties) were provided an Alabama SUCCESS Career Book in order to promote early career exploration. CARCAM faculty also participated in various career fairs and sponsored STEM and Robotics Camps to increase	CARCAM will enhance STEM camps in order to promote a heightened student interest in Science, Technology, Engineering and Math as a precursor to entering technical careers. Post-camp student survey data is compiled and will be used to share best practices to improve the camp experience as well as provide impact data to the

			student awareness of technical career opportunities. Students are surveyed at the completion of camp to assess if the camp changed their mindset about attending community colleges or choosing technical careers. The post survey indicated a positive impact on students' behavior and thought processes regarding community colleges and technical careers.	National Science Foundation.
Redesign small sampling pilot program of automotive and related manufacturing technical courses utilizing distance education methodology.	Leverage instructional equipment and materials via collaborative efforts with partner colleges and industry for video/audio capture of course offerings.	Partner colleges report to the CARCAM Center annual amounts of in-kind and/or leveraged support for delivery of distance learning curriculum. The Center will report this information to the NSF to gauge grant sustainability efforts.	CARCAM identified AUT and related courses being taught via distance education (hybrid) methodology and the relevant courses that need to be converted. To assist faculty with the process of converting traditionally taught courses to on-line instruction, CARCAM contracted with an Instructional Designer to work with faculty members to redesign course material and upload it to Blackboard or Moodle for increased delivery flexibility.	The Instructional Designer will work with and assist instructors in electronically capturing course delivery for use by partner colleges to aid industry.
	Maintain industry-relevant curriculum content by working with industry partners and Alabama Automotive Manufacturing Association.	Develop a curriculum review and revision process and assessment tool in collaboration with industry partners and AAMA to assess increased flexibility of course offerings by utilizing distance education.	A gap analysis assessment tool was created and developed. The survey process identified select courses on a per semester basis to be sent to relevant manufacturing businesses for input. The survey took place during Fall, Spring and Summer semesters with a total of 17 courses' Plans of Instruction reviewed.	Utilizing survey results, faculty and staff in conjunction with the Department of Post-secondary Education updated the course Plans of Instruction, which ensures that CARCAM program graduates have the updated requisite skills needed to be successful.
Collaborate with other NSF- ATE Centers and other educational and governmental entities to develop and deliver progressive industry-relevant professional development workshops for faculty, students, and incumbent workers.	Determine needs and conduct professional development and best practices workshops for faculty and staff to maintain relevant curriculum content and address the technological changes of the automotive manufacturing industry.	Survey partner college faculty to collect and report data on the effectiveness and resultant increase in knowledge after the professional development workshop is provided utilizing the Kirkpatrick Model of Evaluation. PI will maintain records in Center office and provide required NSF grant reporting information.	CARCAM supported seven (7) professional development educational opportunities for faculty and incumbent workers in order to enhance their skills and knowledge base. Participants were surveyed after each professional development. The surveys were evaluated which indicated that the instructors increased their skills and/or knowledge and indicated what, if anything, would be changed in their classes or	Implementation of the new information into course delivery will be implemented immediately.

			course offerings as a result of the professional development offering.	
	Increase industry involvement in CARCAM outreach processes through relationship with AAMA and cooperative education (Co-op) efforts sustained by automotive related employers.	Utilizing industry input, CARCAM partner colleges will increase the number of internship or cooperative education opportunities by 5% annually in AUT/related programs. PI will gather data for the Center office and provide required NSF reporting.	CARCAM partner colleges reported that additional companies began co-op or internship programs in conjunction with the college programs in order to provide students an opportunity to work in their chosen field before graduation.	CARCAM will increase involvement in industry's hiring process through the co-op/internship programs, while allowing opportunities for students to gain real-world, hands-on experience in a related field.
<b>2010-2011 Career Services: Cheryl Cephus-Vickers</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Assist with "in field employment" of Gadsden State Community College students and graduates.	Assist faculty with student career preparation and employment in an effort to foster a deeper sense of importance in the classroom experience.	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.	91% of the students surveyed indicated they were satisfied with Career Services events offered through programs, seminars, job search sessions and special activities. 671 evaluations were received out of 737 distributed. The number of surveys distributed was lower than that of last year because one major activity (Cherokee County Employment Fair) was not offered this year.	Survey findings will be utilized to continue enhancing and improving career programming for our students.
	Assist faculty in placing eligible students in employment opportunities related to their major fields of study.	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.	82% of faculty surveys indicated they were satisfied with services offered through the Career Services Office. 11 Faculty Satisfaction Surveys were returned out of the 50 distributed.	Continue forming collaborative partnerships with faculty in an effort to enhance Career Services for our students. Additionally, in an effort to receive a higher survey response rate, office staff will revisit the method and instrument in which faculty surveys are distributed.
	Offer Employment Fairs that will serve to benefit all segments of the college population by connecting students with employers in their major area of interest.	Offer a minimum of four Employment 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.	88% of the students attending Employment Opportunity Fairs indicated their expectations were met. 92% of the employers indicated they were satisfied with the Employment Opportunity Fair results and that their expectations were met.	Findings will be used to enhance Employment Opportunity Fairs for both students and employers.
Integrate students' academic studies with work experiences and career exploration through the Cooperative Education Program.	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.	95% of the Cooperative Education student participants will receive financial compensation and/or academic credit for the experiential education work experience.	Of the 187 students enrolled in the Cooperative Education experience, 100% received financial compensation and/or academic credit.	Continue recruiting financially stable companies to serve as Cooperative Education sites.

	Allow students to identify employers for career development and potential long-term employment through participation in the Cooperative Education work experience.	Obtain a 90% survey response rate from Cooperative Education employers regarding student work performance satisfaction.	Of the 17 Cooperative Education employers surveyed, 16 responded. 94% of the 16 employers responding to the survey indicated they were satisfied with the work performance of Gadsden State Cooperative Education students.	Continue partnering with faculty in an effort to prepare students with the necessary skills and tools needed to become successful in the workforce.
Enhance and expand student opportunities for Career Services (i.e. Employment, Cooperative Education and Early College Enrollment Program) on the Ayers, McClellan, Valley Street and Cherokee campuses.	Enhance marketing efforts and staff visibility on the Valley Street and Cherokee campuses, so students will experience ongoing benefits of career counseling, development, and employment services.	Achieve a satisfactory response rate of at least 50% from "Career Satisfaction" Survey administered to students and instructors connecting with and participating in career programming and services on the Valley Street and Cherokee campuses.	Of 87 evaluations completed, 85 of the students (98%) stated they were satisfied with programs and events offered through the Career Services Office.	Continue increasing Career Services marketing efforts, programming and events on both the Valley Street and Cherokee Campuses.
	Continue part-time position which serves the Ayers and McClellan campuses, so students will experience the ongoing and continuous benefits of on-site career counseling, development, and employment services.	Achieve a satisfactory response rate of at least 50% from "Career Satisfaction" Survey administered to students and instructors connecting with and participating in career services on the Ayers and McClellan campuses.	88% of the students and instructors connecting with the Career Services Office indicated they were satisfied with career related workshops, seminars, employment opportunities and special events.	Continue the part-time position that serves both the Ayers and McClellan campuses, in an effort to provide on-going career development activities for students.
Continue offering workshops, seminars and career software developmental tools for students on each campus which focus on topics such as career identification, job search techniques, interview skills, resume preparation, job keeping skills, etc.	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.	Achieve a 75% satisfaction rating from surveyed students participating in career-related seminars and workshops as well as the utilization of developmental software tools.	Of the 672 evaluations received, 629 (94%) indicated they were satisfied with the workshops, seminars and developmental software tools offered through Career Services.	Continue enhancing current seminars, workshops and software tools while developing and implementing new student career sessions.
Continue increasing Career Services outreach techniques.	Increase visibility of the Career Services Office and program offerings throughout each Gadsden State Campus.	Distribute Career Newsletter throughout each campus in both conventional and unconventional areas. Post yard/marketing signs, use career mannequins in appropriate areas, send emails and post flyers announcing programs and activities, as well as utilize all other "creative" forms to market the office.	Career Services programs are promoted throughout each campus to increase visibility and student participation. Each semester a Career Services Newsletter is published and distributed via email, hand-mail and a posting on the Career Services website. When scheduling career events - yard signs, banners, mannequins, flyers, e-mails, etc. - are distributed to announce and promote participation from students, as well as from those in the community. Additionally, partnerships with faculty continue to be utilized so students will learn	Continue promoting the Career Services Office on each Gadsden State Campus, so as to improve student attendance at career related events thereby aiding in the preparation of students for the workforce.

about co-curricular career experiences in the classroom. Furthermore, marketing materials such as pens, pencils, lanyards and mouse pads have been purchased to assist in promoting workshops and seminars.

2010-2011 Career Transitions : Marian Haynie				
Goal	Objective	Assessment Method	Findings	Use of Findings
				Cabinet Member: Tim Green
Serve the students in GSCC's service area by placing a GSCC Career Coach in each public secondary high school.	Increase the number of onsite Career Coaches in order to provide services to all public secondary high schools in the GSCC service area.	Evaluate the number of Career Coaches that have been hired in the GSCC service area.	Last year we were able to hire a Career Coach to expand our services to Cleburne County and to Gadsden State Adult Education programs, which enabled us to have a presence in all of the Gadsden State service area. This year, however, two coaches obtained other positions at the college and these two Career Coach positions have not been replaced. Because of this reduction in force, we have cut back on the number of schools served and have had to reduce the services provided to all middle schools and all Career Tech schools in the area.	We will work to re-establish funding in the near future for these two positions in order to offer college and career guidance in the schools that were previously served by a Career Coach.
Assist students with developing college and career goals by providing them with information and resources to meet their needs and expand their opportunities.	Increase the number of high school classroom presentations by 2%.	Access and compare data from monthly performance reports completed by Career Coaches to determine if objective is met.	The number of classroom presentations offered by a Career Coach decreased by 13% from the previous year. One reason for the decrease in classroom presentations is because several schools in our service area changed their daily schedule from a 7 period day to a modified block schedule which would mean that there are less class periods in a day; therefore reducing the number of classrooms available for presentations. Also, the number of individual student meetings from last year increased, allowing a little less time in a day for classroom presentations. Career Coaches take advantage of every opportunity to conduct classroom presentations; however, this number will vary from year to year based on the availability to	Career Coaches will continue to make themselves available to classroom teachers for college and career guidance presentations. Career coaches will make presentations at faculty meetings about the services that a Career Coach can offer their students and will also provide materials to teachers about various career presentations available.

			schedule a classroom teacher's time.	
	Increase by 2% the number of individual student advisement meetings with Career Coaches.	Access and compare data from monthly performance reports completed by Career Coaches to determine if objective is met.	The number of individual student meetings with a Career Coach increased by 14% over the previous year. This number will vary from year to year based on the number of seniors in the graduating classes of each of the high schools that Career Coaches serve.	One-on-one student meetings are vitally important and 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 planning and to ensure that every student has a plan for post-secondary education and eventually into the workforce.
Assist the college's efforts in recruiting and enrolling more students directly upon completion of high school.	Establish initiatives to foster student awareness of workforce opportunities in technical program areas.	Access and compare data from monthly performance reports completed by Career Coaches to determine if objective is met.	Many events were held on and off campus to foster student awareness of workforce opportunities in academic and technical programs. Four different Explore Tech Day events were held in 10-11 school year with nearly 400 students attending; only 3 of these events were held the previous year. Two Explore Tech Days were held on the East Broad Campus and two on the Ayers Campus. Also STEM Camp was held on the East Broad campus with 32 students in attendance for the week. Additionally, many industry tours and campus tours taken by high school students were arranged by and accompanied by Career Coaches.	Providing opportunities for high school students to observe first hand the associate degree programs offered by Gadsden State as well as the job opportunities associated with these degrees are crucial. We will continue to facilitate opportunities for students to learn more about associate degree programs and the job market for these careers.
	Increase the number of on-site high school student admission applications completed online with a Career Coaches annually by 2%.	Access and compare data from monthly performance reports completed by Career Coaches to determine if objective is met.	The number of students that completed an online application to Gadsden State with the assistance of a Career Coach decreased by 16%. This number will also vary each year based on the number of seniors in each graduating class. Also, often times a student will apply outside of the school setting but still seek the assistance of a Career Coach in other areas such as scholarship application, financial aid assistance or choosing a career.	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 college applications, scholarships, financial aid, etc., the Career Coaches aid in making college attainable for many students. The Career Coaches 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.

Promote career awareness programs and career activities for the students on site at the high schools.	Plan and implement Career Fairs or Career Days at each school where a Career Coach serves.	Host at least one big event on each school campus where Career Coaches are serving	99 different Career Days or Events were facilitated by the Career Coaches on many different high school campuses as well as Gadsden State campuses.	While not all schools hosted an event on their campus, some of the events were system-wide, and the students were transported to a central location for the Career Day event. Events will continue to be available for various students from all schools to attend, and some of the events will continue to be system-wide with student transportation to a central location for the Career Day Event.
	Enlist business and industry representatives from the community to volunteer for career fairs and career days at the schools.	Keep records and data pertaining to the number of business and industry representatives that volunteer in the schools for career events.	Approximately 400 volunteers were enlisted to help in the schools for career education and promotion. Many of these served as guest speakers for the classroom and some were utilized in a Career Event setting.	Having a representative from business and industry to speak directly to students is highly effective. The students are able to hear first hand about the particular career, the pros and cons, the education requirements and daily job requirements. This is critical in helping students make career choices. A database is being kept for a list of volunteers and is continually updated. Additional volunteers are enlisted through chamber and workforce meetings.

<b>2010-2011 Center for Civic Engagement &amp; Service : Judy Hill</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>

To sponsor or assist in the sponsorship of one college-wide activity each month, September through April, that focuses on diversity, democracy, and/or service as related to good citizenship.	Participants will grow in awareness and knowledge of citizenship.	At least three participants will be requested to provide comments about something that they learned about citizenship through participation in the activity. The comments will be retained with a record of the event in the Office of Civic Engagement.	<p>College-wide events promoting diversity, democracy, and/or service related to good citizenship are listed below with statements from participants.</p> <p>September - Constitution Week:</p> <p>Student - I thought the Scavenger Hunt was fun and informative. Administrator - It is very disappointing that more students did not participate in the Scavenger Hunt. That was a lot of effort for very little payback.</p> <p>Faculty Member - McClellan Center faculty and students are very patriotic. We had a special emphasis every day of the week. I think the American Graffiti posters were excellent to involve anyone who wanted to participate. The library luncheon programs had very good attendance this year.</p>	Diversity, democracy, and service will continue to be valued and promoted through The Center for Civic Engagement and Service. However, the assessment measure for such an objective must be revisited in order to obtain relevant data.
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October - Gubernatorial Forum:

Ambassador - It was very exciting to meet the candidates for governor. I was assigned to Sparks, and he was easy to talk to.

Ambassador - Dr. Bentley was quiet prior to the forum. He talked to us, but it was all small talk. Still it was a great honor to be assigned as one of his greeters.

SGA Officer - This event was thrilling for me because I am very interested in politics. As the time-keeper for the forum, I was able to meet both candidates. Mr. Sparks was very preoccupied, and, frankly, a little rude. Dr. Bentley was very gracious. Thank you for allowing me to play a role in the forum.

November - Christmas Charity Showcase: Staff

Member - I am thankful to participate in this event for many years.

Staff Member - My husband and I enjoy helping a good cause and also getting some great Christmas gifts

Past Student - I come every year to look at all the neat stuff.

December - Service Learning Report for Fall 2010: Student

- I really enjoyed the experience in the classroom. This was my first time doing Service Learning. I feel like I learned a lot from the children and the teacher at Gadsden Middle School.

Everyone was so kind. Thanks for the experience. Student - I

really enjoyed doing Service Learning. It really helped me to get a better understanding of the Human Services Field. I think that this was such a great learning experience. Student - I love

being able to help my community. I want to thank Service Learning for giving me an opportunity to go out in the real world and do things hands-on.

January - Homeless for a Day Project:

Organization Project Director  
- Thank you for the participation of Gadsden State students. I look forward to working with you again next year. Student - I didn't see any homeless people in my volunteer time, but it was interesting seeing the places that some stay sometimes. I had no idea there were as many places in Gadsden as there are. Faculty  
- This was an excellent opportunity in Psychology for those who were able to speak with the homeless and/or see where they gather. Those who participated had much to talk about with the other students during the next class session.  
February - Forum with Dr. Blow:  
Student - It was not about us giving Dr. Blow ideas; it was about him telling us what Gadsden State wanted to do for us.  
Student - Dr. Blow is a very nice man, and very student oriented. I stayed and talked with him for a long time after the meeting. Student - It was good. We got to tell him some of our concerns. March - Red Cross Heroes Campaign - Cardinal Flocking: Administrator - I enjoyed being flocked by my best friends at work! Counselor - Take them away! Take them away! I'll gladly make a donation to make it happen! Staff Member - I paid the insurance to be sure it didn't happen to me.  
April - Family Success Center Ribbon Delivery: Staff Member - I have found that people are very good at donating to help prevent child abuse and treat children that have been abused. They proudly display their Blue Ribbons showing their participation in good citizenship activities. SGA Member - I delivered ribbons to attorney

			<p>offices, and there was no hesitation at all. Every office knew what the ribbons were for, were ready to donate, and displayed their ribbons immediately. SGA Member - Delivering ribbons is a hard job! You have to find the business according to the address. Sometimes the contact person's name was the wrong one. Sometimes the business was closed. Sometimes no one knew anything about the donation. I had to make several trips back to the same locations in some cases. While indicative of participation and enthusiasm, the statements gathered from participants do not reflect on citizenship as stated in the objective and assessment. The objective of "growing in awareness and knowledge of citizenship" may have been achieved through the events, but it was not measured appropriately by the assessment.</p>	
<p>To sponsor at least one activity/event fall semester and spring semester for each of the Ayers, McClellan, Valley Street, and Cherokee Campuses that focuses on diversity, democracy, and/or service as related to citizenship.</p>	<p>Have at least five participants at each of the activities/events for the Ayers, McClellan, Valley Street, and Cherokee Campuses that promoted diversity, democracy, and/or service related to good citizenship. The record will be kept by the Office of Civic Engagement.</p>	<p>The coordinator or designee will count and record the number of participants at each event.</p>	<p>Red Cross Blood Drives were chosen as the citizenship event to meet this objective because each of these instructional sites hosted blood drives both Fall and Spring semesters. Participation in the Red Cross blood drives was as follows: Valley Street - Fall (18) / Spring (Cancelled due to bad weather) McClellan - Fall (18) / Spring (20) Ayers - Fall (27) / Spring (25) Cherokee - Fall (20) / Spring (22) The objective was successfully met.</p>	<p>The College will continue to support the American Red Cross by hosting blood drives at various instructional sites. Additional Civic Engagement programs encouraging diversity, democracy, and/or service will be pursued.</p>
<p>To expand the Service Learning component to include at least two more instructors and four more students at Gadsden State - Cherokee.</p>	<p>Encourage participation in Service Learning for courses that originate at Gadsden State - Cherokee.</p>	<p>Have at least additional two instructors offer Service Learning as a course objective. At least two students under each of the instructors offering Service Learning will participate in the Service Learning option. Records will be maintained according to current procedures for Service Learning.</p>	<p>Derrick Griffey was the only Cherokee instructor to offered Service Learning as an assignment option; however, he offered it in two classes at Cherokee. Seven students chose to participate in Services Learning from these classes as compared with nine students in the previous year. The objective was not</p>	<p>The Office of Civic Engagement and Service will investigate additional ways to promote Service Learning at Gadsden State - Cherokee, encouraging more instructor and student participation.</p>

achieved.

**2010-2011 Clinical Laboratory Technology: Connie Meloun / Sunita Graves / Cabinet Member: Martha Lavender**

Goal	Objective	Assessment Method	Findings	Use of Findings
Provide graduates with knowledge and skills to perform clinical laboratory procedures safely and competently as entry-level clinical laboratory technicians.	Students will perform competently and safely in various laboratory settings	A. Employer Survey: An average score of 4.5 on a 5.0 scale will be achieved on Questions #1 of this survey. B. Clinical Technical Component Grade: An average score of 85% for each technical area of the laboratory. C. Graduate Survey: An average score of 4.5 on a 5.0 scale will be achieved on Section I, Questions # 1 & 2.	A. Employer Surveys for the Spring 2010 CLT graduates indicate 2 out of 3 students received 5 (Very Well Prepared) and 1 student received 4 (Well Prepared) on Question #1 (competently perform a full range of clinical laboratory procedures on patients as an entry level clinical laboratory technician) B. Clinical Technical Component Grade: 100% (12/12) students scored at least an 85% average for each technical area of the laboratory which includes hematology, microbiology, chemistry and blood bank. C. Graduate Survey: Question #1 "Competently perform a full range of clinical procedures as an entry level CLT" -- 2 out of 3 graduates indicated 5 (more than adequately prepared). 1 graduate indicated 4 (adequately prepared). Question #2 "Maintain a safe environment" -- 3 out of 3 graduates indicated 5 (more than adequately prepared).	Will continue to use the above assessment methods as "competency" and "safety" are two very important elements for students/graduates in the clinical laboratory setting.
	Faculty will be provided access to current methodologies and techniques associated with clinical laboratory technology.	Faculty will attend the CLEC (Clinical Laboratory Educators' Conference) to learn about new software, and instrumentation and to share ideas and innovative teaching methodologies related to clinical laboratory science with other CLT educators.	Faculty unable to attend the CLEC (Clinical Laboratory Educators' Conference) due to lack of funding and scheduling difficulties due to the retirement of a faculty member.	Faculty will continue to request funding for conferences, workshops, seminars to enable faculty to better prepare students for the workplace in clinical laboratory technology.
Achieve a higher program completion rate.		A. Attrition Rate: An average of 85% completion rate will be achieved excluding non-academic reasons.	The student cohort consisted of 21 students beginning the CLT program in Fall 2009. 12 students completed the program in Spring 2011. Of the 10 students who did not complete the program, 1 was a failure, 9 withdrew from the program for non-academic reasons. The completion rate excluding non-academic reasons is 92% for this student cohort.	CLT faculty and Advisory Committee members have explored various methods to inform prospective students regarding the field of laboratory technology. Implementation of an orientation session for prospective students including the use of a video depicting laboratory procedures, and a panel composed of former graduates working in the

	Provide students with properly functioning microscopes.	Each microscope will be assessed by instructors on an annual basis to determine if it functions properly. Functional microscopes will be cleaned annually.	5 microscopes have been purchased for the 2010-2011 academic year.	field will be utilized beginning with the applicants for Fall 2012. Faculty has requested Voc Tech funds to purchase 20 microscopes for the 2011-2012 academic year in an effort to acquire enough microscopes to replace all of the 25-year-old scopes.
Produce graduates who interact professionally with patients, co-workers and other health care personnel.	Students will demonstrate professional development in the clinical setting.	A. Employer Survey: An average of 4.25 on a 5.0 scale will be achieved on Question # 5 of this survey. B. Clinical Personal and Professional Component Grade: An average of 85% will be achieved on the work habits and personal component grade for each area of the laboratory.	A. Employer Survey: Question #5 "Maintain professional conduct as determined by the ASCP Code of Ethics" -- 100% (3/3) students indicated 5 (Very well prepared). B. Clinical Personal and Professional Component Grade: 100% (12/12) students achieved at least an average of 85% on the work habits and personal component for each area of the laboratory.	Continue to monitor.
	Students will realize the importance of professional development and updated job skills in their future careers as clinical laboratory technicians.	1. Students will attend a workshop that addresses Job Application, Resume preparation, Interviewing Skills and the appropriate attire for an interview during the Pre-clinical Orientation. 2. Students will earn an average of 85% on the resume assignment in the clinical seminar course.	1. Baisha Woody from the Career Services Department of Gadsden State presented a workshop addressing job application, resume preparation, interviewing skills and the appropriate attire for an interview at the beginning of the semester of clinical rotations. Students verbalized the workshop was very beneficial to them in preparing to enter the workforce. 2. All of the 11/12 students submitting the resume assignment, averaged at least an 85% on the assignment.	Faculty will continue to schedule someone from the Career Services Department to present the workshop for the students. Faculty will also devise a form for students to evaluate the effectiveness and benefits of the workshop.
Prepare graduates to meet the needs of the community.	Graduates will pass the national certification exam and become members of the community workforce in the field of clinical laboratory science.	1. Academic Area Report: 85% of the graduates taking the certification will pass the exam on the first attempt. 2. Graduate Survey: 85% of the graduates seeking employment will be employed in the field of clinical laboratory science within six (6) months after graduation.	1. 82% (9/11) Spring 2011 graduates passed the certification exam on the first attempt. 1 student has not registered to take the certification exam and is not seeking employment in the field. 2. Graduate Surveys completed by the Spring 2010 graduates indicate that 100% (3/3) graduates were employed in the field of clinical laboratory science within six (6) months after graduation.	Of the two students who did not pass the certification exam, the faculty had identified one student who had been readmitted into the CLT program after two years as being weak and offered tutoring which was rejected by the student. The other student had problems with test taking skills. Faculty offered assistance to this student as well, but assistance was not accepted. Continue to request funds for the MediaLab Inc. Net program. Faculty are looking at various options as how to utilize

				MediaLab as a grade either in various courses throughout the program or in the last semester.
Maintain programmatic accreditation with NAACLS.	Meet programmatic accreditation as required by the NAACLS.	Submit annual accreditation fee and annual report by the deadline.	Annual accreditation fee was paid, and annual report was submitted to NAACLS in April 2011.	Continue to fulfill any accreditation requirements.
	Be cognizant of any changes in the accreditation requirements.	Attend NAACLS site visitor workshops every three (3) years. No funding is required this year. The next required workshop will be in 2011-2012.	Faculty did not attend NAACLS accreditation workshop.	Faculty will request funding to attend the NAACLS accreditation workshop for the 2011-2012 academic year.
Coordinate outreach effort to target minority communities.	Continue to encourage and accept qualified minority students into the program	1. Continue to maintain and review statistical yearly student data.	Of the 12 students graduating in Spring 2011, (33%) are minority: 4 African American females. Of the 19 second year CLT students, (32%) are minority: 5 African American females, and 1 male from Togo.	Will continue to maintain and review statistical yearly student data.
	Visit local high schools to inform students of careers associated with the clinical laboratory.	1. Document visits to the area schools.	2 faculty visited Hokes Bluff High School to meet with students in grades 9 - 12. 1 faculty visited West End High School to meet with students in grades 9 - 12.	Faculty are acquiring information from college counseling and recruiting departments to plan visits to more local high schools for the 2011-2012 academic year.
<b>2010-2011 Community &amp; External Affairs: Jack Page</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Actively pursue opportunities to promote relationships with local governments, civic groups, businesses, and industries which will advance the mission of Gadsden State Community College.	Meet with local governments, businesses, and industries on at least a quarterly basis. Attend civic group meetings and special events as scheduled by the civic groups.	Report on the number and varied events, meetings, and activities attended during the year.	Was able to meet with 7 local businesses and/or industries.	Will continue to develop network of contacts in the local business and industry areas.
Assist the Alumni Association Board of Directors in meeting their long-range and standing goals.	The expected Unit Objective is to increase the Alumni Association membership by at least 5% as compared to last year's membership.	Review the membership enrollment numbers.	With change of duties, did not attend Alumni Association board meetings. Attended and assisted with Annual Alumni Picnic.	Will continue to support the efforts of Alumni Association.
Promote and communicate an attitude of celebration of differences to recognize and advance a diverse workplace.	The expected Unit Objective is to attend at least one diversity awareness training session during the year.	Did I attend a diversity training session during the year?	Attended local diversity training session. Participated in on-line diversity training.	Put into practice what was learned during diversity training.
<b>2010-2011 Community &amp; External Affairs - Calhoun: Eric Stringer</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Aggressively pursue opportunities to engage Gadsden State Community College in partnerships outside the traditional role of a community college with	Pursue partnerships with organizations that will enhance the image of GSCC. Participate in meetings with community, education, industrial and	Participate in partnerships with at least (5) organizations that will enhance the image of GSCC. Network with governmental leaders and elected officials.	The Community & External Affairs Liaison did attend meetings and successfully networked with several organizations such as the Calhoun	Once again the objective was met. The Community & External Affairs Liaison plans to continue efforts to build existing partnerships, while cultivating new

governmental, industrial, educational, and community leaders which will enhance the image of GSCC locally, regionally and nationally.	governmental leaders.		County Commission, Cleburne County Commission, Calhoun County Chamber of Commerce, East Alabama Regional Planning Commission, McClellan Develop Authority, along with several city councils in the area. The Liaison also networked with other organizations such as the Hobson City Community & Economic Development Corporation, Family Services Center and (SAPAC) Substance Abuse & Prevention Advisory Coalition. The Liaison also networked and participated in meetings with elected officials at the federal, state, and local levels.	partnerships to insure that these organizations are aware of the mission of Gadsden State.
Assist the Alumni Association of Gadsden State Community College in the achievement of their standing and long range goals.	Assist with increasing Gadsden State Community College Alumni Association membership numbers with an emphasis put on minority members.	Whether the Gadsden State Community College Alumni Association membership increased by 10% as compared to 2008-2009.	The Community & External Affairs Liaison participated in alumni membership drives events held at the Ayers and Wallace Drive campuses.	The goal was met and the Liaison plans to explore new and innovative avenues to attract new alumni involvement at Gadsden State.
Promote and communicate an attitude of celebration of differences to recognized and advance a diverse workplace.	By recognizing the worth and dignity of all individuals, GSCC truly will serve its students and their communities.	Attend one or more diversity awareness training sessions or workshops as offered by Gadsden State Community College. Attend at least one Nationally sponsored diversity workshop for updates on the latest trends in campus diversity.	The Community & External Affairs Liaison attended all Gadsden State events and professional development activities pertaining to diversity. The Liaison also attended the diversity workshop sponsored by the Alabama Community College System.	The goal was met and the Community & External Affairs Liaison /Diversity Liaison plans to explore additional avenues and opportunities to promote and attitude of celebration of differences at Gadsden State.
<b>2010-2011 Community Traffic Safety Program: Melinda Cooper</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Obtain federal and/or state grant funding for continued coordination of and in support of the CTSP.	Secure approval of five (5) federal and/or state CTSP grants.	GSCC will apply for CTSP federal and/or state grants as directed by ADECA/LETS Division. The CTSP will measure this goal through whether ADECA approves each grant for which the CTSP applies.	The CTSP applied for five (5) federal grants & received approval of all five (5) federal CTSP grants; therefore, this goal was met.	ADECA's Law Enforcement Traffic Safety (LETS) Division personnel advised CTSP staff of what grants for which to apply & even how much funding to request under each grant. A formal Program Monitor Meeting was conducted by ADECA/LETS personnel who complemented CTSP staff on efficient record keeping. Results of this meeting were issued in a post-evaluation letter citing program compliance with state & federal rules & guidelines, & that no deficiencies were noted.

	Provide formal reporting about CTSP grant projects to ADECA.	CTSP staff will prepare and submit to ADECA, quarterly reports, mobilization/blitz reports, and annual reports, as applicable, for all approved grants.	CTSP staff prepared & submitted to ADECA quarterly financial & narrative reports for all grants throughout the fiscal year. Regional mobilization/blitz reports were prepared & submitted to ADECA for the Month of December, for the Memorial Day Blitz & for the Labor Day Blitz, as required. Annual Reports for all CTSP grants are due to ADECA by the end of November 2011. Data & other information for such reports are currently being compiled.	Data & other information compiled & analyzed for this fiscal year, as well as updated crash data from the State's traffic crash data system, will be assessed to determine whether there have been decreases in traffic crashes, injuries & fatalities, compared to the previous fiscal year.
Coordinate traffic safety education for the region.	Coordinate at least seven (7) educational events, presentations and/or campaigns about traffic safety.	CTSP staff will coordinate education on various traffic safety issues. Common topics will include, but are not limited to, educational information communicated to the public by law enforcement officers during traffic safety mobilizations/blitzes or other traffic enforcement initiatives, press/media releases or events, and traffic safety educational programs conducted throughout the region.	The CTSP exceeded this goal through conducting two (2) Safe And Legal Traffic Stops/Safe And Legal Road Blocks (SALTS/SARB) classes for law enforcement personnel throughout the region. There was a region-wide CTSP Advisory Committee Meeting for all law enforcement departments participating in the CTSP. Law enforcement departments issued at least 17 press releases to promote traffic safety mobilizations/blitzes, such as "Click It or Ticket" & "Drunk Driving: Over the Limit, Under Arrest". The CTSP office issued a Media Advisory and sponsored a "Hands Across the Border" press conference at a Welcome Center in Eastern Alabama near the Georgia state line, in partnership with Georgia's Governor's Office of Highway Safety, to promote traffic safety initiatives. There were also at least 14 Child Passenger Safety (CPS) Events to assess child safety seats & to ensure proper installation of such seats. The CTSP office partnered with the Northeast Alabama Safe Kids Chapter to conduct these events. CTSP staff also provided a traffic safety presentation to the Calhoun Area Metropolitan	Media organizations attending the press conference &/or receiving press releases issued news stories about traffic safety issues, which resulted in "Earned Media" or FREE advertisement for some CTSP initiatives & mobilizations/blitzes. Law enforcement personnel who attended SALTS/SARB classes will be able to better conduct more complete, safe & legal check-points & traffic stops. More children are riding in vehicles more safely because of their properly installed safety seats.

			Planning Organization Committee through the East Alabama Regional Planning & Development Commission. CTSP staff conducted at least three (3) Fatal Vision Events to educate students & other participants about the dangers of impairment.	
Coordinate traffic safety enforcement throughout the region.	Coordinate two (2) traffic safety/traffic enforcement mobilizations/blitzes, as designated by ADECA.	ADECA will identify which national mobilizations/blitzes the CTSP will coordinate and when. The CTSP will in turn coordinate such. Outcomes of each blitz are reviewed through blitz reports submitted from LE departments, which are then consolidated into regional reports for ADECA.	The CTSP office coordinated & conducted two (2) traffic safety mobilizations/blitzes within the East Central Region. Both of these campaigns were also nation-wide & state-wide campaigns, as well. The first campaign was the Memorial Day Blitz Mobilization for "Click It or Ticket". The second campaign was for the Labor Day Blitz Mobilization for "Drunk Driving: Over the Limit, Under Arrest".	These mobilizations/blitzes resulted in a greater number of law enforcement vehicles & personnel patrolling roadways of the region, being more visible & enforcing more traffic laws; therefore, making roadways & communities more safe throughout the region.
	Coordinate traffic enforcement throughout most of the fiscal year.	GSCC will apply for two (2) CTSP grants for sustained traffic enforcement purposes, as directed by ADECA/LETS Division. The CTSP will measure this goal through whether ADECA approves this grant. Upon approval, the CTSP will provide grant funding to law enforcement departments throughout the region.	The CTSP office applied for & received subsequent approval of two (2) federal grants, which were worked by law enforcement departments throughout most of the fiscal year, resulting in more "sustained enforcement".	Through conducting sustained enforcement, law enforcement departments, as coordinated by the CTSP office, helped to make roadways & communities safer throughout the fiscal year.
Continue interaction and coordination w/ law enforcement departments throughout the region.	Maintain routine communications with members of and coordinate meeting(s) of a CTSP Advisory Committee comprised of LE departments, which participate in the CTSP &/or eCite program throughout the region.	CTSP staff will conduct and coordinate meeting(s) of the CTSP Advisory Committee as necessary. Meetings may consist of formal committee meetings, or may be conducted with individual departments or groups of departments, as necessitated. Routine communication with members throughout the fiscal year is an important part of maintaining the committee. Communications will be conducted primarily through formal and informal meetings, electronic mail, postal mail, telephonic and facsimile means. This close communication will maintain	CTSP staff maintained routine communications with law enforcement department representatives who coordinate CTSP grants. Communications were through various means, such as electronic mail, postal mail, telephonic means, facsimile transmissions & in-person meetings, as applicable. The CTSP also coordinated & conducted a formal meeting of the CTSP Advisory Committee, which is comprised of law enforcement departments, which participated in CTSP initiatives within the region, & most of which received CTSP grants.	Close & routine communications with law enforcement departments receiving CTSP grants, are of primary importance in maintaining smooth & compliant operations within state & federal grant requirements, rules & guidelines.

		efficiency of CTSP operations throughout the region.		
Promote and foster an attitude of celebration of differences to recognize and advance a diverse workplace that promotes respect for diversity.	Foster a workplace environment that values diversity and respects individual differences to enrich the workplace and the community.	Maintain a current status of completion of Gadsden State's online employee training on "Preventing Employment Discrimination". Attend diversity awareness session(s) as offered and/or required by Gadsden State.	CTSP staff completed & maintained current status in Gadsden State's online training on "Workplace Harassment", which now combines training on preventing employment discrimination and harassment. The CTS Program maintains a diverse CTSP Advisory Committee, which is comprised of members of different races, genders, orientations, religions, & socioeconomic & technological backgrounds & experiences.	Through routine completion of Workplace Harassment training, CTSP staff will stay abreast of such issues to help prevent workplace discrimination & harassment. And through maintaining such a diverse CTSP Advisory Committee, the CTS Program will be stronger & provide professional leadership who can relate to the diverse public, throughout the East Central Region of Alabama. For it is through our diversity that the CTS Program is stronger & can better serve the communities of the East Central CTSP Region, as well as the communities served by Gadsden State.
<b>2010-2011 Continuing Education: Pam Clough</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Provide quality non-credit professional development courses/workshops for licensed professionals at a reasonable cost.	Participants will benefit from completion of non credit professional development classes with a 70% positive assessment.	Examination of completed evaluation forms by course participants will be used to determine participants satisfaction.	An examination of evaluation forms from participants in professional development classes and seminars reveal that 99% felt they had benefitted from attending the class.	Participants are benefitting from the professional development classes offered; however, the suggestions and comments offered indicate that they are not happy with the condition of the facility.
Provide continuing education classes to enhance the quality of life for residents of the college service area.	Serve more people through community activities.	Review of enrollment reports for CE classes to determine if number of participants has increased.	During the 2010 - 2011 academic year, there were 130 classes offered each semester, 105 classes made serving a total of 1,414 students. The number of participants did not increase from the 2009 - 2010 year.	We were well aware that enrollment was down. We feel it is due to the economy; however, as a result of these findings we will be reevaluating the classes we offer and revamping advertising/ marketing efforts.
Kids College will enhance the educational experiences of participants.	Provide quality opportunities for elementary school age children to continue their academic and personal growth when schools are not in session.	Kids College evaluations, completed by parents, will show satisfaction ratings.	Kids College was offered for nine weeks during the summer on both the Ayers and East Broad campuses. There were 5 sessions each week (3 on East Broad and 2 on Ayers). 646 children participated in the sessions over the nine-week period. In addition, a Youth College was offered on the East Broad campus; it was held for seven weeks and served 96	Parents were well-satisfied with the Kids College program, director, teachers, staff and helpers. Their suggestions centered on areas which we have little control over - the return of swimming lessons and the outside play area. However, next year if the GSCC pool is still closed, we will work with the YMCA to see about availability of swimming lessons. We have no suggestions for

students. The returned surveys (which were completed by parents) reflect an overall A (excellent) in all five areas evaluated. Parents were asked to expand on any area where we earned a B or less. The suggestions dealt with the lack of swimming lessons and the adequacy of the outside play area.

improving the outside play area - children are going to get dirty.

**2010-2011 Correctional Education Program-St. Clair: Keith Vaughn** Cabinet Member: Tim Green

Goal	Objective	Assessment Method	Findings	Use of Findings
Educate students in career/technical programs to develop the skills required for employment.	All career/technical programs at the St. Clair campus will maintain at least a 75% graduation rate each year.	Each career/technical program will be evaluated annually by the advisory committee to determine if the objective is met.	During the past instructional year, each department maintained a 75% graduation rate.	Each instructor will strive to help every student that enrolls in school to stay enrolled until completion of the program.
	Each student will successfully complete 75% of all lab requirements.	Each career/technical program will be evaluated on a per-semester basis by the advisory committee to determine if the objective is met.	During the past instructional year, 82% of the students who received a grade completed their lab projects successfully.	The advisory committee will review the upcoming instructional year's performance during the Spring Semester, 2012.
	Receive input from Industry and local businesses to determine which job skills are needed for their employees and implement those into the curriculum of the classes taught at the St. Clair Campus.	Each Year the individual classes offered at the St. Clair Campus will be reviewed by the members of the Craft Committee to see if any additional job skills are needed to be implemented into the curriculum offered at the campus. 75% of the students responding to the Instructors evaluation form will notate in a positive form that the job skills are important.	During the previous instructional year, industry was visited by the staff to gather information for curriculum updates and changes.	If funds are available during the next instructional year, the Welding and Electrical programs will visit the shipbuilding yards in the gulf coast area to learn what new job skills need to be implemented into the curriculum of their programs. The advisory committee will meet during the Spring Semester to offer recommendations and input for possible changes.
To promote computer competency and information literacy.	Ensure that students who enroll in computer classes will pass with a success rate of 80%.	Each computer class will be evaluated on a per-semester basis. A plan of action will be developed if program goals are not met.	Out of the 22 students that were enrolled in the classes during the past instructional year, 17 students received a grade of 80 or better for an average of 77.2%.	This Expected Educational Outcome was not successful; however, the success rate was only 2.8% from reaching the benchmark of 80%. An analysis will be completed to determine problem areas, and a greater instructional focus will be given to improve these areas.
	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.	Current updates will be purchased on a regular basis.	Local businesses and regional industrial corporations were visited by the staff during the past instructional year to determine necessary program modifications required to ensure program effectiveness. Also,	With the input from local and regional businesses and with help from the Department of Post-secondary Education Curriculum Development committee, several additions were recommended and implemented for Correctional

			updated hardware was installed during the Summer Semester.	Education programs to enable graduating students the best opportunities to be employed. New software will be purchased during the scheduled purchasing cycle.
Enhance student learning in mathematical and communication skills.	To develop and improve the math and communication skills of the students.	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.	Out of the 45 students that were enrolled during the previous instructional year, 36 students received a letter grade of "C" or higher for an average of 80%.	Although the goal was met, we will continue to monitor the classes for the next few reporting periods to consider a benchmark increase.
	Student will be afforded the opportunity to utilize current computer software and other multimedia materials that will allow them to succeed in the workplace.	At least 80% of students who respond to the instructor's survey will indicate in a positive score that this has been done.	During the Summer Semester, 2011, the students were given the opportunity to complete a student evaluation of the instructor. Out of the students who completed the survey, 96.2 % percent responded favorably to this assessment.	The programs will continue to strive towards implementing new technology into the curriculum and searching for new ways to help the student to succeed in the workforce.

2010-2011 Counseling & Advising: Cheryl Cephus-Vickers				
Goal	Objective	Assessment Method	Findings	Use of Findings
Provide and enhance through recruitment efforts the delivery of college program information to individuals throughout the Gadsden State community and surrounding areas.	Based on counselor/recruiter participation in high school classroom presentations, college fairs, community agencies, community events, campus tours, etc., prospective students will become more knowledgeable of Gadsden States academic programs and campus services.	Achieve a 75% satisfaction rating from surveyed participants attending college recruitment activities.	Survey results show that of the 855 surveys distributed to participants attending college recruiting activities, 844 (99%) were satisfied with the information shared during high school recruiting activities.	Counseling and Advising staff will continue reviewing recruiting best practices and trends in an effort to effectively market and present college academic programs, services and activities to prospective students.
	By continuing to expand partnerships with high school counselors and community members, knowledge of college programs and services will be enhanced.	Achieve a 80% satisfaction rating from high school counselors and community members who have connected with Gadsden State counselors through recruiting activities.	62 surveys were e-mailed. Out of the 62 surveys distributed, 25 individuals responded. 96% of those responding were satisfied with the recruiting efforts provided by the Counseling and Advising staff.	The Gadsden State Counseling and Advising staff will continue enhancing partnerships with high school counselors and community members. In addition, Gadsden State counselors will continue improving recruiting presentations and services offered to high school students and others within the community.
	Create an office web-page that will allow an additional venue for up-to-date information and announcements on Counseling and Advising recruiting/enrollment activities, advising procedures, as well as	Post a "counter" on the web page to track the number of individual "hits" received.	The web page counter serves as a new feature for the Counseling and Advising Office. There were 818 site visits or web page hits received for the 2010-2011 academic year. The web page provides students with constant access to Counseling and	Staff will enhance the marketing efforts of the Counseling and Advising web page among the student population in order to increase awareness of its existence and availability.

	information on other office programs, services and special events.		Advising information, announcements, recruiting/enrollment activities, advising procedures, office programs and special events.	
Promote student success through testing, advising and counseling program services.	Identify measures of academic preparedness among the diverse populations of current and new students targeting them to become involved in success workshops/seminars, etc.	Achieve a 70% satisfaction survey rating from randomly selected students identified as academically challenged and/or at-risk of achieving without appropriate success programming and advising assistance.	93% of the randomly selected students involved in success workshops and seminars during the 2010-2011 academic year indicated they were satisfied with programming and advising assistance.	While the percentage of students stating satisfaction with success programming was relatively high, there is a concern regarding the low number of students actually taking advantage of success sessions. Therefore, Counseling and Advising staff will continue promoting the need to implement a campus-wide "Academic Early Alert" system. If implemented, this system would serve to target and direct students experiencing academic challenges to the Counseling and Advising Office for participation in success seminars.
	Improve student knowledge in the use of Blackboard.	Achieve an 80% satisfaction rating from students participating in the on-going Blackboard training implemented through the Counseling and Advising Office and conducted by peer tutors/ambassadors.	There was a 100% satisfaction rate among students who received Blackboard assistance.	Counseling and Advising staff will stay abreast of Blackboard updates and changes in an effort to continue providing accurate assistance to students.
	Partner with instructors, administrators and staff to provide appropriate and accurate course advisement.	Achieve a 75% survey rating from students connecting with the Counseling and Advising Office for advising assistance.	50% of the students connecting with the Counseling and Advising Office completed the Advising survey.	Staff members will encourage and reinforce with students the importance of completing the Advising survey once they have received services.
	Provide a testing environment that contributes to a positive testing experience.	Achieve an 80% favorable rating from students responding to question #6 in the demographic section of the COMPASS test.	96% of students taking the Compass test indicated that the testing environment contributed to a positive testing experience.	Testing staff will continue providing an environment that facilitates a positive testing experience.
Increase institution-wide participation in the planning of new student Freshman F.O.C.U.S. Orientation programming.	Increase the number of students assisting with implementation of the Freshman F.O.C.U.S. program.	Compare the number of 2010 student implementation participants with the number of implementation participants from the 2009 F.O.C.U.S.	In the summer of 2010, there were 25 F.O.C.U.S. Leaders and 5 Ambassadors who participated in new student activities. There were an additional 16 students participating in the pre-session activities and session presentations for a total of 46 current student participants. In the summer of 2011, there were 18 F.O.C.U.S. Leaders, 6 Ambassadors, and 15 additional students participating in the pre-session activities and session	Staff will work to enhance incentives (i.e. priority registration, book scholarship, tuition scholarship, etc.) offered to students who serve as F.O.C.U.S. Leaders and work throughout sessions to assist staff in welcoming new students to campus. Staff will also work to offer smaller incentives to other students selected and trained to participate in pre-session

			presentations, for a total of 39 current student participants. Numbers were lower this year for two reasons: 1) fewer F.O.C.U.S. Leaders were selected and 2) neither athletes nor members of the Gadsden State dance line were included in pre-session F.O.C.U.S. activities during the 2010-2011 academic year.	F.O.C.U.S. activities.
	Based on the inclusion of institution-wide planning, 35% of all first year students will participate in a Freshman F.O.C.U.S. session.	Percentage of first-time Freshman F.O.C.U.S. participants will be calculated by comparing the total number of first-time freshmen with the number of students attending a F.O.C.U.S. session.	There were 1982 first-time freshmen in the fall of 2011. 403 (20%) of the 1982 first-time freshmen attended one of the three F.O.C.U.S. sessions held during July of 2011.	Attendance at F.O.C.U.S. sessions for first-time students is optional. Staff will continue working with the Public Relations Department to market sessions so that the benefit of attending is recognized by prospective students. Additionally, each year, staff will work to enhance and improve the format and information presented during F.O.C.U.S. sessions, as well as, work to provide an opportunity for first-time students to register for semester courses during F.O.C.U.S.
	Create Freshmen F.O.C.U.S. program planning committee inclusive of faculty, staff and students from throughout the campus community.	Achieve a 90% satisfaction rating from committee members regarding the success of the Freshman F.O.C.U.S. planning process.	Surveys were distributed to the 13 steering committee F.O.C.U.S. members. Out of the 13 members receiving the survey, 8 responded. Seven of the eight (87.5%) respondents indicated they were satisfied with the F.O.C.U.S. planning process.	Counseling and Advising staff will continue encouraging representatives from all Gadsden State campuses to serve on the F.O.C.U.S. steering committee.
Increase awareness of Counseling and Advising Office throughout each Gadsden State campus.	Conduct electronic and print media campaigns to promote Counseling and Advising services, programs and special events - not limited to - technology announcements, brochures, flyers, newsletters, etc.	Achieve a 75% satisfaction survey rating from students, faculty and staff participating in Counseling and Advising activities.	Survey results show that 98% of all participants stated they were satisfied with information presented and received during Counseling and Advising activities.	Counseling and Advising staff will continue enhancing workshops, seminars and other special events offered for students, faculty and staff.
	Provide informational meetings and presentations to better inform target campus audiences (Deans, Division Chairs, attendees at professional development meetings, etc.) on the services offered through Counseling and Advising.	The number of Counseling and Advising presentations and informational sessions offered by staff throughout the campus will increase by 50%.	The Counseling and Advising staff has increased campus-wide presentations and informational sessions by 50% during the 2010-2011 academic year. Staff members were involved in the following activities during the 2010-2011 academic year to promote awareness of available office services:	Participation in and coordination of campus-wide programs, services and activities will continue to increase in an effort to enhance knowledge of office services.

Presentation in ORI 101 classes, presentation during fall Division Chair Meeting, sponsorship of Academic Advisors Conference, sponsorship of Advisors Training Workshop, implementation of Campus F.O.C.U.S. Steering Committee, participation in Gadsden State M.A.S.H., Get on Board and Explore Tech days, establishment of Departmental Newsletter, posted banners throughout campuses and staff participation in campus-wide committees.

2010-2011 Dean of Instructional Services: Jim Jolly		Cabinet Member: President		
Goal	Objective	Assessment Method	Findings	Use of Findings
Implement the QEP in the scheduled departments.	Ensure that each instructor implements the goals of the QEP in each section of each course as scheduled.	Instructors in 90% of the sections scheduled to implement the QEP will meet the goals of implementation as expressed in the QEP.	This goal was met. Ninety percent of the sections scheduled met the QEP goals of implementation.	Now that these goals are becoming institutionalized, I have charged the QEP committee with examining the current goals and developing more sophisticated goals concerning technical skills our studnets need.
	Edit the College catalog to include the current state of the QEP project.	The catalog will reflect the current state of the QEP project in its next edition, scheduled to be published May 2011.	The Catalog reflects the current state of the QEP project.	The Catalog is one of several vehicles used to publicize the QEP project. Students are made aware of the QEP project in several ways. Additional ways to ensure information of the Project are being considered so that all students are met with this information through some medium.
The DOIS will ensure that all departments under the Dean's supervision are successful in their missions.	Ensure that the areas under the DOIS meet all SACS and SBOE requirements.	Educational Programs Planning & Evaluation Committee minutes will document compliance with all SBOE policies and compliance with SACS core requirements and comprehensive standards.	This goal is met. Compliance with SBOE Policies and SACS requirements and standards is an ongoing process that that is constantly monitored.	Compliance with evolving policies and SACS credentialing will continue to be monitored, working with the Institutional Effectiveness officer and attending appropriate conferences and serving on SACS on-site and off-site committees.
	Increase the number of institutions from which instructors have received both undergraduate and graduate degrees.	An examination of the transcripts of all newly hired faculty 2010-11.	This goal is has not been met to my satisfaction. One person was hired to teach English with degrees from The University of Texas-Tyler and Texas A & M. Several others with degrees in=state colleges such as the The University of Alabama, The University of Alabama in	Additional attempts will be made to solicit applications for faculty positions from a variety of institutions through contacts with the academic departments at insttutions in surrounding state. A proposal for advertizing all faculty positions in the Chronicle will be presented to the cabinet for

			Birmingham as well as Jacksonville State University were employed.	consideration.
Recruit and employ additional instructors to meet enrollment needs in History, English Psychology, Math, Biology. Art and Music.	Provide faculty to meet enrollment demands.	At the end of registration, there will be 1-2 percent seats available in all disciplines on all campuses.	This goal was not met. Full-time to part-time faculty ratios increased in 2010 and 2011. Sections of core classes (both on-site and online), such as math, English, psychology, and biology were not able to be offered during the day due to a lack of available qualified faculty.	Requests for additional faculty will be submitted during the planning and budgeting for the 2012-2013 academic year.
Increase the number of minority instructors.	Have instructional minority representation in all divisions under the DOIS	Construct a list of the instructors in each division listing status as minority or non-minority. Encourage instructional supervisors to mentor potential future minority faculty members. Advertise faculty positions regionally to graduates and faculty of HBCU's.	This goal was not met. In most cases where there was a position available, there were no minority applicants who met the qualifications.	Additional ways of attracting minority applicants for faculty positions need to be developed and implemented. Position announcements could be sent to minority serving institutions, positions could be announced in national publications such as the Chronicle of Higher Education, and positions could be put on listserves appropriate to the discipline. Additional efforts will be made to solicit applications from qualified applicants.
Each year, for three years, to replace 1/3 of the desks used by students in the classrooms (most of which are over 30 years old) with tables and chairs appropriate for the height and size of today's students.	To provide comfortable seating for students in a learning environment. The current desks mostly date from the 60's and were designed for traditional college students in the 18-21 year old range. These desks are now are too short and small for today's students who are over 2 inches taller and 26 pounds heavier than in 1966, according to The Chronicle of Higher Education.	A listing of the number of desks replaced.	Two hundred and twenty chairs and one hundred and ten tables were purchased at a cost of \$47,000 to replace outmoded desks in classrooms in Naylor Hall and at McClellan. Additional funds were not available to meet this objective.	Additional requests will be made for better classroom student seating/chairs.

<b>2010-2011 Distance Learning:</b>				
<b>Sara Brenizer</b>		<b>Cabinet Member: Jim Jolly</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Provide quality eLearning instruction.	Provide eLearning courses that are of equal or better quality as traditional on-campus courses. Action Steps: *Develop or enhance courses using	Compare success rates of students enrolled in eLearning sections to students enrolled	The success rates of students enrolled in eLearning sections are comparable to students enrolled in equivalent on-campus sections. For example, during the Fall semester of 2010, 71.5 % of the students enrolled in eL sections of Art 100 successfully completed the course while 64.7% of the students in traditional sections of Art 100 completed the course successfully. Students enrolled in HED 224 displayed similar results. 73.0% of the students enrolled in eL sections completed the course successfully while 70.9% of the students enrolled in traditional sections completed the course successfully. Comparing the success rates of students enrolled in ENG	While the success rates in eL class sections are comparable with the success rates in traditional class sections, there is still room for improvement. One of the

	<p>appropriate technologies and pedagogies *Ensure appropriate course design for eLearning *Facilitate assessment of student learning outcomes in eLearning courses</p>	<p>in equivalent on-campus sections. Review of eLearning courses using the eLearning Course Review Rubric.</p>	<p>101 were not as encouraging, yet still very favorable. 53.7% of the students in eL sections of ENG 101 completed the course successfully while 67.4% of the students in traditional sections completed the course successfully. The results for students enrolled in MTH 112 are similar. 52.6% of the students enrolled in eL sections of MTH 112 completed the course successfully while 65.5% of the students enrolled in traditional sections of the course completed it successfully.</p>	<p>contributing factors to success in an eL class is student engagement. Information concerning student engagement will be made available to faculty in various formats. Course quality will be monitored more closely. These factors should contribute to maintaining the success rates in eL course sections. Due to a miscommunication, the Course Review Rubric was not utilized as an evaluation tool during this time period. Along with the miscommunication, the Course Review Rubric has not been fully accepted by the Division Chairs. With a new administration in place, one of the charges for the eLearning Committee this year is to re-work the Course Review Rubric so that it mirrors the instrument used for traditional face-to-face classes. The eLearning Committee envisions having this accomplished by the Spring of 2012.</p>
<p>Provide services to assist faculty and departments in meeting their eLearning instructional goals.</p>	<p>Provide training to Faculty and Staff in the College adopted Learning Management System, Video/Audio Capture Software, and other eL technologies in order to foster eLearning student success. Action Steps: *Orient faculty to eLearning pedagogies *Provide specific</p>	<p>Results of the eLearning Training Survey Number of training sessions offered. Documentation of faculty and student use of technology.</p>	<p>During the Spring of 2011, faculty and staff were given the opportunity to receive training on the newly adopted Audio/Video Capture Software. From the surveys collected, 100% were very satisfied with the appropriateness of the training, 100% were very satisfied with the knowledge of the trainer, and 100% were very satisfied with the overall training experience. Archives of these training sessions were made available to faculty/staff via the eLearning website. Evaluations were not made available for faculty/staff who viewed the archives. Also, during the Spring of 2011, several faculty, full and adjunct, elected to participate in Gadsden State's first Guiding Online Teaching (GOT) experience. GOT looks at pedagogy first and then examines technology that supports the pedagogy. The evaluations for this program were also very positive. Participants felt they had learned significant information about "new to them" technologies with a few of the participants stating they would be using some of the new technologies in their classrooms. Because most faculty had received training on the school's LMS the previous year, most LMS training sessions were accomplished in a one-on-one setting.</p>	<p>Explore methods to evaluate training that occurs via the eLearning website. At present, tracking faculty/staff that view training materials available on the website is difficult. Therefore, gathering a valid evaluation is problematic.</p>

	CMS/Tegrity training and support to faculty *Provide adequate support services to faculty to assist in the development and delivery of eLearning courses and programs		Due to this, the survey was not completed.																																		
	Develop new eLearning course and program offerings consistent with college and institutional priorities. Action Steps: *Survey administrators, faculty, and students for suggested new course offerings *Provide adequate support services to faculty to assist in the development and delivery of new eLearning course offerings *Work with the appropriate division chairs to develop a timeline for the development of new course/program offerings	Number of new eLearning course offerings	The number of eLearning course sections has increased. During the Fall semester of 2009 there were 106 sections of online classes offered. During the Fall semester of 2010 there were 131 sections of online classes offered. This represents an increase of 24%. Even more significant than the increase in sections, there were new course offerings during this evaluation period. New sections of Criminal Justice were offered online as well as new sections of Office Administration courses.	It is exciting that our offerings of eLearning classes continue to grow. The eLearning Office will continue to explore opportunities to work with faculty to offer courses/programs that are not presently available in the distance format.																																	
Implement on-going assessment and refinement of eLearning courses.	Implement on-going assessment of eLearning courses that is effective, improves student learning outcomes, and retention. Action Steps: *Implement common course evaluation instrument based on SACS Best Practices and the Principles of Good Practice for eLearning courses *Provide faculty with up-to-date resource materials related to eLearning pedagogy and eLearning students	Courses meet the SACS Best Practices and the Principles of Good Practice and/or other indicators of quality. Compare success rates and retention rates of students enrolled in eLearning sections to students enrolled in comparable on-campus sections.	The eLearning Course Rubric, modeled after the Quality Matters Rubric for Online courses, has not been widely accepted by all departments at Gadsden State. Therefore evaluation criteria is not available. Success rates were described in Objective 1.1. Retention rates for eLearning sections have been compared to retention rates in traditional sections. The findings from FA 2010 returning in SP 2011 are below. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Number of Students</th> <th>Adj. for</th> </tr> </thead> <tbody> <tr> <td>Completers Only</td> <td>365</td> <td>% Retained DE 329</td> </tr> <tr> <td>DE</td> <td>174</td> <td>52.89%</td> </tr> <tr> <td>DE</td> <td>1759</td> <td>1532</td> </tr> <tr> <td>Non-DE Only</td> <td>1195</td> <td>78.00%</td> </tr> <tr> <td>Non-DE</td> <td>4623</td> <td>5272</td> </tr> <tr> <td>Non-DE</td> <td>6666</td> <td>81.25%</td> </tr> <tr> <td>All</td> <td>6666</td> <td>4205</td> </tr> <tr> <td>All</td> <td>7031</td> <td>6155</td> </tr> <tr> <td>All</td> <td>80.44%</td> <td>4951</td> </tr> <tr> <td></td> <td></td> <td>72.18%</td> </tr> </tbody> </table>		Number of Students	Adj. for	Completers Only	365	% Retained DE 329	DE	174	52.89%	DE	1759	1532	Non-DE Only	1195	78.00%	Non-DE	4623	5272	Non-DE	6666	81.25%	All	6666	4205	All	7031	6155	All	80.44%	4951			72.18%	From the few eLearning Course Rubrics that were utilized, it is apparent that changes need to be made to the rubric. One of the charges of the eLearning Committee for the upcoming year is to rework the rubric. When reviewing the retention rates, it is apparent that students who enrolled in eLearning classes only have the lowest retention rate. This is a common phenomenon nationwide. "Life" factors often times interrupt the typical non-traditional student who enrolls in
	Number of Students	Adj. for																																			
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				eL classes. However, the eLearning Office will continue to explore methods and techniques to retain the non-traditional student.										
Provide technology infrastructure and services to assist faculty and students in meeting their eLearning needs	Assure quality and currency of eLearning practices and technologies Action Steps: *Regularly evaluate new and existing technologies for possible application to eLearning *Conduct periodic major reviews of learning management software and audio/video capture software *Survey faculty for effectiveness of delivery technologies *Work with IT Division to ensure adequate technology infrastructure to support eLearning *Manage licenses and software related to eLearning *Provide faculty with information related to Principles of Good Practice in eLearning	Documentation of technology reviews. Results of faculty surveys.	During the Summer and Fall of 2010, Lecture Capture Software was reviewed. Faculty were given the opportunity to attend two on-campus demos with Wimba. Faculty were also given the opportunity to express their opinions concerning the product. After much negotiations, Wimba was adopted as the Collaboration Tool for Gadsden State. During this time, Blackboard purchased Wimba and became known as Bb Collaborate. Bb is reworking the product and has an extensive update to the product. During the Spring of 2011 Faculty were given the opportunity to select when they would like the update applied to our system. The results of the survey are below: With 22 responses reported: When to apply update <table border="1"> <thead> <tr> <th>Percent</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>Between end of Summer Semester 2011 and the beginning of Fall Semester 2011</td> <td>1 4.5%</td> </tr> <tr> <td>At the end of the Fall Semester 2011</td> <td>1 4.5%</td> </tr> <tr> <td>At the end of Spring Semester 2012</td> <td>7 31.8%</td> </tr> <tr> <td>Between the end of Summer Semester 2012 and the beginning of Fall Semester 2012</td> <td>13 59.1%</td> </tr> </tbody> </table>	Percent	Response	Between end of Summer Semester 2011 and the beginning of Fall Semester 2011	1 4.5%	At the end of the Fall Semester 2011	1 4.5%	At the end of Spring Semester 2012	7 31.8%	Between the end of Summer Semester 2012 and the beginning of Fall Semester 2012	13 59.1%	Even though there is typically little faculty participation when asked to complete surveys or come to demos of products, the eLearning Office will continue to engage faculty in the decision making process.
Percent	Response													
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Make available via the World Wide Web, accurate, up-to-date information concerning eLearning at Gadsden State Community College	Number of visits to eLearning site	The eLearning site is routinely reviewed for accuracy and timeliness. Based on this review, the site will be modified. For example, when Gadsden State's lecture capture changed from Tegrity to Wimba, all materials related to Tegrity were removed from the site and new materials related to Wimba were added. The eLearning site continues to be an important outreach for Gadsden State. Over this instructional year, there have been over 77,000 unique visits with over 100,000 page loads! Obviously this site is accessible and user friendly and contains important information for both students and faculty at Gadsden State.	As materials and processes progress, the eLearning site will be updated. The eLearning Office will continue to monitor the number of visits to the site. This information gives the eLearning staff an overview as to which pages are most popular, from where visitors are coming, and how long they are staying.											
Identify marketing opportunities for the	Increase the number of students enrolled in eLearning courses. Action Steps: *Work	Enrollments in eLearning course compared with	Comparing headcounts in eLearning sections from Fall 2008 , Fall 2009, and Fall 2010 indicates there has been an increase in enrollment in eLearning sections. (See Below) <table border="1"> <thead> <tr> <th>eL sections</th> <th>Fall 2008</th> <th>Fall 2009</th> <th>Fall 2010</th> <th>Headcounts</th> </tr> </thead> <tbody> <tr> <td></td> <td>1693</td> <td>2464</td> <td>2977</td> <td>This represents a 75%</td> </tr> </tbody> </table>	eL sections	Fall 2008	Fall 2009	Fall 2010	Headcounts		1693	2464	2977	This represents a 75%	The eLearning office will explore opportunities; ie. articles, webinars, etc concerning retention in
eL sections	Fall 2008	Fall 2009	Fall 2010	Headcounts										
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eLearning program	with the Admissions Officer/Registrar to include eLearning in the Institutional Enrollment Management Plan *Provide online and print information about preadmission/admissions, tuition and fees, textbooks and supplies, technical and proctoring requirements, and student support services for eLearners	enrollment from previous year. Retention Rates in eLearning courses compared with retention rates from previous year.	increase in enrollment from 2008 to 2010 and a 21% increase in enrollment from 2009 to 2010. Many factors could play a roll in this increase; the economy, enrollment management strategies, and/or timely information provided on the eL website. At present, I do not have Retention Rates for the past two years. I have information on Withdrawal Rates. Unfortunately, with the increase in enrollment, there was also an increase in withdrawals. (See Below) <table border="1"> <tr> <td></td> <td>Fall 2008</td> <td>Fall 2009</td> <td>Fall 2010</td> </tr> <tr> <td>sections</td> <td>20.3%</td> <td>18.4%</td> <td>22.4%</td> </tr> </table> The WD rate increased in traditional sections as well in 2010 to 16.2% from 15.3%.		Fall 2008	Fall 2009	Fall 2010	sections	20.3%	18.4%	22.4%	distance classes and share this information with faculty.
	Fall 2008	Fall 2009	Fall 2010									
sections	20.3%	18.4%	22.4%									
	Expand and enhance student services provided to eLearning students Action Steps: *Provide eLearning students with hands-on training and information, technical assistance, and question/answer service *Assure adequate library services for eLearning students by working with library personnel *Identify and train academic advisors for eLearning students	Number and/or variety of support services established or improved	Gadsden State students have a full range of student services available to them via the eLearning website and the Gadsden State website. Students and faculty alike also have technical services available to them via phone, email, and/or face to face visits to the eLearning Lab. Additionally there are video tutorials available to students on the LMS login page. With the addition of Wimba Pronto this year, students have an added layer of support. More than 78% of the students completing the Evaluation of Campus and Services expressed satisfaction with the level of service provided.	The eLearning Office continues to explore avenues to support eL students. With the addition of Wimba, we hope to find our level of satisfaction increasing.								

2010-2011 Diversity & Compliance: Michele Bradford					
		Cabinet Member: Valerie Richardson			
Goal	Objective	Assessment Method	Findings	Use of Findings	
To provide advice and guidance to College employees for compliance with policies of the Alabama State Board of Education, the Department of Postsecondary Education, the College, and Federal and State laws.	To increase knowledge and awareness of policies of the Alabama State board of Education, the Department of Postsecondary Education, the college, and Federal and State laws.	The Office of Diversity and Compliance will conduct professional development sessions on preventing employment discrimination, including sexual harassment, specifically geared toward employees with supervisory responsibilities.	Each academic year, all employees receive a copy of the College's Sexual Harassment and Discrimination Policy and the Alabama State Board of Education Policy on Harassment. All employees are required to complete the online training for Preventing Sexual Harassment every two years and employees with supervisory responsibilities are required to complete the online training for Preventing Workplace Harassment. The College has been successful in raising the awareness levels of employees which is demonstrated by the number of inquiries from employees	New employees will continue to receive the policies with their employment packages and will also be required to complete the online training before employment packages are completed for payroll purposes.	

			regarding the policies and trainings. To incorporate the information gained from the inquiries, the information from Preventing Sexual Harassment and Preventing Workplace Harassment has been consolidated into one training, Workplace Harassment.	
	To implement an action plan to potential areas of compliance vulnerability.	Conduct annual employee surveys to identify potential areas of compliance vulnerability. Survey data will be used to address and develop sessions and workshops for indicated areas of vulnerability.	Identified areas of vulnerability in the faculty and staff's knowledge of the proper procedures for handling issues involving student complaints, student discipline, employee complaints, and employee discipline.	Improved the online training program for harassment and discrimination and provided more information to cabinet members and supervisors.
To provide training programs and other learning opportunities to enable employees to enhance the educational experience of minority students.	Organize and sponsor a professional development program focused on diversity issues faced by employees and students.	Seventy-Five (75%) of program participants will indicate that the professional development programs met their needs.	Information on diversity was made more accessible through the online training Welcoming Diversity. The annual employee diversity survey was administered with 92-95% of employees indicating that the College provided experiences that enhanced awareness in diversity and racial/ethnic differences.	Continued evaluation is necessary to ensure that training and professional development opportunities are made accessible.
	Increase minority enrollment in Health Science Programs and activities traditionally under represented.	IPEDs data from 2009-2010 will provide baseline data in order to establish target percentages for each underrepresented program. 2009-2010 IPEDs data will be used to measure whether the target percentages have been attained.	A survey was not administered to monitor the progress of minority enrollment in traditionally underrepresented programs and activities.	There were no evaluation findings.
To strengthen the college's relationship with diverse groups within its communities, including community agencies.	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.	College representatives will meet regularly (monthly to quarterly, depending on group) with various groups that represent minority citizens to identify and address the concerns.	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 and the Joint Education Committee for the Calhoun County Chamber of Commerce.	Any concerns identified that relate to services offered by the College are communicated to the appropriate department. Issues related to diversity and compliance are resolved by the Office of Diversity and Compliance.
	To each year increase the College's number of partnerships with diverse community agencies by adding at least one new community partner.	The number of diversity partnerships will increase when compared to data from the previous year.	The number of diversity partnerships remain the same as the previous year; Central Carver Foundation and Beville State Community College.	There were no evaluation findings.
<b>2010-2011 Economic Development: Kathy Gillison-Parker</b>	<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Cabinet Member:</b>
				<b>Findings</b>
				<b>Use of Findings</b>

Support the Vice President in working with the President and Executive Staff to determine, prepare and advance the College's legislative agenda.	Work with the Vice President to prepare the College's legislative agenda.	Prepare the legislative agenda.	The legislative agenda was discussed but no formal documents were prepared due to changes at the federal level regarding congressionally-directed grants. Contacts were continued with congressional leaders but without fiscal requests.	At the present time, congressionally-directed grants are not being prepared or accepted by federal leaders.
	Support legislative efforts at the local, state and federal levels.	Pursue five legislative grants and/or appropriations as directed by the Vice President.	At the present time, congressionally-directed grants are not being prepared or accepted by federal leaders due to changes at the federal level.	The objective was not met due to changes at the federal level and our federal legislators are not accepting congressionally-directed grant requests
Implement and monitor federal congressionally-directed appropriations as received.	Implement and monitor congressionally-directed grants upon approval.	Certify that congressionally-directed grants are appropriately expended within the constraints of the grant.	All previously received grants that the Office of the Vice President was responsible for have been completed and closed. One grant remains open (FTA) but other executive staff members are responsible for it.	The objective was met. The Office of the Vice President will continue to search for congressionally-directed grants that may be available.
Promote external partnerships to assist in meeting the needs of special populations within the community.	Participate in community based events that promote external partnerships.	Participate in six community based discussions, forums, task forces and/or events.	The Coordinator of Economic Development participated in excess of six (6) community based discussions, forums, taskforces and/or events. Examples of community based events include but are not limited to: Leadership Calhoun County, Calhoun County Chamber of Commerce Economic Forum, Calhoun County Chamber of Commerce Annual Meeting, Calhoun County Bringing the Chamber to You Retention Committee, Economic Development Activity Zone sponsored by Gadsden-Etowah Chamber of Commerce and JSU, Community Traffic Safety Program Advisory Board, Regional Trauma Advisory Council, East Alabama EMS Board of Directors and Alabama EMS-C Advisory Board.	The objective was met. The Coordinator of Economic Development will continue to explore areas to contribute to the community and communities of interest as related to the advancement of the College's mission.
Promote and foster an attitude of celebration of differences to recognize and advance a diverse workplace that promotes respect for diversity.	Promote a workplace environment that values diversity and respects individual differences to enrich the community.	Attend diversity awareness training sessions as offered by Gadsden State.	The Coordinator of Economic Development promotes a workplace environment that values diversity and respects individual differences daily even though a formal diversity training sessions was not available during this year.	The goal was met without a formal diversity training sessions through the promotion of a workplace environment that values diversity and respects individual differences. Any future diversity offerings will be considered for

**2010-2011 Educational Talent Search Program-Ayers: Carol Gibson**

Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
Identify and deliver services to diverse disadvantaged middle and high school students with the potential for postsecondary success.	Identify, select and enroll 600 diverse students with postsecondary potential each year; 2/3 of the participants will be both low income and potential first generation college students.	Over 100 applications will be accepted each year from the 14 target locations and evaluated as to eligibility. Computer software is used to track diversity of applications accepted.	Program served 612 participants in the 2010/11 program year. 70.26% are both low income and potential first generation college students. Requirements to serve 600 participants, 2/3 low income first generation participants were exceeded.	The results will be reported on the Annual Performance Report which will be submitted to the U. S. Department of Education in November 2011. Findings are also used for internal evaluation purposes in assessing program strengths and weaknesses.
	Eighty percent (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.	All participants in grades 6-11 are tracked from one grade to the next in Blumen software and by personal contact between participants and advisors.	Ninety-nine percent (99%) of non-senior participants were promoted to the next grade level at the end of the 2011 academic school year. Objective exceeded.	Information will be reported on the Annual Performance Report going to the U. S. Department of Education in November 2011. Findings are also used for internal evaluation purposes.
	Ninety percent (90%) of participating high school seniors will graduate from secondary school or receive a certificate of high school equivalency during each budget period.	All participants are tracked and evaluated to determine progress and graduation status using information provided by the school and the participants.	Ninety-nine percent (99%) of participating high school seniors graduated with a regular or advanced high school diploma in May, 2011. Objective exceeded.	Information will be reported on the Annual Performance Report which will be submitted to the U. S. Department of Education in November 2011. Findings are also used for program internal evaluation purposes.
Remove barriers to increase postsecondary enrollment and success rate of disadvantaged students.	Eighty-five (85%) of "college-ready" project participants will apply for financial aid during each budget period.	Information received from the participants or school on financial aid is maintained in the program office in hard copy as well as in Blumen software.	Ninety-three percent (93%) of "college-ready" project participants applied for financial aid during the 2010/11 budget year.	Findings will be reported on the Annual Performance Report that will be submitted to the U. S. Department of Education in November 2011.
	Eighty-five percent (85%) of "college-ready" participants will apply to a postsecondary school during each budget year.	Information received from the participants or colleges on admission applications is maintained in the program office in hard copy form as well as in Blumen software.	Ninety-three percent (93%) of the May 2011 graduating participants have applied for admission to a postsecondary school as of September 2011.	Information will be reported on the Annual Performance Report which will be submitted to the U S Department of Education in November 2011. Findings will also be used for internal evaluation of program for strengths and weaknesses.
	Seventy-five percent (75%) of "college-ready" participants will enroll in a program of postsecondary school education by or during the next fall term.	Participants are tracked through the admissions and records offices of their prospective colleges as well as through the National Student Data Clearinghouse.	Evaluation of this objective will occur in October and November after colleges have uploaded fall enrollment data to the National Student Clearinghouse. According to internal source documentation and program database, ninety-two percent (92%) of participants that have applied for college admissions report having enrolled for classes in the current fall	Information will be used to complete the Annual Performance Report which will be submitted to the U S Department of Education in November 2011. Finding will also be used for internal evaluation of program to determine strengths and weaknesses.

**2010-2011 Educational Talent Search, Gadsden-Etowah Talent Search: Cherlyn Stowe**

Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
Identify and deliver services to disadvantaged middle and high school students with the potential for postsecondary success.	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.	Applications will be accepted each year and evaluated as to eligibility and need. The two-thirds requirement will be met through the addition of the new applicants.	Talent Search staff identified 600 eligible students with potential for postsecondary education, of which two-thirds or 400 were low income and potential first generation postsecondary. These students were identified through applications and referrals and were tracked through Blumen software regarding their eligibility.	Although the goal was met, Talent Search will use these findings to achieve greater margins of excellence.
	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.	All participants in grades 6-11 are tracked from one grade to the next in Blumen software and by personal contact with counselors.	At this time, Talent Search counselors are still verifying the promotion of non-graduating participants with school counselors who will print class schedules which will show the present grade placement of each participant.	All the data being collected will be used to verify and improve the outcome of this objective.
	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.	All participants are tracked and evaluated to determine progress and graduation status.	Verification is still being collected from high school counselors, students and other sources.	Talent Search staff will use these findings to achieve greater margins of excellence.
Remove barriers to increase postsecondary enrollment and success rate of disadvantaged students.	Seventy-five (75%) of "college ready" project participants will apply for financial aid during each budget period.	Personal contacts are made with each participant. Contact information is maintained in the program office on Blumen software.	All Talent Search seniors and their parents received a newsletter publicizing a financial aid workshop for participants. The staff also posted flyers, made announcements in target schools and provided personal contacts with students and their parents. Data is still being collected to determine how many filed for financial aid.	Talent Search staff will disperse financial aid information as it is currently done and continue to aid students in every way possible to ensure that they file for financial aid.
	At least 75% of "college ready" participants will apply to a postsecondary school during each budget year.	Contact information is maintained in the program office in hard form as well as in Blumen software.	Data is still being collected in order to determine this percentage.	Staff will continue to pursue additional avenues to assist "college ready" seniors in applying to a postsecondary school.
	At least 75% of "college ready" participants will enroll in a program of postsecondary school education by or during the next fall term.	Participants are tracked through the admissions and records offices of their prospective colleges.	Data is still being collected in order to verify this outcome.	Talent Search staff will continue to track past seniors through telephone calls, emails, verification letters to institutions and the National Student Clearinghouse.

**2010-2011 Emergency Medical Services Program: Connie**

Meloun / Patrick Brown		Cabinet Member: Martha Lavender		
Goal	Objective	Assessment Method	Findings	Use of Findings
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).	Adhere to accrediting standards as set forth by national and state agencies.	Certificate of accreditation from accrediting bodies. Approval of annual report by CoAEMSP.	GSCC EMS currently hold accreditation from CAAHEP and Annual report was submitted to and accepted by COAEMSP. In addition the EMS program completed its on site visit from COAEMSP and is awaiting reaffirmation.	EMS Program will continue submit it's annual report each December.
	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.	Minutes of Emergency Medical Services Program Advisory Committee meetings.	The Advisory committee meeting met on April 5, 2011. The committee discussed the upcoming semesters and the implementation of of the Advanced EMT curriculum.	The committee will continue to mead annually to discuss the EMS program. Minutes will be maintained in the EMS Clerks office.
Provide students with knowledge and skills to competently and safely perform as entry-level emergency medical services providers.	Hire qualified, experienced faculty to teach in the Emergency Medical Services Program.	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.	16 end of course surveys were sent to each graduates at the beginning of the fall 2011 semester. To date, 4 surveys have been returned.	Each graduate will be contacted and ncouraged to submit the end of course survey.
	Students will perform competently in classroom, lab and clinical settings.	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.	16 out of 19 students maintained at least 80% average and was allowed to continue in the program. Of those, 16 of 16 (100%) met all prescribed standardswithout any omissions of critical criteria. 16 of 16 (100%) students and employers responded with "agree" or "strongly agree" that the student was prepared to frction in an entry level medica emergency psition.	Surveys will continue to be conducted and evaluated to ensure the program is training students for entry-level position in the field of emergency medicine.
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.	Update equipment/supplies utilized in lab simulations to better prepare students for the workplace environment.	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	5 of 5 (100%) of faculty and 16 of 16 (100%) of student resourse surveys indicated "agree" or "strongly agree" that lab resources were adequate to meet instructional needs. 16 of 16 (100%) of students indicated "agree" or "strongly agree" that they are prepared to work at the entry level. 10 of 16 (63 %) of employer surveys were	Eventhough resourses are sufficient to meet the instructional needs, the EMS department will continue to request tech fee funds to replace equipment that becomes outdated or worn. In addition, consumable supplies will be purchased from the operating budget. Employer surveys: The EMS program would like to see a 100% return on employer surveys. The EMS

		respondents will indicate "agree" or "strongly agree" the graduate is prepared to work at the entry-level.	returned. 10 of 10 (100%) indicated "agree" or "strongly agree" that students are prepared to work at the entry level.	clerk has and will continue to encourage the employers to participate in the surveys.
Provide National Registry Practical Examinations twice per year.	Enlist the services of East Alabama EMS to recruit and maintain a highly experienced contractor base for National Registry practical skills testing.	At least 15 National Registry trained contractors to perform testing.	EMS program contracted with RMS through East Alabama EMS to conduct a National Registry exam. RMS subcontracted 17 National Registry trainers to assist in the testing.	The EMS program will continue to utilize the services of East Alabama EMS to conduct National registry Training.
Promote computer competency and information literacy.	Students will utilize Blackboard and email in each EMS course.	90% of EMS students will utilize Blackboard 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.	16 of 16 (100%) of students utilized blackboard in each theory course in Paramedic. Additionally, each exam was given utilizing Blackboard. 16 of 16 (100%) of students utilized email to communicate with each other and with the instructor. 16 of 16 (100%) of students utilized Fisdap to track clinical experiences.	EMS will continue to utilize the Blackboard, email and Fisdap components in the classroom. In addition, the EMS department will continue to search for new ways to incorporate technology in the classroom and into patient care.
Recruit minority students into the Emergency Medical Services program	Provide financial assistance to purchase text books for a qualified student applicant.	Evaluate the interest in the program by the number of students who applied for the scholarship in each calander year.	During the Fall semester 2011, a tuition scholarship was awarded to a female student who met the GPA requirement of 3.0 and whos husband was unemployed after returning from the war in Iraq. The recommendation was made to the scholarship committee by the EMS Program Director.	EMS will continue to evaluate the availabilty of scholarship money and recruit minority students to the program.

<b>2010-2011 Engineering Technologies: Tommy Hartline / Melinda White</b>				
<b>Cabinet Member: Tim Green</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Maintain partnerships and articulation agreements with all secondary career/technical programs in GSCC's service area	Confirm existing articulation agreements annually. Revise agreements concurrent with curricula changes. Establish agreements with new secondary career/technical programs as appropriate.	All articulation agreements are reviewed, expanded, if appropriate, and updated annually.	All articulation agreements have been reviewed and updated as needed.	Articulation is now done at the state level through the State Board of Education. This goal has been removed from the 2011-2012 strategic plan.
Enhance student learning in Electronics Engineering Technology at the Ayers campus by providing modern equipment for student learning and workforce development training.	Purchase 15 lab computer systems and 24 new digital trainers for the Ayers Campus Electronics Engineering Technology area. In the past trainers have been borrowed from the East Broad Campus to teach Digital	New equipment will be in place and be utilized by students by the beginning of Fall semester 2011.	The equipment was purchased in the spring semester of 2011 and is in place and being used by students.	This purchase has resulted in more flexibility in scheduling and improved class offerings to the students at the Ayers Campus.

	Electronics. The lab computers will replace 10 older computers and will be used to run the new Multisim and Labview software.			
Relocate the Automotive Manufacturing Technology and Electronics Engineering Technology Programs to the Gadsden ATN Center from Ralls Hall.	This move will allow for better utilization of existing space, equipment and software and provide additional lab and classroom space for the Electronics Engineering Technology Program. Rall's Hall will then be available for academic classes to support the entire technical division.	Move will be completed by Fall 2011	The renovation is more than 95% complete with only cosmetic details to be completed. The Automotive Manufacturing Technology and Electronics Engineering Technology have moved and are conducting classes as of the fall semester 2011. Classes taught in the new facility were filled early in the registration period. There is lab equipment and teaching material still to be moved. The remainder of the required material should be relocated by the end of the fall 2011 semester.	A master schedule is being completed for classrooms and labs that will result in more efficient use of these resources. Five additional classes have been scheduled in the AUT, EET, and INT programs with an enrollment of 98 students in these classes.
Continually monitor all work areas in Engineering Technology for Safety issues.	Identify and correct any known safety issues in Engineering Technology Programs.	Require all Instructors to inspect their classrooms, work areas and laboratories each semester and report the results to the Division Chairs.	Two major safety issues were reported to the division chairs. Machine Tool Technology, Ayers campus, reported failed hydraulics on the bandsaw in the shop area that required the saw to be manually lifted after use creating a safety issue. Machine Tool Technology, East Broad campus, reported a major failure of the bandsaw in the shop area resulting in a constant leak of oil on the floor. Both saws are over 25 years old.	Both saws were replaced and these safety issues resolved.
<b>2010-2011 Financial Aid: Kelly D'Eath</b>				
		<b>Cabinet Member: Valerie Richardson</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Maintain clear policies and procedures to ensure accurate, timely awarding of financial aid.	Stay abreast of changes impacting financial aid through participation in professional development activities and through review of financial aid regulations and literature.	1. Information gained at professional development activities, with each staff member attending at least one event annually; 2. Update the Financial Aid Policy and Procedures Handbook as needed; 3. Number/amount of overpayments due to staff errors; and 4. Enhanced office communications.	All members of the Financial Aid Team participated in a minimum of one training session related to financial assistance. Policies and procedures were updated accordingly based on information learned through professional development and from research of federal regulations. In addition to external training, in-office training sessions were held to enhance communications among the three financial aid offices.	Training will continue to be a top priority, with at least three in-office training sessions to be held annually. These in-house sessions are critical to eliminate confusion of any changes in policies and procedures and to enhance the efficiency of the overall operation of the FA offices. Additionally, staff will be trained over the next year in the financial aid module of Banner.
Expand services to assist the increasing volume of students.	1. Provide additional financial aid assistance to students at Gadsden	1. Number of students served at Gadsden State Cherokee and	Although an additional clerk has not been hired to assist students at	An additional clerk is needed to adequately serve the growing

	State Cherokee and enhance services in Calhoun County; 2. Continue to enhance the procedures for processing complete withdrawals to ensure Return of Title IV (R2T4) calculations are completed in a timely manner; 3. Hire additional staff member to assist with federal regulation changes relating to Two Pells in an Award Year; 4. Expand square footage of Financial Aid Offices to adequately store and house student records	additional students served by the Calhoun County offices; 2. Clear financial aid audit; 3. Hiring of staff; 4. Acquisition of additional space for storage of records	Gadsden State Cherokee and to provide additional support for the Calhoun County financial aid offices, four part-time temporary clerks were hired to assist during the peak processing/registration seasons. In addition, a one-year temporary clerk position was approved in August 2011 to assist the Director, who will be working on the conversion to the Banner Sungard administrative software system. An alternative solution was identified to address the storage issue, thereby freeing needed space in the Financial Aid offices.	student population receiving financial assistance. Five years ago, approximately 40% of Gadsden State students received Federal Pell Grants. In the Fall of 2011, 62% of students are Pell Grant recipients. The storage system will continue to be utilized.
Enhance communications with the College community in regard to financial aid, especially in regard to Two Pells in an Award Year	1. Continue to offer financial aid workshops - to students/parents and to the college community; 2. Continue to work cooperatively with the instructional divisions, especially in regard to attendance verifications; 3. Utilize the student email portal to publicize financial aid opportunities; 4. Enhance/expand financial aid website.	1. Number of workshops offered yearly and anecdotal feedback received; 2. Decrease in ARs resulting from inaccurate roll verifications; 3. Increase in students receiving financial aid; 4. Number of hits on the financial aid website.	Financial aid workshops were held throughout the College's service area. In addition, other forms of outreach (email alerts/notifications, signs, web notices, etc.) have been useful in publicizing financial aid information. The success of these workshops are evident by the increase in the number of students receiving Federal Pell Grants. Strides have been made in regard to the importance of accurate roll verifications.	The Financial Aid Office will continue to offer workshops throughout the College's service area to inform citizens of financial aid opportunities available. Updates to the web page, as well as other forms of communication, will be used in the upcoming years to notify current and prospective students of the opportunities and changes relating to financial aid. Another focus will be the continued emphasis on accurate attendance verifications, working with the instructional officers to ensure timely and accurate submissions.
<b>2010-2011 Financial and Administrative Services: Jim Prucnal Cabinet Member: President</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
To utilize available funds to complete capital projects as identified by the President.	Identified capital projects will be completed.	Were the projects completed on time and on budget? Projects for 2010-2011 are: a. renovation of the Fowler Hall HVAC system. b. completion of the multipurpose building at Valley Street. c. other projects to be determined using 2007 bond funds.	a. Fowler project was completed 9-1-11. b. Valley St. project was completed 11-30-10. c. The remaining 2007 bond project, one-stop center, was not designed as of the end of FY11. It is projected to be designed in FY12.	Completed projects were placed in service. The one stop center project will be placed under discussion for design during the master planning phase of facility review.
Provide accounting services and budgeting for the college.	Fund balance will meet the Chancellor's guidelines.	Review fund balance on 09-30-2011 to determine if the balance meets the Chancellor's guidelines.	Fund balance is projected to exceed the Chancellor's guidelines of two months of expenses in reserve as of 9-29-11. The books must be closed on 9-30-11 to get the exact fund balance amount.	Excess fund balance will be used to balance the FY 12 budget.

	Monitor all accounting functions so that the annual audit by the Examiners of Public Accounts yields an unqualified opinion and no findings.	Review the audit performed by the Examiners on the 2009-1010 records.	The college received an unqualified audit opinion and no financial findings. One finding regarding the Veterans' Upward Bound program for FY 10 was noted.	The college will continue using its financial policies for the new budget year. The Veterans' Upward Bound program issued new guidelines to correct the finding and those guidelines are being followed for FY 11.
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<b>2010-2011 Financial Services: Jacqueline Clark</b>		<b>Cabinet Member: Jim Prucnal</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>

Provide optimal services to students, faculty, and staff.	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.	Review the student survey to determine percentage responding "Highly Agree/Agree."	Students responding to the Student Evaluation of Campus and Services indicated the following: Ninety-eight percent (98%) agree or highly agree that the procedures for payment and fees are easy to follow. Ninety-six percent (96%) agree or highly agree the services and information provided by the Business Office are satisfactory. Ninety-five percent (95%) agree or highly agree student refund services provided by the Business Office are satisfactory. The department exceeded the targeted goal.	The objective will continue to be monitored to ensure quality financial services to students.
	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.	Review the employee survey to determine percentage responding "Highly Agree/Agree."	Employees responding to the Employee Satisfaction Survey indicated the following: Ninety-seven percent (97%) agree or highly agree the Payroll Office provides adequate office hours and information regarding employee pay. Ninety eight percent (98%) agree or highly agree the Business Office provided adequate office hours. Ninety-six percent (96%) agree or highly agree the Business Office provided adequate information regarding charges and receipts. Ninety six percent (96%) agree or highly agree the Purchasing Office processes purchase orders and in a timely manner. Ninety-seven percent (97%) agree or highly agree the Purchasing Office processes bid requests in a timely manner. Ninety-nine percent (99%) agree or highly agree the Accounts Payable Office processes checks in	The objective will continue to be monitored to ensure quality financial services to employees.

			a timely manner. Ninety-nine percent (99%) agree or highly agree the Accounts Payable Office processes request for information in a timely manner. Ninety-three percent (93%) agree or highly agree the Financial Services Office processes information in a timely manner. Ninety-seven percent (97%) agree or highly agree Financial Services process budget revision requests in a timely manner. The department exceeded the targeted goal.	
	To hold training session for budget managers and administrative assistants.	Document the training was provided.	Budget Managers Meeting was held March 10, 2011. Budget managers, administrative assistants, and property managers attended. Topics included budgeting, purchasing, accounts payable, employee travel, student travel, petty cash, and year-end procedures.	Meetings will continue to be held at least annually.
	Review policies, procedures, and processes for ways to incorporate electronic and web based capabilities.	Review present policies, procedures, and processes. Document the number of electronic capabilities added. Document the number of web based capabilities added.	Policies, procedures, or processes were reviewed as a result of the pending administrative software conversion to Banner. Electronic and web based capabilities were not addressed.	Banner implementation will eliminate this objective.
Provide optimal financial management for the College.	Zero noncompliance findings related to the financial services area reported by the State Examiners of Public Accounts.	Review annual audit report from the State Examiners of Public Accounts for the number of findings related to financial services.	Zero findings related to Financial Services.	Review audits of other institutions for potential problem areas.
	Zero noncompliance findings related to the financial services areas reported by state and federal grantor agencies.	Review audit reports for state and federal grantor agencies for findings related to financial services.	Zero findings related to Financial Services.	Review audits of other institutions for potential problem areas.
Provide Financial Services employees with equipment and training necessary to assist a diverse population of students, faculty, and staff.	Evaluate and replace as necessary computer hardware and software.	Review equipment purchase report to determine if computers and software were replaced.	Replaced outdated computers located in the Financial Services Offices.	Continually monitor equipment to ensure Financial Service employees have the equipment to efficiently serve students and employees.
	Provide professional development, including diversity, on customer service to business office employees and on specific duties to accountants.	Review Professional Development worksheet to ensure all employees have received at least one professional development opportunity.	All employees received a minimum of one professional development opportunity	Continue to provide professional development opportunities.
<b>2010-2011 Fowler Residence Hall: Jack Page</b>	<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>
				<b>Use of Findings</b>

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.	The expected Unit Objective is to have 70% or higher of the residents who live in Fowler Hall return their annual survey.	Were 70% (or 72) surveys returned?	87% of residents in Fowler Hall returned an annual survey.	Will use the results of the survey to improve the services provided to the residents.
	The expected Unit Objective is to attain a 90% or higher rating from the residents' surveys that they have an overall satisfaction of Fowler Hall and its programs.	Did the survey reveal that 90% of the residents have an overall satisfaction?	93% of respondents had an overall satisfaction rating of Fowler Hall.	Continue to provide satisfactory services to residents. Work to raise satisfaction level.
To maintain an occupancy rate greater than 90%.	To maintain a 90% occupancy average (or 99 residents) living at Fowler Hall during the Fall and Spring Semesters.	Review the list of paid residents at Fowler Hall.	Average occupancy rate in Fowler Hall was 95%.	Continue to maintain at least 90% occupancy rate.
To maintain the professionalism of the resident hall staff through continuing education activities and professional development meetings.	To obtain a 90% or higher rating from the residents' surveys that they "Highly Agree/Agree" that the Residence Hall Staff are professional and helpful.	Review the survey to determine the rate of success.	92% "Highly Agree/Agree" that the staff is professional and helpful.	Continue practices that rate a 90% or higher "Highly Agree/Agree" rating as to the professionalism and helpfulness of the Fowler Hall staff.
To replace 2 (two) lobby computers that are for student use, both educational and recreational.	The expected Unit Objective is to use Technology Funds to acquire two (2) new computers for the lobby area so that the residents have the tools to assist them in succeeding at Gadsden State.	Confirm that two new computers were purchased.	New computers were not purchased due to lack of funds.	Continue to secure new computers for lobby.

2010-2011 Gadsden State Cherokee: Martha Lavender				
Goal	Objective	Assessment Method	Findings	Use of Findings
Recruit high school and non-traditional students to Gadsden State Cherokee.	Design a variety of programs and initiatives involving high school sophomores/juniors/seniors to promote academic programs/courses and familiarize potential students with procedures related to admissions, placement testing, course registration, financial aid, advisement, and other services.	Increase potential student contacts by 10%; increase enrollment by 10% Participate in high school activities (e.g., Career Coach programs, high school programs, etc.) 4 programs/activities at GSC Campus - College and Job Fair (TBD) - High School Tours of GSC Campus (Ongoing) - CHOICE Program (Spring) - New Student Orientation - Cherokee Campus (August and December) Dynamic, informative website with direct link from Gadsden State home page.	The Coordinator of Academic and Student Support Services made visits to each high school in both fall and spring terms. Consistent with previous years, this included visits to the classrooms and discussion with high school counselors on admissions, registration, and class/program offerings. Alignment of activities with the Cherokee County Career Coach has resulted in a much greater awareness of Gadsden State and increased interest the educational opportunities offered by the institution. Staff have participated in RU4Real, Mock Interviews, College Fair, and Careers on Wheels (COW) Day programs to interact with students (approximately 250), faculty, and parents. · Senior class presentations at Cedar Bluff High	Recommendations include: (1) continue existing strategies to increase awareness of GSC opportunities; (2) partner with community and civic organizations to increase visibility of Gadsden State; (3) co-sponsor events at the GSC campus to bring more citizens to the facilities; (4) work collaboratively with all GSCC constituencies to bring additional courses and unduplicated programs to the Cherokee campus; and (5) seek internal/external assistance with the GSC website.

School and Gaylesville High School on September 28, 2010 (CBHS = 39 students; GHS = 38 students) · Presented to the participants of the STAR (Saving Teens at Risk) program on September 25, 2010 on Gadsden State Community College opportunities; 9 students in attendance · Attended and interacted with 119 students at the Sand Rock GSCC Show Band and Chorus concert. Gadsden State Cherokee hosted an exhibit at the 4th Annual Youth Leadership Forum sponsored by the Centre Lions Club. This program targets high school juniors and seniors selected by the teachers/counselors of the local high schools. Approximately 90 students were in attendance; many indicated they would begin (or complete) their education at Gadsden State. Based on a decision by the Board of Education staff, the College and Career Fair was discontinued and the high school students participated in a College Fair sponsored by the local schools. This event provided an excellent opportunity to interact with the traditional age student and discuss the advantages of choosing Gadsden State for post-secondary education. A total of 284 juniors, 253 seniors, and 45 community participants were in attendance. In May, a Health and Job Fair was held to reach the general public and the non-traditional student population. Gadsden State partnered with the Chamber of Commerce, the Alabama Institute for the Deaf and Blind, and the Cherokee County JOBS Taskforce to sponsor this event. A total of 34 health fair vendors, 19 job fair vendors, and 61 participant (a

total of 114) were in attendance. The College received wonderful media coverage through radio and print. On July 14, 2011, FOCUS was sponsored and conducted by the Counseling and Advisement staff. With approximately 32 new students in attendance, the event was a success. Students were able to ask questions, participate in advisement, and tour the facility. In addition, the nursing education department provided a program-specific orientation for the incoming practical nursing students at Cherokee in August 2011. The Cherokee website was maintained and information was updated as needed. Lack of expertise at the Cherokee location and limited web design assistance from the institution have hampered efforts to make the campus-specific page a useful tool for students. The Student Evaluation of Campus and Services (administered online in spring 2011) revealed a high level of satisfaction with the college website by Cherokee students (total of 13 responses). While this is the only campus-specific information available for review, the results are questionable since the response rate ( $11/330 = 3\%$ ) is not an adequate representation of the students enrolled in spring. To evaluate the effectiveness of these strategies, enrollment data from fall 2010 and fall 2009 were reviewed and analyzed. A total of 388 students were enrolled in one or more classes at Gadsden State Cherokee in fall 2010 as compared to 368 enrolled in fall 2008. This represented a 5% increase in enrollment in 2010. Fifty-six course sections were offered in fall 2010 as compared to 42 in the previous year. A comparison was also conducted

		<p>for spring enrollment data. A total of 340 students were enrolled in spring 2011 as compared with 331 enrolled in spring 2010. This represented a 2.7% increase in enrollment in 2011. Full time enrollment was fairly consistent during the past year with approximately 55% of the students taking 12 semester hours or more in both fall and spring semesters. The number of student contacts and overall enrollment (headcount) revealed an increase when compared to the previous year. However, the enrollment benchmark of 10% was not achieved. Enrollment at Cherokee was consistently aligned with the enrollment of the College; limitations in course/program offerings at Cherokee along with a variety of external factors have impacted enrollment numbers.</p>	
<p>Build an aggressive outreach program targeting civic groups, community gatherings, and local business leaders to inform community/public leaders and citizens about Gadsden State and the specific programs at Gadsden State Cherokee.</p>	<p>10 programs/activities/presentations (designed to inform as well as recruit high school and non-traditional students) reaching at least 200 individuals in the community. Increase participation in the tours of academic and technical program at Gadsden State for Adult Education Students. Organize an advisory group of community leaders to provide input on future program development and other initiatives to advance Gadsden State in Cherokee County and the surrounding communities.</p>	<p>A total of 10 presentations were delivered during the reporting period reaching approximately 420 people in the service area. The table below summarizes the various presentations, the audience, and the number in attendance. Date Topic Audience # Attendees Presenter  October 18, 2010 Small Business Development Workshop Business leaders 12 Luanne Hayes  December 7, 2010 Education and Leadership Youth Leadership Cherokee 20 Martha Lavender  December 13, 2010 Economic Development Update Cherokee County Commission 50 Luanne Hayes  February 2, 2011 Health Living Habits to Promote College Success High School Juniors and Seniors 168 total (90 students) Martha Lavender  February 24, 2011 Nursing Opportunities at Gadsden State and Beyond Members, Alabama Council of Hospital Auxiliaries (Dist. I) 60</p>	<p>Recommendations include: (1) continue current strategies; (2) expand community education program visibility and offerings; (3) expand community events in partnership with existing organizations.</p>

Martha Lavender February 28,  
2011 Social Marketing Workshop  
Business owners and public 18  
Luanne Hayes April 5, 2011  
Global Nursing Shortage and SIM  
Tour High School Juniors 18  
Martha Lavender May 13, 2011  
Cherokee Economic Development  
Program Update LDI Class 20  
Luanne Hayes July 11, 2011  
Airport Authority Update  
Members Centre Rotary Club 40  
Luanne Hayes August 25, 2011  
Benefits of Working with the  
Local Media Media, business and  
community leaders, educators 11  
Luanne Hayes Other community-  
based activities designed to  
represent the College, increase  
visibility of campus leadership  
and engagement, and/or recruit  
students included: · Attended  
grand opening/ribbon-cutting  
ceremonies for the Little River  
Canyon Highway 35 (September  
15, 2010), Cherokee Rock Village  
Dedication (November, 10, 2010)  
Fort McClellan Credit Union  
(March 15, 2011), Sand Rock  
Parkway Grill (May 27, 2011),  
and Cherokee Chiropractic (June  
2, 2011) · Participated in the  
Quality of Life Health Services,  
Inc. Board of Directors Annual  
Banquet and Meeting in Gadsden  
(June 24, 2011) · Attended  
and provided closing remarks for  
the Gertie Lowe Scholarship  
Ceremony at the Valley Street  
Campus (June 28, 2011)  
· Attended the Alabama  
Power Company Weiss Lake  
Shoreline Management Annual  
Open House (November 30, 2010)  
· Prepared a letter of support  
for renewal of the management  
contract for the Cherokee Health  
and Rehab Center (February 15,  
2011) · Prepared a letter of  
support for the Quality of Life  
Health Services, Inc. for a New

Access Pont Grant Application to fund a new health clinic in Cedar Bluff (October 18, 2010)

- Prepared a letter of support for a regionally-based simulation training center for Northeast Alabama Regional Medical Center (January 14, 2011)

- Cherokee Staff supported the Chamber of Commerce fundraiser, Girls Night Out, on October 28, 2010 · Served as Mistress of Ceremonies for the 2011 Miss Snowflake Pageant on February 19, 2011 · Prepared and executed a facility usage agreement between Gadsden State and the Cherokee County Career Technical Education Center (CCCTC) to provide access to the kitchen for the culinary arts students in fall 2010

- Exhibited at the Cherokee Health and Rehab Employee Health Fair on November 18, 2010 (200 contacts) Targeted recruitment efforts were directed at the students in the Adult Education Program. A motivational/information session was held to invite the students on a tour of the Gadsden campus and an overview of the GSCC programs. A morning (September 8, 2010, n=23) and afternoon (September 23, 2010, n=15) session was conducted. The actual tour was completed on October 5, 2010 with a total of 15 students attending. The sessions were repeated in spring term (March 22, 2011 in both the morning and afternoon classes, n=36). The tour was completed on March 29, 2011 with a total of 15 students attending. In collaboration with the Department of Continuing Education, Gadsden State Cherokee has hosted community education programs to the general public and the non-traditional

		<p>student population through a variety of continuing education programs. A total of 56 topics were offered and 16 courses had sufficient enrollment to comprise a class: 8 courses made in fall 2010, 5 in spring 2011, and 3 in summer 2011. A total of 151 people attended. In partnership with the Cherokee County Chamber of Commerce, the Cherokee Center and Arena hosted multiple college and community events. During the 2010-2011 reporting period, a total of 169 events were held with approximately 20,200 people in attendance. During this period, five events were sponsored by out-of-county or for-profit entities resulting in \$2100 in rental revenue. The academic facilities have been used for additional training/community development events during the year including seven sessions for parents, teachers, and students on Attention Deficit Hyperactivity Disorder, three sessions for the general public on Relay for Life sponsored by the American Cancer Society, two blood drives sponsored by the American Red Cross, two sessions of the Hunter Safety Training Program, and one leadership development session for KTH Leesburg, Inc. Following discussion with the GSCC interim president, an advisory committee was not formed pending the arrival of a permanent president. The multiple strategies of the outreach program were successful and well received by the community.</p>	
<p>Facilitate the expansion of the community scholarship program available to students attending Gadsden State Cherokee.</p>	<p>Secure 2 additional scholarship commitments. Identify a community leader interested in creating a Gadsden State Cherokee Foundation. In collaboration with the Chamber of Commerce, conduct</p>	<p>Maintained a continuing relationship with Mr. Jerry Culberson, President and CEO of Preferred Health Services, to make scholarships available to students attending Gadsden State</p>	<p>Continue active pursuit of scholarship funds for nursing and general education courses at Gadsden State Cherokee. Maintain communication with past donors and ensure adequate</p>

an Awards Ceremony to recognize scholarship recipients attending Gadsden State Cherokee.

Cherokee. Awarded the Dessie Swan Stephens Scholarship, a \$2500 tuition scholarship, to a practical nursing student for spring/summer terms 2011. In addition, Mr. Culberson provided a \$500 scholarship to a student from outside the Cherokee service area due to demonstrated need/hardship. Secured additional scholarship funds from Mr. Jerry Culberson to award a \$500 tuition scholarship to five students (one from each area high school). Worked with high school counselors to disseminate the application, assembled a scholarship review team, and awarded the five scholarships. Dr. Lavender and Ms. Trudy Lowe presented the scholarships at the high school graduation ceremonies. Three were actually accepted. In addition, GSC faculty/staff continued working with the Chamber of Commerce to award the Girl's Night Out scholarship funds in 2010-2011 (3 tables were sponsored for the October 2010 event by Cherokee representatives), coordinated with Kiwanis to award a student scholarship, and assisted members of the Lion's Club in announcing two additional scholarships for students in Cherokee. In lieu of a separate scholarship ceremony, the Cherokee staff integrated the scholarship awards into the GSCC Honor's Day program on April 6, 2011. The Dessie Swan Stephens recipient was recognized at this event. All efforts to generate interest in a specific foundation for the Cherokee Campus were suspended pending the selection of a permanent president. No action was taken to identify a community leader to organize local interest.

publicity of each scholarship award.

Create a robust Economic

Serve as a collaborating partner in

Staff the Cherokee County Industrial

Conducted the Cherokee

Objective met. The Director of

<p>Development Program in collaboration with the state/local business leaders, the Chamber of Commerce, and the Alabama Economic Development Authority.</p>	<p>shaping and achieving the county's economic and community development vision/plan.</p>	<p>Development Authority. Facilitate the development and implementation of a strategic plan and business strategy for the Industrial Development Authority. Conduct the Youth Leadership Cherokee program in collaboration with the Chamber of Commerce and the County Extension Office.</p>	<p>County Industrial Development Authority, meet monthly with the eleven member authority and 12 courtesy members. · Appointed to the Centre-Piedmont-Cherokee County Regional Airport Authority, meet monthly and serve as Secretary/Treasurer to the 7 member authority. · Serves on the Board of Directors of the Aviation Council of Alabama, meet monthly to promote general aviation in the State of Alabama. · Appointed to serve as a representative to the East Alabama Regional Planning Development Council, meet monthly with dozens of representatives from a 7 county area. · Serve as Secretary of the Board of Directors for the Cherokee County Chamber of Commerce, Meets monthly with the 21 member board. · Charter member of the River Highlands Community Development Corporation, a five member board, meets monthly. · President of the Centre Rotary Club (local commitment), meets weekly with over 45 club members. · Meets semi-annually - Mayor's Forum. · Meets semi-annually-Utilities Council. · Speaks annually to all town councils and the county commission. · Serves as program director for Youth Leadership Cherokee, a dynamic program designed for the high school juniors in the county. The group meets 7 times per year. · Appointed to the Centre Industrial Development Board. · Selected to attend the inaugural class of the Tennessee Valley Rural Leadership Institute. The 2010-2011 Youth Leadership Cherokee Program accepted 20 students from the five high</p>	<p>Economic Development has increased visibility of the IDA organization and its sponsored activities. Recommend continuation of existing strategies and explore new opportunities for local and state level involvement.</p>
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			<p>schools into the third class cohort. Student evaluations of the experience were very positive. A total of 69 graduates have completed the program to date. Continuing to search for a chairperson for Vision Cherokee - the strategic plan for business development and education in the county.</p>	
	<p>Serve as an information resource for all organizations interested in economic development and industrial growth in Cherokee County.</p>	<p>Provide services as requested/needed.</p>	<ul style="list-style-type: none"> <li>· Visited majority of industries.</li> <li>· Various speaking engagements.</li> <li>· Building/Facility Tours.</li> <li>· Established marketing materials (web site, and Leesburg industrial site power point program).</li> <li>· Publishing a county-wide Retail and Commercial Development Guide.</li> <li>· Publishing a county-wide Industrial Directory.</li> <li>· Co-sponsored two small business development workshops.</li> </ul> <p>Continued advances in promotional materials have increased public and prospect access to economic data and viability of the economic development program. Through the various activities conducted throughout the year, the objective has been fully met.</p>	<p>Recommend continuation of current activities, actively search for grant applications that are consistent with development of county initiatives, and support/sponsor additional continuing education/business development workshops.</p>
<p>Lend support for student activities and support services at Gadsden State Cherokee by providing extra-curricular activities.</p>	<p>Maintain existing clubs and establish one additional club on the Gadsden State Cherokee campus.</p>	<p>Secure a faculty advisors from Gadsden State Cherokee faculty/staff. Conduct a minimum of one leadership/service activity. Conduct a minimum of 4 meetings per year. Increase student satisfaction with the student activities and support services available at the Cherokee Campus.</p>	<p>Black History Month was celebrated by a poster display series recognizing black leaders in a variety of fields. The display was available for students and the public. All posters were rotated weekly. In addition, a specific tri-fold display was created to highlight black nurse leaders in Alabama and across the nation. The Baptist Campus Ministry was the most active student organization with weekly meetings during fall and spring semesters. Attendance ranged from 30-45 students per session. Meals were provided by local churches. Student satisfaction</p>	<p>Continue current organizational activities based on student interest and participation. Explore other options for extracurricular student involvement in leadership development, community activities, and college-wide organizations.</p>

		<p>with this activity was excellent. The SGA held three meetings during the year with an attendance of 15-30 students. They sponsored/assisted with numerous activities including (1) Get on Board Day, (2) Constitution Week Scavenger Hunt), (3) Red Cross Blood Drives, (4) Halloween Costume Contest, (5) Centre Christmas Parade, (6), Talent Show Auditions, and (7) GSCC Talent Show. The National Society of Leadership and Success members participated in two service projects in the community: (1) volunteered for the pancake breakfast held in November 2010; and (2) provided volunteer staffing for the Run for Cystic Fibrosis in May 2011. In addition, the organization met 5 times during the academic year (with low attendance ranging from 1 to 3 students). Approached with the possibility of establishing a college chapter of the National Alliance on Mental Health at the Cherokee Campus. The local Centre chapter has agreed to send representatives to the fall 2011 Get-on-Board Day to assess student interest. Anecdotal information obtained from students affirm a high level of satisfaction with the current club/organizational opportunities. The Campus-Specific Satisfaction Survey administered in spring 2011 revealed that 100% of respondents agreed or strongly agreed that they were satisfied with current activities (data interpreted with caution as the response rate was only 3% of the total student population).</p>	
<p>Provide support programs to meet student needs.</p>	<p>Offer brown bag lunches and/or programs on time management, study skills, organizational skills, stress management, etc. Conduct a minimum of 4 programs a year.</p>	<p>Individualized counseling was provided for students with testing anxiety, time management issues, personal counseling needs, and organizational deficits. Faculty</p>	<p>Continue to pursue a multifaceted support program for students at Cherokee. Incorporate these requirements into the advisor role when the position</p>

			<p>conducted numerous study sessions and created individual remedial plans for students identified as at-risk. Three financial aid sessions were held to assist students with the FAFSA application and to answer questions related to federal financial assistance. Ms. Kelly Death presented a morning, noon, and afternoon session with 21 students in attendance. While support services were provided, there was no formalized program developed as envisioned.</p>	<p>vacancy is filled. Work with Student Support Services on Wallace Drive to extend services to the Cherokee Campus.</p>
<p>Ensure continuing professional development and professional involvement of Gadsden State Cherokee staff in fulfillment of academic and economic development responsibilities.</p>	<p>Staff will maintain and expand knowledge of professional trends in postsecondary education and economic development.</p>	<p>Each staff will attend at least one national conference and/or state meeting based on the approved individualized professional development plan.</p>	<p>In addition to the Gadsden State professional development offerings and the required harassment and Alabama Ethics Law training, each member of the Cherokee staff participated in focused continuing education programs specific to identified education needs and funding availability. Representatives from Cherokee attended the 2010 Alabama Community College Association Annual Conference (November 20-22, 2010), Get Motivated (February 7, 2011), the Gadsden State Leadership Development Institute Instructional Day (November 10, 2010), Celebrate Nurses 2011 (May 6, 2011), Advisor Training (July 7, 2011), Business Writing Workshop (June 20, 2011), North Alabama Industrial Development Association Annual Conference (September 13-14, 2010), Aviation Council of Alabama Annual Conference (September 20-22, 2010), TVA Economic Development Forum (February 16-17, 2011), and the Women in Economic Development (July 21-22, 2011). All Cherokee staff met/exceeded their goals as specified in the annual Professional Development Plan. The number and diversity of</p>	<p>Recommend continued identification of targeted educational needs and participation in need based continuing education programs at the local, state, and national levels.</p>

activities augmented existing skills as needed to ensure effective performance of duties (documented in the employees' individual performance evaluation).

**2010-2011 GED Testing Center: Johnny Baker Cabinet Member: Valerie Richardson**

Goal	Objective	Assessment Method	Findings	Use of Findings
To provide for the safe keeping and storage of the GED Tests Official Score Reports.	To purchase four (2) - 4 drawer, fireproof filing cabinets for storage of the GED Official Score Reports for the Main GED Testing Center in Gadsden.	Purchase and place in service four (2) fireproof storage cabinets.	The GED Testing Center at the Main Campus purchased four (4) 4-drawer fireproof safes in order to safeguard GED Transcripts dating back to the 1950's.	The GED Transcripts will now be kept safe and secure due to the purchase of these safes. All old file cabinets have been replaced with these new fireproof safes. This Unit Objective is complete and closed.
	To purchase two (1) - 4 drawer, fireproof filing cabinet for storage of the GED Official Score Reports for the GED Testing Center at the Ayers Campus.	Purchase and place in service two (1) fireproof storage cabinet.	The GED Testing Center at the Ayers Campus purchased two (2) 4-drawer fireproof safes in order to safeguard GED Test Booklets and GED Transcripts. The safes were received and put in service in September 2011.	The GED Booklets and GED Transcripts will now be kept safe and secure due to the purchase of these safes. All old file cabinets have been replaced with these new fireproof safes. This Unit Objective is complete and closed.
Increase Awareness of the Gadsden State Community College's GED Testing Center.	Develop a fully integrated webpage that will provide information about the GED Testing Center and all information concerning taking the GED Test.	The objective will be validated when the fully-integrated webpage has been developed and is available and functional worldwide.	This Unit objective was not met due to the unavailability of computer software and proper training needed to perform maintenance of the GED Testing Center Website located within the Gadsden State Community College's website.	The software was ordered and received on 9/20/2011. This software is being installed on a computer, and the creation and maintenance of the GED Testing Center Website will be accomplished during the 2011-2012 Unit Strategic Plan. This will be an ongoing Unit Objective.
Build capacity for consistent GED Testing Services within the State of Alabama guidelines.	Increase the knowledge and awareness of all policies and procedures of the GED Testing Service, Washington, DC and the Department of Postsecondary Education (DPE), Montgomery, Alabama. This will be accomplished by all examiners and proctors attending at least two (2) local and/or regional training sessions.	This objective can be assessed by each examiner and each proctor attending at least two (2) local or regional training sessions throughout the twelve month period.	The GED Testing Center personnel increased their knowledge and awareness of all policies and procedures of the GED Testing Service, Washington, DC, and the Department of Postsecondary Education (DPE), Montgomery, Alabama by attending three local training sessions (presented by the GED Chief Examiner). The GED Chief Examiner also attended one (1) Regional Training Conference in Montgomery, Alabama in October 2010.	The increased knowledge and awareness of all policies and procedures of the GED Testing Service, Washington, DC, and the Department of Postsecondary Education (DPE), Montgomery, Alabama allows the GED Testing Center personnel to operate and conduct GED Testing within these polices. This training has been invaluable in maintaining the GED Testing presence and proper conduct of GED Testing. This will be a continuing Unit Objective.

**2010-2011 Health & Physical Education, & Recreation: Mike Cancilla Cabinet Member: Jim Jolly**

Goal	Objective	Assessment Method	Findings	Use of Findings
Create an environment of	To improve classroom technology	1. Purchase and installation of	1. Purchased the Mimio system	Pre-athletic training (in 2nd year)

excellence that fosters the highest standards of instruction in all health education (HED) and physical education (PED) courses.	through technology rich instructional equipment in personal/community health, first aid, pre-Athletic Training and physical education classes.	Smartboard in the 2010 Fall semester. 2. Track enrollment of students entering into the pre-Athletic Training program via admission and graduate from the program and assess their graduation rate from senior institutions via follow-up questionnaire.	instead of the Smartboard. 2. First year of the program and had one transfer to a senior institution to complete her training.	will have 6-8 students transferring to senior institutions to complete their training.
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.	To increase the participation of students and staff in opportunities to engage in activities that will result in better overall physical and mental health.	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.	1. Fall semester had 16 enrolled, spring had 14 enrolled. The fall semester had a slight increase with the spring semester not reaching the 10% increase. The 2009-10 enrollment had 12 enrolled fall semester, spring had 18 enrolled. 2. The weight room averaged 30 people/ day fall semester and 40 people/day spring semester compared to the 2009-10 usage of 31 per day in the fall and 38 per day in the spring.	1. The total number of participants stayed the same. 2. The spring semester participants was slightly higher than 2009-10, but the overall potential increase in percentage was less. A more aggressive notification of services/offering may be needed.
	To create an environment of excellence by maintaining and upgrading exercise and fitness equipment to better serve the needs of the students, staff, and community utilizing the facilities.	1. Routine/general annual maintenance performed on all equipment. 2. Purchase (as needed) additional equipment to enhance current equipment.	Have a service contract that address annual and emergency needs for the equipment. The daily upkeep and appearance of the equipment is enhanced by work study attendant(s) throughout the hours of operation. No additional equipment was purchased.	Having daily attention and supervision leads to an atmosphere of caring for the room which is noticed by the users and they too take better care of the equipment.
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.	To assist in the rehabilitation of people who have existing heart disease and/or those who have risk factors for heart disease.	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. Utilizing the Heart Focus Survey 80% or greater of those enrolled in Heart Focus Program will indicate agree or strongly agree that the program has benefited them.	1. Brochures were sent to those in the program, local cardiologist offices as well as referrals from Heart Focus participants. 2. There were 4 participants in the fall semester, a decrease of 3 from the previous year. 3. 3 out of 4 participants 100% agreed/strongly agreed that the program benefitted them.	The program lost a member during the fall and due to lack of numbers the program was suspended for the spring semester.

<b>2010-2011 Health Sciences: Connie Meloun</b>				
<b>Cabinet Member: Martha Lavender</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
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	Hire qualified, experienced faculty/staff.	100% of Health Science employee personnel files will indicate employee meets the education degree and experience qualifications as deemed necessary	All employees in the Health Science Division meet the education degree and experience qualifications as deemed necessary by Postsecondary Education and	Will continue to ensure faculty and staff meet the required qualifications of the respective position as new employees are hired.

<p>an entry-level healthcare practitioner.</p>		<p>by Postsecondary Education and accreditation/approval entities.</p>	<p>respective program accreditation/approval entities. Personnel in the Health Science Division include: 1 Dean; 1 Assistant Dean; 31 F-T Faculty; 8 Support Staff; and 18 P-T Instructors and/or Lab Assistants.</p>	
	<p>Faculty will be provided access to current educational methodologies and current information related to their teaching area.</p>	<p>Each full time instructor within the Health Science Division will indicate attendance to at least one workshop/conference per year related to their specific teaching area and/or to current educational methodologies as evidenced by "professional activities attended" in relation to their annually submitted resume'.</p>	<p>In reviewing "professional activities attended" in relation to specific teaching area and/or to current educational methodologies for full time faculty during the 2010-2011 academic year, the results are as follows per program: CLT -- Each of the two instructors attended activities related to current educational methodologies offered through Gadsden State. Each of the two instructors attended a webinar related to their specific teaching area. EMS -- Each of the two instructors attended activities related to current educational methodologies offered through Gadsden State. One of the instructors attended a national EMS Education Course Training (Savannah, GA), and then successfully completed the certification exam (Chicago, IL) -- both of these professional development activities were paid with vocational/technical funds. Massage -- Each of the two instructors attended activities related to current educational methodologies offered through Gadsden State. One of the instructors attended the American Massage Convention that included a session on "Teachers on the Front Line" (Atlanta, GA). The instructor paid her expenses. Both full time massage instructors attended the Commission On Massage Therapy Accreditation (COMTA) workshop in San Francisco related to initial accreditation of a massage education program, which was funded from the Health Science</p>	<p>Monies for professional development -- especially out-of-state activities have been very limited. Monies either designated for accreditation or requested with vocational/technical funds were utilized for out-of-state professional development. Will continue to request instructors to seek out professional development activities available online and to request monies through vocational/technical funds to pay for professional development. Will continue to encourage instructors who are eligible to receive Title III funds for professional development to request such funds. Will also continue to support the offering of professional development activities for the various health science programs as well as the respective community members here at Gadsden State.</p>

Accreditation budget. Nursing Asst -- The full time instructor attended activities related to current educational methodologies and specific to teaching area offered through Gadsden State. Nursing -- Twenty full time instructors attended activities related to current educational methodologies offered through Gadsden State. Twenty full time instructors also attended online courses and/or webinars and various local workshops, and conferences related to specific teaching areas. One instructor attended the 4-day Alabama Master Teaching Experience; seven full time instructors attended the NLNAC Self-Study Conference (Atlanta, GA or Orlando, FL). One faculty member is currently enrolled in the EdD program in Nursing Education. One faculty member obtained national certification as a Certified Nurse Educator, and one faculty member participated in the national NCLEX test writing meeting upon invitation by NLN (Chicago, IL). PST -- The full time instructor attended various workshops, seminars offered through Gadsden State related to educational methodologies. This instructor also presented sessions related to the college's QEP. RAD Tech -- The two full time instructors have attended activities related to educational methodologies offered through Gadsden State. One instructor (Tice) has also been very involved in Wimba Training and providing training to other instructors within the Health Science Division. This instructor is also an accreditation site visitor for the Joint Review Committee on Education in Radiologic Technology (JRCERT). The other instructor

		(Utz) is Chairman of the Board of Directors, JRCERT. SUR -- The full time instructor has attended activities related to educational methodologies and one workshop related to specific teaching area.	
Provide the necessary equipment/supplies needed by instructors to adequately prepare students in their program of study.	Health Science Resource Survey: 90% of instructors will indicate they had the necessary supplies and equipment needed to teach in their program of study.	<p>On the 2011 Health Science Program Resource Survey, responses related to adequate supplies and equipment utilized in the laboratory are as follows: (1) "Amount of equipment necessary for student performance of required laboratory exercises": 20/25 (80%) agreed at some level or were neutral; 3 disagreed at some level and 2 indicated "NA." (2) "Variety of equipment necessary for student performance of required laboratory exercises": 22/25 (88%) agreed at some level or were neutral; 2 generally disagreed and 1 indicated "NA." (3) "Amount of supplies necessary for student performance of required laboratory exercises": 22/25 (88%) agreed at some level or were neutral; 1 generally disagreed and 2 indicated "NA." (4) "Variety of supplies necessary for student performance of required laboratory exercises"" 22/25 (88%) agreed at some level or were neutral; 1 generally disagreed and 2 indicated "NA." The 90% benchmark is achieved on 3 out of 4 of the above items if the NA responses are not included in the calculation of percentages of agreement/neutral responses -- (1) 86.9%; (2) 91.7%; (3) 95.7%; (4) 95.7% Helpful comments relating to equipment/supplies in the laboratory setting are as follows: CLT -- "needs additional equipment &amp; supplies for more effective learning . . . teach many manual &amp; semi-automated methods because the automated instruments used in the clinical setting are too expensive to</p>	It is most important that our students have the equipment available to prepare them for the workforce. We will continue to request funds from voc tech and technology fees in order to purchase expensive equipment for the lab. We will also seek out opportunities for grant funding.

			<p>purchase." "Need more new microscopes of better quality." "Many tests, reagents, etc., have been donated by clinical sites &amp; may not give successful results due to their age. Students need to see accurate results at least some of the time." RAD -- "needs computerized radiography equipment, a c-arm &amp; a new film processor." RN/LPN -- "can always use more equipment &amp; supplies." "We could use more simulation models: newborn, baby, etc . . . need intercom in the simulation lab."</p>	
	<p>Graduates of health science programs exhibit knowledge and skills to work in an entry-level position.</p>	<p>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.</p>	<p>Passage rates on first attempts of licensing/credentialing exams by respective program is as follows: CLT -- 9/11 -- 82% -- 1 student had not taken the exam Nsg Asst - 24/24 -- 100% Ther. Massage -- 5/7 -- 71% RAD Tech -- 15/15 -- 100% EMS -- Basic -- 16/35 -- 46% EMS -- Paramedic -- 15/23 -- 66% LPN -- 48/48 -- 100% RN -- 82/93 -- 88.2%</p>	<p>Investigate the availability and cost of standardized testing, appropriate software programs and/or other methodologies to assist students in passing licensing/credentialing exams. Ensure that program directors obtain a test plan or content outline from the respective licensing/credentialing agency to utilize related to content presentation and appropriate testing (i.e., cognitive level, format).</p>
<p>Students will be successful in completing their program of study within the Health Science Division.</p>	<p>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.</p>	<p>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%.</p>	<p>Program attrition Rates for the 2010 - 2011 academic year is as follows: CLT -- 5% (1/20) Note: 1 student W/D for personal reasons. EMS -- Basic 33% (35/106) Note: 12 failed and 23 W/D for personal reasons. EMS -- Paramedic 20% (7/35) Note: 3 failed and 4 W/D for personal reasons. LPN -- 33% (30/90) Note: 10 failed and 20 W/D for personal reasons. NA -- 66% Note 24/29 or 83% completed first semester (2 failed clinically; 3 who stopped attending and did not W/D). 10/29 completed the program (5 stopped attending and did not W/D) RAD -- 44% (11/25) for cohort admitted in August 2009 and graduating May 2011. 2 failed; 2 left program for health</p>	<p>There is no control over students who decide to not complete a program. Some programs already incorporate an "orientation session" for program applicants in an effort to present realistic information regarding the time/effort necessary to be successful in the program as well as information regarding the role and duties involved in the workplace. Will meet with program directors as a group to share ideas as to how potential students can be better informed about their program of interest (educational and workforce requirements).</p>

			reasons and 7 left program to change careers. RN -- 33% (44/146) for cohort admitted in Fall 2009/Spring 2010 and graduating May 2011. Note: 22 generic students W/D failing; 2 failed and 11 W/D for personal reasons; 7 mobility students W/D failing; 1 failed and 1 W/D for personal reasons. SUR -- 26% (11/42) Note: 2 failed and 9 W/D for personal reasons. TM -- 9.5% (2/21)	
Instructors will incorporate active learning strategies (including advanced simulation experiences) in their teaching to promote critical thinking and learning success.	A. At least one advanced simulation model will be available to instructors to utilize at each of the following: Wallace Drive, East Broad and Valley Street Campuses; and Cherokee and McClellan Centers.	The following high-fidelity (advanced) equipment is available: Wallace Drive -- ADN Program -- SimMan, SimMan Essential, Noelle Birthing Manikin, Virtual IV Simulator (Note: EMS Program from East Broad Campus has utilized SimMan) Cherokee -- PN Program -- SimMan, Noelle Birthing Manikin, Virtual IV Simulator; Blood Pressure Simulator; SimKid McClellan -- PN Program -- Vital Sim, Noelle Birthing Simulator, SimMan Essential Valley Street -- PN Program -- SimMan, Noelle Birthing Simulator, SimBaby Valley Street -- NA Program -- Blood Pressure Simulator East Broad -- EMS -- Virtual IV Simulator	Will continue to request Technology Fees funds to obtain high-fidelity simulation equipment to assist in the instruction of students in health science programs, focusing on obtaining simulation manikin for EMS, and newborn simulators for the ADN program and the PN programs at McClellan and Cherokee. Will also focus on obtaining the Audio/Video system that can be utilized in the simulation lab as a teaching/learning tool.	
Create an environment, equipment and furnishings more conducive to teaching and learning.	A. Replace 25% of student desks with tables and chairs annually until all desks have been replaced. B. Acquire new furnishings for the computer lab in Helderman Hall. C. Upgrade one-third of the computers annually in labs in Helderman and Jarvis Halls. D. Acquire flat screen computer monitors for all faculty and staff in the Health Science Division.	A. Desks in two classrooms in Helderman Hall were replaced by tables and chairs. B. All of the Helderman Hall lab computers were replaced utilizing Tech Fees funds. C. All instructors/staff in the Health Science Division have flat screen monitors.	A. Will continue to request funds to replace tables and chairs in EMS Program (Jarvis Hall and McClellan); LPN (McClellan and Valley Street); Rad Tech (Bevill). B. Will request Tech Fees funds to replace lab computers in EMS Program (Jarvis Hall).	
All programs in the division will obtain or maintain accreditation by the appropriate state and/or national accrediting/credentialing agency.	Provide the resources (fiscal, physical, human, technological) necessary to support the accreditation process of health science programs whether initial	A. Faculty developed self-study for the LPN program initial NLNAC accreditation; B. Relocation of facilities for massage therapy at the Ayers Campus; C.	A. Self-study for LPN program initial NLNAC accreditation has been completed with upcoming site visit October 18 - 20, 2011. B. Therapeutic Massage Program	Will concentrate on initial accreditation for the surgical technology program and the therapeutic massage program. Will request Voc Tech Funds

	or re-accreditation.	Attendance at national conference to begin the process of accreditation for the surgical technology program.	has been relocated to Helderman Hall on the Wallace Drive Campus. C. Funds were not available for surgical technology instructor to attend national conference related to accreditation of program.	and/or budgeted funds (Accreditation) for surgical technology instructor to attend the necessary conference to initiate the accreditation process. Will focus on motivating nursing faculty to begin the self-study process for re-accreditation from NLNAC for the ADN Program to prepare for a site visit in Spring 2013.
To strengthen the Health Science Division's relationship with diverse groups within the community and health care agencies.	Increase efforts to staff more temporary faculty positions with qualified minority faculty.	Filling of temporary faculty positions.	There has been one F-T hire (CLT Program) this 2010 - 2011 academic year. This hire was not a minority as there were no minority applicants. Of the P-T faculty/lab assistants working in the various Health Science Program, none have been minority and there have not been any minority applicants.	Will continue to follow the human resource guidelines regarding advertisement for faculty/staff positions. Will inquire regarding advertising for available positions in more diverse publications.
	Involve minority community and health care agency representatives in advisory committees for the various health care programs.	Membership make up of health care program advisory committees.	The following is the representation of minority committee members on health science program advisory committees: Nursing Education: 5/25 or 20% Clinical Laboratory Technology: 1/10 or 10% Nursing Assistant: 2/8 or 25% Radiologic Technology: 1/34 or 0.3% Emergency Medical Services: 0% Surgical Technology: 2/5 or 40% Public Safety Telecommunications: 0% Therapeutic Massage: 0%	Program Directors will be encouraged to seek members from diverse racial backgrounds and ethnic origins to participate in the respective program's advisory committee.
<b>2010-2011 Human Resources: Kim Cobb</b>		<b>Cabinet Member: President</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
To coordinate the employment process for the hiring of all staff.	Follow State Board of Education, Department of Postsecondary Education, College policies and procedures, and federal employment laws.	Report from the Examiners of Public Accounts will contain no findings or comments. Equal Employment Opportunity Commission complaints will result in no court decisions or findings against the College.	The Examiners of Public Accounts had no findings or comments from the 2009-2010 audit of employment records and procedures. This audit was performed during 2010-2011. There have been no court decisions or findings against the College resulting from EEOC complaints.	The Office of Human Resources will continue to stay abreast of applicable policies, procedures, and laws, to ensure compliance as indicated.
To provide guidance and support to selection committees.	Ensure that selection committee chair is familiar with the hiring process and that the committee is provided with adequate materials	A minimum of 90% of the respondents to the Selection Committee Survey will "Strongly Agree" or "Agree" to statements	Results of Selection Committee Survey indicate that 100% of respondents "Strongly Agree" or "Agree" with statements on	These results demonstrate that the Office of Human Resources provides guidance and support to selection committees by furnishing

	and resources.	on satisfaction with HR guidance and support.	satisfaction with HR guidance and support.	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.
Maintain accurate and up-to-date personnel/employment records.	Provide personnel data and employment reports to various departments and agencies as requested.	Comply with request for data or reports within an average of one week of the request.	All required reports were prepared and submitted in a timely manner.	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 email inbox 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.
	Ensure that employment search files contain organized and complete documentation of the employment process.	Report from the Examiners of Public Accounts will contain no findings or comments. Equal Employment Opportunity Commission complaints will result in no court decisions or findings against the College. Include a checklist in each search file to ensure that the hiring process was followed and thoroughly documented.	The Examiners of Public Accounts had no findings or comments from the 2009-2010 audit of employment records and procedures. This audit was performed during 2010-2011. There have been no court decisions or findings against the College resulting from EEOC complaints.	The Office of Human Resources will continue to ensure that search files are organized and complete.
Effectively generate and distribute employment contracts.	Produce and process employment contracts for full-time and part-time employees as needed for payroll and record-keeping purposes.	A minimum of 90% of the respondents to the Employee Evaluation of College and Services survey will "Strongly Agree" or "Agree" that the Office	Results of Gadsden State Community College's Employee Evaluation of College and Services survey indicate that 95.7% of respondents "Strongly	Effective distribution and processing of employee contracts is extremely important for timely and accurate payroll and record-keeping purposes. All parties

of Human Resources is effective in the distribution of employment contracts, as appropriate.

Agree" or "Agree" that the Office of Human Resources is effective in the distribution of employee contracts, as appropriate.

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.

2010-2011 Information Technology: Sheila Lancaster				
		Cabinet Member: Jim Jolly		
Goal	Objective	Assessment Method	Findings	Use of Findings
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.	Integrate new curriculum mandated by Postsecondary for technology programs.	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.	All new curriculum or course number changes implemented by the department of post secondary education curriculum revisions continued for the 2010-2011 year. Classes taught in Fall 2010 201 1 section (using Python language and LEGO Robot curriculum) 203 1 section (using XHTML) 207 1 section (using Microsoft Expressions Web) 208 1 section (using multimedia) All CISCO series was offered under new course numbers (270/271/272/273 was 161/162/163/164) Classes taught in Spring 2011 201 1 section (uses LEGO Robot curriculum) 199 1 section (was 273) 207 1 section (using Microsoft Expressions Web) 208 1 section (using Expression Blend and multimedia concepts) 280 1 section (Network Security) 276/274A - 1 section (Server Admin) All CISCO series was offered under new course numbers (270/271/272/273 was 161/162/163/164) Classes taught in Summer 2010 201 2 sections (uses LEGO Robot curriculum) 203 1 section (using XHTML) 209 1 section (using databases with web development for advanced features)	Instructors have done an excellent job of preparing themselves to teach the new classes and use the new software and technologies required in these classes. More instructors are now cycling into the rotation of teaching these courses to create a better prepared faculty base to teach with. The students learning outcomes have been better than expected and the students are doing well with the new curriculum. We will continue to update the curriculum with the emerging content as the technology evolves.

	<p>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.</p>	<p>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 (SLO) form for each course. The statistics from the SLOs measure the percentage of students who have mastered the objective with a score 70% or higher. Those objectives not meeting this, or those which the instructor feels should be addressed, are noted with analysis and action taken on the SLO form and will be used to determine if the objectives of the courses are being fulfilled. 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.</p>	<p>A combined analysis showed 100% of the students performed at greater than 70%, with the lowest at 74% for the database application section and others ranging from 86% to 97% for other applications. This shows the completion rate is still about normal, with the database section being the most difficult for students in microcomputer applications classes.</p>	<p>Extensive use of simulation software was used in both SimNet and SAM for training and testing. Student performance appeared about the same with the exception of those students who had extreme difficulty with the simulation software. The difficulties were not just in the students abilities in the software but in mostly in the lack of reliability of the software based on Internet bandwidth and the types of computers students were using. Not being able to control these factors when student used computers off campus made assisting students very difficult. The simulation software will still be used for a portion of the students grades in order that we can use it to introduce students to the newest forms of technological training, but that portion of the grade will be reduced. It is still proven that students perform and appear to learn more in the applications if they complete a series of performance-based projects rather than just task-based training.</p>
<p>Replace computer equipment, furniture, and networking support equipment in a cycle in order to provide updated equipment and a safe environment for the students.</p>	<p>By replacing at least two computer labs per year and supplementing existing computers the IT Division will be better equipped to provide students the latest software and technology.</p>	<p>Equipment placed into service.</p>	<p>5 Mac Mini computers were added to the network administration program at a cost of \$3,995. 1 Cisco 1841 Router and 1 Cisco 2960 Switch was purchased at a cost of \$4,686. Router/switch equipment purchased to upgrade CISCO courses at a cost of \$3,133. 68 computers were purchased to upgrade student computer labs Allen 200A, 200B and to add seats to Ayers 106 at a cost of \$47,872.        &lt;!--[if !supportLineBreakNewLine]--&gt;        &lt;!--[endif]--&gt;</p>	<p>The funds for the technical requests were used to purchase the equipment listed. The addition of the Macintosh equipment will expand the curriculum content and possibilities of the network administration students. The replacement of the switch and router helps keep the required equipment in good condition. Students are using the most up to date computer systems in almost all labs currently.</p>
	<p>Replace folding tables in all labs with computer tables to correct safety and wiring problems.</p>	<p>Equipment placed into service.</p>	<p>No additional tables were purchased this year due to funding cuts.</p>	<p>The existing folding tables are adequate, but will be replaced when the opportunity is there for funds to replace these with actual computer-use tables.</p>

<p>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.</p>	<p>Ensure that students who are employed as a result of education are adequately prepared.</p>	<p>Determine whether an acceptable level of students are achieving graduation or alternate completion status (employment prior to graduation) and whether they feel they accomplished their goal of attending Gadsden State and enrolling in Information Technology courses. Evaluation of Graduate Reports (by degree and major whenever possible), to determine graduates and/or alternate completers and Perkins Reporting information that reflects employment prior to graduation if that is available.</p>	<p>Graduate Follow Up (2010-2011) surveys answered by students show; 80% of respondents stated their primary objective was to prepare for a new job/career. 7% of respondents stated their primary objective was to improve skills for a current job/career. 13% of respondents stated their primary objective was to prepare to transfer to earn a 4-year degree. 0% of respondents stated their primary objective was for self enrichment. 93% of respondents stated their reached their primary objective. 100% were satisfied with the quality of instruction for courses in their major with reporting of 73% Excellent and 27% Good. 13% of respondents stated they were employed or promoted as a result of occupational training received. Salary information showed 7% were employed at \$8.01 to 10.00 per hour. 7% were in the \$12 14 per hour while 7% were above \$20.00 per hour salary category. There was 80% omits on reporting of salary. This appears to be another increase in the starting/ current salaries for students coming out of the program into entry level positions.</p>	<p>It seems that the trend is still that the predominance of students enrolled in foundation of computer courses are entry-level planning to transfer to a senior institution. But it is encouraging to see the starting hourly wages are increasing. This supports the commitment of the IT Division to continue to offer emerging technology and software in the courses to best prepare the students to work in the IT field.</p>
	<p>Ensure 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.</p>	<p>Determine whether an acceptable level of students are achieving graduation or alternate completion status (employment prior to graduation) and whether they feel they accomplished their goal of attending Gadsden State and enrolling in Information Technology courses. Evaluation of Graduate Reports (by degree and major whenever possible), to determine graduates and/or alternate completers and Perkins Reporting information that reflects employment prior to graduation if that is available.</p>	<p>Placement Summary information showed: 15/19 Graduates responded to the Graduate Survey. 13% were employed in a field related to their training, with 47% of this group employed. Of the remainder 13% were not actively seeking work and 40% seeking work but still unemployed.</p>	<p>There were only 19 graduates in the AAS degrees, which would comprise the group looking for work during this time period. Informal conversations with graduates indicate that the students cannot find work to apply to in this area.</p>
<p>Maximize students' learning in</p>	<p>Provide faculty with opportunities</p>	<p>Seminars and professional</p>	<p>Information Security and Computer</p>	<p>The instructors continue to</p>

technology by providing qualified and competent instruction.	for continued professional development directly related to their instructional areas of technology.	development attended as well as in-house training completed. 3 - 5 faculty members will be encouraged to seek professional development activities related to the curriculum they teach. The number of faculty that can attend will depend on the cost of the professional development and the funds available.	Applications (ISCA2011) Conference February 25, 2011 (Friday)11th Floor Houston Cole Library Sponsored by Jacksonville State University and Course Technology Instructor SAM 2010 Training sessions conducted by faculty at various times summer 2011 Instructor attended CS4HS conference at the University of Alabama summer 2011 and returned to demonstrate the use of Google App Inventor as a tool to teach mobile application development. Instructors attended Advising Conference in September 2011.	integrate Information Security topics into the curriculum in support of the alliance with Jacksonville State University. The programming instructors are collaborating on the next trend in programming for mobile application development in order to introduce this into the curriculum.
	Provide faculty opportunities to coordinate with senior universities and make valuable contacts for the students who will transfer to these institutions.	Contacts made by faculty with other institutions. Faculty will be encouraged to attend advising and recruitment type professional development activities at primary transfer universities, such as JSU, UA, UAB and Auburn. Participation will depend on the availability of these meetings and funds available for travel.	Information Security and Computer Applications (ISCA2011) Conference February 25, 2011 (Friday)11th Floor Houston Cole Library Sponsored by Jacksonville State University and Course Technology Instructor attended CS4HS conference at the University of Alabama summer 2011	Dr. Jeff Gray at the University of Alabama, Computer Science Department has been invited to conduct his recruitment session for Computer Science students in the coming academic year. The Information Technology Division continues to work in collaboration with Jacksonville State University on grants that will benefit students at both institutions.
The Information Technology Division will continue to develop delivery of online and hybrid CIS courses to the student population.	Continue to improve online versions of CIS 146 Microcomputer Applications course to meet demand.	Enrollment figures and numbers of sections of online versions of courses. Enrollment figures will be used to determine trends of student preferences for course deliver options and formats. Using this information, the appropriate number of course sections can be determined and decisions can be made by faculty regarding the type of course materials, online delivery methods and course requirements that are suited to online versions of the course. <!--[if !supportLineBreakNewLine]--><!--[endif]-->	Fall 2010 Distance Learning sections 7 sections of CIS 146 2 section of CIS 147 2 sections of web development courses ( 203/207) were hybrid. Spring 2011 Distance Learning sections 8 sections of CIS 146 2 section of CIS 147 2 sections of web development courses (203/207) were hybrid. Summer 2011 Distance Learning sections 7 sections of CIS 146 2 sections of CIS 146 were Hybrid (one day) 1 section of CIS 147 2 sections of web development courses (209/203) were hybrid.	The demand for distance learning sections of CIS 146 remains steady at about 7-8 per term. But the demand for instructor-led sections also remains steady. In almost every instance where an instructor has been moved from a traditional instructor-led course, to a distance learning version, another instructor-led course needed to be added to meet student demand. The current format of the traditional instructor-led CIS 146 course allows the student more flexibility in doing work both in class under instructor guidance as well as some outside work. This is as equally popular with students who need assistance as the distance learning version is to the students who prefer to work outside of a traditional classroom

2010-2011 Institutional Advancement & Student Services :  
Valerie Richardson

Cabinet Member: President

Goal	Objective	Assessment Method	Findings	Use of Findings
To seek greater faculty/staff participation in the grant process.	Increase by two (2) faculty members the number of faculty involved in a grant project.	A list of grants will be compiled documenting faculty/staff involvement.	Three faculty members were newly involved in grant programs or applications for the 2010-2011 year. Dr. Susan Tucker was the faculty resource as subject matter expert for a Department of Labor grant focused on nursing. Derrick Griffey and Fay Scott had classes participate in the Morehouse School of Medicine mini-grant focused on Mental Health Awareness.	The Institutional Advancement and Student Services division will continue to seek the input of faculty on grant projects to pursue and their participation in funded grant projects.
	Increase by one (1) the number of staff members involved in a grant project.	A list of grants will be compiled documenting faculty/staff involvement.	Six college employees were trained in Training for Intervention Procedures (TIPS) for alcohol intervention: Sarah Aultman, Misti Morgan, Deb Howard, Kim Campbell, Janekia Mitchell, and Pam Johnson. All were certified in TIPS and five participated in student training sessions. Of the five, Deb Howard and Misti Morgan were participating in a Gadsden State grant for the first time.	The division will continue to seek staff to become involved in grant projects that benefit our students and the college.
To identify, pursue, and implement additional services to students through technology.	To implement a single sign-on student web site through MyCampus to enhance ease of student use and student communication.	The implementation of the MyCampus portal will be assessed by its launch and the communication with students can be measured by the built-in analytic capabilities within the portal.	While MyCampus is now complete and ready for roll-out to the students, it was not implemented during the 2010-2011 year. The portal should debut in October 2011.	Students and college employees will need information and notification of the change to the portal system and training will be provided.
	To enhance the student services on-line through the addition of on-line tutoring and help desks.	The completion of this outcome can be measured by the number of hours of tutoring purchased or help hours logged.	While funding was not available to purchase an extensive amount of hours, hours of online tutoring were purchased through SMARThinking and implemented through the Blackboard portal in Summer of 2011.	While the objective was met, the Office of Institutional Advancement and Student Services will continue to pursue resources, whether from the college or a grant, to expand the online tutoring offered. The tutoring reports provided by SMARThinking will provide proof of online student services critical to the SACS Five Year Interim Report.
To seek new grant opportunities.	Institutional Advancement will apply for one (1) grant that the College has not received in the	Copies of the e-mail or confirmation receipts of grants submitted or the grants listing will	The objective was met. The college applied for at least four (4) grants that we have never received	The Institutional Advancement Office will continue to seek new funding streams to benefit the

	past.	document application.	in the past. Those grants included the Morehouse mini-grant on Mental Health Awareness, the Disaster Relief Scholarship Assistance grant, the Educational Opportunity Center (EOC) grant, and the Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant programs.	college, its students and our communities.
	One (1) grant opportunity will be applied for which comes at the recommendation of a faculty/staff member.	Copies of the e-mail correspondence or memo from the faculty/staff member and confirmation receipts of grants submitted or the grants listing will be kept each year.	The objective was met. Gadsden State applied for and received Disaster Relief Scholarships through a grant program from Scholarship America. The information on the grant came from the Director of Financial Aid.	The Institutional Advancement Office will continue to pursue grants recommended by faculty and staff that could benefit the college or our students.
	Pursue one (1) grant opportunity which will assist students from diverse backgrounds in achieving their educational goals.	Electronic confirmation receipts which will verify submission of grants along with grant award listings.	The objective was met since Gadsden State applied for five grants which would help students from diverse backgrounds in achieving their educational goals. These grant opportunities included the Talent Search Program in Gadsden, the Talent Search Program at Ayers, the Educational Opportunity Center (EOC) grant, the Morehouse mini-grant for Mental Health Awareness, and the Department of Labor grant (TAACCCT).	Each of the grants submitted focused on different groups of students: the Talent Search programs focused on high school students encouraging them to seek postsecondary education, the EOC programs works with high school drop outs and unemployed to encourage to seek their GEDs and enroll in college for a new career, the Morehouse mini-grant focused on mental health as a key component of retention for our current students and the TAACCCT grant focused on enrollment expansion and retention through tutoring and coaching for our nursing students. We will use the comments of the readers to continue pursuing opportunities for students of diverse backgrounds.
To coordinate professional development activities among Institutional Advancement and Student Service employees.	Participate in at least one joint professional development (webinar, speaker or audio teleconference) addressing a critical, current topic with attendees representing multiple campuses.	To document participation in teleconferences, the sign in lists and agendas for the professional development will be maintained.	Among many professional development activities offered throughout the year, the Institutional Advancement and Student Services program managers and the Vice President's staff from all campuses participated in a day-long retreat in November 2010 focusing on Teambuilding.	The retreat provided excellent professional development away from the demands of the office so the staff could fully participate. The retreat will be annual event with the next one focusing on Communication.

	Schedule one or more professional development activities with participation of staff from all locations.	To document participation in professional development, the sign in lists and agendas for the professional development will be maintained.	The Institutional Advancement and Student Services staff assisted with the Emergency Situations workshop offered during the August professional development inservice program. In addition, the division hosted the Leadership Development Institute (LDI) in January 2011 with a speaker on Financial Management. Attendees were from all campus locations.	The Institutional Advancement and Student Services division will continue to seek opportunities for relevant, meaningful professional development for its staff and the staff of the college.
	Schedule one or more professional development activities that directly relate to diversity in higher education.	To document participation in professional development, the sign in lists and agendas for the professional development will be maintained.	The objective was met. Michele Bradford served as the Spotlight Director in June 2011 at the Program Director's meeting and spoke on Diversity and Title IX. The Vice President also served as a speaker at the state-wide diversity conference with a large audience from Gadsden State and the other colleges.	The division will continue to emphasize diversity training annually as it is a vital component of our mission.
<b>2010-2011 Institutional Planning &amp; Research: Teresa Rhea</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
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.	Improve Fact Book that presents history, current mission and activities of the College as well as current data.	Fact Book publication will be August 2011	Fact Book for 2009-2010 published late Fall 2011. Preparations for the 2010-2011 Fact Book are underway for publication late fall 2011.	IE also determined that a "Quick Facts" data collection could be useful. This is a compilation and summary of information in the Fact Book and is reduced to one page in length. The Quick Facts data is intended for recruiters and faculty/staff members who speak at community events on behalf of the College.
	Develop Web Page to provide online database-driven Fact Book	Activate Beta version of Online Fact Book for Summer 2011.	IE and IR web pages have been updated with data and other resources to support the Planning and Assessment process.	Use of the IE and IR web pages led to the expansion of the Resource links available. In order to improve the efficiency of the planning and evaluation process, additional quick links were added to both of these pages in order to make using the web pages intuitive for faculty and staff.
Increase staff knowledge of the Institutional Effectiveness and Research processes.	Enhance the awareness and knowledge of the Institutional Effectiveness and Research areas by actively participating in the national Association of Institutional Research (AIR) and its Southern Regional (SAIR) and State (ALAIR) organizations, as	Maintain membership in good standing with AIR, SAIR, and ALAIR organizations	Membership has been sustained in AIR, SAIR, and ALAIR organizations.	As a result of staff attendance at the SACS Annual Conference, the College is now participating in an additional professional organization, The Southern Association of Community College Researchers. This is a small group of networked

	well as other reputable organizations.			professionals who work exclusively with community colleges.
	Improve IR staff skills in use of Tableau software to efficiently manipulate, process and report data to the College and Community.	Staff will attend at least one seminar/training event sponsored by Tableau.	This objective was not accomplished due to budget considerations.	After the implementation of Sunguard Banner student information system the office will determine whether to continue with Tableau analytic software.
Provide ongoing Institutional Effectiveness professional development to all College employees to promote understanding of the Institutional Effectiveness process.	Offer professional development to improve understanding and awareness of the Institutional Effectiveness process.	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. 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." 90% of Responses to the Evaluation of Institutional Effectiveness Blackboard sessions will agree that the professional development online program was effective.	67% respondents Agree or Strongly Agree 24% respondents No Opinion 9% respondents Disagree	Based on anecdotal evidence from attendees and the results of the Employee Survey, the Office of Institutional Planning and Research is developing small professional development sessions targeted to discipline specific faculty needs. A series of these sessions will be piloted in November with a broader program to be offered in January 2012. Each session will be evaluated.
Improve the Internal Program Review process.	Automate the Internal Program Review procedures through adaptation of the process to an online, interactive format.	Implement Beta version of the Internal Program Review during Summer 2011.	The internal Program Review process was implemented with an orientation meeting in late January 2011. The committee collected data and constructed a report through an online system using Word Press Software. A Report to the President was made Summer 2011. Members found the software cumbersome to use and suggested alternatives be investigated. Action Plans and Timelines for addressing Program Review Committee recommendations are due from the program directors, mid-Fall 2011.	The IE office has acquired a Sharepoint virtual server site and will test Microsoft Infopath software to determine if this is an improvement over Wordpress. The evaluation of Sharepoint/Infopath will be complete by late Fall 2011.

<b>2010-2011 International Programs/Alabama Language Institute: Paula Ross</b>				
		Cabinet Member: Jim Jolly		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Increase enrollment of students from Latin American countries.	Enrollment of students from Latin American countries will increase by 10%.	Comparison of enrollments of Latin American students to the previous year.	The enrollment of Latin American students decreased by about 18% from the 2009-2010 academic year.	The decrease can partly be explained by economics, but we have had no money to advertise and target those students. An effort

				will be made to secure funding to advertise in web sites and publications aimed at Latin American countries. An effort will also be made to find any grant programs that might target those countries. Support from the administration will be needed.
Maintain and improve current technology practices to enhance instruction and practice for ALI courses.	Instructors will use technology in the classroom at least once per week on average.	Answers on a faculty survey and observation by supervisor will verify technology use.	All instructors used overhead projectors, laptops, and data projectors at least once a week in classes. In addition, all instructors gave assignments at least once a week requiring the use of materials in the computer language lab.	We are down to one working laptop, so we will request new laptops in the current tech request. Teachers feel that they would have been able to utilize the data projector more often with reliable computer access.
	Instructors will increase use of e-learning resources.	Answers on a faculty survey and observation by supervisor will verify e-learning resource usage.	In Fall Semester 2010, 25% of instructors used Blackboard to post assignments and communicate with students. In Spring Semester 2011, 50% of instructors used it. None of the instructors used it extensively.	It should be noted that the U.S. government does not allow English Language students who are in country learning English to take online ESL courses. However, the instructors are committed to using Blackboard for posting and communication to help students learn the system for future College classes.
Improve and update language laboratory.	Audio laboratory will be transitioned into a digital lab. (Presently uses cassette tape technology.)	Completion of transition to digital by Summer 2011.	The language lab has almost been updated. Missing is a virtual server to store the student information. As soon as that is in place, the lab will be operational.	We will work to get the final phase of the transition done by the end of Fall Semester 2011. Next needed is new software to use in the updated lab (in addition to the operational software).
	Data projector and screen will be added in the audio laboratory.	Completion of transition to digital by Summer 2011.	A data projector and screen has been added to the audio laboratory.	We are utilizing the projector for classes. When the transition of the language lab is completed, the data projector can be used in conjunction with the lab activities, as all will be connected to the Internet.
Increase print resources, such as dictionaries and other reference books and reading materials, available to students.	Purchase at least 25 English/English learner dictionaries.	Resources are to be in place by Summer 2011.	Funds were not available to purchase the dictionaries.	We will continue to ask for funding to purchase the dictionaries.
	Purchase a variety of multi-skill level fiction and non-fiction reading materials.	Resources are to be in place by Summer 2011.	Funds were not available to purchase a set of multi-skill level fiction and non-fiction reading materials.	Although one instructor used personal funds to purchase additional reading materials for her classroom, the number of books she purchased was low. We will continue to ask for funds to purchase the reading materials.

2010-2011 Language & Fine Arts: Charles Hill		Cabinet Member: Jim Jolly		
Goal	Objective	Assessment Method	Findings	Use of Findings
To provide students with written skills to support individual academic programs and careers	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.	Each instructor will complete spreadsheet comparing early writing sample and final writing sample. Overall statistics from rubrics will be compiled from English 101 sections.	Rubric comparing early writing sample and final writing sample was used during 2010-2011. Data indicated mastery by an average of over 90% of students taking English 101. Specifically, the Structure rubric showed 91% success; Content showed 92% success; Mechanics showed 93% success.	No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters. Recent textbook changes are hoped to help improve the lowest rubric (Content), and a cross watch will be kept on data to make sure that other objectives do not suffer.
To provide students with oral communication skills to support individual academic programs and careers.	Rubric evaluating competency in oral communication will demonstrate competency for a minimum of 70 percent of students in oral communication courses.	Each instructor will complete spreadsheet comparing early achievement and final speech. Overall statistics from rubrics will be compiled from all speech sections.	Rubric evaluating competency in oral communication was utilized during 2010-2011. Data indicates that students demonstrated competency for more than 90% of the students in oral communication courses. Specifically, Organization showed a success rate of 92%; Eye contact, 90%, and Delivery, 90%.	No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.
Assure that computer and Internet technology is utilized by all instructors to enhance courses with Web and computer-enhanced content.	Provide orientation and training for faculty toward Internet and computer-enhanced course content	A review of syllabi will show that 80% of faculty are using Internet and computer-enhanced course content.	A review of faculty syllabi shows that more than 80% of faculty are using Internet and computer-enhanced course content. Specifically 100% of the Language and Fine Arts faculty are using some computer element in their courses.	This Outcome is highly successful. The department will continue to work to assure that faculty utilizes Internet and computer-enhanced course content.
	Provide classroom and faculty equipment to support Internet and computer-enhanced course content.	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.	A check of Language, Fine Arts, and Humanities shows that a minimum of 80% of classrooms have Internet, computers, and projectors to support Internet and computer-enhanced course content. Specifically, 88% of classrooms meet this measure.	No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters. Efforts will continue until 100% of the classrooms meet this objective.
	To increase Internet and/or hybrid sections and enrollment in Language and Fine Arts courses by 10%.	Records will show that Internet sections and enrollment in Internet courses has increased by a minimum of 10% during 2009-2010.	Records show that Internet sections and enrollment in Internet courses increased by a more than 10% in the 2010-2011 year. Specifically, there was an 18% increase in Internet courses.	No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.
	A minimum of 70% of Language and Fine Arts classes will utilize Tegrity elements.	A survey of Language and Fine Arts instructors will show that at least 70% of Language and Fine Arts classes will utilize Tegrity elements.	Fewer than 70% of Language and Fine Arts classes are utilizing Tegrity elements. Specifically, 62% of classes are utilizing Tegrity elements.	The inability of meeting this objective is due largely to a change in technology and software used. Because of advances in technology, a different system is

				being installed, and other advances are meeting student needs. Previous emphasis on Tegrity may not be as valuable in view of extensive use of Blackboard and the many resources provided therein. For instance, speech courses and art courses are finding that YouTube linking is often more valuable than teacher-produced Tegrity content. A strong possibility exists that Gadsden State will use alternate technology in the coming years. While Tegrity has been effective in some cases, this Outcome appears to be somewhat antiquated in view of emerging technology.
To educate all Language and Fine Arts students to issues of academic integrity and honesty, particularly as it relates to technology.	All Language and Fine Arts courses will include instruction in academic integrity and honesty.	A review of course syllabi will reflect that all Language and Fine Arts courses include instruction in academic integrity and honesty, especially as these issues relate to the internet and technology. Additionally, anti-plagiarism software will be utilized to insure that students submit original work.	A review of course syllabi will reflect that all Language and Fine Arts courses include instruction in academic integrity and honest, especially as these issues relate to the internet and technology. Additionally, anti-plagiarism software (the industry standard, TurnItIn) is utilized to insure that students submit original work. This software is utilized by all Language faculty and is available campus-wide.	This Outcome is highly successful. The department will continue to work to assure that students understand the importance of academic honesty and that student work is their own.
To increase the diversity within the faculty and staff to become more reflective of the desired student population.	Diverse applicants and for faculty and staff positions in Language and Fine Arts will be sought to reflect the desired student population.	Records will show that applicants for Language and Fine Arts applications reflect within 25% the desired student population.	Records show that applicants for Language and Fine Arts application for employment do reflect within 25% the desired student population.	Work will continue to assure that applicants for Language and Fine Arts application for employment reflect within 25% the desired student population. Further, work will continue on assuring that the faculty population of Language and Fine Arts reflect the student population.
<b>2010-2011 Library: Charles Hill</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
The Library should provide a range of quality services to support the College's goals. These services should include: competent and prompt assistance for users, reasonable hours of operation, and prompt reference service at times most needed by the College's	Staff should be available at the public service points during library operations	The Libraries will conduct a student opinion survey and a faculty opinion survey to assess satisfaction with hours of operation and availability of assistance	The Libraries have conducted a student opinion survey and a faculty opinion survey to assess satisfaction of the hours of operation and availability of assistance. These surveys reflected a high level of satisfaction with both the hours of operation and the	The Libraries will continue to conduct student and faculty surveys at least annually to assess satisfaction of the hours of operation and availability of assistance.

primary users			availability of assistance..	
The Libraries will ensure that all students, faculty and staff have access to library collections and other learning resources appropriate to the institution's mission and scope of educational programs	The Libraries will provide collections and other learning resources that are adequate to meet the needs of students, faculty and staff.	The libraries will conduct a student opinion survey and a faculty opinion survey to assess satisfaction with the number and type of available learning resources	The Libraries have conducted a student opinion survey and a faculty opinion survey to assess satisfaction of the user groups the collections and learning resources. These surveys reflected a high level of satisfaction with both the collections and learning resources.	The Libraries will continue to conduct student and faculty surveys at least annually to assess satisfaction with the collections and learning resources.
The Library staff will possess the knowledge required to meet the needs of its users	Library users will receive timely assistance that addresses their needs	The Libraries will conduct a student opinion survey and a faculty opinion survey to assess satisfaction of user groups with library services	The Libraries have conducted a student opinion survey and a faculty opinion survey to assess satisfaction of the user groups with library services. These surveys reflected a high level of satisfaction with both student and faculty opinion.	The Libraries will continue to conduct student and faculty surveys at least annually to assess satisfaction with library services.

**2010-2011 Maintenance and Housekeeping Services-Gadsden: Stewart Davis** Cabinet Member: Jim Prucnal

Goal	Objective	Assessment Method	Findings	Use of Findings
To provide Maintenance and Housekeeping services at an exceptional level.	Provide services so that students and employees are well satisfied with the cleanliness of the college.	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.	Survey showed that 97% of students and employees responding to the survey indicated that campuses on Gadsden Wallace Drive, East Broad, Valley Street and Cherokee County were found to be satisfactory in cleanliness and 93% indicated that buildings were maintained in satisfactory conditions.	Maintenance and Housekeeping staff, both inhouse and contracted will continue to improve in efforts to maintain a high level of satisfaction and comfort for students, faculty and staff of all Gadsden State campuses.
	Hire (2) two full time housekeepers for Cherokee to replace the (2) two housekeepers that were temporarily assigned there from the Gadsden campuses and reassign the temporary employees back to their original posts.	Evaluate staff at Cherokee Center.	Due to budget restraints, we were unable to hire additional housekeeping. The 2 employees that were placed at the Cherokee Center temporarily are still there.	Request will be resubmitted to hire additional housekeeping.
To upgrade obsolete equipment used in Maintenance and Housekeeping.	Purchase (3) new vacuum cleaners, (2) new side by side floor scrubbers, (1) new carpet extractor, (2) new floor buffers.	Inventory new equipment purchased.	All equipment was purchased.	Equipment purchased allowed employees to service all campuses with better cleanings and faster service.
	Purchase new HVAC System for Fowler Hall.	Inventory new HVAC System	New HVAC system was installed in Fowler Hall.	Increased comfort for students and significantly reduced energy costs.
To provide professional development opportunities, including diversity training, to all staff.	Require staff to attend professional development events offered on campus.	Review training attended by staff.	License holders were provided continuing education to maintain certifications for HVAC, electrical and plumbing. Housekeeping employees were given training on safety techniques and improving	Training improved knowledge and understanding for better performance and license and certificates were kept current.

cleaning methods and floor maintenance.

**2010-2011 Maintenance Department-Calhoun County: Don Smith** Cabinet Member: Jim Prucnal

Goal	Objective	Assessment Method	Findings	Use of Findings
To insure that all buildings and grounds are clean and well maintained.	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 that 90% or greater of students and faculty approves of the cleanliness and maintenance of the facilities.	The surveys showed that at both campuses in Calhoun County, Ayers and Fort McCellan, students and faculty agreed that the cleanliness and maintenance of the facilities exceeded the projected 90% mark by an average of 8% points.	The maintenance and housekeeping staffs will continue to strive to make improvements that will benefit the students and faculty at both campuses in Calhoun County.
	Perform major projects on Ayers Campus: 1. Install new roof on the Computer Science and Machine Tool buildings. 2. Renovate building N. (Kids College) 3. Renovate building L. (Auto Mechanics)	Document the completion of the roof on the Computer Science and Machine Tool buildings. Document the renovation of buildings N and L and that the renovations meet with ADA guidelines in order to serve all students and the community population.	The installation of new roofs on the Computer Science and Machine Tool building were not completed due to unseasonal weather. The renovation of building N was completed and Adult Education is now serving students in these new classrooms. The renovation of building L was not started due to lack of funds and no decision has not been made as to what changes are to made at this time.	The renovation of building N will give more space for Adult Education to serve students more efficiently. When plans are made on the renovation of Building L and funds are available, the project will begin.
Update and standardize the Preventive Maintenance Plan to address routine maintenance needs.	Determine changes and update plan to help reduce long-term maintenance cost.	Document that the preventive Maintenance Plan was updated.	It was determined that no changes were needed at this time to the Preventive Maintenance Plan.	We will continue to use the Preventive Maintenance Plan to help reduce long-term maintenance costs.
	Meet with Gadsden campus Maintenance Director to standardize the Preventive Maintenance Plan. Complete updates and seek approval.	Document that the Preventive Maintenance Plan was standardized and approved.	After review of the Preventive Maintenance plan it was determined that no changes were necessary at this time.	The standardization of the Preventive Maintenance Plan keeps the campuses all working toward the same goal, to continue improvements in maintenance of the buildings and grounds to create a better environment for students and faculty.
Purchase equipment as need for Calhoun County.	Purchase backhoe and hydraulic lift for Ayers Campus.	Document that the equipment was purchased.	A backhoe was purchased for \$40168.00 in August, 2010.	This purchase will make the maintenance department more efficient at the Ayers Campus.

**2010-2011 Management Information System: Jeff Green** Cabinet Member: Jim Prucnal

Goal	Objective	Assessment Method	Findings	Use of Findings
Evaluate new administrative/academic software and maintain existing college software modules.	Ensure software application needs of administrative and academic areas for the employees of the college are being met.	Use the faculty/staff survey of campus services to determine if the goal of 90 percent are satisfied with these services..	Based on the Employee Evaluation of College and Services questions, 93.6 percent agree needs are being met.	Computer Services will continue to seek training and professional development to maintain a knowledge of changing software requirements.
	Ensure the software needs (web	Use the student survey of campus	Based on the On-line Student	Continuing to maintain current

	registration, grades, application, etc.) of the students are being met.	services to determine if the goal of 90 percent are satisfied with these services.	Evaluation of Campus and Services questions, 92.7 percent agree needs are being met	level of service to assure evaluations stay above the 90 percent level
Provide academic and administrative technology support for the diverse college population.	Ensure the needs of the diverse college personnel through maintenance, installation, trouble shooting, and purchase advisement for technology are being met.	Use the faculty/staff survey of campus services to determine if the goal of 90 percent are satisfied with these services..	Based on the Employee Evaluation of College and Services, 93.5 percent agreed the technical assistance from Computer Services met their workplace needs	Continuing to maintain current level of service to assure evaluations stay above the 90 percent level
Provide the needed applications and support to pass computer based audit by Examiners of Public Accounts.	The computer based audit conducted by the Examiners of Public Accounts will contain no findings.	Verify no findings in the yearly audit.	No findings by the state auditors related to established computing practices	Continue to maintain current level of quality and maintain strict compliance with policies and procedures as outlined by the Department of Postsecondary.
Replace current administrative software system to provide for the expanded needs of the College.	To purchase a new administrative software system.	Verify new administrative software system purchased.	The College formed a consortium with 5 other Colleges and successfully developed a bid proposal for a new administrative software system and awarded the bid to Sungard. The College purchased the software and hardware needed with available funding	The College is currently in process of implementing new administrative software system

**2010-2011 Mathematics & Engineering: Susan Williams Brown** Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
Offer courses which permit students to complete the mathematics requirements associated with the two-year college AA, AS, and AAS degrees.	Seventy percent of the mathematics courses offered in the annual master class schedule ensure that appropriate classes are offered to meet the requirements for the two-year college AA, AS, and AAS degrees.	Examine class offerings to show that 70% of the mathematics courses offered per year meet the requirements for the AA, AS, and AAS degrees.	Objective was not met. Of the total number of math classes (278) taught during the Fall 2010, Spring 2011, and Summer 2011 semesters, 179 classes (64.4%) meet the requirements for the AA, AS, and AAS degrees. (Math 100, 112, 110, 113, 116, 120, 125, 126, 131, 132, 227, 238, 265)	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 objective 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. Also, if funding were increased, more faculty could teach overload classes. This would result in more classes being offered and it would also help with the class size. Because of budget constraints these classes had huge numbers of students in each class.
	Analyze the mastery level of the annual cumulative data of the student learning outcomes	Collect and analyze results to see if a 70% mastery level is obtained in the student learning outcomes	SACS Student Learning Outcomes were compiled and analyzed by the faculty of the Mathematics Division	MTH 116 #1 Student Learning Outcome Objective: Demonstrate the ability to solve

objectives for the General Education classes MTH 100, MTH 112, and MTH 116. These findings will be used to evaluate GSCC General Education Core Competency #4: Students will demonstrate the ability to perform basic computational skills at a 70% mastery level.

objectives dealing with the GSCC General Education Core Competency #4. Student learning outcomes will be compiled and analyzed by the Division.

for Fall 2010, Spring 2011, and Summer 2011 and Annual Assessment. Several did not meet the 70% mastery level. The student learning outcome objectives in the Mth 116, Mth 100, and Mth 112 classes that did not meet the 70% mastery level are listed in the use of findings section that follows.

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 63.98%.) 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 2010-summer 2011 annual report. (The mastery level was 77.71% for summer 2011 and annual tally was 63.98%.) The spring 2011 mastery level was 50% for this objective. This is abnormally low for this objective and therefore brings the mastery level down more than normal. The Division believes this low rate was due to the low participation rate on final exams because of the spring tornado grading policy. If we omitted spring scores the mastery level would be 69.21%. 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 80.10% for the annual tally. Instructors will continue to stress the importance of class attendance and participation. Instructors will encourage students to do 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. MTH 112 #10 Demonstrate competent skills in analytic and geometric interpretation of inequalities by exhibiting the ability to solve a quadratic inequality Measured by post-test exam. Analysis and Action Annual Mastery rate for this objective was 67.90%, therefore it did not meet the 70% mastery level. The data for spring 2011 was abnormally low due to the spring tornado grading policy. The annual mastery rate for this objective was missed by 2.1%.
Provide professional development training and activities for faculty and staff.	Examine annual year-end professional development plans, faculty and staff professional leave request forms, and local professional development activity agendas	All full-time instructors attended some type of Professional Development either online on campus or off campus.	Most full-time instructors attended either online through webinars or on campus presentations of "My Math Lab" and/or "Ilnr" and "Web Assign", "MIMIO", "WIMBA", "Blackboard", Smarthinking , etc... software demonstrations and they shared what they learned with other Instructors and their appropriate students. Instructors update TEC Initiatives, PowerPoint's and/or BlackBoard items as needed using the information learned.
Purchase faculty computer equipment needed for instructional purposes.	Examine purchase orders and examine school-wide technology funding list to ensure that faculty computers, printers, and high quality flat panel wide-screen monitors are purchased as needed and to ensure that at least 5 faculty computers, printers, and monitors, 5 tablets, and a fax machine are purchased.	The objective was not entirely met. The following items were purchased: 1 tablet computer, 3 faculty computers, and 1 printer. The reduction of purchased items was due to Division s Technology Funds being cut.	The items that were purchased will be used by instructors to incorporate technology into their instruction.
Evaluate current equipment used in labs and classrooms and purchase equipment as needed for instructional purposes to be used in labs and classrooms.	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	Item was not entirely met because the classroom set of calculators were not purchased (2 graphing calculators purchased). The Division did purchase 1 scanner and 30 student computers with monitors for computer labs in Naylor Hall. One small printer was ordered for lab	1 scanner, 1 printer, and 30 student computers with flat panel monitors for labs in Naylor were purchased. These items will be used to further the improvement of math instruction for all students. More funding is needed in this area. Items that are needed

		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.	use.	for incorporating Technology into instruction will be resubmitted in the future in the Division's request for new technology funds. This request will be processed through the Dean's office.
	Evaluate current computer software used in offices and labs.	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 Acrobat Pro, Classmaster, and Mathtype.	Objective was not met. Division purchased 3 Adobe Pro and 3 Adobe Contribute.	The Mathtype and Classmaster software update was not available for purchase during this time frame. Adobe Pro and Adobe Contribute is used by the Division to update the Math page on the Gadsden State Community College website. The Adobe Pro and Adobe Contribute software is used to place instructor syllabi and student resources on the college's new website.
Provide developmental courses to help students acquire the competencies necessary for success in college-level courses.	Analyze the grade distribution (pass/fail summary) of the developmental classes. Seventy percent of students should pass with a grade of a "C" or higher (75% mastery level or higher) in the developmental classes.	Analyze grade reports (pass/fail) summary to ensure that 70% of developmental students enrolled after final withdrawal date do achieve a grade of C or higher ( S if taken pass/fail) in their developmental mathematics courses.	Objective was not met. The Math Division pass/fail summary of grade reports is used to obtain data for this objective. A hardcopy of this data is housed in the Math Divisional Office. The data for the year 2010-2011 shows that 56% of the MTH 090 students achieved a "C" (75 or higher) and 55.91% of the MTH 098 students achieved a grade of "C". These classes had a combined passing rate of 55.94%. 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 22.9% and MTH 098 had a withdrawal rate of 32.2%.	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. Because of budget constraints the Developmental Math classes had larger class size enrollment.
Offer courses that prepare transfer students to compete successfully with native students at respective	Examine annual master class schedule to ensure that appropriate classes are offered.	Examine master class schedule to ensure that 40% of the classes offered meet the mathematics	Objective not met. Of the total number of math classes taught during the Fall 2010, Spring 2011	This objective was not met. Results of the data show that 26% of classes offered will transfer as

colleges and universities.	Forty percent of the mathematics classes offered should be transferable classes.	component for transfer as a core mathematics course to four-year college programs.	and Summer 2011 semesters (278) 72 classes (26%) 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)	core math courses to upper division college programs. Data also supports that Engineering classes still need to be added to the schedule. The objective 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. This would result in more classes being offered and it would also help with the class size.
Offer courses that will enable students to complete the math requirements for technical/training for business and industry/occupational students in degree/certificate programs.	Examine annual master class schedule to ensure that appropriate classes are offered for the AAS degree and certificate programs. The target level is 15% of total mathematics classes offered.	Examine class offerings to show that 15% of the mathematics offered per year are MAH 101, MTH 116, and/or appropriate math classes for AAS degrees and certificate programs.	Objective was met. Examination of the fall 2010-summer 2011 course offerings revealed that 57 of the 278 classes offered were either MTH 116 or MAH 101. Therefore, 21% 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.	This educational outcome was met. This shows that the Division should continue offering these classes as needed.
Provide course offerings in the division which will meet the needs of our diverse student population which may include Web Enhanced classes.	Provide extensive long term individualized professional development training and activities for math faculty and staff to ensure that employees are prepared to perform their jobs using a variety of technology resources. Seventy-five percent of faculty and staff will attend some kind of professional development activity.	Examine annual year-end professional development plans, faculty and staff professional leave request forms, and local professional development activity agendas	Objective was met. Fall 2010-Summer 2011 Professional Development Activities During fall 2010 Gadsden State Community College Convocation the Instructors in the Mathematics Division attended Professional Development sessions which included QEP presentations provided by the college. Also, the instructors attended the spring 2011 college-wide Professional Development meeting which included QEP and SACS updates. Gadsden State Community College provides on campus and Online Training for full-time and part-time Faculty/Staff in several areas such as, Blackboard, WIMBA, Harassment Training and Ethics Training. Blackboard, WIMBA, MIMIO, and other Computer Training workshops were made available to interested instructors in	More Professional Development money is needed.

			2010-2011. The GSCC Math Division Instructors were offered participation in numerous Technology Demonstrations provided by various textbook publishers and textbook representatives including webinars on My Math Lab, Ilrn, and Web Assign.	
	Purchase technology equipment and software to perform job activities related to technology. At least 50% of the division's original tech plan request should be purchased.	Examine purchase orders and examine school-wide technology funding list to ensure that appropriate equipment and/or licenses are purchased.	Objective was met. Division purchased 3 Adobe Contribute, 3 Adobe Pro, 1 printer, 1 scanner, 3 faculty computers, 30 lab student computers.	More technology funding is needed to provide adequate equipment for all labs and offices at every campus.
	Purchase door locks to maintain secure environment for records, equipment, faculty/staff, and students. All doors and locks of classrooms and offices that house technical equipment and/or student records should be replaced.	Examine purchase orders to ensure that appropriate hardware and doors have been purchased.	Objective not met due to budget constraints.	More funding needed to purchase appropriate equipment.
	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.	Examine purchase orders to ensure that the appropriate signs are ordered.	Outcome not met due to budget constraints.	Appropriate funding needed to purchase appropriate signage.
	Work with the Human Resources Office and ask them to distribute our staffing needs, including job postings to organizations that work with job placement of minorities.	Monitor the sources to which the Human Resources Office distributes listing of staffing needs and/or job postings.	No positions were approved for employment; therefore, objective is not applicable for this year's evaluation.	Outcome not met due to budget constraints.

<b>2010-2011 McClellan Center: Kelley Haynes</b>		<b>Cabinet Member: Jim Jolly</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Work closely with students, faculty, staff, and community to meet the needs of our students in a timely manner and to enhance our contributions to the community in which we serve.	The McClellan Center will look for innovative ways to engage with students and let them know of the programs and opportunities that McClellan has to offer.	Keep an ongoing calendar of events and activities detailing when and where the center is providing opportunities for recruitment and service to our students.	Ongoing calendar of events and activities. Weekly newsletter of events coming up for the week. Flyers posted throughout the building. Various speaking engagements at local high schools. New full time admissions employee.	Continue to keep an updated calendar of all events and activities. Continue to send out weekly newsletter. Set up tours and speaking engagements to inform students and community.
Maintain an active presence in the lives of those communities that the McClellan Center serves through	The McClellan Center will look for ways to be involved with civic groups, community activities and	At least 90% of employees will maintain a membership in a professional and/or volunteer	Ninety percent of all employees at McClellan Campus are involved with a civic group, community	Strong presence in the community. Continue to be involved in the community we serve.

cooperation with civic, business and industrial leaders.	business partnerships.	organization and serve as a mentor to students at the McClellan Center. Each employee will keep records of involvement and interaction.	activity, and/or business partnership. Their involvement is documented as part of their yearly evaluation. Organizations include: Red Cross, Chamber of Commerce, Local Community Groups, Exchange Club, Kiwanis Club, Rotary Club. Events include: Relay for Life, Red Cross Blood Drive, Canned Food Drive, Thanksgiving Dinner for Needy Family, Tornado Relief.
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To obtain tegrity stations in three classroom, projectors and smartboards throughout the McClellan Center to enable faculty to intergrate technology in classrooms and better serve the students.	Staff and faculty will keep up with current college trends, procedures and overall mission of the College.	Technology requests for updated technology and professional development to best accomplish goals and objectives.	Staff and Faculty attended various workshops and professional development meetings to keep up with college trends, procedures, technology, and ways to better serve our students. Technology requests for updated technology were granted and ceiling projectors were installed in all classrooms.	Continue to work on updating technology throughout the McClellan Center. Encourage all departments to work with their department head to obtain technology they need for the classroom. Listen to staff and faculty on Professional Development Opportunities they need to better serve the students.
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<b>2010-2011 Nursing Assistant: Connie Meloun / Ann Haynes</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>

Provide students with knowledge and skills to competently and safely perform basic patient care and phlebotomy procedures.	Students will perform competently in the classroom, lab, and clinical setting.	A. 100% of course completers will make 80% 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.	A. 95% of the course completers made 80% or above on unit and final exams, out-of-class assignments, assigned computer activities, and individual/group activities. B. 100% of the course completers scored "effective: (75%) on all lab skills validations. C. 86% of the course completers scored 75% or greater in the clinical setting; three students failed clinically, one student scored "I" or incomplete.	Students who do not score well on exams, assignments, etc. are referred to the "Early Alert" System for guidance in study habits, test taking, time management, etc. Students not performing well clinically are referred back to the lab for skill practice and re-validation if indicated.
	Students will utilize Blackboard Learning for assignments and as an additional method of communication with instructor and other students.	A. 75% average on on-line assignments B. All on-line assignments will be submitted through Blackboard learning e-mail C. Laptop computers available for students in-classroom and home use	A. An 80% average was scored on on-line assignments. Only one student did not submit the on-line assignment. B. All on-line assignments were submitted through Blackboard learning e-mail or Gadsden State e-mail C. All students received laptop computers for in-classroom and home use.	Course orientation will include an in-depth review of Blackboard Learning and submittina assignments. Students are encouraged to bring laptops to class each day.
	Provide students with training equipment and supplies necessary for learning basic	A. End of Course Evaluation and End of Program Evaluations: 90% of students will "agree" or	A. End of Course Evaluations and End of Program Evaluations: 100% of the graduates "agreed" or	No program changes indicated at this time. Surveys will continue to be mailed. Prior to graduations

	patient care skills for in-facility care and home health	"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.	"strongly agreed" they had access to equipment and supplies needed to successfully complete patient care skills. Twelve Six-Month Graduate Surveys were mailed and four returned. 30/32 questions were answered (94%) felt they were adequately prepared to perform basic care skills. Five Six-Month Employer Surveys were mailed with two responses; 2 of 2 felt the graduate was prepared to perform basic care skills. Note: 5 telephone surveys were attempted with zero responses. Six One-Year Employer Surveys were mailed with two responses. 2 of 2 felt the graduate was prepared. Note: Five telephone surveys were attempted with no response.	current graduate addresses, e-mail addresses and phone numbers are obtained. Graduates are encouraged to complete surveys and return them promptly. Telephone and e-mail follow ups will be conducted.
Provide students with instruction and support to aid in their completion of the program	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.	Area (within the Nursing Assistant Building) with tables and chairs, computer with Tegrity, supplies to practice skills, and instructor assistance.	The Nursing Assistant classroom is equipped with tables and chairs, computer with Wimba access, supplies to practice skills and instructor assistance available.	Comfortable chairs are needed to replace the older chairs in the classroom. Supplies are available for student use during scheduled lab time and for open lab practice.
	Instructor will be provided access to current educational methodologies and laboratory simulation equipment.	Instructor attendance at national, regional and statewide conferences, workshops, etc. related to educational methodologies and laboratory simulation equipment.	Due to limited funds instructor was unable to attend a conference during this time period.	Apply for funds as available.
	Tegrity will be utilized in the presentation of lecture and lab demonstrations.	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.	A. 100% of faculty indicated on the Health Science Resource Survey that technical support was available when using Wimba. B. (12/15) 80% of the students indicated on the End of Program Survey that Wimba was available and useful to them for review and study. Comments included "liking Tegrity better", "slides are slow to change", and "sound quality poor."	A. Completion of End of Program Surveys is encouraged and results are monitored closely. B. Instructor will record lectures, checking closely that program recordings are correctly completed.
	Provide laptops for student use in classroom and at home.	100% of the students will reply "agree" or "strongly agree" on the End of Course Evaluation that computers are accessible in the classroom for student use during and between classes.	100% of the students indicated that computers are readily available in the classes and between classes for student use.	Laptops are provided for each student to use at school and home. Desk top computers for student use are available in the classroom and two computer labs on Valley Street Campus.
	Provide tutors as needed for	100% of students will "agree" or	End of Course Survey: 100%	Students identified as needing

	students needing additional support in required courses.	"strongly agree" on the End of Course Survey that tutors were available upon request at the Learning Resource Center Valley Street Campus.	students are aware of availability of tutors.	tutors are referred to the Learning Resource Center where tutors are available as needed.
Program graduates will be proficient to work in various healthcare settings.	Program graduates will obtain certification in nursing assistant and/or phlebotomy.	90% of program graduates who take either certification exam will pass on the first attempt.	100% of the graduates passed the Nursing Assistant Certification exam on the first attempt.	Track testing results and adjust program emphasis as needed to ensure student success.
	Graduate will obtain employment in healthcare setting.	On Six-Month Graduate Survey, 90% of respondents will indicate they have obtained employment in a healthcare setting.	46% of the graduates are employed in health care. Four of the graduates are enrolled in pre-requisite courses for the Nursing Program. Three students are enrolled in the LPN program.	Tracking graduate employment will continue. Graduates are encouraged to notify the Nursing Assistant Program when employed post graduation. Graduates are assisted with sites to apply for employment. Graduates are e-mailed when positions are posted in the Nursing Assistant area.
	Employers will indicate satisfaction with graduates' performance in the work setting.	Six-Month and Twelve-Month Employer Surveys: 90% will indicate "agree" or "strongly agree" that they are satisfied with graduates performance.	Responses from the Employee Six-Month and One Year Surveys: 100% indicated they "agree and strongly agree" they were satisfied with the graduate performance.	The responses from the Employer Surveys are helpful in making curriculum changes or changing focus areas to improve graduate performance.
Provide students with knowledge, skills and opportunities to engage in professional communication and critical thinking.	Students/graduates will demonstrate professional communication skills in class, lab, and clinical settings.	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.	A. Students obtained a 97% on the communication skills lab activity. B. Students received a 98% on the communication section of the clinical evaluation. C. End of Program Survey: 100% of the students indicated "agree" or "strongly agree" they were taught professional communication skills. D. Six Month Graduate Survey and Six-Month and One-Year Employer Survey: 100% indicate that the graduate communicates professionally.	Professional communication is emphasized in the classroom, lab and clinical setting.
	Students/graduates will exhibit critical thinking skills in class, lab and clinical settings.	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" or "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	A. All students scored greater than 75% on Critical Thinking quiz questions. B. Clinical Evaluation: all students scored greater than 75% on all critical thinking elements. C. End of Program Survey: 80% of the students indicated they were prepared to critically think. D. Six-Month Graduate Survey and the Six-Month and Twelve-Month Employer Survey: 100% of the	End of Program are completed before the final exam at the end of the final semester. Six-Month Graduate Surveys, Six-Month and Twelve-Month Employer Surveys are mailed to the employer. Results of these surveys are utilized to upgrade teaching methods to ensure students learn to critically think.

		indicate "agree" or "strongly agree" that graduate is prepared to critically think.	surveys indicated that the student is prepared to critically think.	
Increase public awareness of the availability and uniqueness of program	Educate community members including high school students and counselors as to the program, employment opportunities, and professional growth potential.	25% increase in program applications annually.	Program applications have increased by 25% this year.	To ensure community awareness, program information will be presented at Health Career Fairs, area high schools, hospitals, Long Term Care Facilities, clinics and community activities.
	Inform healthcare agencies as to the program's cross training of multiple skills and potential certifications.	Inquiries from healthcare facilities regarding the program as tracked by program director/instructor and program advisor.	The number of inquiries were tracked. Course information was discussed by e-mail or on phone with those inquiring about the Nursing Assistant Program.	Tracking inquiries will continue by the Program Director and the Advisors.
Maintain State Department of Public Health/Nurse Aid program approval.	Maintain records per State guidelines for recording students' class attendance, test scores, skill validations, clinical evaluations, training competency forms, and certificate of program completion.	Approval maintained through on-site survey.	Course records including admissions to program, grades, graduates, certification results, calendars including hours taught, clinical hours, and lab hours are kept on file for Department of Public Health surveyors.	Records will be maintained as required by the State Department of Public Health. These records are available for unannounced surveys.
Coordinate outreach efforts to target minority communities	Provide community, schools and other career development programs information regarding the Nursing Assistant Program	Inquiries and applications from minority groups will increase by 20%	Inquiries and applications from minority groups have increased this time period.	Inquiries will continued to be tracked.
<b>2010-2011 Orientation Program: Cindy Mullinax</b>		<b>Cabinet Member: Jim Jolly</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Provide a course that contains up-to-date information so that the diverse communities of Gadsden State Community College students will have the most current department listings, campus directives, and resources available.	ORI/ORT course materials will reflect the most current information available to all enrolled students at all campus locations each semester.	Perform a course materials review every other year utilizing course instructors. Divide the course content into sections and form committees of instructors to review and update content as needed. Additions and/or deletions may be done at this time.	Course materials review was not performed in summer 2011 as it had been done in summer 2010. Minor changes made to course materials prior to Fall 2011 included a new president's message and deletion of Tegrity/addition of Wimba. Complete course materials review to take place summer of 2012.	Complete course materials review to take place summer 2012.
Ensure that instructors and division chair are knowledgeable regarding the processes necessary to provide an effective orientation to college course that is both motivating and challenging for students.	Division Chair will participate at least once per year in specialty workshops related to Orientation to College to ascertain how to improve and maintain the course offering at Gadsden State.	Provide professional development opportunities for all Orientation to College instructors at Gadsden State each semester relaying information obtained from specialty workshops attended by division chair.	No participation in specialty workshop this year due to funding.	None available.
Ensure that technology resources are being utilized with student success throughout this course each semester.	Students enrolled in ORI/ORT courses will show improved technological competence upon completion of this 10-week course.	An end-of-semester student survey will be offered to measure students' perceptions of technology success in all ORI/ORT classes.	TEC Survey offered to all students enrolled contains 3 questions R/T perceptions of technology. Data includes Fall 2010: 29 of 51 sections and 340 students responding and Spring 2011: 15 of	According to results listed above, the goal of ensuring technology resources are being utilized has been met. But due to the nature of a survey, we are not capturing responses of all students enrolled

38 sections and 135 students responding. 1. Fall 2010 62% strongly agree, 35% agree, 3% disagree and Spring 2011 64%, 31%, 5% - comfort with accessing & submitting assignments on Blackboard. 2. Fall 2010 31% strongly agree, 59% agree, 7% disagree and Spring 2011 58%, 70%, 5% - the course helped them connect with other students and faculty. 3. Fall 2010 37% strongly agree, 53% agree, 7% disagree and Spring 2011 56%, 43%, 2% - the course helped prepare them to become successful in other courses. This survey also shows that greater than 85% of our students enrolled in ORI courses have internet access via DSL.

in ORI courses. Fall 2010 had 57% of sections reporting but only 340 out of approx. 1500 students actually took the survey. Spring 2011 had 39% of sections reporting but only 135 out of approx. 1100 students actually took the survey. Data would be more accurate if more students took the survey. Instructors will be encouraged to emphasize importance of this in their classes.

**2010-2011 Practical Nursing Program: Connie Meloun / Susan Tucker** Cabinet Member: Martha Lavender

Goal	Objective	Assessment Method	Findings	Use of Findings
<p>Prepare students for licensure and successful practice as licensed practical nurses.</p>	<p>Graduates will pass the NCLEX (National Counsel Licensure Examination) exam in their first attempt.</p>	<p>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 Comprehensive assessment HESI exam in 3 attempts.</p>	<p>1. 100% of graduates passed the NCLEX-PN examination on the first attempt during the 10/01/10-9/30/11 testing period. 27/27 May graduates successfully passed on their first attempt. There were 41 August PN graduates. 21/41 have successfully passed the NCLEX-PN exam at the evaluation date. The final total for the 10/01/10 - 9/30/11 was 58/58 passed the NCLEX-PN for 100%.                  2. Graduates exceeded the state average of 94.7% and the national average of 86.0% for first-time NCLEX-RN candidates. 3. 94.1% (64/68) of graduates met the benchmark of 850 in two attempts of the comprehensive HESI exam at the end of program. 27/27 or 100% of May PN graduates achieved the 850 benchmark on the comprehensive assessment HESI exam in NUR 109 in two attempts. 37/41 or 90.2% of August PN graduates achieved</p>	<p>These results indicate that graduates are prepared and successful on the NCLEX-PN. These results represent a 31% improvement in the student's ability to meet the HESI benchmark from the previous year and evaluation period. The four students who did not meet the benchmark of 850 on the comprehensive assessment HESI were required to do a live review and were 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 individualized remediation and identification of personal weak areas. The provision of the live review for students has improved board scores and will be continued. Continued refinement</p>

		the 850 benchmark on the comprehensive assessment HESI exam in NUR 109 in two attempts. Students elected to participate in an NCLEX-PN live review and did not complete additional HESI attempts.	of teaching methods and evaluation will be the focus of faculty. Grading rubrics are being developed for written assignments. The improved and expanded use of advanced simulation labs and hybrid learning offers a more comprehensive educational experience.
Student's will demonstrate competency in theory and practice 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.	2a. #1. 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." 2a. #2. 90% of students will score 850 (benchmark determined to predict probable success for licensure exam) or above on the comprehensive assessment exam in NUR 107 in the NLNAC accreditation category of therapeutic communications and the AACN curriculum category of communication in three attempts 2b. #1. In each clinical nursing course, 95% of students will demonstrate competency when administering medications on the clinical evaluation tool in NUR 105 and NUR 107. 2c. #1. 95% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the "Assessing and Planning Care" section in NUR 107. 2c. #2. 90% of students will score 850 or above on the comprehensive assessment exam in NUR 107 in each of the Nursing Process categories of assessment, planning, and implementation in three attempts. 2d. #1 90% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the	2a#1. On the End of Program Student Satisfaction Survey , 100% of students indicated agreed or strongly agreed in the category communicates effectively with patients/family/staff. 2a#2. 10/13 or 77% of graduates at the McClellan PN campus met the benchmark of 850 on the HESI comprehensive exam in the NLNAC accreditation category of therapeutic communication in two attempts. 11/13 or 84.6% of August graduates at the McClellan PN campus met the benchmark of 850 on the HESI comprehensive exam in the nursing concepts-communication category. 11/20 or 55% of August graduates and 16/27 or 59.3% of Spring graduates at the Valley St. PN campus met the benchmark of 850 on the HESI comprehensive exam in the NLNAC accreditation category of therapeutic communication in two attempts. 18/20 or 90% of August graduates and 21/27 or 77.8% of Spring graduates at the Valley St. PN campus met the benchmark of 850 on the HESI comprehensive exam in the nursing concepts-communication category in two attempts. 7/8 or 87.5% of graduates at the Cherokee PN campus met the benchmark of 850 on the HESI comprehensive exam in the NLNAC accreditation category of therapeutic communication in two	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. Students did not meet all benchmarks in the communication and nursing process categories of assessment and planning but perform at a satisfactory level as evaluated in the clinical setting. Additional simulation and electronic medical devices are needed to meet the educational needs of the current healthcare environment. Continuous training and development of faculty is needed to provide the technological expertise necessary to practice at a high level in the changing healthcare environment. The library of visual teaching materials and hands-on models need updating to facilitate student learning. Additional video equipment is needed for simulation labs. Educational opportunities for faculty are needed to ensure best practice methodology in nursing education.

"Implementation" section under the Provider of Care Role in NUR 107. 2e. #1. 95% of students will be evaluated as "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the sections Critical Behaviors and Competent Nursing Skills. 2a-e. #1. On the Six Months Post Graduation Survey of graduates- 80% or higher of those responding will indicate that clinical competence was achieved.

attempts. 5/8 or 62.5% of students at the Cherokee PN campus met the benchmark of 850 on the HESI comprehensive exam in the nursing concepts-communication category in two attempts. Cumulatively, 44/68 PN graduates or 64.7% met the benchmark of 850 on the HESI comprehensive exam in the NLNAC accreditation category of therapeutic communication in two attempts. Cumulatively, 55/68 or 80.9% of PN graduates met the benchmark of 850 on the HESI comprehensive exam in the nursing concepts-communication category in two attempts. 2b#1. On the clinical evaluation form, 87.6% of all PN students (545 responses) were evaluated as satisfactory in the category demonstrates the five rights of medication administration by preparing and administering medications correctly." 6.2% were not observed and 6.2% were evaluated as "needs improvement" or "unsatisfactory". NUR 105 and NUR 107 were used for clinical evaluation. 2c#1. On the clinical evaluation tool under the Assessment category of "collects data systematically utilizing a variety of sources", the spring Valley Street NUR 107, 86% students were evaluated to be satisfactory; 96.26% of the summer PN students were evaluated as satisfactory. Collectively, 91.4% of PN students were evaluated as satisfactory in the Assessment category. On the clinical evaluation tool under the Planning category of "selects nursing interventions to eliminate or reduce the etiology and measure the evidence in the outcome statement for each nursing diagnosis, the spring Valley Street

NUR 107, 82.38% students were evaluated to be satisfactory; 96.26% of the summer PN students were evaluated as satisfactory. Collectively, 89.68% of PN students were evaluated as satisfactory in the Planning category. 2c#2. On the comprehensive HESI examination 58/68 or 85.3% of PN graduates met the benchmark score of 850 in the assessment category under nursing process; 63/68 or 92.6% of PN graduates met the benchmark of 850 in the implementation category under nursing process; and 56/68 or 82.4% met the benchmark of 850 in the planning category under nursing process. 2d#1. On the clinical evaluation tool under Provider of Care in NUR 107, 97.8% of all PN students (314 responses) were evaluated in the clinical setting as satisfactory (above 75%) in the implementation of patient care categories of adapts nursing care to patient and patient care consistent with developmental, cultural, spiritual, physical, psychosocial aspects of client." 2e#1. On the clinical evaluation tool, 96.4% of all PN students (702 responses) were evaluated as satisfactory in the category safe performance of nursing skills . 2a-e#1. On the Six Month Post Graduate Survey for May 2010, 100% of graduates (n=12) indicated that clinical competency was achieved by indicating they were "prepared", "well prepared" or "very well prepared" in the category "demonstrates competency when performing skills." On the Six Month Post Graduate Survey for August 2010, 100% of graduates (n=13) indicated that clinical competency was achieved by indicating they were

		<p>"prepared", "well prepared" or "very well prepared" in the category "demonstrates competency when performing skills."</p>	
<p>Provide students with technologically advanced training equipment, supplies and computer software necessary to teach up-to-date nursing theory and skills.</p>	<p>1. All students will satisfactorily complete training sessions in simulation lab in NUR 105 and NUR 107. 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 GSCC graduates will express a minimum of a "prepared" level of satisfaction. 4. Six-Month Employer follow-up survey regarding the development of clinical competencies of the GSCC PN after 6 months or more of practice, at least 80% will express a minimum of a "prepared" level of satisfaction.</p>	<p>1. 100% of students were required to complete clinical scenario assignments in simulation lab in NUR 105 and in NUR 107. These experiences constituted clinical hours for each course. Students were provided with preclinical assignments and debriefed by faculty following each experience. 2. On the End- of- Course Evaluations from 09/01/2010-8/15/2011, 96.58% of all PN students (632 responses) indicated agree or strongly agree in the category supplies and equipment necessary for program available . On the End-of- Program evaluation, 97.16% of all PN graduates (70 responses) indicated agree or strongly agree in the category "resources for this program (audiovisuals, computer programs, laboratory supplies, clinical facilities) met my learning needs". 3. On the 6 Month PN Post Graduation Survey, 100% of graduates (25 responses) indicated they were prepared , well prepared , or very well prepared under the category demonstrate competency when performing skills. 4. On the 6 Month Employer Post Graduation Survey, 80% of employers ( n=13)indicated that graduates were prepared , well prepared , or very well prepared under the category prepared competence when performing skills.</p>	<p>These results indicate that the Practical nursing education program continues to provide 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, additional 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. Faculty training is needed to ensure maximum benefit.</p>
<p>Graduates will become a member of the community workforce.</p>	<p>Six-Month Post Graduation Survey 1. 90% of respondents who seek employment will be employed in nursing within six months post-graduation in their own geographic</p>	<p>1. 100% of May 2010 graduates and 84.62% of August 2010 graduates reported current employment in nursing within a reasonable distance from their</p>	<p>Graduates from the LPN program are still able to find employment. The current economy continues to support the LPN career path. The progression of these students</p>

		area. 2. 90% 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.	home. Collectively, 92.0% of 2010 PN graduates (23 responses) were employed in nursing. 2. 100% of May 2010 graduates and 92.31% of August 2010 graduates reported full-time employment in nursing. 3. 83.3% of May 2010 graduates and 84.62% of August 2010 graduates reported that they believed their salary is consistent with the area salaries and with the type of employing agency. Collectively, 84.0% of PN graduates reported that they believed their salary is consistent with the area salaries and with the type of employing agency.	within the nursing profession to continue their education is paramount. Graduates need career advisement regarding this process and recommendation for transition into the LPN-to-RN Mobility Program.
Maintain Alabama Board of Nursing approval	NCLEX pass rates will be at the required set standards of the Alabama Board of Nursing for continued program accreditation.	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.	1. 100% of graduates passed the NCLEX-PN examination on the first attempt during the 10/01/10-9/30/11 testing period. 27/27 May graduates successfully passed on their first attempt. There were 41 August PN graduates. Eight have successfully passed the NCLEX-PN exam at the evaluation date. Graduates exceeded the state average of 94.24% and the national average of 86.0% for first-time NCLEX-RN candidates. The final total for the 10/01/10 - 9/30/11 is that 58/58 passed the NCLEX-PN for a 100% pass rate.	Findings indicate that students are prepared upon graduation to meet and/or exceed all state and national standards. Continuous program evaluation will be performed and a systematic evaluation plan has been created for program evaluation based on NLNAC standards.
	Maintain qualified (Master's degree or higher and experienced) nursing faculty in all speciality fields (Adult Nursing, OB, Pediatrics, Psychiatric, and Emergency Care).	1. All full time faculty will have a minimum of a master's degree in nursing and at least three years of full time clinical practice. 2. 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. 3. Encourage certification and advanced practiced educational opportunities for full and part-time faculty. 4. Provide continuing education opportunities for professional	1. All full-time and part-time faculty have a master's degree or above. No new faculty members were hired full-time this year. Three full-time faculty have earned doctorate degrees. Two faculty are currently in a doctoral program in nursing. 2. All full-time faculty have a minimum of three years clinical practice. 3. One faculty member is currently enrolled in EdD program in Nursing Education. One part-time faculty member is currently enrolled in a DNP program. One	Faculty are encouraged to pursue advanced certification and/or education. All faculty attend conferences and workshops as funds are available. A search committee has been appointed to fill one vacant instructor position. A reorganization of nursing faculty resources has provided an additional instructor at the Cherokee and the McClellan campuses. An additional instructor is needed at the Valley Street campus to facilitate part-time students and the additional spring

		development.	full-time faculty member obtained national certification as a Certified Nurse Educator in fall, 2010. 4. Faculty attend conferences as funds are available. Educational offerings and professional development for nursing faculty are provided on site and available to all faculty at no charge. A professional development day is held in the spring annually to provide educational offerings to the nursing community. 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.	admission class.
Obtain National League for Nursing Accreditation.	Abide by criterion/standards set forth by the National League for Nursing Accrediting Commission.	Issuance of accreditation by the National League for Nursing Accrediting Commission	1. A Self-Study Report has been created and submitted for accreditation review for the PN Program. The PN Program is scheduled for NLNAC site visit on October 18-20, 2011. All NLNAC Standards and Criterion have been addressed by the faculty and extensive documentation and exhibits have been prepared for their site visit. Extensive preparation by all PN faculty and Nursing Program Administration has been undertaken during the 2010-2011 academic year.	Findings from the Self-Study preparation and process have led to increased faculty participation and improved practices in the Nursing Education Program.
Increase student retention rates by 20%.	Enhance course offerings to allow students to progress at a slower rate.	A. Prepare individualized part-time tracks for students upon request and upon withdrawal and/or failure of one or more nursing courses. B. Track students for course success and curriculum progress through monthly attrition reports. C. Offer individual faculty-guided remediation plans for students based on HESI assessment testing.	1. Students who requested a part-time option or were unsuccessful or had to withdraw from a NUR course were counseled and offered an individualized program of progression. 35 students requested a part-time option or to be reinstated (resequenced) into the practical nursing course progression during the 2010-11 academic year. 2. Faculty prepare and submit a monthly attrition report each semester to the Program Director. Students who have an average less than 75% are	Additional counseling and advisement is offered to promote student retention and remediation. Student tracking through attrition reports and HESI standardized testing provide individual and specific remediation guidelines for each student. Additional visual aids and tutoring services are needed to improve student success. Additional faculty are needed to provide individual student advisement and counseling. Nursing advising is needed at all practical nursing

			<p>counseled by the course coordinator. In addition, students on the Valley Street campus are referred to Lovelle Buchanon, Ed.S, Advisement/Retention Counselor. In all academic counseling, individual recommendations are prided to the student and documented. In 2009-10, the academic attrition rate for the Practical Nursing Program was calculated to be 45%. In 2010-11, the academic attrition rate was calculated to be 11%. This results in a 34% improvement in PN student attrition. 3. HESI assessment testing is used a final course evaluation in NUR 102, NUR 103, NUR 105, NUR 106, NUR 107, NUR 108, and NUR 109. Students are given two opportunities to test. Individualized remediation based on the first HESI is provided prior to the second attempt.</p>	<p>sites. The overall attrition rate has improved by 34% in the Practical Nursing Program. Student tracking will continue to provide data for analysis.</p>
<p>To create an environment of cultural awareness/competence in the nursing education program.</p>	<p>Faculty and students will demonstrate awareness of health practices in a diverse society.</p>	<p>A. Incorporate individuals of diverse backgrounds into the Nursing Advisory Committee. B. Provide a student led and faculty-guided cultural awareness day in NUR 102 to explore various beliefs and cultures. C. Encourage faculty training and continuing education in areas of cultural competence.</p>	<p>1. 5/25 or 20% members of the Nursing Education Advisory Committee are from a diverse background. The Committee has representation from African American, Hispanic, and Caucasian members. 2. In NUR 102, students are assigned a group to study and present in the classroom a cultural project. Health beliefs, nutritional preferences, communication, religious beliefs, and behaviors associated with various cultures and countries are examined. 3. All faculty complete College-wide diversity training. Participation in diversity workshops and programs concerning cultural awareness are encouraged. Information concerning diversity is shared throughout the year by the Director of Diversity and Compliance with faculty through college-wide email. Manikins and models for student learning</p>	<p>Efforts will continue to offer communication to faculty and staff regarding cultural awareness. Appropriate multi-media offerings will be examined for use by faculty. Consideration will be given for qualified individuals who apply to fill vacant faculty and staff positions. Human Resources will be asked to advertise available positions in diverse publications and newsletters.</p>

represent diverse populations.

2010-2011 Public Relations: Kay Smith		Cabinet Member: President		
Goal	Objective	Assessment Method	Findings	Use of Findings
Establish continuity of institutional image by working collaboratively with faculty, staff and students to ensure College-wide participation in the delivery of a consistent message and image and make certain that all publications, promotional/printed materials, marketing, recruitment and departmental activities adhere to the highest standards of quality.	Ensure consistency in the use of College identity and message implemented in the comprehensive marketing campaign. Successful branding of the College through the continued use of the logo and tagline in advertising.	Public Relations staff will review all drafts of proposed printed and promotional materials intended for distribution by the College using approved policy and procedure guidelines. When the material has met the guidelines, an inventory of these items is filed as evidence of compliance.	College departments and student organizations submitted drafts of all proposed promotional materials and printed publications to the Public Relations Department for review. The review and editing process was in accordance with the policies previously set forth by the College's branding initiative. A copy of the original draft submitted and all revisions are kept on file in the Public Relations office.	The Public Relations Department with assistance from Venture Marketing will continue to represent the College in its effort to deliver a consistent message and image in all publications, promotional/printed materials, marketing, recruitment and departmental activities. The five-year branding initiative and comprehensive marketing campaign continues to support the College by providing the faculty and staff access to materials to maintain a consistent image and message.
	Ensure that all publications, promotional/printed materials, marketing, recruitment and departmental activities adhere to the guidelines established by the Public Relations Department.	Select a random sample of twenty publications and review for consistency with guidelines.	The random sampling of items reviewed found all to be in compliance with the branding initiative before being distributed to the public. All items submitted for review during the year are available for viewing in the Public Relations Office.	The Public Relations Department will strive to ensure that all items distributed on behalf of the College comply with established guidelines for consistency in the message and image presented. Periodically, reminders of the marketing/recruitment policies and guidelines will be sent to college faculty and staff.
Continue to utilize the News Release Tracking Strategy to monitor the placement of news releases, feature stories and ads that promote faculty, staff and student achievement including college programs and services.	A daily report will be compiled by the Public Relations Department that identifies the channels of communication for news and information about the College.	Monthly review of this media report will enhance communications with various forms of media by identifying any weaknesses.	There were 1,997 media releases, feature stories, and printed/electronic/digital ads featuring Gadsden State in 2010-2011 compared to 1,198 reported for 2009-2010. This increase of 66.4% is a positive step in the right direction for the department in promoting community awareness about the college. This information was obtained from the News Information Monthly Report that is compiled and maintained by the Public Relations Department. It was collected from 83 media sources throughout the year.	As the number of media sources continues to increase each year, the need for daily monitoring increases exponentially. Having a staff of trained personnel year-round is essential for the department to run smoothly, keep pace with the constant demands and successfully meet this goal each year. A continuous effort will be made throughout the 2011-2012 year to accurately monitor as many media sources as possible on a daily basis.
To emphasize and support Gadsden State's core commitment to diversity by including all segments of the student population in printed and electronic advertisements.	The support of the institutional mission is achieved by providing opportunities for enhancing diversity and a sense of community through marketing and recruitment advertisements	Assessment will be accomplished by comparison of a Marketing Diversity Analysis Report, provided by Venture Marketing, with the student demographics of the College.	Students from all campuses were used in college marketing and recruitment materials throughout the year. The Public Relations Department strives for an image	The findings demonstrate that the publications, advertisements and recruitment materials produced by the College are successfully representative of its enrollment. The Public Relations Department will continue to

that reflect all segments of the student population.

that is complimentary and indicative of the student population of Gadsden State. The results of the Diversity Analysis Report compiled by Venture Marketing revealed that the subjects in the marketing and recruitment advertisements were 63% Caucasian, 31% African American and 6% of other descent. This is representative of Gadsden State's student demographics which is 71% Caucasian, 23% African American and 6% other descent.

maintain the standards set forth by the Gadsden State Community College Diversity Vision Statement.

**2010-2011 Public Safety Telecommunications Program:**  
**Cabinet Member: Martha Lavender**  
**Connie Meloun / Christina Isom**

Goal	Objective	Assessment Method	Findings	Use of Findings
To provide quality professional administrative, clerical, and instructional services necessary to support the College's mission.	Upgrade office computers for administrative, clerical, and instructional services to ensure professional quality services are delivered.	Will purchase new computer for program support personnel.	No Computers were received during the 2010-2011 Fiscal Year with Tech Fees.	Benchmark not met. Will request computer(s) again for support personnel during Fiscal Year 2011-2012.
To recruit, employ and maintain a highly experienced faculty in Public Safety Telecommunications.	Current instructors will continue to be retained in the Public Safety Telecommunications Program.	Maintain experienced faculty in Public Safety Telecommunications with the benefit of laptop computers.	No Laptops for faculty were received during Fiscal Year 2010-2011 via Tech Fees.	Benchmark not met. Laptops will be requested again during Fiscal Year 2011-2012.
To provide students with the instructional resources and state-of-the-art education through distance learning in the Public Safety Telecommunications discipline.	Students will graduate with their Associate in Applied Science degree.	90% of the students eligible for graduation will apply to graduate with their Associate in Applied Science degree.	100% of students eligible for graduation, applied and obtained their Associate in Applied Science degree during the 2010-2011 school year. There was a total of three (3) graduates: Fall 2010 (1), Spring 2011 (1), and Summer 2011 (1).	Although benchmark was met, faculty and staff are striving to increase the number of students completing their program of student for their AAS degree. One-on-one advisement/conferences either on-line or per telephone is implemented to assist students in being successful in the program curriculum.
	Work with the Dean of Instructional Services to ensure the required academic courses for a degree in Public Safety Telecommunications are offered on-line.	Verification of classes offered each semester in each semester's schedules.	All classes were offered via eLearning as per the schedules during the 2010-2011 school year. Also, more than one section was available for some course offerings.	Benchmark met. No need to review specific objectives/assessments. Continually monitoring eLearning course offerings each semester.
To maintain the standards as set forth by the Institute of Emergency Preparedness and the Association of Public Safety Communications Officials, Inc.	Student will apply for their APCO International Certificate.	85% of students who complete 18 credit hours will be eligible for an APCO International Certificate and will apply for same.	100% of students who completed 18 hours that were eligible to obtain their APCO International Certificate applied and received their certificate. During 2010-	Benchmark met; however, faculty and staff are working to increase the number of students to receive the APCO International Certificate. Instructors are posting

			2011, there was one (1) student that were awarded the APCO International Certificate.	reminders each semester in their classes about applying for the certificate.
Recruit students for Gadsden State Community College and the Public Safety Telecommunications Program at pertinent workshops and conferences.	Attend the major APCO and/or 9-1-1 conferences to promote Gadsden State and the Public Safety Telecommunications Program.	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.	Conferences and workshops were attended for recruitment purposes during 2010-2011 by the Institute of Emergency Preparedness (IEP) Staff. During 2010-2011, 58 new students enrolled in the PST Program.	Benchmark met; however, faculty and staff will continue to participate in recruitment activities at the local, state, and national and international levels to raise program numbers. Voc Tech monies will be requested again for 2011-2012 for attendance at conferences and workshops.
	Attend conferences and workshops to maintain continuing education in Public Safety Telecommunications and other related technology for PST instructors.	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.	Conferences and workshops were attended for maintenance of continuing education purposes during 2010-2011 by the Institute of Emergency Preparedness (IEP) faculty and staff.	Benchmark met; however, faculty and staff will continue to participate in continuing education activities at the local, state, national and international levels.
Coordinate outreach efforts to target minority communities.	Provide program information to diverse groups within the 9-1-1 community.	Program inquiries and new student population in minority groups will increase by 10%.	New student minority population increased 7.8% during the 2010-2011 school year.	Benchmark not met. Monitoring of new minority students will continue during the 2011-2012 school year.
<b>2010-2011 Quality Enhancement Plan: Donna Wood</b>		<b>Cabinet Member: President</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Continue to collect data documenting the faculty/student use of the Gadsden State e-mail system for trend analysis.	Continue to build a database that can be used to determine the number of Gadsden state e-mail messages in the categories of faculty/student, student/faculty, and student/student in order to evaluate the level of communication among students and instructors using technology. These statistics will be collected and combined in an Excel spreadsheet for analysis.	The objective is to see an overall increase of 5% in the use of the Gadsden State e-mail system.	The Gadsden State e-mail statistics for 2010-2011 have shown a decrease when compared to the 2009-2010 data. This is most likely due to the increase we've seen in the use of Blackboard. Most instructors and students are using the new communication tools available in the electronic classroom format.	The retrieval of the Gadsden State e-mail statistics has not been consistent making it difficult to complete a meaningful analysis of the data. These figures will continue to be collected but unless the availability of the information improves, this particular statistic will not be valid or reliable.
Continue to collect data documenting the usage statistics supplied by the Blackboard system.	Continue to build a database of the statistics provided by Blackboard in order to evaluate the level of usage among students and instructors using technology. These statistics will be collected and combined in an Excel spreadsheet for analysis.	The objective is to see an overall increase of 5% in the Blackboard usage statistics.	Gadsden state moved to the Blackboard platform in January of 2010 so statistics for the fall of 2009 are not available for comparison to the statistics from the fall of 2010. The spring and summer data show a significant rise in the use of Blackboard by both instructors and students which more than meets the goal of a 5% increase in the Blackboard usage statistics.	The instructors and students will be encouraged to continue using the functionality of the Blackboard electronic classroom platform in addition to the new communication tools that have recently been made available via Blackboard IM.
Maintain internal assessment practices to ensure adequate evaluation of the QEP.	Continue to assess entering and exiting students via the Compass Placement Test and the Graduate	The objective is to increase the overall number of "Yes" responses in the Graduate Exit	Items 1, 2, 3, 4, 5, and 10 all showed an increase of at least 10% on the 2011 Graduate Exit survey as	The QEP Implementation Team has created documents with tips and techniques of how to improve

	Exit Survey for trend analysis.	surveys by 10%.	compared to the 2010 Compass Placement test results. Items 6, 7, and 8 also showed improved numbers of 6%, 5%, and 2% respectively. Item 9 was the only area where we saw a decrease in the percentage of Yes responses. Even though the item with the lowest percentage of Yes responses still had a positive response rate of 89%, the issues of recognizing reliable sources, determining the usefulness of information, and sharing that information in a variety of formats with other students and instructors were the areas with the lowest percentage of Yes responses.	those skills and posted them on the TEC Initiative web page for students. The instructors will be encouraged to provide assignments and test questions that incorporate that information into their classroom curriculum. In addition, a video for evaluating the validity and reliability of electronic sources has been created and posted online with the eLearning tutorials.
	Evaluate the TEC Initiative items that are included on the Faculty Evaluation to ensure compliance with the QEP.	The objective is to be 90% compliant with individual instructors meeting expectations or exceeding expectations in the implementation of the TEC Initiative.	The 2010-2011 year was the first time the TEC Initiative Instructor Survey was included in the Faculty Evaluation packet. This was to streamline the process so that Division Chairs would not have to contact each instructor two different times to get all of the necessary paperwork completed. Unfortunately, the evaluation process has not been completed and only a few of the TEC Initiative Instructor Surveys have been turned in. This information will be collected but it will not be available to evaluate and compare to the 2009-2010 results by the time this report is due.	Though the findings are not available to analyze; all faculty members will continue to receive TEC Initiative training opportunities, information and tips provided through the TEC Initiative web site for instructors and the QEP newsletter, and updates and presentations at the college-wide meetings every fall and spring semester.
Maintain external assessment practices to ensure adequate evaluation of the QEP.	Re-evaluate a minimum of 200 students using the CSPlacement Basic Computer Skills assessment.	The objective is to see a 12% increase in the students' baseline accuracy of 43%.	The CSPlacement assessment was conducted during November and December of 2010. 250 students were assessed in the CIS146 courses offered at the McClellan, Ayers, Gadsden, and Cherokee campuses. The goal of seeing a 12% increase in students' baseline accuracy of 43% was actually doubled with an average score of 67%.	The weakest area was in Access. This is traditionally a more difficult concept for students to grasp. To help improve students scores in this area, the Information Technology department has upgraded to Microsoft Office 2010, incorporated a simulated program environment to use in their CIS146 courses, and has added an additional Access assignment to the course requirements.
Provide financial assistance to support the implementation of technology in educational programs/curriculum.	It was recognized that much more than the amount provided in the QEP budget for technology purchases was being spent by	The objective is to increase the college-wide amount of technology expenses that support the QEP by 5%.	The objective of increasing the college-wide amount of technology expenses that support the QEP was met with an actual spending increase	Gadsden State will continue to support its Quality Enhancement Plan, the TEC Initiative, with financial and administrative

	Gadsden State's programs/disciplines. It order to identify those expenditures, it was determined that all monies spent on technology that supports the QEP would be identified in the budgets of individual departments by a 145 code. This strategy was approved by the committee reviewing the Gadsden State response sent in during the Spring of 2009. Those dollars will no longer be seen separately in the QEP budget.		of 46.6%.	support.
Organize professional development for educational programs and individual instructors as needed.	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.	The objective is to provide at least two (2) technology professional development seminars per academic year for all interested employees and to provide individual instruction as requested.	The goal of providing two (2) professional development seminars per academic year and to provide individual instruction as requested has been met with 4 college-wide presentations, 2 breakout sessions at the college-wide meetings, and at least 4 training opportunities for specific instructional or administrative groups.	The QEP budget will continue to include funds to provide for educational programs and presentations. The Implementation team will also continue to schedule speakers, training opportunities, and provide instructional information for new technologies and software as needed.
Continue marketing plan to promote the TEC Initiative and to educate faculty members and students as to how it will be implemented and the benefits the plan will provide to all Gadsden State students despite their diverse levels of technology experience.	Present TEC Initiative information to employees during college-wide meetings at least two (2) times per academic year.	The objective is to provide QEP presentations in the Fall and Spring college-wide employee meetings.	A web page and a quarterly newsletter have been created to promote the TEC Initiative and to provide useful information to staff and faculty members. The sources provide data concerning assessment dates, tips and techniques for how to incorporate technology into your curriculum, and highlights of how specific Gadsden State instructors are using technology to enhance their students educational experience. Beginning in January 2011, the Implementation team will place signs and banners on all campuses to promote the TEC Initiative every fall and spring. The signs and banners will be set up for 2-3 weeks and then taken down to use again. Multiple professional development opportunities and QEP Updates have been provided during the bi-annual college-wide meetings.	The QEP budget will continue to fund marketing efforts. The Implementation Team will also continue to provide technology-based presentations, banners and signs, newsletters, and training opportunities in an effort to encourage the Gadsden State faculty members to incorporate technology into their classroom curricula.
	Continue to promote the TEC Initiative to students at extracurricular events.	Promotional booths set up for students at the following events (and others as scheduled): Get on Board M*A*S*H G-	A TEC Initiative web page for students has been created to promote the TEC Initiative and to provide useful information to educate students at to	The QEP budget will continue to fund marketing efforts. The Implementation Team will also continue to set up tables for

		Day Freshman Focus	what the Gadsden State QEP entails and to present tips and techniques for using technology to enhance their educational experience. Beginning in January 2011, the Implementation team will place signs and banners on all campuses to promote the TEC Initiative every fall and spring. The signs and banners will be set up for 2-3 weeks and then taken down to use again. The Implementation Team has also set up tables at every participating campus during the Get on Board, M*A*S*H, G-Day, and Freshman Focus events. During these events the tables are manned by team members that answer questions as to what the TEC Initiative entails and to give away promotional items such as pencils, koozies, and mouse pads.	personnel to meet and greet students and give away promotional items at college events. The Team will also be investigating additional ways to use the new web page to provide students with helpful information for using technology and tips for online research.
Develop TEC Initiative web pages for Gadsden State faculty members and students that can be accessed from the College's home site.	Provide online information pertinent to the TEC Initiative for faculty members accessible from the Gadsden State home page.	Completion of a TEC Initiative web page for faculty.	The TEC Initiative web page ( <a href="http://www.gadsdenstate.edu/qep">http://www.gadsdenstate.edu/qep</a> ) for faculty members was completed in the spring of 2011. It includes links to the Gadsden State Reaffirmation of Accreditation page, the quarterly newsletter, and relevant articles. It also provides information specific to the QEP, dates of assessments, and tips for instructors.	This objective has been completed but new information will continue to be provided to faculty members via the web page.
	Provide online information pertinent to the TEC Initiative for students accessible from the Gadsden State home page.	Completion of a TEC Initiative web page for students.	The TEC Initiative web page ( <a href="http://www.gadsdenstate.edu/tec">http://www.gadsdenstate.edu/tec</a> ) for students was completed in the spring of 2011. It includes links to the Blackboard tutorials and tips and techniques for evaluating online sources. It also provides information specific to the TEC Initiative, dates of upcoming events where the TEC Initiative will be promoted, and study guides for assessments.	This objective has been completed but new information will continue to be provided to students via the web page.

**2010-2011 Radiologic Technology Program: Connie Meloun / Cabinet Member: Martha Lavender**  
**Gay Utz**

Goal	Objective	Assessment Method	Findings	Use of Findings
Students will competently and safely perform radiologic procedures.	Graduates will perform competently in the healthcare setting by demonstrating appropriate communication and patient care skills.	A. General Clinical Evaluation (GCE): An average score of 4.25 on a 5.0 scale will be achieved on the patient care section of the evaluation performed at the end of the 3rd and 5th semesters. B.	A. General Clinical Evaluation (GCE): The same cohort was evaluated in the 3rd and 5th semesters of the Program. The average score achieved on the patient care section of the	A. The benchmark was met and the results are improved from last year. The previous evaluation cycle showed a drop in scores when comparing the 3rd and 5th semesters. Faculty are pleased

		<p>Employer Survey: An average score of 4.5 on a 5.0 scale will be achieved on Question #1. C. Graduate Survey: An average score of 3.5 on a 4.0 scale will be achieved on Section I, Question #2. D. Exit Competencies: An average score of 90 will be achieved on the exit competencies performed in the final semester of the Program.</p>	<p>evaluation in the 3rd semester was 4.63. The average score achieved in the 5th semester was 4.62. B. Employer Survey: An average score of 4.88 was achieved on Question # 1. C. Graduate Survey: An average score of 3.81 was achieved on SectionI, Question 2. D. Exit Competencies: 9/15 students score 90 or better on the exit competencies. An average score of 90.7 was achieved for the group.</p>	<p>there is not a downward trend and will make no changes at this time. B. The benchmark was met. The cohort evaluated by the employers were 2010 graduates. Employer surveys for the 2011 class will not be sent until 8 months post-graduation. Faculty are pleased that employers report that graduates are providing appropriate patient care. C. The benchmark was met. The cohort that completed this survey were 2010 graduates. Graduate surveys for the 2011 class will not be sent until 6 month post-graduation. Faculty are pleased that graduates report that their educational program at GSCC prepared them to patient care appropriate to the individual patient. D. 9/15 students scored 90 or better on the exit competencies. This is great improvement from the last evaluation cycle. This improvement is attributed to the recheck competencies and review of weaknesses noted in the previous evaluation cycle. Faculty expect to see even greater improvement in the next evaluation cycle.</p>
	Faculty will be provided access to current educational methodologies and imaging technology associated with radiologic technology.	All faculty will attend a minimum of one continuing education seminar / workshop related to radiologic technology annually. Faculty will provide copies of continuing education certificates as documentation of attendance.	Both faculty members attended the spring seminar of the Northeast Alabama Society of Radiologic Technologists. They also provided 2 of the 6 hours of continuing education offered at the seminar. Gay Utz attended the Association of Educators in Imaging and Radiologic Sciences seminar in June 2011.	Benchmark met, each faculty member attended at least one continuing education seminar.
	Provide educational opportunities for the volunteer clinical instructors at the clinical affiliates.	Clinical instructors will attend a workshop provided by program faculty in the spring of each year. A sign-in sheet will provide documentation of attendance.	Faculty provided two hours of continuing education on the topic of student counseling ("Can We Talk?") in March 2011. This was provided at no cost to the clinical instructors.	Benchmark met, two hours of continuing education were provided for the clinical instructors.
Students will use critical thinking skills.	Graduates will be able to adjust technical factors to ensure quality radiographic images are produced and be able to evaluate	A. Exposure Principles Course: An average score of 90 will be received on the laboratory assignments. B. Image	A. Exposure Principles Course: Lab assignments #1 (Density), #2 (Contrast), and #4 (Grids) were evaluated. Lab #1 - all students	A. Scores are improved over the last evaluation cycle. All students received passing grades on each lab assignment. Two of the

	radiographic images for quality.	Evaluation/Pathology Course: An average score of 90 will be achieved on the Image Evaluation Film Project.	scored 90 or better on this assignment with an average score of 96.8 achieved. Lab #2 - 17/20 students scored 90 or better on this assignment with an average score of 95.5 achieved. Lab #4 - 16/20 students scored 90 or better on this assignment with an average score of 93.4 achieved. B. Image Evaluation/Pathology Course: 15/17 students scored 90 or better on this assignment with an average score of 92.3.	students who failed to meet the minimum score for Lab #2 and Lab #4 were the same. All students who scored lower than 90 were remediated to insure the material was understood. Faculty are satisfied with these results, but will continue to work on the evaluation forms to improve their understanding. B. 15/17 students scored 90 or better on the film project. One of the two who did not meet this minimum score did not complete the course and did not withdraw so a score of "0" was assigned to the film project. Faculty are satisfied with the results at this time.
Students will demonstrate professionalism.	Students will demonstrate professional development and growth.	A. Introduction to Radiography Course: An average score of 90 will be achieved on an essay describing the function and personal relevance of the professional organizations related to radiologic technology. B. Review Seminar Course: An average score of 90 will be achieved on the resume assignment. C. Review Seminar Course: An average score of 90 will be achieved on the five (5) year career development plan.	A. Introduction to Radiography Course: 24/25 students scored 90 or better on the assignment with an average score of 94.6 achieved. B. Review Seminar Course: 13/15 students scored 90 or better on the resume assignment with an average score of 93.1. C. Review Seminar Course: 14/15 students scored 90 or better on the 5 year plan assignment with an average score of 95.4.	A. Although all students did not meet the minimum score desired, all students did achieve a passing grade on this assignment. The average score was well above the benchmark. No changes to this assignment will be made at this time. B. Although two students did not achieve the benchmark score, the average grade for this assignment is good. No changes to this assignment will be made at this time. C. Only one student did not score 90 on this assignment. The student did achieve a passing grade and the class average on this assignment was well above the benchmark. No changes to this assignment will be made at this time.
Graduates will meet the needs of the community.	Graduates will pass the national certification exam and become members of the community workforce in diagnostic imaging.	A. Academic Area Report Form: A five-year average program completion rate of 80% will be achieved. B. American Registry of Radiologic Technologists (ARRT) Summary Report: 80% of graduates, over a five year period, will pass the certification exam on the first attempt. C. Graduate Survey: 80% of graduates seeking employment will be employed in medical	A. Academic Area Report Form: Five-year average program completion rate is 80.6%. B. American Registry of Radiologic Technologists (ARRT) Summary Report: First-time pass rate over a five year period is 95%. C. Graduate Survey: Faculty are aware that at least 3 of the 22 graduates of the cohort being reported (results are from 2010 class since graduate surveys for	A. While the program met program completion benchmark the program completion rate for the 2011 class was a very atypical result at 56%. The lowest program completion in the previous four years was 83%. Of the eleven students who did not complete the Program only two were non-completers due to academic failure. The remaining nine left the Program for non-academic

		imaging within six (6) months after graduation.	the 2011 class will not be sent until six months post-graduation, November, 2011)are not actively seeking employment. 14/19 of those seeking employment places the employment rate at 73.6%.	reasons. (i.e., change in career, health issues) Faculty will continue to monitor but feel they should not be held responsible for someone who accepts the position in the Program and leaves due to personal reasons. B. Faculty are pleased that the five-year first time pass rate for the ARRT examination meets and exceeds the stated benchmark. Two of those five classes had a first time pass rate of 100%. Faculty will continue to refine the Senior Review Seminar, taught in the last semester, in order for students to receive the necessary information to take the ARRT exam and be successful on the first attempt. C. The Program's employment rate has trended downward for the last two years and this mirrors a trend that is seen nationwide. One response to this lower employment rate was to accept fewer students. Faculty decreased the number of students accepted into the Program by one, now accepting 24 students instead of 25. Faculty are concerned that graduates will continue to have difficulty in finding employment and will continue to monitor the situation.
Students will be provided a variety of laboratory experiences to prepare them for the clinical portion of the Program and future employment.	Maintain currently installed digital equipment.	Renew the maintenance agreement for the Swissray unit in April of each year.	The maintenance agreement was renewed for the next year.	Benchmark met, tech fees were used for the maintenance renewal fees.
	Provide students with opportunities in current imaging technologies to better prepare them for the clinical setting.	Purchase of Computed Radiography (CR) equipment for the energized laboratory. Equipment to be used for student evaluations.	Benchmark not met. Funding was not available for this purchase.	Faculty will continue to submit this request because they believe it would be extremely beneficial to the students.
Maintain programmatic accreditation with the Joint Review Committee on Education in Radiologic Technology (JRCERT).	Meet programmatic accreditation as required by the Joint Review Committee on Education in Radiologic Technology (JRCERT).	Submit annual accreditation fee (\$1,900 from the Healthcare Accreditation Budget) and annual report by the deadline.	Programmatic accreditation fee was paid to the Joint Review Committee on Education in Radiologic Technology.	Benchmark met, fee paid.
	Program faculty will gain knowledge of the accreditation	Attend site visitor and/or outcomes assessment workshop as required	Gay Utz was elevated to Board Chair and Gina Tice was renewed	Gina Tice will not need to attend a site visitor workshop until 2013.

	process by serving as site visitors and/or serving on the Board of Directors for the JRCERT.	by the JRCERT every three (3) years.	as a team chair site visitor for the Joint Review Committee on Education in Radiologic Technology.	
Coordinate outreach efforts to target minority communities.	Provide community, schools, and other career developmental programs with information regarding the Radiologic Technology Program.	Program representatives will visit 30% of the target institutions listed in the above objective.	Benchmark was met at 100%.	Gina Tice was a panel participant in a discussion of health careers at Gadsden City High School in December, 2010. Both faculty participated in a discussion of the profession to two health career occupation classes from Gadsden City High School in April, 2011. Gay Utz spoke with minority students who were on the GSCC campus in July, 2011 for Med Camp about the Radiologic Technology Profession. Faculty have participated in health career fairs, "Uniforms for Occupations" events and spoken to health occupations classes this year. The events were done for elementary, middle school, and high school students. The total number of events faculty participated in this year was ten. Faculty believe that participation in these events is an excellent community outreach tool and informs students about the radiologic technology profession. Faculty will continue to participate in such events.

**2010-2011 Safety & Security, Postal, & Transportation Service: Sam Ledbetter Cabinet Member: Jim Prucnal**

Goal	Objective	Assessment Method	Findings	Use of Findings
Provide increased security staff to ensure campus safety.	Increase staff by at least two Security Officer I second-shift positions for the McClellan & Cherokee Campuses and two 19-hour positions for the Valley Street Campus.	Verify the hiring of four new employees.	Funds have not been available for the two full-time positions. Part-time employees have been available as needed.	Continue to pursue the filling of two full-time positions for McClellan & Cherokee Campuses. Will maintain part-time staffing levels.
Maintain a well-trained diverse security staff of full-time and part-time employees.	Coordinate CEUs and professional development with local EMA, police and sheriffs' departments, FBI, and Gadsden State Community College EMS Department with a goal of all employees completing no less than 32 hours a year.	Review all employee personnel files to ensure required hours were completed.	All required training has been completed with emphasis being placed on newly hired employees.	Staff proficiency has increased especially in the area of reporting requirements. A goal of a 5% increase in overall employee and student satisfaction is expected.
	Provide diversity training for staff	Review all employee personnel	The subject of diversity has been	All employees exhibit a better

	as needed so that each employee attends a minimum of one formal diversity session each year.	files to ensure required session was attended.	integrated into all professional development activities along with on-line training.	understanding of the needs of our diverse population.
Improve in-house postal operations.	All mail from USPS will be delivered before noon each day to all six campuses and internal mail delivered twice a day.	Survey staff from employee survey on all campuses to ensure that all mail are delivered timely each day with at least 90% of respondents agreeing with timely mail service.	This objective was accomplished due to the fact that the most recent Employee Evaluation of College and Services gave us a score of 91.1%.	In order to meet our goal, it required us to use of both part-time and additional full-time employees and has identified an additional shortfall of internal available vehicles.
	All hand mail will turn over in timely matter.	Survey staff from employee survey on all campuses to ensure that regular mail and hand mail are delivered timely each day with at least 90% of respondents agreeing with timely mail service.	This objective was accomplished due to the fact that the most recent Employee Evaluation of College and Services gave us a score of 91.1%.	Mail process will be evaluated on a continuing basis and adjustments made where necessary.
	Increase staff by at least 1 35-hour clerk position.	Verify that personnel actions were taken to hire new employee.	Funds have not been available for this position.	Continue to pursue the filling of this position. Will maintain part-time staffing levels.
Maintain and improve the College transportation fleet.	Upgrade school fleet by adding three service vans and two trucks or van type vehicles for maintenance operations in Gadsden and Anniston.	Verify that additional vehicles were purchased.	Funding was not available, therefore fleet was not upgraded.	Fleet will be upgraded depending on available funds to include the addition of one utility truck and one car.
	Provide covered parking spaces for the three new College buses.	Verify that covered parking spaces were acquired.	Funding was not available, therefore covered parking was not constructed.	Efforts will be made to obtain funding to complete this project.
<b>2010-2011 Science Division: Shirley Colvin</b>				
<b>Cabinet Member: Jim Jolly</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Provide quality science courses to assure that all students enrolling in science courses will achieve at least a basic knowledge of these sciences.	Students who participate in and complete science courses will demonstrate a basic knowledge of these sciences.	1.) 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. 2.)Administer pre-tests composed of questions which will be embedded into regular tests throughout the semester and reviewed to assure 70% of the students have mastery of the course objectives.	1. 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 84%, 85%, and 84% of students earning a "C" or better in the fall, spring, and summer semesters respectively. 2. While 70% mastery of most objectives was obtained, the Science Division fell short of our 70% goal in other objectives.	1. The Science Division remains committed to providing quality science courses and will continue the assessment and review of grade records. 2. 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 2011-2012 year.
Maintain and improve the aquaculture program to provide quality learning opportunities for students and supply support for the aquaculture community.	Increase grant writing, teacher recruitment and relationships with mentoring agencies to improve and provide student learning opportunities in aquatic science.	1.) Write and submit at least one new grant proposal (larger than \$10,000). 2.) Recruit at least 10 new teachers into the high school aquaculture program. 3.) Move at	1) USDA Grant proposal entitled Where schooling really counts: the development of standardized curriculum and implementation of enhanced	1) This grant proposal will be resubmitted in parts to several different agencies. Oregon Coast Community College (OCCC) will partner with GSCC to submit an

		<p>least 6 students into internships with mentoring agencies.</p> <p>4.) Complete a transfer agreement and forge a partnership with one other major college or university.</p>	<p>Zebrafish husbandry instruction to develop a skilled and knowledgeable workforce. Submitted January 2011 and denied funding August 2011. 2) Twenty-two teachers attend the 5-Day Teacher Workshop entitled Aquaculture 101 in June of 2011. Thirteen of those teachers were new 1st time attenders and nine of the teachers were repeat attenders. The workshop was sponsored by a joint USDA SPECA grant proposal with Auburn University. 3) Seven aquaculture students participated in paid internship opportunities with various agencies. The agencies involved were: Dauphin Island Sea Lab (1), Auburn Shellfish Laboratory (1), University of Arkansas At Pine Bluff Fisheries and Aquaculture (2), Department of Wildlife and Freshwater Fisheries (1 hatchery, 1 enforcement), and Blackwater Creek Koi Farms (1). 4) A transfer agreement was finalized with the University of Arkansas at Pine Bluff Department of Fisheries and Aquaculture.</p>	<p>NSF ATE Proposal on October 20, 2011. GSCC will partner with UAB to submit portions of this proposal to another agency that specializes in research animal care. 2) The 2011 workshop was highly successful. Evaluations indicated teachers rated the workshop usefulness as 4.66 (out of 5), level as 3.00 (just right), and style as 4.56 (out of 5.00). There were 18 responses to the evaluation and 22 teachers that attended (4 had to leave early). 3) Evaluations of student interns from the host agencies indicated that overall performance averaged at 9.33 out of 10 possible (6 students and 5 agencies). One internship had to be terminated early due to personality conflicts between the student and the host organization. Further research has indicated that the host organization is not suitable for future interns. 4) A formal transfer arrangement is currently being negotiated with the University of South Alabama and talks have been reinstated with The University of Alabama at Birmingham.</p>
<p>Incorporate more technology into the instructional process to improve student learning.</p>	<p>Include Tegrity as a tool in traditional, web-enhanced and hybrid science courses.</p>	<p>Incorporate Tegrity and compressed video as a technology tool in at least 65% of science classes by the end of the 2010-2011 academic year.</p>	<p>Tegrity, Wimba, and compressed video were used in Science classes during the 2010-2011 year. We did not attain the 65% goal but Tegrity was used in select Biology, Chemistry, Physics and Fishery courses.</p>	<p>The Science Division plans to continue and increase use of Wimba and compressed video.</p>
	<p>Students will use Blackboard as a method of communication with their instructors and a learning tool in all science courses.</p>	<p>1.) At least 90% of the students enrolled in science courses will complete and submit to their instructors through Blackboard two technology assignments each semester.</p>	<p>1. The Science Faculty required their students to submit two completed assignments through BlackBoard each semester. Over 90 % of science students completed and submitted these assignments through Blackboard.</p>	<p>The Science Division faculty will continue to require each student to complete and submit two assignments electronically each semester.</p>
<p>Strive to make students aware of the diversity and multiculturalism that existed among individuals who contributed to natural science.</p>	<p>Students will be exposed to the diversity of scientists in each course.</p>	<p>1.) At least 80% of science students will review assigned biographical sketches of scientists incorporated into each course</p>	<p>All Science classes included the diversity assessment using biographies of under-represented scientists and their contributions to</p>	<p>The Science Division feels this assessment increased awareness of diversity in science and will continue usage of this assessment.</p>

and answer questions about the individuals and their contributions to natural science.

the field of science. Students demonstrated understanding through a quiz given on Blackboard.

2010-2011 Skills Training: Suzanne Zahorscak				
Goal	Objective	Assessment Method	Findings	Use of Findings
Evaluate marketability and launch new short-term, non-credit program in Weatherization and Energy Conservation.	The expected Educational Outcome would be to create at least one new entry-level career pathway program for high demand occupations.	The Assessment measure can be validated when a new Skills program has been developed and added to the Skills Training Division taxonomy.	The Skills Training Division created a Weatherization program and attempted to secure funding for start-up costs from the Weatherization and Energy Grant through ADECA. This grant was never officially awarded, and as this program could not be developed without grant funding for the start-up costs, this outcome was not met.	Other avenues for funding the Weatherization program have been unsuccessful. The evolving training needs for local business and industry will be evaluated to determine other programs that may be beneficial for inclusion in the Skills Training Division's taxonomy.
Provide quality short-term, non-credit training specific to the needs of the diverse community at a reasonable cost.	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.	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.	The Course and Instructor Evaluations collected resulted in a 100% favorable rating. All evaluations completed were answered with Strongly Agree or Agree to the questions pertaining to the quality and cost of training.	The goal of providing quality short-term, non-credit training specific to the needs of the community was met. The Division will continue to provide training opportunities for student satisfaction at a reasonable cost.
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.	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.	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.	The Skills Training Division had 137 students enrolled with 110 students completing training and 102 completers employed compared to last year's numbers of 82 students enrolled with 71 completers employed. Enrolled students increased 67% over last year, increasing the number of students completing by 55% and the number of completers employed by 108%. The increase is due to increased Business and Industry offerings as well as the slight increase in Workforce Investment Act (WIA) Individual Training Accounts.	The Division will continue to explore other funding sources for tuition assistance for prospective students as well as continue offering Business and Industry training.
Assist Skills Training students in achieving their training goals.	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	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	100% of the "Course and Instructor" evaluations collected were favorable. All evaluations were answered with either "Strongly Agree" or "Agree" to questions pertaining to the quality,	The goal of assisting the students in achieving their training goals was met. The Division will continue to offer any assistance needed by the students in order for them to achieve their training

	Agree/Agree" that they have an "overall satisfaction" of the Courses and the assistance provided to them by the Instructor.	the Courses and the the assistance provided to them by the Instructor on the Course and Instructor Evaluation Survey.	cost and achievement of goals.	goals.
Assist Career Orientation and Training Assistance (COTA) participants in acquiring more knowledge of the tools necessary for a successful job search, such as (Resume preparation, completing applications correctly, proper interview techniques and attire) as well as acquiring knowledge of training programs in the Skills Training Division.	Increase participant's knowledge of job search skills and courses offered through the Skills Training Division.	The Assessment Measure can be validated when at least 85% of COTA participants show an increase in knowledge of a successful job search using a Pre and Post evaluation.	100% of COTA participants who completed a Pre and Post Evaluation increased their knowledge of a successful job search.	The Division will continue to offer COTA classes to further enhance participants' employment search efforts.
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.	The Unit Objective is for the amount of Child Support collected from AFI participants to increase by 5% over the previous year's collections.	The Assessment Measure can be validated when the Department of Human Resources Child Support Collection report is compared to the previous year's report.	Child Support collections were \$313,333 compared to collections of \$261,353 in the previous year, which represents an increase in child support collections of 19.8%.	An analysis of the Department of Human Resources Child Support Collection report's prior years' collections was completed, which determined that a 19.8% increase in collections is quite extraordinary. Due to this determination, it is concluded that the goal of a 5% increase will be retained for next year.

<b>2010-2011 Social Sciences: George Terrell</b>		<b>Cabinet Member: Jim Jolly</b>		
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>

To provide students with an understanding of the social sciences and to expose them to a diverse variety of concepts, theories, peoples, histories, and cultures. Students will accomplish objectives set forth by the Articulation and General Studies Committee for the state of Alabama. These objectives will give them knowledge and allows them to analyze and apply information including (but not limited to) history, the development of society, contributions of culture(s), and human behavior and interaction as individuals and in groups. Accomplishing these objectives adequately prepares students for their transfer to senior institutions.	Instructors will incorporate state provided objectives into social science courses.	Each course syllabus will be evaluated to determine if the objectives stated are correlated with objectives provided by the Articulation and General Studies Committee for the state of Alabama. This will ensure that each course prepares students for more advanced courses offered at other institutions.	100% of full-time instructors in the social science division have included the state provided objectives in their syllabi. Only 60% of the adjunct instructors meet this objective.	There was a deficiency noted with some of division's adjunct instrutors adding state provided objectives to their syllabi. Adjunct instructors have been notified via e-mail that state objectives must be added to every syllabus. Also, a link was provided where they can access the state objectives.
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Students will accomplish the "intended outcomes" as set forth by the social science department (based on state provided objectives) for each course that is offered. This will ensure students are meeting expectations of social science courses at Gadsden State Community College and other institutions that abide by the same state guidelines.

Each semester, students will be evaluated using an assessment rubric measuring how well students meet the "intended outcomes" for all areas of social science. Instructors will place imbedded test questions in exams that will measure the "intended outcomes." Students will earn a 3 or 4 on the rubric for each of the outcomes.

**HISTORY:** Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: Knowledge 76%, Cause and Effect 89%, Timelines 78%, and Relevance 92%. For Summer 2011: Knowledge 85%, Cause and Effect 91%, Timelines 88%, and Relevance 81%.  
**PSYCHOLOGY:** Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: Environment 91%, Socialization 76%, Theory 81%, and Research 71%. For Summer 2011: Environment 88%, Socialization 76%, Theory 83%, and Research 72%.  
**SOCIOLOGY:** Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected

**HISTORY:** For both semesters, the knowledge level is the weakest area of students in all areas of history. In an attempt to further improve the assessment results, history instructors will incorporate additional teaching strategies to help students retain factual information more effectively. Also, additional teaching strategies will be incorporated to further improve student performance for "cause and effect" and "timelines." These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes.  
**PSYCHOLOGY:** For both semesters, the data showed positive results for the "environment" and "theory" objectives. However, students did not perform as well on the "socialization" and "research" objectives. Psychology instructors will continue to incorporate additional teaching strategies that appear to have been successful at improving performance between the fall 2010 and summer 2011 semesters. Those strategies include, but is not limited to, group activities, instructional media, internet research activities, and additional assessments.  
**SOCIOLOGY:** For both semesters, the data showed positive results for the "theory" and "research" objectives. However, students did not perform as well on the "environment" and "socialization" objectives. Sociology instructors will continue to incorporate additional teaching strategies that appear to have been successful at improving performance between the fall 2010 and summer 2011 semesters. Those strategies include, but is not limited to, group activities,

		for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: Environment 71%, Socialization 68%, Theory 86%, and Research 89%. For Summer 2011: Environment 76%, Socialization 78%, Theory 90%, and Research 92%.	instructional media, internet research activities, and additional assessments.
Social science instructors will incorporate learning objectives specifically related to diversity and multiculturalism into their courses.	Each instructor's syllabus will be examined to ensure that at least 1 learning objective has been included that incorporates the concepts of diversity and multiculturalism.	100% of the the syllabi examined for both full-time and part-time instructors met this objective.	There are no deficiencies noted. As new instructors come to the division, their mentors will explain the importance and necessity of adding objectives geared toward diversity and multiculturalism to all class syllabi.
The social science division will reduce the number of courses taught by part-time instructors in the areas of history and psychology. Over 60% of the credit hour production in the areas of both history and psychology is accomplished by part-time faculty.	The social science division will reduce the credit hour production by part-time faculty by 30% in the areas of history and psychology. This will be accomplished by requesting that the Dean of Instructional Services allow the division to obtain 2 new instructional units in these areas.	Requests to the Dean of Instructional Services were made to hire two additional instructional units. A new psychology instructor who is qualified in the areas of psychology and sociology was hired effective Fall 2011. A history instructor and a psychology instructor will both retire effective December 2011. Both of these units will be replaced. The advertisements for both positions will require that the potential candidates either have an additional teaching feild of need OR will be required to obtain an additional teaching feild of need within 30 months of effective employment. Therefore, both new instructors will be qualified to teach multiple subjects reducing the credit hour production of part-time faculty.	While only one of the two requested teaching units was created, the two units that are being replaced will have additional teaching fields. With that being said, we feel that this objective has been met.
The social science division will seek new instructors with diverse ethnic, teaching, and/or educational backgrounds to better meet the college's mission of creating a diverse campus climate.	The social science division will strongly encourage minority individuals with diverse ethnic, teaching, and/or educational backgrounds to apply for future instructional positions.	The social science division has employed a new full-time psychology instructor that has a diverse teaching and career background. In addition, a new philosphy instructor has been employed on an adjunct basis that has a diverse educational background.	The social science division will continue to value diversity within the department. For future positions, individuals with a diverse ethnic, teaching, and/or educational background will be encouraged to apply for future positions.
The social science division will evaluate current instructional	Examine purchase orders and examine school-wide technology	All of the requested items have been purchased.	The social science faculty will be provided with instructor-led

	equipment/software and purchase new instructional equipment/software in order to improve the quality of instruction through the use of technology.	funding lists to ensure that at least 4 faculty computer workstations with printers, 2 tablet laptop personal computers, 4 scanners, 1 "Elmo" projection system, 2 virtual white-boards, an online map service subscription, and an optical character recognition (OCR) software has been or will be purchased.		professional development on the incorporation of these items within the classroom. All full-time instructors will receive training on various items by April 2012.
To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force developments in the area of "Human Services."	The students will achieve all objectives as identified by the course syllabi in human service courses.	The human services faculty will evaluate students with an assessment rubric that is based on course objectives. There are imbedded test questions and specific class projects that test the objectives. At least 60% of students will earn a 3 or 4 on the rubric for each objective.	Results for fall 2010 and spring 2011 semesters indicate that 93% of Human Services students earned a 3 or 4 for each learning objective. This is a 2% increase from the previous academic year.	The Human Services faculty will continue to utilize current instructional methods to maintain a 90% competency level in Human Services courses.
	The students enrolled in the human services program will obtain and complete internships in agencies that provide services that are applicable to the program and corresponding coursework.	The human services faculty will review the reports submitted from participating agencies to ensure that at least 60% of students completing their internships are receiving satisfactory evaluations.	100% of students (n=12) who completed internships in 2010 I(4), II(5), and III(3) (HUS 224, 225, and 226) received a satisfactory (agree or strongly agree) evaluation from the internship supervisor on a 15-item objective evaluation form addressing student performance and Human Service skills.	Human service faculty will continue the current courses for internships. An objective evaluation form has been developed and implemented beginning spring 2010 to assess student performance. Instructors will continue to utilize this objective evaluation form.
	A majority of students in the human services program will successfully earn their associates degree and upon completing that degree, they will be prepared for immediate employment.	Assessment Measure #1: The human services faculty will assess the percentage of students graduating earning a human services degree. At least 40% of students enrolled in the human services program will graduate. This information will be obtained through the Computer Services Department. Assessment Measure #2: The human services faculty will assess the number and percentage of students completing the human services program who gain employment after graduation through follow-up information obtained through the Computer Services Department. At least 40% of students graduating from the program will find employment in their field. Assessment	Assessment Measure #1: 11 students graduated in the Human Services program in the 2010-2011 academic year. Assessment Measure #2: 50% of students who graduated from the Human Services program in the 2010-2011 academic year found employment in the Human Services field. Assessment Measure #3: 100% (12/12) of students enrolled in clinical internship I, II, and III (HUS 224, 225, and 226) received the mark "strongly agree" when internship supervisors were asked if these students performed to satisfactory standards within the agency setting.	Assessment Measure #1: 11 students graduated from Gadsden State with the AAS degree in Human Services in the academic year 2010-2011. Efforts continue to be made through comprehensive advising to further improve Human Services graduation rates. Data will continue to be compiled and compared in future academic years. Assessment Measure #2: The objective for this assessment was met. Data will continue to be compiled. Assessment Measure #3: The objective for this assessment identified no weaknesses/deficiencies. No remedial action is required. Data will continue to be compiled and compared against similar semesters.

		Measure #3: The human services faculty will survey businesses that employ human services graduates to determine how prepared students are for the work force. This material is submitted through the Computer Services Department.		
To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force developments in the area of "Early Childhood Development."	The students will achieve all objectives as identified by the course syllabi in early childhood courses.	The early childhood faculty will evaluate students with an assessment rubric that is based on course objectives. There are imbedded test questions and specific class projects that test the objectives. At least 60% of students will earn a 3 or 4 on the rubric for each objective.	According to the rubric, findings indicate that 99.3% of students scored at least a 3 (good), 4 (very good), or 5 (excellent) on every objective.	Our findings are more than adequate. We will continue to collect and compile data using current assessment measures.
	A majority of students in the early childhood development program will successfully earn their associates degree and upon completing that degree, they will be prepared for immediate employment.	Assessment Measure #1: The early childhood faculty will assess the percentage of students graduating earning a early childhood development degree. At least 40% of students enrolled in the early childhood development program will graduate. This information will be obtained through the Computer Services Department. Assessment Measure #2: The early childhood faculty will assess the number and percentage of students completing the early childhood development program who gain employment after graduation through follow-up information obtained through the Computer Services Department. At least 40% of students graduating from the program will find employment in their field. Assessment Measure #3: The early childhood faculty will survey businesses, agencies, or schools that employ early childhood development graduates to determine how prepared students are for the work force. This material is submitted through the Computer Services Department.	Assessment Measure #1: The findings show that 117 students were enrolled in the Early Childhood program during Fall 2008. 35 students graduated from the program Fall 2010-Summer 2011. Many of our students are part time students and therefore it is difficult for those students to complete the program in 2 years. Assessment Measure #2: The graduate survey shows 77% of child development graduates are in field related jobs. Assessment Measure #3: Is there any way we can delete this #3? If not, is this answer ok? Members of our child development advisory boards are employers of our graduates. They are very complimentary of the graduates of our program and also the students sent to observe in their facilities.	Attempts will be made to make classes more convenient for students who are working a full time job and going to school.
	The early childhood development program will receive accreditation.	Early childhood faculty will assess the requirements for accreditation and fulfill those requirements.	The \$5,000.00 of additional funding only includes the application portion of the	The application portion of the accreditation process will be complete by September 2012.

		100% of the requirements will be fulfilled. Full accreditation for this program will ensure that the expected educational goal has been met.	accreditation process.	
To provide distance learning courses in all formats (internet, directed study, hybrid, and video conferencing) to meet the students' demands in all areas of social science, including "Human Services" and "Early Childhood Development."	The social science division will meet student demands for distance learning courses by offering more classes in a totally web-based format in all disciplines.	The social science faculty will analyze enrollment records and the previous term's enrollment patterns to determine student demand. If 80% of web-based courses (in a particular discipline) offered in a previous term reach maximum capacity, an additional web-based course will be added to meet demand.	In both Fall 2010 and Spring 2011, additional courses were added for American history I & II (HIS 201 & 202), Introduction to Psychology (PSY 200), Introduction to Sociology (SOC 200) and Ethics in Society (PHL 211) in order to meet demand.	The 2011-2012 schedule reflected the increased demand for online/distance learning courses from the previous year. An additional section for each of these online courses has been added as compared to the previous year's schedule. As courses fill, additional courses will be added to accommodate student demand.
	The social science division will meet student demands for distance learning courses by offering more classes in a hybrid format in all disciplines.	The social science faculty will analyze enrollment records and the previous term's enrollment patterns to determine student demand. If 80% of hybrid courses (in a particular discipline) offered in a previous term reach maximum capacity, an additional hybrid course will be added to meet demand.	Demand for hybrid courses declined for the 2010-2011 academic year. As a result, new hybrid sections have not been added.	Because demand for hybrid courses appears to be down, no new hybrid sections will be added for the 2011-2012 academic year. However, if demand increases, sections will be added as existing sections fill to capacity.
	The social science division will meet the demands of students at multiple campuses by offering course(s) using video conferencing.	The social science faculty will analyze enrollment records and the previous term's enrollment patterns at multiple campuses to determine student demand. If 80% of social science courses (in a particular discipline) offered in a previous term reach maximum capacity at a particular campus, a course will be offered through video conferencing. An instructor at the Wallace Drive Campus will be able to offer a course at multiple campuses to meet demand.	There was not enough demand to offer courses through video conferencing for the 2010-2011 academic year. There are enough adjunct instructors at this time to meet the current demand.	Because of a lack of instructors who can teach "introduction to sociology" at Gadsden State Cherokee, a course will be offered via Wimba in the upcoming Fall 2011 semester.
	The social science faculty will enhance distance learning instruction to improve the overall quality of social science courses (all disciplines) taught in web-based, hybrid, or video conferencing formats.	The social science division chair or an instructor appointed by the division chair will evaluate distance learning courses offered across disciplines to ensure that the courses meet the following criteria; 1. Instructors must include at least 1 authentic instructor-created item in their course, 2. Instructors must include at least 1	All distance learning courses taught by full-time faculty met criteria items 1 and 3. Deficiencies were noted for criteria 2. Only 2 instructors (22% of the social science division) included instructional materials created via "Tegrity." Deficiencies were also noted with regard to adjunct faculty. Only	The "Tegrity" license for the college expired at the end of the 2010-2011 academic year. The replacement solution is "Wimba." All faculty, both full-time and adjunct will be trained in the use of Wimba by a social science faculty member. The timeline for this training to be complete is April 2012. All instructors will be

video created through "Tegrity," and 3. Instructors must include at least 1 assignment requiring students to use internet-based information for research.

70% of adjunct instructors teaching distance learning courses met criteria 1 and 3. No (0%) adjunct instructors created instructional materials via "Tegrity."

encouraged to create at least 1 item of instructional material through the use of Wimba. Also, online courses taught by adjunct faculty will be evaluated during the Fall 2011 semester to ensure that criteria items 1 and 3 are being met in 100% of courses being offered.

**2010-2011 Strengthening HBCU Title III Program: Tarva Vaughn**  
**Goal** **Objective** **Assessment Method** **Findings** **Use of Findings**  
**Cabinet Member: Valerie Richardson**

Goal	Objective	Assessment Method	Findings	Use of Findings
Provide additional services to enhance the student experience on the Valley Street Campus through partnerships with personnel and departments from various areas of Gadsden State.	Increase by 12% the number of college personnel and departments conducting presentations regarding student services and programs as needed throughout the semester.	A 12% increase is anticipated in the number of college personnel and departments conducting presentations regarding student services and programs. This will be determined by analyzing reports from faculty sign-in sheets, records of enrollment and participant information.	During the 2010-2011 academic year, three departments presented programs regarding student services and programs. The Financial Aid Department of the College conducted an informational session on changes affecting financial aid. Career Services presented a resume writing workshop, and Student Services provided various activities for Valley Street Student participation. The number of College Departments conducting presentations to Valley Street Students increased from 2 to 3 for an increase of 50%. This objective was met.	Findings will be utilized to devise new and innovative ways to maintain 100% participation of student service staff and faculty in new student orientation.
Develop a plan for renovating and/or refurbishing the Marketing Management Classroom on the Valley Street Campus and initiate actual efforts.	To provide improvements for and/or maintain educational work spaces and instructional areas in a manner that is conducive to student learning.	College security personnel will inspect marketing classroom to ensure that improvements have been made and that ADA and OSHA standards are achieved and maintained.	Due to budget limitations Activity III of the Title III program was only able to provide limited audio-visual equipment for the marketing classroom area.	Activity III attempted to provide the most urgent need requested by the marketing instructor based on available funding.
Provide initiatives which promote awareness, among high school students and dislocated workers, of opportunities in technical programs offered on the Valley Street Campus.	Improve by 10% the awareness of high school students of opportunities in career education and technical programs offered on the Valley Street Campus.	Compared to data from the previous year, there will be a 10% increase of high school students' 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 this in-house survey will be compiled and analyzed.	The 2010-2011 academic year outreach activities conducted by Activity I staff have brought awareness to 158 individuals; this is an increase from 2009-2010 outreach which was 109 students. A previously unreached high school (Gaylesville) participated in outreach activities. Students and parents from the following high schools in the Gadsden State Community College Service area participated in outreach activities: St. Clair High School, Etowah	The findings will be used to create initiatives and activities to generate outreach activities in previously unreached schools and expand activities in those where previous contact has been made.

			County High School, Hokes Bluff High School, West End High School, Gaylesville and Gadsden City High School as well as Calhoun County Middle Schools and finally the GED class from the Cherokee Center Campus of Gadsden State Community College. This objective has been met with an increase of 45%.	
Provide educational opportunities that include computer laboratory orientations, basic computer skills, software application usage and practice certification examinations.	Improve by 6% the student technology proficiency outcomes for computer application training sessions.	All students enrolled in programs on the Valley Street Campus will have accessed the computer laboratory services for student learning opportunities in technological applications as evidenced by sign-in sheets and the laboratory calendar of events. A 6% increase in student proficiency will occur in programs utilizing computer laboratory services on the Valley Street Campus. Comparison evaluations will be obtained from pre-test and post-test results.	Computer laboratory orientations were offered to all newly enrolled students in Valley Street Campus programs. Orientations allow students the opportunity to become more aware of computer laboratory services provided through Activity II of the Title III program. During this reporting period, 100% of programs on campus participated in a laboratory orientation totaling nine events for this purpose. Programs participating in computer laboratory orientations were Carpentry, Practical Nursing, Air Conditioning/Refrigeration, and the Nursing Assistant Program. To enable students to become more proficient in gaining computer competence, guidelines for productive utilization of the campus computer laboratory were addressed as well as productivity tools available for use. Demonstrations given by the Instructional Technology Specialist focused on access and utilization of the Student Online System, Institutional E-mail, and BlackBoard, if applicable to participating program. Also, networked resources, such as classroom Tegrity recordings, were discussed to allow Health Science students direction in downloading sessions to MP3 and IPOD players. All Valley Street Campus students were entitled to participate in the laptop loan program. Upon receiving a laptop,	Training sessions were aligned with curriculum objectives for HPS 111 to enable students a better understanding of the skills required to be successful in a modern health care environment.

			<p>each student was required to attend a laptop care and proper use session. For this report period, 19 sessions were conducted by the Title III Instructional Technology department with one hundred thirty-nine students attending. Although students were not given a written exam for technology proficiency, evidence of understanding how to access the institution's wireless network was demonstrated through successful log-in to gain internet access. Another visual check for technology proficiency required students to properly log-in to the Student Online System for the purpose of printing a copy of their course schedule to include in loan identification records. Class-wide training sessions in computer applications were provided to students upon request by faculty throughout the year in addition to individualized student requested 1-on-1 training sessions. The Nursing Assistant program utilized the Instructional Technologist for conducting workshops in applications such as Excel and basic computer knowledge. Three workshops were conducted during this report period for this program. Student proficiency outcomes were measured for pre and post test results, where applicable. An Excel workshop for fall semester show a 38% increase comparing pre and post data. Two computer knowledge sessions were given and again had favorable outcomes. Results show a 49% improvement of pre and post test results.</p>	
<p>Maintain an educationally conducive and comfortable laboratory environment with advanced technological hardware and software.</p>	<p>Provide Valley Street Campus students with access to the latest instructional technology equipment and applications.</p>	<p>Assess maintainance, support, and replacement as needed of computers and related technological tools utilized by students and faculty through maintenance logs, requisitions and other appropriate</p>	<p>The computer laboratory on the Valley Street Campus continues to be utilized as a multipurpose laboratory for student online examinations, workshops and class meetings. In addition to structured events, the laboratory is available</p>	<p>Having the capability to standardize classroom and administrative equipment should further aid in the quality of service and support. It is anticipated that equipment standardization will also make replacement parts more</p>

documentation.

to students as an open laboratory with printing capabilities and includes one-on-one assistance. Students signing in daily to utilize the laboratory for this report period totaled 4,768 usages. Statistics for computer laboratory utilization which required the lab to be reserved are as follows:  
Total Instructional Technologist facilitated student workshops- 28  
Total for other Valley Street Campus student workshops- 9  
Total examinations and group events including class meetings- 55  
Upgrading and enhancing technology into the Health Science curriculum was a goal this year. Computers in the classrooms were outdated and varied in instructional capabilities. Replacing and standardizing classroom technology equipment has allowed all Health Science classrooms to be identical in relation to instructional technology. Additionally, health science administrative office areas were inconsistently equipped with outdated equipment and offered no communication hardware for faculty to record multimedia presentations. Administrative computer systems were replaced in three of the four offices, and all faculty were equipped with high quality video recording devices. Overall, campus-wide, ten faculty received technology improvements through upgraded replacements and/or new equipment. Computer and related maintenance was provided to faculty for a total of fifty-two occurrences which includes laptop support.

cost effective.

Provide counseling services to students enrolled on the Valley Street Campus.

Increase by 10% the number of students utilizing counseling services on the Valley Street Campus.

Using reports from counseling records, student contact sheets, student sign-in sheets and surveys, counseling services data will be compiled and compared to data from the previous year. A 10%

The 2010-2011 academic year goal to increase the number of students utilizing counseling services on the Valley Street Campus by 10% has not been accomplished. At the time of this

The Title III Activity I staff will continue to partner with Valley Street instructors and students while examining ways to work with other Title III activities to further support and enhance the

increase is anticipated.

report, there is a 6.4% decline from the previous year. Records document the number of students using counseling services during (2009-2010) program year as 264. However, as the result of an error, it should be noted that last years previously reported number of 500 was incorrect. Documentation so far during the 2010-2011 academic year shows that 247 students have utilized counseling services which include new student orientation, academic counseling, early alert intervention and instructor referrals.

teaching and learning experience.

**2010-2011 Student Activities: Judy Hill** Cabinet Member: Valerie Richardson

**Goal Objective Assessment Method Findings Use of Findings**

To offer a broad spectrum of programs and events to engage students socially, recreationally, and/or developmentally.

Try at least one new activity or event each semester as suggested from student feedback in focus groups, SGA, or other student input.

Track the level of participation in the activity/event. At least 10 people to participate would be required to consider the event successful.

Fall Semester: The Ultimate Game Zone involved a vendor contract and provided four giant video screens for various games. Sixty-nine participants signed the official record of the event; however, many more students, as many as 100, observed the games and/or enjoyed refreshments. Spring Semester: The Club Social was a dance sponsored by Inter-Club Council for members of all Gadsden State student organizations. Thirty-seven participants signed the official roster, and many students passed through for some refreshments. The students deemed the event a success. This objective was achieved.

The Ultimate Game Zone and The Club Social were successful events in terms of student participation and appreciation. It is possible that these events will be continued in the coming year if students request them.

Develop an organization to promote school spirit. The organization would be parented by Student Government Association (SGA) and will encompass all interested students and faculty/staff. The mission of the organization is to promote student identity with Gadsden State and encourage support of Gadsden State Athletics.

At least 30 students will join the spirit organization in its inaugural year.

Recruitment of Cardinal Spirit Club members resulted in 117 students and faculty/staff who signed up to receive emails about upcoming activities. The Gadsden chapter had 61 interested people; the Anniston chapter had 36 people on the list; and the Cherokee chapter had 20 people to sign up. This objective was achieved.

Initial interest in the Cardinal Spirit Club was positive and encouraging. A handful of students chose to participate in meetings and attended home athletic games. The Cardinal Spirit Club will continue as a student organization but will operate primarily as an information agency promoting athletic events and student activities. If members of the Club

				are inspired to implement special events, they will operate out of the Office of Student Activities and will have support from the Student Government Association.
	Develop an intramural sports program for Gadsden Campuses. Participation of students and faculty/staff at other sites will be encouraged.	Offer and implement at least two team sports for fall semester and two team sports for spring semester.	Two team sports were promoted for Fall semester. Flag football had 100 student and staff participants on eight teams. Soccer did not have any team rosters turned in. Spring semester, the intramural sport was four-on-four basketball. Students responded very well with 62 participants and 10 teams. The second team sport was offered at McClellan and Ayers Student Hospitality (M*A*S*H). Two flag football teams were formed from the interested students, and they enjoyed the match-up. Twenty-five students were involved in the play throughout the event. This objective was achieved.	Flag football and four-on-four basketball will be continued in the upcoming year. Another effort will be made to recruit for soccer because students insist that they will support it. The resources for sports are very limited because of equipment, fields/courts, and officials.
Encourage the development of leadership skills among students through participation in The National Society of Leadership and Success.	Recruit a faculty/staff member to sponsor National Society of Leadership and Success who will support the organization's members at each instructional site.	Submit up to three faculty/staff members for honorary membership with the National Society of Leadership and Success to be recognized at an Induction Ceremony for new members April 2011.	Three faculty members received honorary membership for Excellence in Teaching: Dr. Susan Tucker, Ms. Susan Mullins, and Mr. Derrick Griffey. Dr. William Blow, Interim President, received honorary membership for Service to Students, and Ms. Jean Reed received honorary membership for Service to Students. Though the Gadsden State Chapter of The National Society of Leadership and Success will benefit from the honorary memberships awarded, these memberships do not meet the stated objective: "support the organization's members at each instructional site." McClellan, Ayers, Valley Street, and East Broad Street do not have honorary members nor faculty/staff who will partner with Student Activities to support students and events at those sites. The Coordinator of Student Activities	The Coordinator of Student Activities will continue to recruit faculty/staff partners to present The National Society of Leadership and Success events at all campus sites.

			<p>presents events at four instructional sites--Wallace Drive, McClellan, Ayers, and Cherokee. Only the Leadership Seminar was presented at East Broad Street and Valley Street, not the six motivational DVD presentations. This objective was partially achieved.</p>	
	<p>Encourage more students to participate in national opportunities to develop leadership skills.</p>	<p>Increase the number of students earning the Excellence in Leadership Award through the National Society of Leadership and Success to ten for the 2010-2011 year .</p>	<p>The National Society of Leadership and Success inducted five students into the Excellence in Leadership level of membership to join the five students who had been inducted the previous year. This brings the total Gadsden State members who have achieved this status to ten. The objective was achieved.</p>	<p>The sponsor for The National Association of Leadership and Success will continue to promote membership induction and the Excellence in Leadership certificate.</p>
<p><b>2010-2011 Student Support Services: Dale Hill</b></p>				
<p>Cabinet Member: Valerie Richardson</p>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
<p>Persistence-To provide supportive services to eligible students to increase their retention, transfer, and graduation rates.</p>	<p>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 one academic year to the beginning of the next academic year.</p>	<p>A computerized database is maintained on each of the participants. The status of whether the student returns, transfers or graduates is tracked by the SSS staff.</p>	<p>Students in the SSS project persisted, graduated or transferred at the designated rate stated in Objective 1. Sixty-six percent (66%) persisted, graduated or transferred.</p>	<p>SSS will continue to offer academic counseling, tutoring, advising, and conduct workshops, seminars, and do follow-up on participants including progress reports and letters as supportive measures to increase retention, transfer, and graduation rates.</p>
	<p>Graduation rates of SSS students-- To ensure that at least 40% of each project year's cohort will graduate or transfer in three years.</p>	<p>A database will be kept identifying the SSS students who graduate or transfer.</p>	<p>Students in the SSS project graduated or transferred at the designated rate stated in Objective 2. The SSS student database indicates that at least 43% of the students graduated or transferred. Additional transfer information will be provided in October by the National Student Clearinghouse.</p>	<p>SSS will continue to offer the same academic services including transfer advisement and transfer seminars. An effort will be made to increase transfer rates by increasing transfer initiative trips, and more information will be provided by the SSS staff to remind students of deadlines. Additional four year college representatives will be invited to the SSS area to meet with students concerning the application and transfer process. The SSS staff will aggressively work to increase the graduation and transfer rates.</p>
<p>Good Academic Standing-To provide services to aid low-income students, first generation students and students with disabilities to stay in good academic</p>	<p>To ensure that at least 75% of the SSS participants will stay in good academic standing.</p>	<p>Grade point averages of the SSS students will be recorded.</p>	<p>Over seventy-nine (79%) of the students in SSS received at least a 2.2 Grade Point Average.</p>	<p>SSS will continue to offer tutorial and academic services to ensure the academic success of the SSS students.</p>

standing at Gadsden State.

2010-2011 Surgical Technology Program: Connie Meloun / Brenda Young				
Cabinet Member: Martha Lavender				
Goal	Objective	Assessment Method	Findings	Use of Findings
Work with the department of Postsecondary to standardize the surgical/operating room technology curriculum/program statewide.	Participate in the Postsecondary curriculum/program standardization process.	The program instructor will participate in 75% of the meetings related to curriculum and program standardization.	Program instructor attended 100% of meeting held attended.	Postsecondary curriculum standardization meetings are ongoing.
Produce graduates who meet the needs of the community.	Graduates will become members of the community workforce in surgical/operating room technology.	Graduate Survey: 90% of graduates seeking employment will be employed in a surgical/operating room technology position within six months of graduation.	66% of responding graduates were employed in a surgical/operating room technology position.	Faculty did not explore if graduates who are not employed in a surgical/operating room technology position had attempted to obtain such a position or if there were other reasons for not being employed in this position. In the future will gather data as to why graduates are not employed.
Provide graduates with knowledge and skills to perform surgical-operating room technology procedures safely and competently as an entry-level practitioner.	Students will perform competently and will safely assist in various surgical procedures.	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	Of the respondents 66% "strongly agree" the graduate performs competently and safely as an entry level surgical technologist.	Faculty will be provided access to educational methodologies and techniques related to surgical technology. Faculty will encourage attendance of open supervised lab by students.
	Faculty will be provided access to educational methodologies and techniques related to surgical/operating room technology.	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.	Of the responding graduates, 66% agree that the instructor was well prepared for the subject matter taught.	Instructors must be aware of new procedures and technologies in the operating room and stay on top of new technologies and procedures by attending workshops and continuing education events.
	Achieve a 70% program completion rate.	The program will achieve a 70% completion rate by the end of the academic year	Fall of 2010 twenty students were admitted to the program. Two students withdrew due to an illness, 5 students withdrew for unknown reasons and 2 students failed. 12 students continued in the program. 60% completion rate for the cohort. Spring of 2011 18 students were admitted to the program including 3 readmits. One student left the program for	Many of the students who withdraw from the program do so due to financial reasons, as the number of the programs' weekly contact hours do not qualify for the full financial aid assistance. The faculty will propose adjusting the credit hour and contact hour ratios so the program will satisfy the financial aid contact hours requirement for full financial aid

			family issues, 2 left for unknown reasons and two failed. Three students did not return for the summer 2011 semester; therefore 10 students began the Summer 2011 Semester. One student left the program for employment in the surgical technology field. 55% completion rate.	assistance.
Promote computer competency and information literacy.	Students will utilize Blackboard and email in all program required courses.	a. 90% of surgical technology students will utilize Blackboard 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.	a. 100% of surgical technology students utilized Blackboard 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. 100% of surgical technology students utilized email to submit to the instructor at least one assignment in each course.	SUR and HPS syllabi are on line. All powerpoint presentations for SUR 101,102,103 are online. Research and clinical paperwork are also online. HPS 100 utilized the discussion board. HPS 105 is a completely online class.
Coordinate outreach efforts to target minority communities.	Provide program information to diverse groups.	Program inquiries and new student population in minority groups will increase by 10 %.	Fall 2009 semester 3 of 20 total students (15%) and in Spring 2010 semester 9 of 18 (50%) students were in the minority group. Fall 2010 7 of 20 (35%) total students and in Spring 2011 10 of 18 (55%) total students were in the minority group.	Continue to attend fairs and give presentations to groups that allow access to potential students.
<b>2010-2011 Technical Programs: Tim Green</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
Increase awareness of technical career opportunities among middle and high school students in Calhoun, Cherokee, Cleburne, Etowah, and St. Clair Counties.	Career Transition Coaches located in Calhoun, Cherokee, Cleburne, Etowah and St. Clair County high schools will increase the number of students acquainted with high-growth, high-demand career technical opportunities available.	Maintain statistics on the number of classroom presentations made and the number of students served through one-on-one meetings.	Although the number of students served through one-on-one meetings increased by 9% over the prior year, classroom presentations decreased by 13% for an overall decline of 1.38%.	An analysis of the findings was completed to determine the causes for the difference in the performance measures of both the number of one-on-one meetings and the number of classroom presentations. The analysis indicates that classroom presentations decreased fairly significantly due to many of the high schools' changing from a seven-period instructional day to a four-period (block) instructional day, leaving less class periods available to Career Coaches for presentations. Consequently, the number of one-on-one meetings with students increased as the Career Coaches were able to spend

				more time with students for individual assistance.
Increase the number of individuals served/trained through the Skills Training Division.	Increase awareness among local business and industry of the comprehensive, flexible, inexpensive training options offered through the Skills Training Division.	Maintain statistics on Skills Training Division participants to monitor success through increased enrollment and employment.	The Skills Training Division had 137 students enrolled with 110 students completing training and 102 completers employed compared to last year's numbers of 82 students enrolled with 71 completing training and 49 completers employed. Enrolled students increased 67% over last year, increasing the number of students completing by 55% and the number of completers employed by 108%. The increase is due to increased Business and Industry offerings as well as the slight increase in Workforce Investment Act (WIA) Individual Training Accounts (funds for training).	The Division will continue current methods as well as determine other ways to increase funding opportunities and to increase awareness among local business and industry of the training advantages through the Skills Training Division.
Increase the number of individuals served through the Continuing Education Division.	Expand and enhance the Continuing Education Division's personal enrichment workshops and classes to address a wider range of community interests.	Maintain statistics on Continuing Education Division participants to monitor success through increased enrollment.	During the 2010/2011 instructional year, 130 classes were offered, and 105 of them made. The total number of students served this year totaled 1,414 students, which represents a 31% decrease in enrollment in relation to the prior year (2,053 students served).	An analysis of the findings indicates that current economic conditions are likely a factor in the enrollment decrease; however, the Continuing Education Division will re-evaluate the classes offered to ensure community interest as well as reassess advertising/marketing efforts.
Increase the number of individuals and businesses/industries served through the Alabama Technology Network (ATN)-Gadsden.	Expand and enhance training for local businesses and industries to better serve existing and future industries.	Maintain statistics on businesses and individuals served through ATN-Gadsden to monitor success through increased participation.	Twenty-five training projects to educate the workforce were successfully completed with 17 affiliates and partners compared to 43 training projects last year with 20 affiliates and partners.	Analysis of the 58% decline in training projects is attributable to the downturn in the economy as industry is less likely to have funds for training purposes when operations have stalled and unemployment is high. Needs assessments have been completed on a pre-project basis with individual clients, but the possibility and feasibility of conducting an annual needs assessment of a representative sample of industry will be investigated.
Achieve national certification of all career programs in the Technical Division.	Construct a new 8,000 sq ft facility to accommodate the Automotive Service Technology program on the East Broad Campus to meet national certification standards.	Successful construction of a new Automotive Service Technology facility in 2011.	Construction of the new Automotive Service Technology facility is complete, and instruction began in the new building in the Fall, 2011,	The new facility meets national certification standards, and efforts are underway to complete the pursuit of national certification through the National Automotive

			semester.	Technicians Education Foundation (NATEF).
	Renovate the existing Bevill Center building and purchase state-of-the-art equipment to accommodate the Automotive Manufacturing Technology, Electronics Engineering Technology, Civil Engineering Technology, and Mechanical Design Technology programs with facilities to meet national certification standards.	Successful renovation of the Bevill Center building and recolonation of the Automotive Manufacturing Technology, Electronics Engineering Technology, Civil Engineering Technology, and Mechanical Design Technology programs in 2011.	Renovations to the Bevill Center building are complete, and instruction in all programs (Automotive Manufacturing, Electronics Engineering, Civil Engineering and Mechanical Design) is taking place in the newly remodeled classroom and lab facilities. All of these programs have met the requirements to earn national certification from their respective certifying agencies. Some of the equipment to accommodate these programs still needs to be secured.	Procuring the remaining equipment needed to accommodate these programs will be handled as funds are available, and efforts will be made to determine possible funding opportunities for equipment purchases.

**2010-2011 Therapeutic Massage: Connie Meloun / Josh Olander** Cabinet Member: Martha Lavender

Goal	Objective	Assessment Method	Findings	Use of Findings
Obtain program accreditation from Commission on Massage Therapy Accreditation.	Abide by the Commission on Massage Therapy Accreditation's standards program content.	Issuance of accreditation certificate by the Commission on Massage Therapy Accreditation.	A.) Attended COMTA mandatory workshop on February of 2011. B.) Gathering information for initial application deadline February 2012	Faculty and staff will continue to work on application criteria and be ready for submission January 2012.
	Meet Commission on Massage Therapy Accreditation's standards related to qualified therapeutic massage instructors.	100% of instructors who teach in the program will have evidence of related Commission on Massage Therapy Accreditation's standards for instructors in employee's personnell file.	100% of instructors have evidence that they meet COMTA standards for instructors.	Faculty will continue compliance of COMTA standards for instructors, insuring proper instruction at national levels of competency.
Obtain approval by the National Certification Board for Therapeutic Massage and Bodywork as a provider for continuing education.	Meet the National Certification Board for Therapeutic Massage and Bodywork's standards for providing continuing educational credits.	Issuance of continuing education provider certificate from the National Certification Board of Massage and Bodywork.	We have met the requirements of the National Certification Board for Therapeutic Massage and Bodywork's (NCBTMB) standards for providing CEU's for massage therapists through 2/20/2013.	Will adhere to the requirements of the NCBTMB as a CEU provider and will plan to offer a continuing education activity Fall Semester 2011.
Provide students with the knowledge and skills to competently and safely perform therapeutic massage techniques as entry level massage therapists.	Graduates will perform competently in various settings by demonstrating appropriate professional behavior and therapeutic massage techniques on clients.	A. Student Clinical Evaluation: 90% of students will successfully complete clinical skills evaluations at a 75% pass rate. B. Employer surveys: 90% of all surveys returned will indicate "agree" or "strongly agree" that the graduate performs competently and professionally. C. Laboratory Competency Evaluation: 90% of students will successfully complete lab skills	A.) 100% of students meet the benchmark. B.) 100% of employer surveys returned indicated "agree" or "strongly agree". C.) 100% of students meet benchmark.	A.) Faculty will increase standard from 75% to 80%pass rate. Faculty believes that increasing standards will improve student performance and retention of skills and knowledge. B.) Faculty will simplify the employer survey as well as send it out to the student when sending the graduate survey in order to increase responses. C.) Faculty will increase standard from 75% to 80%pass rate.

		assessments at a 75% pass rate.		Faculty believes that increasing standards will improve student performance and retention of skills and knowledge.
	Faculty will be provided access to current methodologies and techniques associated with therapeutic massage.	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" that they had an opportunity to participate in a professional development activity.	A.) Benchmark was met with 98% of responses being "agree" or "strongly agree".	Faculty will distribute end of course surveys at finals and in the last semester of program faculty will give the End of Program survey out in MSG 206 to insure completion.
	Attend Alabama Board of Massage Therapy meetings to be aware of any changes in the policies and procedures and to have up-to-date information for students.	A representative from the GSCC Therapeutic Massage Program will attend at least three of the four Alabama Board of Massage Therapy quarterly meetings.	Benchmark was met with 3 meetings attended.	Faculty will continue to go to Alabama Massage Therapy Board meetings to insure future compliance to new laws/regulations in the industry.
	The student will identify and demonstrate effective communication skills, including verbal, written (recorded) and reported information with clients and co-workers (peers).	A. 90% of students will average 3 out of 5 or greater in each of the following sections of the "Clinic Competency Evaluation"; 8,9,10,13,14. B. 90% of students will score 3 out of 5 or greater in each of the following sections of the "Lab Competency Validation"; 8,9,10.	A.) section 8- 100%, section 9- 100%, section 10- 100%, section 13- 100%, section 14- 96% B.) section 8-100% , section 9- 95%, section 10- 95%.	Faculty will change the assessment measure to reflect the increased difficulty of lab II and clinical II. The new measure will be 2 out of 3 for first semester lab I and clinic I and 3 out of 5 for lab II and clinic II. Continued monitoring of this objective will insure students maintain a high level of competency as well as continued improvement throughout the entire program.
Provide students with knowledge, skills, and opportunities to engage in problem solving and critical thinking related to massage therapy.	Students will be able to assess needs and perform appropriate therapeutic massage on individual clients.	A. 90% of students will attain a 75% average in all therapeutic massage courses to be successful. B. 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.	A.) MSG 101- 83%, MSG 102- 100%, MSG 103- 79%, MSG 104- 92%, MSG 105- 100%, MSG 200- 100%, MSG 201- 100%, MSG 202- 100%, MSG 203- 89%, MSG 204- 89%, MSG 205- 100%, MSG 206- 100%. B.) 100% of students passed benchmark. C.) 100% of surveys returned indicated "agree" or "strongly agree".	Faculty will increase in class participation in MSG 101 to insure students have opportunities to ask questions in person. Faculty will also increase orientation time to blackboard and all the labs needed to insure adequate student learning. Faculty will increase online quiz and review information to students, as well as increasing question/answer periods and critical problem solving exercises in MSG 103 class. Faculty will hold a PowerPoint question and answer period and increase time devoted to cause/effect/application to specific pathologies in MSG 203.

				Faculty will increase time devoted to palpation of specific muscles and injuries in MSG 204.
Students will be closely observed in lab and clinic for instructional and safety purposes.	Per Assistant Dean's scheduling, there will always be a qualified instructor in lab and assistant available for each lab and clinic.	100% of labs and clinics were covered by a qualified instructor and clinical assistant.		Faculty will continue to assistants when needed in clinic and lab settings.
The student will provide a safe environment for the client through recognition of potential hazards and standard precautions.	A. 90% of students will average 3 out of 5 or greater in each of the following sections on the "Clinical Competency Evaluation": 6,7,8. B. 90% of students will score 3 out of 5 or greater in each of the following sections on the "Lab Competency Evaluation";6,7,8.	A.) setion 6- 100%, section 7- 100%, section 8- 100%. B.) section 6- 100%, section 7- 85%, section 8- 100%		Faculty has changed the assessment for the 2011-2012 academic years. It will change the benchmark set at 3 out of 5 to 2 out of 3 for lab I and Clinic I students. The faculty believes that this is a better way of assessing the student s performance and increasing difficulty in the progression of the program.
The student will demonstrate an understanding of client rights, and legal and ethical considerations in the practice of massage therapy by performing all procedures within set protocols.	A. 90% of students will score 75% or greater on Test 2 in course MSG200. B. 90% of students will score 3 out of 5 in the following sections of the "Lab Competency Evaluations"; 9,10. C. 90% of students will score3 out of 5 or greater on the "Clinical Competency Evaluation" Section 9,10,13.	A.) 90% of students passed the benchmark. B.) section 9- 95%, section 10- 95% C.) section 9- 100%, section 10- 100%, section 13- 100%		Faculty has changed the assessment measure to 2 out of 3 for clinic I. Continued monitoring of the objective will insure proper instruction and progression of the student in the program.
The student will be competent in each massage modality validated.	90% of students will average 75% or greater in each massage modality validated.	100% of students passed benchmark.		Faculty will increase benchmark to 80%, increasing difficulty levels will better prepare students for clinical and post graduation work.
The student will apply knowledge of Anatomy and Physiology, Pathology, and Kinesiology to massage and specific client situations.	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 3 out of 5 or greater in each of the following sections on "Lab Competency Evaluation"2,4,5.	A.) MSG 103- 79%, MSG 104- 92%, MSG 203- 89%, MSG 204- 89%. B.) section 2- 81%, section 4- 90%, section 5-81%.		Faculty has increased area specific cross teaching. This allows experts in the subject to be part of the instruction process in labs, clinics, and lecture classes. Faculty will increase online quiz and review information to students, as well as increasing question/answer periods and critical problem solving exercises in MSG 103 class. Faculty will hold a PowerPoint question and answer period and increase time devoted to cause/effect/application to specific pathologies in MSG 203. Faculty will increase time devoted to palpation of specific muscles and injuries in MSG 204.

Maintain Alabama Board of	Abide by the Alabama Board of	Issuance of renewal of annual	Issuance of Alabama Licensure #	Faculty will continue to monitor
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Massage Therapy approval.	Massage Therapy's standards in program content.	program licence by the Alabama Board of Massage Therapy.	S-114	the objective to insure maintenance of Alabama Board of Massage Therapy approval.
	Meet Alabama Board of Massage Therapy's standards as they relate to qualified therapeutic massage instructors.	100% of instructors who teach massage labs and clinics will have evidence of Alabama Massage Licence and licenced as a Massage Instructor in employee's personal file.	100% of instructors teaching lab and clinic classes are licensed as a massage instructor.	Faculty will continue to monitor the objective to insure proper compliance with state standards.
	Attend Alabama Board of Massage Therapy meetings to be aware of any changes in the polices and procedures and to have up-to-date information for students and to be better informed regarding matters that come before the Board.	A representative from the GSCC Therapeutic Massage Program will attend at least three of the four Alabama Board of Massage Therapy quarterly meetings.	3 meetings were attended.	Faculty will remove this objective due to duplication earlier in the SUP.
Students who successfully complete the Therapeutic Massage Program will be eligible to take the National Certification Exam for massage therapists.	Adhere to the National Certification Board of Therapeutic Massage and bodywork (NCTMB) curriculum content standards.	Issuance of program code by NCTMB	Program code # 490055.	Faculty will continue to monitor the objective to maintain ability of students to take National exam for licensure.
	Maintain pass rate on NCTMB licensure exams at or above state and national levels.	90% of graduates who take either of the certification exams will pass on their first attempt.	80% of students passed the national exam on their first attempt. National average 68%, Alabama average 75%	Faculty will continue to monitor the objective to evaluate the programs success in this area in relationship to other programs in the state and the nation.
Continue to implement state wide standardization of therapeutic massage curriculum.	Participate in the Postsecondary new standardized curriculum implementation process.	100% of new standardized curriculum will be implemented by Spring 2010.	Implementation is completed.	Faculty will remove objective and goal 6 from SUP.
Coordinate outreach efforts to target minority communities.	Participate in minority related community functions.	Department will coordinate off-site event focusing on the minority communities in the area.	Scheduled participation in MLK health fair.	Faculty will continue to increase efforts in minority community to increase enrollment from those areas.
<b>2010-2011 Upward Bound Program-Ayers: Sharon McGruder</b>				
<b>Goal</b>	<b>Objective</b>	<b>Assessment Method</b>	<b>Findings</b>	<b>Use of Findings</b>
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 high risk students, who demonstrate both an academic need for the program, and potential and desire to commit to the requirements of the program.	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 postsecondary education.	The UB staff will document eligibility and need from the participant applications, 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.	This goal was accomplished. There were fifty (50) eligible participants identified, selected and served during the 2010-2011 year. These participants met the 2/3 regular and 1/3 high risk categories from the program objective for program compliance.	These findings are necessary for program compliance.

<p>The Ayers Campus Upward Bound participants will be retained in the program from one year to the next, until graduation from high school.</p>	<p>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.</p>	<p>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 the integration of cultural, social and recreational activities in the summer component and the use of stipends as an incentive. The measure will be documented through attendance rosters and evaluations submitted by instructors and participants.</p>	<p>This goal was accomplished. Of the fifty (50) participants ending the 2010-2011 year, there were fifteen (15) seniors. Thirty-one (31) of the thirty-five (35) participants were retained. Eighty-six percent (86%) of the UB participants were retained for the upcoming year.</p>	<p>This goal was accomplished. This information will be helpful in the recruitment of new students for the program.</p>
<p>The Ayers Campus Upward Bound will stress the need for educational attainment by encouraging high school graduation and postsecondary enrollment.</p>	<p>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 (seniors), will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.</p>	<p>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 with documentation from the National Student Data Clearinghouse, a follow-up telephone call to the last known address, a mailed Participant Tracking Form to the last known address, and/or a follow-up telephone call to a relative to obtain the postsecondary enrollment information.</p>	<p>This goal was accomplished. There were fifteen (15) graduating seniors. Thirteen (13) of the fifteen (15), (87%) seniors graduated from high school. Two (2) completed the necessary course work for graduation, but failed to pass the Alabama High School Graduation Examination. Ten (10) of the thirteen (13) seniors went on to a postsecondary institution, for a seventy-seven percent (77%) success rate.</p>	<p>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.</p>
<p>Assist Ayers Campus Upward Bound participants in passing all portions of the Alabama High School Graduation Examination through remediation.</p>	<p>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 (seniors), will have achieved at the proficient level during high school on state assessments in reading/language arts and math.</p>	<p>To assure that each participant achieves the proficient level on the state assessments in reading/language arts and math, the UB director and advisor will develop an individual assessment plan for each participant and request the participant's 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.</p>	<p>This goal was accomplished. Thirteen (13) of the fifteen (15) senior participants were eligible for graduation. Eighty-seven percent (87%) of the UB senior participants graduated from high school and passed the state assessment test (Alabama High School Graduation Examination) for high school graduation. Special Note: All fifteen (15) of the seniors did pass all course work necessary for high school graduation.</p>	<p>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.</p>
<p>The Ayers Campus Upward Bound will track the program graduates</p>	<p>Seventy-five percent (75%) of all UB participants who enrolled in a</p>	<p>The UB staff will track the participants enrolled in</p>	<p>This goal was accomplished. There were five (5) senior participants in</p>	<p>This information will be used to encourage the program</p>

and monitor their enrollment through the fall term of the second academic year.	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.	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, as well as, documentation from the National Student Data Clearinghouse.	2009-2010 to enroll at a postsecondary institution. To date, four (4) of the five (5) senior participants were enrolled for the fall semester of the second academic year, for a total of eighty percent (80%) success rate.	participants to continue in the UB program and postsecondary education.
Ayers Campus Upward Bound will increase parental involvement in UB activities to aid in the success of the program participants.	All UB parents will be invited to participate in several designated UB activities during the year. Seventy percent (70%) of the UB parents will attend/participate in scheduled UB activities.	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 Student Conferences, and Summer Awards Banquet.	This goal was accomplished. The UB parents participated in the scheduled UB activities. Three activities were verified for attendance and participation. Academic Orientation (100%) attendance and participation, Summer Orientation (100%) attendance and participation, and Summer Awards Banquet; fourteen (14) of twenty (20) parents attended and participated. All three (3) events met or exceeded seventy percent (70%) participation by parents during the year.	This information will be used to boost and encourage all of the parents to attend their scheduled activities to show their support of their child and the UB program.
Ayers Campus Upward Bound will increase participant diversity in the UB program.	In an effort to serve a more diverse group of program participants, the UB staff will recruit and accept at least 4 new participants per year from a more diverse group of students.	Upward Bound staff will monitor the number of UB students in the program. The UB advisor will make every effort to recruit males, other ethnic groups, and Caucasian females. Males will be given first preference for program admission.	This goal was accomplished. We recruited, accepted, and enrolled eighteen (18) participants for the program during the year. Enrolled were seven (7) males of which four (4) are caucasian males and one (1) was multi-racial. There were eleven (11) females of which three (3) were caucasian females. We will continue focusing on diversity as we recruit new students in the UB program.	This information will be used to encourage the program participants to continue in the UB program and postsecondary education. This information will also be helpful in the recruitment of new participants for the program.
To increase the financial knowledge and capability of the program participants, the Ayers Campus Upward Bound participants will be encouraged to learn more about personal finance and financial education.	All UB participants will participate in a personal financial literacy program. Fifty percent (50%) of the UB participants will attend/participate in the scheduled personal financial literacy activities.	The UB staff will provide an intense personal financial literacy workshop during the Summer session and several mini-workshops during the Academic session. The measure will be documented through	The UB participants participated in the financial literacy workshop provided during the summer session. There were twenty (20) participants in the summer session. Fourteen (14) participants participated in the summer	This information will be used to stress the importance of attending these types of workshops plus encourage the participants to be more knowledgeable of financial literacy and personal financial matters.

attendance rosters.

activity, for a total of eighty-two percent (82%) attendance and participation. We also provided a financial aid workshop for the seniors and their parents. Only two (2) of the fifteen (15) seniors attended this workshop, for a total of thirteen percent (13%) attendance and participation. This information was verified from the attendance records.

**2010-2011 Upward Bound Program-Gadsden: Pat Rutledge Cabinet Member: Valerie Richardson**

Goal	Objective	Assessment Method	Findings	Use of Findings
To identify and select 75 eligible Upward Bound participants to include serving higher risk students, who demonstrate both an academic need and desire to commit to the program.	Serve 75 eligible participants that include low-income and first generation students, low-income only and first generation only students. Upward Bound will continue to receive support from the college in serving the diverse population of economically, educationally, and culturally disadvantaged students.	The program application documents demographic and educational information, counselor and teacher recommendations, a student autobiographical sketch and documentation of low-income, first generation status.	Seventy-three (73) of the 75 students participated (we are recruiting for the last two slots). Eighty-six percent (86%) were classified as low income-first generation, seven percent (7%) were first generation only, and seven percent (7%) were low income only.	The findings are helpful for recruiting purposes as it relates to serving the mandated target population and completing the Department of Education's Annual Performance Report.
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 provide the skills necessary to pursue and complete a baccalaureate degree.	Seventy-five percent of all UB participants will achieve the proficient level during high school on state assessments in reading, writing, language arts, and math.	The students' needs and strengths are assessed through grade reports, standardized test scores, and mid-week progress reports. Remediation and tutoring will be provided for those in need.	Eighty-seven percent (87%) of the Upward Bound participants achieved proficiency for their grade level on state assessments, with the remaining 13% in need of remediation in their core curriculum.	The findings are helpful in assessing the academic need(s) of the participants in addition to providing support, tracking high school graduates, and compiling data for the Department of Education's Annual Performance Report.
To develop skills in human relations, leadership, and offer 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.	All students will be exposed to various life skills components, resulting in at least 75% of the participants giving favorable comments regarding the program and the life lessons obtained through participation.	Participants complete surveys and questionnaires regarding class instruction, advising, and life skills presentations.	Ninety-six percent (96%) of the students were pleased with the program's offering and life-lessons obtained through participation.	The findings are addressed and evaluated by staff members. The comments and suggestions are appreciated and considered a tool for professional growth and development.
To work cooperatively with parents, and high school personnel at the target schools to achieve project objectives.	To provide a level of support (instruction, counseling, tutoring) and confidence-building for senior participants that will result in 95% plus graduating from high school each year.	Grade reports, counselor contacts, and high school transcripts are used to measure student's progress and graduation status, in addition to post follow-up surveys given to students and parents.	One hundred percent (100%) of the senior class successfully completed all parts of the exit exam and graduated from high school. One hundred percent (100%) of the senior class enrolled in a program of postsecondary education.	The results are beneficial as we continue to seek ways to enhance the academic performance of the students, work cohesively with the parents and high school personnel, and promote postsecondary success.

**2010-2011 Valley Street Campus Director: Carl Byers Cabinet Member: Valerie Richardson**

Goal	Objective	Assessment Method	Findings	Use of Findings
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<p>Provide Additional Space for Student and Community Activities on the HBCU Campus.</p>	<p>Provide at least 15% more available space for students and community gatherings, activities, or workshops.</p>	<p>Building progression of new multi-purpose building on campus.</p>	<p>Unified, collaborative efforts between the Valley Street Campus Administration, Title III Program Administration, consultants and the Gadsden State Executive Administration have been significantly productive. A measurable outcome of this collaboration is a state-of-the-art complex which is designated as the Student Activity Center. This enhancement has proven to be significant to the student and community population by providing a multi-purpose venue which meets numerous campus needs. The addition of this Student Center has provided approximately 31% additional seating capacity on campus which greatly exceeds our targeted 15% for this year.</p>	<p>This enhancement has proven to be very meaningful to the student population and the local community in that it provides a multi-purpose venue which houses additional classroom space while serving as a host venue for community events. Additionally, both the college community as well as the campus have benefitted from the opportunity to offer additional professional development options, small graduation ceremonies, and other venues on this campus as a direct result of this additional space.</p>
<p>Provide visibility of the Historically Black Colleges and Universities Designation and the student support assistance/technical programs available on the Valley Street Campus.</p>	<p>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 disseminate information to become visible in the community. Increase campus visitations, tours and involvement by at least 20%.</p>	<p>Maintain visitation records of media, community organizations and/or individuals who attend at least four (4) seminars/workshops/tours on the Valley Street Campus.</p>	<p>Efforts to expand and promote the HBCU designation through community events such as blood drives, summits and community reading tours have been quite successful and will remain an intricate part of the campaign to increase public awareness of our designation as a Historically Black College and University. However, efforts this year have been placed on increasing awareness within the Gadsden State Community College faculty and staff on the prominence of this campus' HBCU designation. The Valley Street Campus has been a venue for various professional development workshops and events coordinated by executive divisions of Gadsden State. Overall involvement in these areas has increased by at least 45% over the previous fiscal year.</p>	<p>Promotional activities related to internal and external awareness of our HBCU designation have been successful and will continue to increase. The various efforts that have been implemented have proven to be very successful as this campus continually increases as a venue of choice for internal and external constituents.</p>
<p>Promote an atmosphere of partnering and networking with four-year HBCUs statewide to provide a seamless transition for students transferring from a two-</p>	<p>Increase collaborative communicative, transfer and planning efforts with four year HBCU's by 10%.</p>	<p>Professional development activities, campus visits, planning sessions.</p>	<p>On-going collaborative efforts with Gadsden State's Advising Center to coordinate on-campus transfer fairs have continued throughout this year. Additionally, single unit</p>	<p>The Valley Street Campus will continue it's efforts to positively impact the transfer rates of students who wish to continue their education beyond this level.</p>

year to a four-year institution.			transfer opportunities have been coordinated via individual institutions. HBCU representatives from various colleges have been provided the opportunity to visit the campus in order to target specific collaborative programs.	Providing various forms of information via one-on-one encounters and information kiosks located in key areas has proven to be successful in efforts to continually inform our students. Efforts in this area have increased by at least 10% this year.
Provide on-campus access to core courses required for Valley Street Campus programs.	Determine programs which require core courses, seek academic dean input, and determine space requirements for providing core course offerings on Valley Street. Strive to increase these course offerings by at least 10% annually.	Review of schedule to list offerings for the Valley Street Campus will document the attainment of the objective.	Collaborative efforts to provide core Biology 201 courses on campus were successful but stalled due to technical difficulties. Measures set in place to help reverse this outcome include efforts to upgrade the campus' communication infrastructure internally and externally. These efforts remain in-progress. The aforementioned technical difficulties have impeded our ability to currently attain a 10% increase in this area.	Administration will continue to work with Division Chairs in order to promote placement of core courses on the Valley Street Campus.

2010-2011 Veterans Upward Bound Program: Jimmy Johnson				
Goal	Objective	Assessment Method	Findings	Use of Findings
To recruit and enroll a minimum of 120 veterans who are low income and/or potential first generation college students.	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.	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.	Thirty-nine new participants were enrolled during the 2010-2011 reporting period. A total of one hundred twenty-four participants were enrolled during 2010-2011. Of the one hundred twenty-four participants enrolled in the program, eighty-three 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.	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 emphasis on directing participants toward enrollment in postsecondary education with the ultimate goal of completing a degree or certificate program.
Seventy percent (70%) of participants served each year will improve their academic skills as measured by a pre- and post-standardized test taken by each participant.	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	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	Eighty percent (80%) of participants served during the reporting period improved their academic skills as measured by a standardized test. The goal of seventy percent (70%) of participants improving their	The results of these findings will provide participants with information regarding their level of competency in their academic skills. These results can be used to guide participants toward selecting a program of study that reflects

	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.	educational program.	academic skills as measured by a standardized test was achieved for the reporting period.	their level of academic skills. 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.
Sixty-five percent (65%) of participants served by VUB each year will remain enrolled or complete their prescribed VUB educational program.	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.	VUB staff will track the participants' level of success in remaining enrolled or completing their prescribed VUB educational program.	The goal of sixty-five percent (65%) of participants served each year remaining enrolled or completing their prescribed VUB educational program was achieved for 2010-2011. Of the total of one hundred twenty-four participants enrolled during 2010-2011, eighty-seven participants remained enrolled or completed their prescribed VUB educational program. As a result, seventy percent (70%) remained enrolled or completed their prescribed VUB educational program.	VUB provides services to prepare, encourage, and motivate participants to enroll in a program of postsecondary education. 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.
Sixty-five percent (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.	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.	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.	Of the eighty-five participants enrolled in a program of postsecondary education during 2010-2011, seventy-six percent (76%) were enrolled for the fall term. Goal of 65% met.	VUB provides services to prepare, encourage, and motivate participants to enroll in a program of postsecondary education. 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 increase enrollment for the fall term and to provide the necessary preparation for achieving their educational goals.
Sixty percent (60%) of participants who enroll in postsecondary education each year will be enrolled for the fall term of the second academic year.	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	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	Of the eighty-five participants enrolled in a program of postsecondary education during 2010-2011, sixty-one percent (61%) were enrolled by the fall term of the second academic year. The goal of 60% was met.	VUB provides services to prepare, encourage, and motivate participants to enroll in a program of postsecondary education. All services are aimed at directing participants toward enrollment in a program of postsecondary

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.

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.

education with the goal of completing a degree or certificate program. VUB will continue to provide support to participants to increase enrollment for the fall term of their second academic year and to provide the necessary preparation for achieving their educational goals.

2010-2011 Vice-President: John Blue		Cabinet Member: President		
Goal	Objective	Assessment Method	Findings	Use of Findings
Provide leadership and direction to the VP Office staff to participate in community-based initiatives for educational partnerships, and determine models to meet current and future challenges.	The VP Office staff will participate in a minimum of five community-based initiatives related to educational partnerships.	A list showing a minimum of five community-based initiatives related to educational partnerships will be compiled to verify objective completion.	The Vice President's Office staff did participate in over five (5) community-based initiatives related to educational partnerships. Examples of community-based initiatives include: Family Services Center, AARP Senior Drivers Course, NEA Safe Kids, Cheaha Regional Library, Childcare Resource Network Board and the Bringing the Chamber to You RETention Committee. The documentation verifying completion is on file in the Office of the Vice President.	The objective was met. The staff of the vice President's Office will continue to explore community-based initiatives related to educational partnerships.
Provide leadership and direction to the VP 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.	The VP Office staff will participate in a minimum of twenty community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings.	Based on the VP Office calendar, a list showing a minimum of twenty community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings attended by the VP unit staff will be compiled to verify objective completion.	The Vice President's Office did participate in a minimum of twenty community and institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings. Examples of these include: Calhoun county Economic Development Council, Hobson City Community Economic Development Council, Jobs Taskforce, and Childcare Network Resources. Documentation of these meetings is on file in the Office of the Vice President.	The objective was met. The Vice President's Office staff will continue to explore opportunities to participate in institutional sessions, groups and meetings related to strategies on curriculum and delivery of institutional offerings.
Provide leadership and direction to the VP 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.	The VP Office staff will participate in a minimum of twenty 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.	Based on the VP Office unit calendar, a list showing a minimum of twenty local events, meetings and forums related to growth - expansion - job retention - workforce development and educational services, attended by VP unit staff, will be compiled to verify objective completion.	The Vice President's Office staff did participate in a minimum of twenty 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. Examples of these include: Calhoun County Economic Development Council, Hobson City Economic Development Council, Jobs Taskforce, Calhoun county Chamber of Commerce, Cherokee County Chamber of	The objective was met. The staff of the Office of the Vice President will continue to explore additional opportunities to strengthen the role of the College within local communities and communities of interest related to economic growth - expansion - job retention - workforce development and educational services.

			Commerce, and Bringing the Chamber to You Retention committee.	
Provide leadership and direction to the VP Office staff to participate with local, regional, state, elected officials and governmental entities to identify educational opportunities for the institution to serve its communities of interest.	Based on the VP Office calendar, a list showing a minimum of twenty-five meetings with elected officials and governmental leaders, attended by VP unit staff, will be compiled to verify objective completion.	A list of meetings with elected officials and governmental leaders will be compiled to verify objective completion.	Over twenty-five meetings with elected officials and governmental leaders were attended by the staff of the Office of the Vice President. Examples include meetings with Anniston City officials, Calhoun County Commission officials, Calhoun County legislative delegation, Gadsden City officials, Etowah County Commission officials, Etowah County legislative delegation, Cherokee County legislative delegation, Federal Representatives - Mike Rogers and Robert Aderholt, Federal Senate officials - Richard Shelby and Jeff Sessions. Documentation of these meetings is on file in the Office of the Vice President.	The objective was met. The staff of the Office of the Vice President will continue to pursue opportunities to identify educational opportunities for the institution to serve its communities of interest.
Provide leadership and direction to the VP Office staff to monitor and collect information related to the economy and the upcoming year's economic forecast.	The VP Office staff will prepare the annual economic forecast information when requested by the College's Financial Services Office.	A copy of the annual economic forecast will verify objective completion.	The Office of the Vice President's staff did prepare the annual economic forecast as requested by the College's Financial Services Office. Documentation of the Economic Forecast is available in the Office of the Vice President.	The objective was met. The Office of the Vice President's staff will continuously collect information related to economic forecasts for future use as needed.
Promote and foster an attitude of celebration of differences to recognize and advance a diverse workplace that promotes respect for diversity.	Promote a workplace environment that values diversity and respects individual differences to enrich the community.	Attend diversity awareness training sessions as offered by Gadsden State.	The Office of the Vice President's staff promotes a workplace environment that values diversity and respects individual differences on a daily basis although college-wide diversity training was not available during this year.	The goal was met even though there was not a scheduled diversity awareness training session offered at Gadsden State. The Office of the Vice President promotes a diverse workplace on a daily basis and will attend future diversity awareness training sessions as offered.

## 2010-2011 Accounting Technology: Angie Waits

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate knowledge of the information contained in an income statement, a statement of owner's equity, and a balance sheet.	90% of embedded examination questions measuring knowledge of an income statement, a statement of owner's equity, and a balance sheet will be answered correctly.	74% (1055/1428) of embedded examination questions were answered correctly.	Student success in accounting relies heavily on students completing homework assignments. Instructors have met to determine if implementing an accounting lab outside of class time would increase student success.
	90% of students will successfully complete the financial statements component of the comprehensive practice set project. The project is a combination of manual accounting and computerized accounting. The computerized part uses the Quickbooks Accounting Software. The project is evaluated with a <a href="#">rubric</a> .	94% of students successfully completed the project by rating "Satisfactory" or above on the project. (N = 201)	Students performed well on the comprehensive project. They seem to have more success with hands on projects. As stated previously, an accounting lab outside of class will be implemented to give students more hands on with accounting assignments.
Students will demonstrate the ability to journalize business transactions, adjustments and closing entries.	90% of embedded examination questions measuring the ability to journalize business transactions, adjustments, and closing entries will be answered correctly.	77% (2072/2694) of embedded examination questions were answered correctly.	Students' success was much better on the rules of debits and credits compared to their success on actual journal entries. The actual journal entries require application of the rules as opposed to just memorizing the rules and normal balances. More emphasis will be placed on journal entries assignments.
	90% of students will successfully complete the journal entry component of the comprehensive practice set project. The project will be a combination of manual accounting and computerized accounting. The computerized part will be using the Quickbooks Accounting Software. The project is evaluated with a <a href="#">rubric</a> .	94% of students successfully completed the project by rating "Satisfactory" or above on the project. (N = 201)	Students performed well on the comprehensive project. They seem to have more success with hands on projects. As stated previously, an accounting lab outside of class will be implemented to give students more hands on with accounting assignments.
Students will demonstrate knowledge of a typical	90% of embedded test questions measuring ability	82% of embedded questions were answered correctly.	There was an increase in student success rate from

payroll accounting system.	to determine correct withholding and employer payroll liability will be answered correctly.		the 2009-2010 academic year to the 2010-2011 academic year. The student success rate went from 78% of embedded questions answered correctly to 82%. This was a result of additional homework assignments added to the course. Additional emphasis will be placed on these topics to improve the success rates to the expected outcome of 90%.
	90% of students will successfully complete comprehensive payroll project. Student success will be determined by rubric.	81% (13/16) of students successfully completed the comprehensive payroll project by scoring "Satisfactory" or better.	Students have a more difficult time with calculating employer payroll taxes. More exercises applying these concepts will be added to student homework.
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 standardized embedded examination questions measuring knowledge of the taxpayer criteria for filing the federal 1040EZ, 1040A and 1040 individual income tax forms.	81% of embedded examination questions were answered correctly.	There was an increase in student success rate from the 2009-2010 academic year to the 2010-2011 academic year. The student success rate went from 77% of embedded questions answered correctly to 81%. This was a result of additional lecture time and assignments relating to these topics. Additional emphasis will be placed on these topics to improve the success rates to the expected outcome of 90%.

**2010-2011 Air Conditioning and Refrigeration:  
Tommy Hartline, Melinda White**

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate mastery of skills necessary to properly manage controlled refrigerants.	Ninety percent of graduates of the Air Conditioning and Refrigeration program will earn a minimum of one certification from the Environmental Protection Agency (EPA) section 608 certification exams.	<u>100% (25/25)</u> of the students attempting the Environmental Protection Agency exam were successful in earning a certification.	Although, the goal was met, students seem to struggle understanding the importance of global warming potential, in relation to chloroflorocarbons. A representative from the EPA has agreed to give a presentation to the class, regarding chloroflorocarbons refrigerants. Tentatively set for November 2011.

Graduates of the Air Conditioning and Refrigeration program will demonstrate their mastery of determining total output capacity of an air conditioning system.	On a rubric scale, eighty-five percent of graduates will demonstrate, in a laboratory setting, their mastery of determining total output capacity with a score of 90% or higher.	<u>76% (19/25)</u> of students were proficient in determining total output of an air conditioning system.	The overall goal was not met. For those students who were deficient, the weakness was in determining enthalpy. In order to improve students' ability to accurately determine enthalpy, separate labs will be created emphasizing total heat content. Also, additional theory regarding enthalpy will be added to applicable course content.
Graduates of the Air Conditioning and Refrigeration program will properly construct a technical portfolio.	At the end of their final term, 90% of graduates will score 85% or higher on a rubric scale in the construction of a technical portfolio.	<u>88% (21/25)</u> of students were proficient in constructing a technical portfolio.	Additional technical literature will be added to the portfolio to broaden its content and scope to further facilitate the entry from the ACR program to the workplace.
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.	Only 19% (4/21) of graduates indicated that they have obtained employment in field within twelve months of graduation.	Further analysis regarding the survey results was necessary since the data results differ widely from the actual employment percentage for students who graduate from the program. The analysis determined that the survey dissemination process may not allow for a completely accurate indication of program employment rates; therefore, other ways to determine graduate employment rates will be investigated.

2010-2011 Alabama Language Institute: Paula Ross-Derrick

Cabinet Member: Jim Jolly

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students completing the program will demonstrate the ability to read and understand multi-paragraph texts.	80% of students completing the program will demonstrate proficiency in reading multi-paragraph texts by satisfactorily responding to questions on the reading skills portion of the mid-term and final examinations, resulting in a 3 or higher as measured using a reading	91% of students completing the program <u>demonstrated proficiency</u> in reading multi-paragraph texts by satisfactorily responding to questions on the reading skills portion of the mid-term and final examinations, resulting in a 3 or higher as measured using a reading	No different actions will be taken.

	assessment <a href="#">rubric</a> .	assessment rubric. ( <a href="#">Fall 2010 results</a> , <a href="#">Spring 2011 results</a> )	
Students completing the program will be able to write a multi-paragraph essay.	80% of students will demonstrate proficiency in writing a multi-paragraph essay, resulting in a rating of 3 or higher as measured using a <a href="#">rubric</a> , on the last assigned essay of the semester.	73% of students <a href="#">demonstrated proficiency</a> in writing a multi-paragraph essay, resulting in a rating of 3 or higher as measured using a rubric, on the last assigned essay of the semester.	Students will write fewer short paragraphs and instead write longer, better developed paragraphs in the intermediate level in order for students to be better prepared for the final level of the program.
Students completing the program will demonstrate the ability to speak for an extended period on a single topic.	80% of students will demonstrate proficiency in speaking by successfully delivering a final speech on a single topic, resulting in a rating of 3 or higher as measured using a <a href="#">rubric</a> .	84% of students <a href="#">demonstrated proficiency</a> in speaking by successfully delivering a final speech on a single topic, resulting in a rating of 3 or higher as measured using a rubric.	No different actions will be taken.
Students completing the program will demonstrate the ability to comprehend an American-style academic lecture in English.	80% of students will demonstrate the ability to comprehend an American-style academic lecture in English by taking adequate notes on an academic lecture at the end of the semester, resulting in a rating of 3 or higher as measured using a <a href="#">listening rubric</a> .	79% of students <a href="#">demonstrated the ability to comprehend</a> an American-style academic lecture in English by taking adequate notes on an academic lecture at the end of the semester, resulting in a rating of 3 or higher as measured using a listening rubric. ( <a href="#">Spring 2011 results</a> )	Throughout the semester, students will be asked to take notes more frequently and on a larger variety of topics.

Cabinet Member: Jim Jolly

## 2010-2011 Aquaculture: Shirley Colvin

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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 rubrics. Students performed weekly water chemistry tests, recorded the test results, interpretation of the results, and actions to be taken. Chemistry sheets were submitted online each week	87-89% of students scored at a good or excellent level. For water chemistry testing, analysis, interpretation, and clean-up <a href="#">average assessments for F 2010 and SP 2011 class were (out of 4 possible): pH 3.5, Ammonia 3.5, Nitrite 3.5, Alkalinity 3.5, DO 3.4, and Temperature 3.7</a> . This is to be expected as they get lots of practice and feedback during the term.	The only category receiving less than a 3 or good rating was calibration of DO equipment. This will receive more emphasis in subsequent classes and FHS 140 practicum.

<p>of the semester and evaluated (sheets on record). In addition students were asked to perform a complete water chemistry analysis, interpretation, and required actions for the course instructor and teaching assistant. They were given an <a href="#">overall performance evaluation for the course and a performance evaluation for each chemical test</a> (evaluations on record).</p>		
<p>Comparison of pre-test and embedded post test question responses. Seventy percent of students (determined as a mean of relevant course objectives) will correctly answer exam questions related to 6 different water quality parameters (pH, ammonia, nitrite, alkalinity, dissolved oxygen, and temperature). Embedded questions related to SLO #1 correspond with course objectives #2,5,6,9,and 10.</p>	<p>A minimum of sixty percent of students correctly answered embedded post-test questions regarding water chemistry and water quality (FHS 102 objectives 1-8). Many of these questions were to appear on the final exam for FHS 114 Spring 2011. Data there are incomplete as students did not take the final exam due to the Tornados of April 2011.</p>	<p>Data from FHS 102 Fall 2010 indicates some areas of student weakness that will be emphasized and readdressed in other courses. A couple of the questions are also unclear or misleading. Results for Spring 2011 are not available in sufficient amount for analysis and use.</p>
<p>Students will demonstrate the ability to successfully manage and maintain recirculating, pond and cage aquaculture production systems.</p>	<p>Ninety percent of students who complete aquaculture courses will demonstrate skills to successfully maintain and manage aquaculture production systems based on assessment rubrics.</p> <p>Greater than 90% of students scored at a good or excellent level. <a href="#">RAS system management averaged 3.6 (4 possible)</a>, <a href="#">Pond Management averaged 4.0</a>, <a href="#">Cage management averaged 4.0</a>, and <a href="#">General System Management 4.0</a>. Students struggle with calculating feeding rates, growth rates, and graphing in EXCEL.</p>	<p>Three students in the class held down the averages for the class by scoring poor = 1 in many categories. These students attended less than 50% of offered class, turned in little work of very poor quality, and did not drop the course at the end of the term. They earned failing grades. Average scores would have been much higher if these were removed from the data set. Many of the skills in which students performed were only available 1 or 2 times during the term (especially the counting, and calculating exercises). Students will get more practice with all of these in FHS 140 practicum and individual remediation will be conducted as deemed</p>

			necessary. Additional practice assignments will be added in the next term this course is being taught.
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.	<a href="#">80% of students</a> performed at good or excellent level for dimensional analysis exercises. Data from the exams was analyzed for data presented here and is kept on file.	Three students failed to perform at acceptable levels and 2 of those did not put forth serious effort to learn or practice the material (scoring zeros or low F's on one or more of the exercises). Removing two of those students would bring the percent to 93%. Extra individual remediation was offered each day after class for those that needed assistance and several students participated. Three different problem sheets were assigned and reviewed during classes.

2010-2011 Auto Collision Repair : Vicki Albright, Melinda White

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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 faculty developed performance checklis. <a href="#">assessment rubric</a> .	Overall <a href="#">students demonstrated 84% proficiency</a> identifying and performing repairs on automotive plastic. The overall goal was not met. 84% (15/18) identify and perform repairs on automotive plastic. For students that were deficient, the weakness was identifying types of plastics and repair adhesives.	Additional labs have been created to facilitate identification of automotive types of plastics repair and adhesives.
Students will demonstrate competency in making proper sheet metal repair.	90% of students completing Auto Collision Repair courses will demonstrate competency in sheet metal repairs based on faculty	Overall, students demonstrated 88% proficiency in making proper sheet metal repair. The overall goal was not met.	Additional labs have been created to facilitate proper sandpaper, stretched metal and metal with 1/8" tolerance.

	developed performance checklists.	<a href="#">88% (16/18)</a> were proficient in proper sheet metal repair. For students that were deficient, the weakness was due to incorrect sandpaper, stretched metal and metal with 1/8" tolerance.	
Students will be competent in the areas of spray gun and related equipment use, applying paint and final top coats.	90% of students completing Auto Collision Repair courses will competently perform spray gun and related equipment use, application of paint and final top coats based on faculty developed performance checklists.	The overall goal was met. <a href="#">94% (17/18) of students</a> completing the Auto Collision Repair program were proficient in demonstrating spray gun and related equipment use, applying paint and final top coats.	Since the overall goal was met, additional labs have been created and will be incorporated into course level requirements. This learning outcome will be monitored and reviewed in the upcoming year.

2010-2011 Automotive Manufacturing Technology : Cabinet Member: Tim Green  
Tommy Hartline, Melinda White

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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.	<a href="#">100% of students (3/3)</a> satisfactorily completed five research projects related to continuous improvement and/or lean manufacturing before beginning advanced-level courses.	As the Automotive Manufacturing program grows, additional/updated research projects will be developed to ensure that students are well-prepared for the advanced level courses.
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 thru satisfactory completion of a research project.	<a href="#">100% of students (4/4)</a> proved their mastery of the set-up and operation of a Total Quality System through the satisfactory completion of a relevant research project.	As the Automotive Manufacturing program grows, additional/updated research projects will be developed to ensure that students master the Total Quality System model.

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.	Using the developed rubric, each student was evaluated on their analysis of the eight systems of the modern automobile. <u>100% (4/4)</u> demonstrated satisfactory knowledge of all eight systems.	Student evaluations will be analyzed to determine areas of strength and weakness. Based on this analysis, updates to the instructional delivery and/or rubric criteria will be made as appropriate.
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.	The students are still enrolled in the program; therefore, no students graduated during the 2010-2011 assessment cycle.	This Student Learning Outcome will be evaluated again upon the students' completion and subsequent graduation from the program.

2010-2011 Automotive Service Technology : Vicki Albright

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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>Twenty-five of twenty-nine students (86%)</u> demonstrated the ability to be rated "skilled" or "moderately skilled" using a competency checklist. Examination of the data showed improvement from 67% of the previous year but deficiencies in online shop manuals and Technical Service Bulletins "TSB" exist. Overall class average of 3.52 or moderately skilled.	Six new computers added to classroom as well as additional online assignments were incorporated to enhance the student learning outcome.
Automotive Service Technology students will master and demonstrate the ability to calculate and measure circuit voltage and resistance.	Ninety percent of students will be rated "Skilled" or "Moderately Skilled" on competency checklists on Automotive Electrical Systems.	<u>Twenty-three of twenty-eight students (82%)</u> were rated "skilled" or "moderately skilled" using a tasklist on Automotive Electrical Systems. Analysis of the results revealed improvement	Six new computers added to classroom to provide remediation as well as additional assignment will further enhance the student skills in the needed areas.

		from 67% of the previous year with deficiencies in series parallel circuits and wiring schematics. Overall class average of 3.67 or moderately skilled.	
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.	<a href="#">Twenty-six of twenty-eight students (92%)</a> have achieved a rating of "skilled" or "moderately skilled". Overall class average was 3.63 or moderately skilled. Even though the goal of 90% was achieved, a deficiency in the engine noise tasklist was noted.	Computer simulations with videos and sound tracks of particular engine noises are being incorporated in the Engine Principles class.

Cabinet Member: Jim Jolly

2010-2011 Biological Science: Shirley Colvin

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate knowledge of various groups of bacteria and protist.	Students enrolled in general biology classes will answer 80 % of laboratory practical questions correctly that deal with bacteria and protist.	Results for the year reveal that 74% of students (Fall = 73%; Spring = 70%; Summer = 79%) correctly answered practical laboratory questions that deal with bacteria and protists.	All Biology 103 classes will feature a section on Blackboard of photographic images of bacteria and protist that students can access and study.
	90% of the students in general biology classes will complete the macroscopic and microscopic examination of bacteria and protist and demonstrate knowledge of organismal morphology and	Our results revealed that 99% of students who attended and participated in the macroscopic and microscopic examination of bacteria and protist demonstrated knowledge of	The Science Division will continue to provide students with the opportunity to learn by practical experience and demonstrate their knowledge through laboratory reports.

	structures by accurate representations in the laboratory report.	morphology and structures by representations in the laboratory report.	
Students completing General Biology courses will demonstrate knowledge of cell membranes and their transport processes.	80% of the students will correctly answer <a href="#">laboratory practical questions</a> concerning cell membranes and their transport processes.	Results for the year reveal that 63% of students (Fall = 64%; Spring = 59%; Summer = 65%) correctly answered practical laboratory questions concerning cell membranes and their transport processes.	Biology instructors will improve student understanding of cell membrane transport by incorporating Cyber-Ed Interactive Computer Modules and intensive review of the subject.

Cabinet Member: Jim Jolly

2010-2011 Business Administration: Angie Waits

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate the knowledge of the information contained in an income statement, a statement of owner's equity, and a balance sheet.	90% of embedded examination questions measuring knowledge of an income statement, a statement of owner's equity, and a balance sheet will be answered correctly.	74% (1055/1428) of embedded examination questions were answered correctly.	Student success in accounting relies heavily on students completing homework assignments. Instructors have met to determine if implementing an accounting lab outside of class time would increase student success.
	90% of students will successfully complete the financial statements component of the comprehensive practice set project. The project is a combination of manual accounting and computerized accounting. The computerized part will be using the Quickbooks Accounting Software. The project is evaluated with a <a href="#">rubric</a> .	96% of students successfully completed the project by rating "Satisfactory" or above on the project. (N = 201)	Students performed well on the comprehensive project. They seem to have more success with hands on projects. As stated previously, an accounting lab outside of class will be implemented to give students more hands on with accounting assignments.
Students will explain the role of the various sources of law including the Constitution, statutes, case law and administrative law.	90% of embedded examination questions measuring knowledge of Constitutional law, statutes, case law and	92% of embedded examination questions measuring knowledge of Constitutional law, statutes, case law and administrative	The faculty determined it would strengthen online classes if Wimba sessions were added to Blackboard. Instructors have begun to

	administrative law will be answered correctly.	law were answered correctly.	capture there lectures.
	90% of students will satisfactorily complete a research-based project on a relevant legal issue of their choice and develop a solution. Student success is determined using a rubric.	90% (54 of 58) completed the project with an Excellent or Good rating.	The content of the presentations was generally good, few visual aids were used. Several students were not well prepared. Instructors will require students to present an outline two weeks prior to due date of final project.
Students will demonstrate knowledge of basic statistical terminology.	90% of embedded examination questions measuring knowledge of basic statistical terminology will be answered correctly.	83% (682/826) of embedded examination questions were answered correctly.	Students did not perform as well on application type questions. More application type question will be added to homework assignments and quizzes on Blackboard.
	90% of students will successfully complete a descriptive statistics project and a hypothesis testing project. The projects will have manual calculations and a computerized part using Minitab statistical software. A rubric is used to assess student success.	99% of students (78 of 79) successfully completed project 1: Descriptive Statistics. 94% (68 of 72) students successfully completed project 2: Hypothesis Testing.	Student success rates on the Hypothesis Testing Project improved from the previous academic year. In 2009-2010, 89% of students were successful and in 2010-2011 the percentage increased to 94%. More homework assignments were added to the course to increase student success. Emphasis will continue to be placed on adding assignments that will improve student learning.
Students will demonstrate knowledge of the law of supply and demand.	90% of embedded examination questions measuring knowledge of the law of supply and demand will be answered correctly.	89% of embedded examination questions measuring knowledge of the law of supply and demand were answered correctly.	There was no improvement or decline in the student success rate for the 2010-2011 academic year from 2009-2010. The student success rate stayed the same at 89%. Student weakness is still understanding economic graphs. More lecture time will be spent on the chapter dealing with graphing and more graphing questions will be added to quizzes on Blackboard.

Cabinet Member: Tim Green

2010-2011 Carpentry: Vicki Albright

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students completing introductory level courses in Carpentry will demonstrate proficiency on preparation	90% of the students will demonstrate proficiency (rating of 3 or 4) on preparation of construction	<u>100% of students assessed</u> demonstrated proficiency on preparation of construction materials using	The proficiency rating standard for NCCER Level 1 is set to where a student has performed the job during

of construction materials.	materials using the task list standards for NCCER Carpentry Fundamentals Level One.	the Job Sheets and Worksheets for NCCER Carpentry Level 1.	training program and limited additional training may be required. Additional studies on this assessment will be made to see if the level of proficiency may need to be raised so the student can perform the tasks with no additional training.
Students completing introductory craft skills in Carpentry will demonstrate proficiency in framing a floor opening.	90% of students will demonstrate proficiency on preparation of floor framing using the task list standards for NCCER Core Curriculum.	<a href="#">99% of students assessed</a> demonstrated proficiency on preparation of floor framing using the job Sheets and Worksheets for NCCER Level One.	This is the first time this Student Learning Outcome has ever been assessed. The proficiency rating exceeded expectations. The job/sheets and worksheets provided additional knowledge-based sample problems that were used for homework and in-class assignments. These results will set the tone to raise the level of proficiency for students by raising the bar to further demonstrate their ability to perform the competency quickly and accurately with no additional training.
Students completing introductory craft skills in Carpentry will demonstrate proficiency on wall framing.	90% of students will demonstrate proficiency on wall framing using the task list standards for NCCER Level One.	The result showed <a href="#">100% of students assessed</a> demonstrated proficiency on wall framing using the Job sheets and Worksheets from the NCCER Carpentry Fundamentals Level One.	The Job Sheets simplified training by providing a comprehensive list of tools and materials required for performing a specific task, along with a step by step procedure and accompanying illustrations. The Worksheets provided additional knowledge-based sample problems that were used for homework and in-class assignments. These results will set the tone to raise the level of proficiency for students by raising the bar to further demonstrate their ability to perform the competency quickly and accurately with no additional training.
	90% of Carpentry students completing the Carpentry certificate will satisfactorily demonstrate safe material handling procedures in the	100% of Carpentry students assessed completed the Carpentry certificate demonstrated Safe Tool Handling procedures in the	These results will be maintained and the proficiency rating for the practical exam may be raised to a level where students

lab practical exam.

lab practical exam.

who complete the Carpentry Certificate will have demonstrated their ability to perform the competency safely with no additional training.

2010-2011 Certified Nursing Assistant: Connie Meloun

Cabinet Member: Martha Lavender

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will be successful in performing routine venipunctures using the proper equipment and techniques.	95% of students will meet the required minimum of 100 successful venipunctures on the Venipuncture Log sheet used in the clinic setting.	100% of the students were evaluated "Satisfactory" prior to the clinical experience. Faculty noted students have more difficulty with some the venipuncture items than others.	Faculty will begin to monitor items (steps) in the venipuncture competency procedure that require increased instruction time and/or more indepth instruction by faculty and/or more practice time for students. Continue to require a minimum of 100 successful venipunctures as this number is necessary for phlebotomy certification.
The student will demonstrate understanding of patient/resident rights and his/her role in protecting these rights.	All students will demonstrate 90% proficiency in the protection of the patients' rights to privacy during <u>validation</u> of skill in lab.	Students demonstrated <u>99.8% proficiency</u> in protecting patient's rights during skills validations in the lab.	Emphasis is placed on protecting patient's right to privacy during skills validations. The Getting Ready Steps lists ways to protect the patient's right to privacy during skill validations.
	Students will score "effective" (75% or above) on all clinical opportunities listed in Section VI --	According to the clinical evaluation tool, <u>96%</u> of the time students protected the patient's right to privacy.	The methods of protecting the patient's right privacy is stressed in lecture, during skills lab demonstrations,

	Patient's Rights on the <a href="#">Clinical Evaluation Tool</a> .	Knocking on the patient room door and maintaining privacy during procedures were the weakest areas at 93% and 90% respectively.	and in the clinical areas.
	90% of students' responses will be correct to questions assessing knowledge of patients' rights in the health care setting on unit and final exams.	98% of the students responses to questions assessing their knowledge of patient rights in the health care setting on unit and final exams.	Lectures include a thorough description of patient rights and the Nursing Assistants role in protecting these rights.
The student will provide a safe environment for the patient through recognition of potential hazards, standard precautions, and OSHA guidelines.	90% of students will score "effective" (75% or higher) on handwashing and non-sterile gloves.	<a href="#">84% of the students</a> scored "effective" on hand washing and 98% of the students scored "effective" on non-sterile gloving.	Emphasis is placed on the importance of effective hand washing and use of non-sterile gloves to control the spread of infection in the health care setting.
	90% of students will score "effective" (75% or higher) on the <a href="#">Clinical Evaluation Tool</a> Sections III-D -- Transfers, Section IV -- Infection Control, and Section VII -- Safety Practices.	<a href="#">100% of the students</a> scored 75% or greater (effective) on the clinical evaluation tool (Section III-D). <a href="#">92% of the students</a> scored 75% or greater (effective) on the clinical evaluation tool (Section IV). 100% of the students scored 75% or greater (effective) on the clinical evaluation tool (Section VII).	To promote safety for patients and students, emphasis is placed on safe transfers, infection control, and safety practices in the clinical area.
	90% of student responses will be correct on exams pertaining to safety, standard precautions, and OSHA guidelines.	99% of the students correctly answered questions pertaining to Standard Precautions. 93% of the students correctly answered questions pertaining to OSHA. 97% of the students correctly answered questions pertaining to Safety.	Emphasis is placed on the importance of understanding and following Standard Precautions, OSHA standards, and safety guidelines.

Cabinet Member: Jim Jolly

## 2010-2011 Chemistry: Shirley Colvin

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students in general chemistry courses will demonstrate the ability to use mass-volume relationships to determine the density, mass, or volume of a substance when two of the three quantities are known.	80% of students will satisfactorily demonstrate the ability to calculate density assessed by embedded test question(s).	Overall, 84% of students correctly calculated density as assessed by embedded test questions, up from 82% last year. 99% (101 of 102) correctly calculated the density of a rectangular solid when given the mass and linear dimensions of the solid, the same percent as last year. 81%(83 of 102)	The use of dimensional analysis with density as a conversion factor has been emphasized in an effort to overcome students deficiencies in the ability to algebraically rearrange the density formula in calculations for mass and volume.

		correctly calculated the volume of a substance when given the mass and density of the substance, up from 59% last year. 73% (74 of 102) correctly calculated the mass of a substance when given the volume and density of the substance, down from 93% last year.	
	80% of students will satisfactorily demonstrate the ability to determine density experimentally and from experiment-based narrative using mass-volume relationships assessed by lab report and post-lab questions.	Overall, 93% of students satisfactorily (within a 10% statistical error) demonstrated the ability to determine density using experimentally measured data and experiment-based narrative, up from 92% last year. 95% of students (90 of 95) satisfactorily demonstrated the ability to determine density experimentally, down from 98% last year, while 84% (80 of 95) were able to correctly determine density, mass, or volume of an object when presented laboratory data in narrative form, up from 69% last year.	Additional class time was spent in laboratory preparation and problem solving involving determination of what quantity was being sought, what measurements were known, and the relationship(s) among those quantities and how to reason through the problem presented and set it up dimensionally.
Students in general chemistry courses will use the concept of molar mass and mole-mass relationships to determine percent composition, percent yield, and empirical and molecular formulas of compounds.	80% of students will satisfactorily demonstrate the use of molar mass and mole-mass relationships to determine percent composition, percent yield, and empirical and molecular formulas of compounds assessed by embedded test question(s).	Overall, 83% of students satisfactorily answered embedded test questions related to the use of molar mass and mole-mass relationships, down from 84% last year. 86% (68 of 79) used molar mass to correctly calculate mass of a substance when given moles of the substance, down from 95% last year. 84% (66 of 79) used molar mass to correctly calculate moles of a substance when given mass of the substance, down from 95% last year. 73% (58 of 79) used molar mass and mole-mass relationships to correctly calculate percent yield, down from 89% last year. 89% (67 of 75) used molar mass and mole-mass	Concept-mapping has been implemented to help students visualize steps involved in solving mole-mass problems and determination of empirical and molecular formulas.

		relationships to correctly calculate mass percent of a compound given only its formula, up from 77% last year. On embedded test items, 84% (63 of 75) used molar mass the empirical formula of a compound, up from 62%.	
Students completing general chemistry courses will be able to identify basic laboratory equipment.	100% of students will correctly identify basic lab equipment items assessed through a lab practical.	Overall, 97% of students were able to correctly identify the equipment item to be used for a specific function in two common laboratory procedures, up from 88% last year. 99% of students (69 of 70) identified the correct equipment items to be used in the various steps in preparation of a solution of given concentration, up from 96% last year, while 94% (66 of 70) identified the correct items to be used in the various steps of standardization of a solution by acid-base titration, up from 81% last year.	More emphasis has been given to real life applications noting where and how laboratory procedures and the equipment required to carry them out are used. The assessment now requires students to be able to identify lab equipment required for specific procedures and identify how each item is used.

2010-2011 Child Development : Gwen Ford, Cindy Williams

Cabinet Member: Jim Jolly

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Child Development students will demonstrate the skills necessary to plan and organize a thematic unit of study.	80% of students will apply the principles of early childhood learning to plan and organize <a href="#">a thematic unit of study.</a>	79% of the students were able to appropriately plan and organize a thematic unit of study.	Wimba will be utilized in this course when it is taught as a hybrid course. Additional instruction will be provided in the areas of weakness.

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 satisfactory or higher using an evaluation instrument.	97% of the students evaluated in Fall 2010 and Spring 2011 semesters met the requirements.	Overall goal was met. This objective will continue to be monitored and evaluated in future semesters.
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 <a href="#">examination questions</a> .	88% or higher of the students evaluated in Fall 2010 and Spring 2011 semesters met the requirements.	Overall goal was met. This objective will continue to be monitored and evaluated in future semesters.

2010-2011 Civil Engineering Technology : Tommy Hartline

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Civil Engineering Technology students will demonstrate proficiency in the setup 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.b	35 of 37 Students assessed rated "Proficient" on lab setup of survey grade total station using a rubric.c	Although the assessment outcome was 95%, the instructor is planning to add a video of set up procedures to help improve the learning process.d
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.	10 out of 12 students (83%) were rated to have proficiency in calculating right angles and performing basic trigonometric functions on written examinations. Analysis of the data shows that the student deficiency was directly tied to the Pythagorean Theorem.	The instructor has revised the curriculum for additional class assignments on the Pythagorean Theorem.

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 rubric.	Of the students assessed, 82% or 84 of 102 assessments were rated "Proficient" or higher based on rubric.	Additional Cadd lab drawings and learning experiences have been added for students demonstrating deficiency in this outcome.
Graduates of the Civil Engineering Technology program will obtain employment 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.	Only 8 responses were received from the graduation survey, and those graduates who responded (0/8) indicated that they have obtained employment in field within twelve months of graduation. A total of 15 students graduated in the assessment cycle 2010-2011, and through personal contact, 6 are confirmed to be working in their field of study.	Additional analysis regarding the survey results was necessary since the data results differ widely from the actual employment percentage for students who graduated from the program. The actual employment percentage is 40% (6/15). The analysis determined that the survey dissemination process may not allow for a completely accurate indication of program employment rates; therefore, other methods to determine graduate employment rates will be used.

2010-2011 Clinical Laboratory Technician: Connie Meloun

Cabinet Member: Martha Lavender

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will perform antigen antibody tests to confirm blood types and compatibility and to aid in the diagnosis of diseases or pathologic conditions.	90% of the students will pass (70%) a practical exam for each of the following procedures: ABO & Rh tube typing, ABO forward and reverse grouping and Rh typing, and antibody identification.	ABO and Rh tube typing--100% (19/19) scored at least 70%, ABO forward and reverse grouping and Rh typing--100% (19/19) scored at least 70%, and antibody identification--79% (15/19) scored at least 70%	Faculty will increase the time spent on antibody identification. Faculty will also provide individual remediation to any student having difficulty.
Students will identify normal cells with the aid of a microscope.	90% of students will distinguish between normal and abnormal blood cells as assessed on the laboratory slide practical exams.	84% (16/19) students distinguished between normal and abnormal blood cells on the laboratory slide practical exams. Students had more difficulty identifying monocytes and lymphocytes as compared to the other blood cells. Students complained about the poor quality of microscopes utilized in labs.	Monocytes and lymphocytes are more difficult for students to identify utilizing the current microscopes. Faculty have requested new microscopes (with Voc Tec funds) which would benefit the students in spending more time identifying cells versus adjusting the focus of the microscope objectives in order to see the cells in detail.
	90% of students will be	The documentation regarding	New instructor will document

	effective (75% or above) on practical exams: gram stain, wet preparation interpretation and protozoa identification.	the wet preparation practical exam is not available -- (instructor retired) Gram stain -- 85% (17/20) scored at least 75% on the practical exam given the third week of the first semester of the program. Protozoa identification -- 68% (13/19) scored at least 75% on the practical exam given at the end of the first semester of the program.	the results on the wet preparation interpretation practical exam. Faculty will increase the amount of time for instruction of the examination and interpretation of gram stains and protozoa identification. Acquisition of new microscopes will also benefit the students in successfully completing these practical exams. Faculty will continue to give the gram stain practical exam the third week of the semester, and will do a follow-up gram stain practical exam later in the semester. Due to the state-wide curriculum revision protozoa identification will be moved from the first to the second semester of the program.
Students will proficiently measure chemical substances in the blood.	90% of students will be rated proficient in measuring chemical substances in the blood in simulated laboratory exercises.	100% (12/12) were proficient in measuring chemical substances in the blood in simulated laboratory exercises utilizing the spectrophotometer.	Since the use of a spectrophotometer utilizes the same procedure regardless of the chemical being measured, the students are challenged in the measuring of various chemical substances. The acquisition of a semi-automated chemistry analyzer would expose students to different methodologies and automation that are now utilized in the chemistry department of the laboratory.
	90% of students will correctly answer questions related to chemical substances in the blood on lab worksheets.	100% (12/12) correctly answered questions related to chemical substances (cholesterol, triglycerides, bilirubin, enzymes) in the blood on lab worksheets.	Students' knowledge of chemical analytes must be evaluated to ensure preparedness for the chemistry component of the clinical rotation. Faculty will continue to utilize the above lab worksheets in evaluating students' knowledge.
Students will be competent in laboratory safety knowledge and techniques.	90% of freshmen students will demonstrate effective knowledge in providing a safe laboratory environment on exams and clinical	95% (19/20) scored at least 70% on the laboratory safety exam. Clinical assessments were not utilized as freshman students do not participate in	An ESL student scored below 70%. The instructor will re-examine this student who must score at least 70% on safe laboratory practices

assessments.	clinical activities. Items related to "chemical flash point," "right-to-know law," "survival of HIV outside the body," and "safety hazards caused by aerosols" were noted to be most often missed.	prior to attending clinicals. CLT faculty will re-enforce safety issues regarding "chemical flash points," "right to know law," "survival of HIV virus outside the body," and "safety hazards caused by aerosols."
90% of employers will report that graduates are "prepared" or "well prepared" on returned Employer Survey items related to laboratory safety practices and procedures.	Employer Surveys relate to Spring 2010 CLT graduates. 100% (3/3) employers reported that graduates are "prepared" or "well prepared" on items related to laboratory safety practices and procedures.	Faculty will analyze survey responses and determine program implications.

Cabinet Member: Jim Jolly

2010-2011 Composition: Charles Hill

Learning Outcome	Assessment Method	Assessment Results	Use of Results
The student will demonstrate clear and concise written communication.	A standardized rubric is used to compare entry diagnostic essays with end of course essays relating to structure, content, and mechanics. Rubric comparing early writing sample and final writing sample will	Rubric comparing early writing sample and final writing sample was used during 2010-2011. Data indicated mastery by an average of over 90% of students taking English 101. Specifically, the Structure	No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters. Recent textbook changes are hoped to help improve the

demonstrate competency in writing for 90% percent of students.

[rubric showed 91% success;](#)  
[Content showed 92% success;](#)  
[Mechanics showed 93% success.](#)

lowest rubric (Content), and a cross watch will be kept on data to make sure that other objectives do not suffer.

Cabinet Member: Jim Jolly

2010-2011 Computer Science: Sheila Lancaster

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate knowledge of programming concepts, logic, design and problem solving techniques.	90% of students completing the computer science technology program will satisfactorily complete examinations, lab projects and a series of programming assignments.	<p><a href="#">Overall 100% of students</a> obtained desired proficiency in the overall objectives for the year. On individual objectives; understanding data types and testing/debugging showed a 94% mastery rate in the Spring Semester 2011. Although the goals were met, faculty noted that generally students showed a weakness in demonstrating programming skills without instructor-to-student individual instruction. Lab requirements still show that students work best in the presence of the instructor.</p>	During the summer 2011 Semester more assignments and increased emphasis was placed on these two objectives. As a result, student mastery rates increased for both objectives increased by 7% each so that the mastery rates of both objectives was 100%. No other immediate changes are necessary however emphasis on the two objectives will continue and new methods and technologies will be used as they become known and available.
Students will demonstrate the ability to install, configure, diagnose, repair and upgrade entry-level personal computers, software, and network fundamental components according to industry competencies.	90% of students will successfully demonstrate skill in set-up and maintenance of personal and networked computers using a performance check-off sheet.	The data shows between <a href="#">94%</a> and <a href="#">100%</a> of students met this goal. Although the goal was met, students showed a weakness in properly completing the tasks assigned. Students may complete the lab work but fail to successfully complete the class due to one of several reasons: * Failure to complete the entire assignment. * Failure to answer the questions	The importance of properly completing all tasks is stressed to show how it affects overall progress. This action often causes adequately performing students to become good or excellent performing students but usually has little effect on poorly performing students. More effort has gone into clarifying and explaining the assignments and explaining the

		<p>associated with the exercises.</p> <p>* Failure to correctly record their findings on their assignments or in their journals</p> <p>* Failure to turn in their work by the due date.</p> <p>B. Although the goal was met, students showed a weakness in the ability to read, comprehend and follow the assignment instructions without and instructor guidance.</p>	<p>expectations of the instructor about what is considered a properly completed assignment. This action often has little effect on poorly performing students.</p>
<p>Students will gain foundation knowledge and application of web site development, web terminology, and web page authoring programs.</p>	<p>90% of students will successfully complete final projects that demonstrate the students overall ability to develop web sites.</p>	<p><u>100% of students</u> successfully demonstrated the ability to apply knowledge of website development which exceeded our original goal. Also, 100% of the students were able to use images proficiently which was an improvement that resulted from last year's recommendations to emphasize images more in lab assignments. 96% of the students demonstrated proficiency in terminology, which is an improvement from last year.</p>	<p>The current form of instruction uses a combination of eLearning and required class meeting format. These meeting formats combined with the traditional textbook, materials, and video tutorial supplements that enable the student to prepare while not in the presence of the instructor seem to be the best combination. Faculty have designed the courses to allow as much eLearning and Distance format as possible to encourage flexibility for the student learning process but the requirement that students still attend a certain amount of time (even when they are a Distance student), has helped the students stay on track and gain necessary assistance from instructors, therefore improving student success.</p>

**2010-2011 Cosmetology: Vicki Albright, Melinda White** **Cabinet Member: Tim Green**

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Cosmetology students will demonstrate safe station setup and client protection.	90% of Cosmetology students taking the state board exam will pass content area #1, setup--client protection, on the practical exam.	17 of the 18 (94%) Cosmetology students who took the state board exam passed content area #1, safe station setup--client protection, on the practical exam.	We will regularly monitor quarterly results from the Alabama Board of Cosmetology exam to ensure that completors of the program retain a high pass rate on content area #1.
	90% of Cosmetology	73 of the 74 (99%)	We continue to rate safe

	students will be rated 3 (competent) or higher on safe station setup and client protection on the final comprehensive exam.	Cosmetology students were rated 3 (competent) or higher on safe station setup and client protection on the final comprehensive exam.	station set-up and client protection on the final comprehensive exam to ensure that 90% of students will be rated at least 3 (competent).
Cosmetology students will demonstrate competency in haircutting techniques.	90% of Cosmetology students taking the state board exam will pass content #3, haircutting, of the practical exam.	13 of the 15 (87%) Cosmetology students who took the state board exam passed content area #3, haircutting, of the practical exam.	We will regularly monitor quarterly results from the Alabama Board of Cosmetology exam to ensure that completors of the program retain a high pass rate on content area #3.
	90% of Cosmetology students will be rated 3 (competent) or higher on the haircutting area of the practical exam.	74 of the 89 (83%) Cosmetology students were rated 3 (competent) or higher on the haircutting area of the practical exam.	We continue to rate haircutting on the final comprehensive exam to ensure that 90% of students will be rated at least 3 (competent).
Cosmetology students will demonstrate competency in basic facial procedures.	90% of Cosmetology students taking the state board exam will earn a passing score on content area #10, facial procedures, of the practical exam.	17 of the 19 (89%) Cosmetology students who took the state board exam earned a passing score on content area #10, facial procedures, of the practical exam.	We will regularly monitor quarterly results from the Alabama Board of Cosmetology exam to ensure that completors of the program retain a high pass rate on content area #10.
	90% of Cosmetology students will be rated 3 (competent) or higher on basic facial procedures.	60 of the 61 (98%) Cosmetology students were rated 3 (competent) or higher on basic facial procedures.	We continue to rate basic facial procedures on the final comprehensive exam to ensure that 90% of students will be rated at least 3 (competent).
Cosmetology students will demonstrate competency in manicuring.	90% of Cosmetology students taking the state board exam will pass content area #11, manicuring, of the practical exam.	18 of the 18 (100%) Cosmetology students who took the state board exam passed content area #11, manicuring, of the practical exam.	We will regularly monitor quarterly results from the Alabama Board of Cosmetology exam to ensure that completors of the program retain a high pass rate on content area #11.
	90% of Cosmetology students will be rated 3 (competent) or higher on basic manicuring procedures.	80 of the 85 (94%) Cosmetology students were rated 3 (competent) or higher on basic manicuring procedures.	We continue to rate basic manicuring procedures on the final comprehensive exam to ensure that 90% of students will be rated at least 3 (competent).

Cabinet Member: Tim Green

2010-2011 Diesel : Melinda White

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Diesel Technology students	90% of students will be rated	Based on the last evaluation	The class (Industrial Safety)

will master and demonstrate knowledge necessary to safely work in a heavy duty truck shop.	"satisfactory" (80%) or higher on industrial safety standard as determined using a written safety assessment.	of students, <a href="#">94%</a> were rated satisfactory or higher. Based on an <a href="#">analysis</a> of the test results in the assessment, there were no specific weaknesses that were shared by all of the students.	that has been added to the program was successful in providing additional safety information.(average score in the class was 89%)Continual weekly instruction and verbal review will be conducted to ensure that all students are well informed in the area of industrial safety and that they are able to demonstrate their ability in a lab environment.
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Diesel Technology students will master and demonstrate skills necessary to accurately use a multi-meter.	90% of students will be rated as satisfactory (80%) or higher and will have demonstrated the ability to perform accurate measurements of voltage, current and resistance with a multi-meter in the Diesel Technology Program.	A review of the demonstrated abilities of the students revealed that 88% of students were rated as satisfactory or higher. 82% of the students scored satisfactory in the area of current measurement. <a href="#">88% of the students</a> scored satisfactory in the area of resistance measurement. A significant weakness was displayed in the ability to convert the kilo reading of the digital multimeter and properly record the findings. <a href="#">94%</a> scored satisfactory in the area of voltage measurement.	Some students had difficulty using the DMM leads to make proper contact for measuring. Additional time will be spent in future instructions to help the student with this problem.Faculty continue to emphasize proficiency in this skill through individualized instruction and more opportunities for guided practice.
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Diesel Technology students will master and demonstrate skills necessary to accurately use micrometers to perform precise measurements.	90% of students will be rated as satisfactory (80%) or higher and will have demonstrated the ability to perform accurate measurement techniques using a micrometer.	Based on the last evaluation of students during the current Diesel Program, <a href="#">87% of students</a> were rated as satisfactory or higher in performing accurate measurement techniques using a micrometer.	No programmatic changes are indicated from this assessment. Additional instruction and labs have been added to ensure the students have additional time to learn precision measurements.
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2010-2011 Drafting and Design Technology :  
Melinda White

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Drafting and Design Technology students will demonstrate advanced level computer-aided-drafting	90% of students will be evaluated "satisfactory" or higher in advanced level CAD Skills based on a	100% (10/10) of the students were evaluated as satisfactory. The conclusion derived from this analysis is	Continued evaluation of the course and the way it is presented may help students to achieve even higher

(CAD) skills.	program-specific checklist.	that students continue to do well (satisfactory or higher) in criteria 1 thru 14. All students scored an excellent in all areas evaluated.	grades.
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 the laboratory project and be evaluated "Satisfactory" or higher based on an a program-specific checklist.	100% (11/11) of the students were evaluated as satisfactory. Students continue to score satisfactory or higher in criteria 1 thru 6 and 9, but the scores are lower in criteria 9. In areas 4 & 9, 82% scored excellent; 9% scored good; and 9% scored average.	More time will be spent in criteria 4 & 9 to help bring scores up. Also, I will look for reason for lower scores and continue evaluation of the course and the way it is presented.
Drafting and Design Technology students will demonstrate skill in the principles of industrial print reading.	90% of students completing Drafting and Design Technology will be evaluated "Satisfactory" or higher by reading and answering exam questions while referencing an industrial blueprint.	100% (9/9) of the students were evaluated as satisfactory. Students scored excellent in areas 1 thru 9. Additional time spent in areas 7, 10, 11 has helped, but students are still having problems in area 10. 78% scored excellent and 22% scored good when evaluated in area 10.	Additional time on additional section examples will be spent to make more improvements in area 10.
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 a residential architectural construction blueprint.	100% (11/11) of the students were evaluated as satisfactory in all areas.	I will continue to evaluate this course and search for ways to help students achieve even higher scores.
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 within twelve months on the Follow-up Survey, Question #6: "What is your current employment status?"	There were not enough returns to evaluate; therefore, the goal was not met due to insufficient data.	Other ways to determine graduate employment rates will be investigated for future reference.

2010-2011 Electrical Technology: Tommy Hartline, Keith Vaughn, Melinda White

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Electrical Technology students will master and demonstrate skills necessary to determine if a conductor	Electrical Technology students will be evaluated in the laboratory portion of ELT wiring classes.	<a href="#">61 out of 61 (100%) students</a> evaluated during the 2010-2011 year met the target criteria. During	The performance task sheet will be modified for the 2011-2012 year to remove some series measurements,

is energized (hot) using various meters such as a Wiggy (solenoid meter), Multi-meter, and Inductance Checker (tick).	Students evaluated will score 90% or higher on a performance task list for various meters.	observation it was noted that students were hesitant about metering energized circuits. Some students did not wear the appropriate Personal Protective Equipment during the metering performance task.	and add additional test involving the Megger used for windings in motors and transformers). Students demonstrating weaknesses or hesitations during metering will be given additional projects designed to remove any element of fear. OSHA requirements regarding Personal Protective Equipment will be reviewed periodically.
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 90% or higher on task list for various lock-out tag-out methods.	<u>49 out of 49 (100%) students</u> evaluated during the 2010-2011 year met the target criteria. During observation it was noted that students who had never taken Motor Controls were unsure about the start-up procedure and how the control circuit is de-energized.	Faculty have determined that a brief overview of the Motor Control Circuit would be a valuable asset in this area. PLC Control Circuits are separately controlled and have been a hazard for the Electrician in the Lock-out/tag-out area.
Graduates of the Electrical Technology program will obtain employment within twelve months of graduation if they are seeking employment.	75% of graduates will indicate employment on the Follow-up Survey, Question #6: "What is your current employment status?"	13 out of 21 graduates (or 62%) indicated employment on the Follow-up Survey.	The overall unemployment rate has risen for this area. The effects of the economy are being felt in this major. Faculty continue efforts to build relationships with business and industry to assist in future placement. Faculty have implemented job placement workshops to assist the student with employability skills and are also directing graduates to Student Services for help with resume and interviewing skills. Several potential employers have been invited to this area for an "in-house" recruitment visit.

Cabinet Member: Tim Green

2010-2011 Electronic Engineering Technology:  
Tommy Hartline, Melinda White

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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 on each	Meter set up properly for resistance was <u>96% (68 of 71 students)</u> , Resistance measured correctly was <u>90% (64 of 71 students)</u> , Meter	In class, more emphasis has been placed on the importance of exponents in the correct measurement of resistance. New trainers have

	of the six essential elements of multi-meter usage.	set up properly for Voltage was <a href="#">93% (66 of 71 students)</a> , Voltage measured correctly was <a href="#">96% (68 of 71 students)</a> , Meter set up properly for current was 93% (66 of 71 students), and Current measured correctly was <a href="#">87% (62 of 71 students)</a> .	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.
Electronics Engineering Technology students will demonstrate understanding of the principles of voltage and time period measurement.	Using a checklist, 90% of students will accurately measure voltage and time periods using an oscilloscope.	Oscilloscope hooked to generator properly was <a href="#">94% (72 of 77 students)</a> , Oscilloscope setup to measure voltage properly was <a href="#">94% (72 of 77 students)</a> , Voltage measured properly was <a href="#">91% (70 of 77 students)</a> , Oscilloscope setup to measure period properly was <a href="#">86% (66 of 77 students)</a> , and Period measured properly was <a href="#">91% (70 of 77 students)</a> .	Additonal laboratory experiments have been developed and are performed with new laboratory equipment to emphasize the proper setup and use of the oscilloscope.
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 <a href="#">97.1% (33 of 34 students)</a> , Correct program chosen was <a href="#">88.2% (30 of 34 students)</a> , Download to the stamp controller successfully was <a href="#">100% (34 of 34 students)</a> , Program excecuted properly was <a href="#">88.2% (30 of 34 students)</a> , and Program exits as required was <a href="#">94.1% (32 of 34 students)</a> .	An additional lab and lecture have been developed concerning proper cable selection and installation.
Graduates of the Electronics Engineering Technology program will obtain employment within twelve months of graduation if they are seeking employment.	75% of graduates will report employment on the Graduate Follow-up Survey, Question #6: "What is your current employment status?"	From the 33 graduates responding to the graduate followup survey, 79% (26 of 33 students) 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.

2010-2011 Emergency Medical Services Basic:  
Connie Meloun

Cabinet Member: Martha Lavender

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will accurately obtain baseline vital signs on patients in varying age groups.	100% of students will demonstrate the ability to successfully obtain baseline vital signs during lab exercises within two attempts. This skill is documented on vital sign assessment <a href="#">skill sheets</a> .	24 of 24 (100%) of students obtained baseline vitals in accordance with the base line vitals skill sheet	The skill sheets help the instructor to identify areas of weakness with each student and therefore assist in remediation needs of the same. EMS will continue to utilize the baseline vitals skill sheets.
	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.	<a href="#">24 of 24 (100%) of</a> students performed baseline vitals on patients of varying age groups and pathologies. Students track each patient encounter on the daily clinical activity sheet and FISDAP tracking software.	The clinical coordinator uses the daily clinical activity sheet as a evaluation tool to insure that each student is seeing an adequate amount of patients with differing ages and pathologies. When necessary, students are returned to clinical to see additional patients.
Students will accurately identify life threats to aid in preventing death or disability through appropriate trauma assessments and interventions.	100% of students will successfully perform trauma assessments in accordance with the National Registry of Emergency Medical Technician's (NREMT) trauma assessment skill sheet within two attempts. In addition, no item within the skill set shall fall below 80%.	24 of 24 (100%) of students successfully performed trauma assessments in accordance with the National Registry (NREMT) skill sheets. No student fell below 80% in any item of the skill set. 18 of 24 (75%) successfully completed the skill in one attempt.	EMS department will continue to require each student to complete the NREMT trauma assessment skill within two attempts.

2010-2011 Emergency Medical Services Paramedic: Cabinet Member: Martha Lavender  
 Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will accurately identify life threats to aid in preventing death or disability through appropriate medical assessments and	100% of students will successfully perform medical assessments in accordance with the National Registry of EMT's	16 of 16 (100%) of students successfully completed the National Registry Skill sheet on medical assessment within two attempts. No	The EMS department will continue to require the student to complete the Medical assessment skill sheet using the criteria above

interventions.	(NREMT) medical assessment skill sheet within two attempts. In addition, no item within the skill set shall fall below 80%.	student fell below 80% in any single item of the skill set.	as an indicator of terminal competency.
Students will safely access venous circulation.	100% of students will successfully access venous circulation in accordance with the National Registry of EMT's skill sheet within two attempts. In addition, no item within the skill set shall fall below 80%.	16 of 16 (100%) of students successfully accessed venous circulation utilizing the NREMT skill sheet within a single attempt. No student fell below the 80% mark on any given item in the set.	The EMS department will continue to require the student to complete the IV skill sheet using the criteria above as an indicator of terminal competency
	100% of students will successfully access at least 50 venous circulations during clinical rotations.	16 of 16 (100%) of students met and exceeded the benchmark of 50 IVs during clinical rotations.	The EMS department is evaluating the benchmark and comparing it to previous semesters to see if it should be increased. Initial findings are that the number is still a valid indicator of competency.
Students will obtain a patent airway utilizing advanced airway techniques on patients of varying age groups.	100% of students will successfully obtain patent airways on mannequins during lab exercises. In addition, no item within the skill set shall fall below 80%.	16 of 16 (100%) of students successfully obtained patent airways on mannequins during lab exercises. No student fell below 80% in any skill set.	The EMS department will continue to require the student to complete the airway maintenance skill sheet using the criteria above as an indicator of terminal competency
	100% of students will successfully perform airway maintenance on patients of varying ages during hospital and pre-hospital clinical rotations and document each on the appropriate Clinical Rotation Form.	<a href="#">16 of 16 (100%) of students</a> performed airway maintenance on patients of varying age groups. pediatrics are still the single most difficult patient to encounter.	The EMS department is currently evaluating the number of encounters per age group a student shall see. A plan for remediation is being instituted for those students who are unable to meet the criteria. Some remediation may include; additional clinical time, additional lab time, research documents or a combination of all.

Cabinet Member: Tim Green

2010-2011 Furniture Refinishing : Keith Vaughn

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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.	Not applicable for 2010-2011. Program not taught in 2010-2011 school year.	Not applicable for 2010-2011. Program not taught in 2010-2011 school year.
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.	Not applicable for 2010-2011. Program not taught in 2010-2011 school year.	Not applicable for 2010-2011. Program not taught in 2010-2011 school year.
Furniture Refinishing students will master and demonstrate skills necessary to accurately apply veneer glue to substrate (plywood) correctly.	90% of students will be evaluated as "Satisfactory" or better using a checklist that includes pre- and post-inspection of work performed on the furniture piece.	Not applicable for 2010-2011. Program not taught in 2010-2011 school year.	Not applicable for 2010-2011. Program not taught in 2010-2011 school year.

2010-2011 Health, Physical Education, and Recreation: Mike Cancilla

Cabinet Member: Jim Jolly

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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 transferring to four year institutions will be successful in HPR and related courses.	No data available at this time.	
	90% of students who successfully complete courses in First Aid will earn CPR and First Aid certification cards from the American Red Cross.	94% (68 out of 72) of students who completed First Aid courses earned a one-year CPR certification card from the American Red Cross. 94% of students completing the CPR component earned a three year First Aid Certification card from the American Red Cross demonstrating knowledge of first aid in care of soft tissue injuries, care of musculoskeletal injuries requiring splinting, and knowledge in care of sudden illnesses.	Instructor will continue to use the American National Red Cross Skill Sheet set to provide instruction and practice opportunities. Collecting data from a revised scoring rubric assesses competency in addressing the various types of first aid and cardio pulmonary resuscitation techniques. This evaluation provides the means for a greater degree of discrimination of student CPR and First Aid skills.

Cabinet Member: Jim Jolly

2010-2011 Human Services: Tina Whittington

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Human Services students will master and demonstrate skills necessary to accurately assess and complete	90% of students will successfully complete a project designed to evaluate the development of skills	90.69% of students (n=32) enrolled in HUS 102 spring 2011 successfully completed the psychosocial history	The objective for this student learning outcome was met. The faculty have identified the key concepts

<p>psychosocial history of a human services case study.</p>	<p>needed to assess and complete psychosocial history of a human services case study. A checklist is used to score completed projects.</p>	<p>project based on a grading checklist. Overall, the students were successful in completing and presenting the psychosocial case history project. The assessment information was presented to classmates. This project gives students a good introduction into field practice for working with clients.</p>	<p>incorporated into this project and will utilize this for improvement in future courses.</p>
<p>Human Services students will master and demonstrate the skills necessary to perform effectively in the Human Services setting.</p>	<p>Human Services students will complete three clinical internships in the Human Services setting. 90% of students completing HUS internships each semester will receive a satisfactory letter of evaluation from the internship supervisor including areas of strength and weakness in Human Services skills.</p>	<p>100% of students (n=12) who completed internships in spring 2011 I(4), II(5), and III(3) (HUS 224, 225, and 226) received a satisfactory (agree or strongly agree) evaluation from the internship supervisor on a 15-item objective evaluation form addressing student performance and Human Service skills.</p>	<p>The internship courses are web enhanced with a Blackboard component for increased opportunity for communication as well as achieving the goal of connecting students with technology. An objective evaluation form has been developed and implemented to assess student performance. Instructors will continue to utilize this objective evaluation form.</p>
<p>Human Services students will demonstrate knowledge of the history of Human Services.</p>	<p>90% of students will correctly answer exam questions assessing knowledge of the history of Human Services.</p>	<p>79% of students (n=29) enrolled in the fall 2010 HUS 101 course correctly answered questions regarding the history of Human Services. This is a 2% decrease from the HUS 101 class of fall 2009.</p>	<p>The student outcome for this learning objective fell just short of being reached. The instructor will continue to present a detailed presentation of the history of Human Services and emphasize its importance.</p>

Cabinet Member: Jim Jolly

2010-2011 Humanities and Fine Arts: Charles Hill

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate knowledge of basic elements in literature and the arts and humanities.	A standardized <a href="#">rubric</a> is used to demonstrate competency relating to basic elements in literature and the arts and humanities. Rubric will demonstrate competency in basic elements in literature and the arts and humanities for 90% percent of students.	Rubrics showing competency relating to basic elements in literature and the arts and humanities were used during 2010-2011. Data indicated mastery by an average of over <a href="#">90% of students</a> taking literature, humanities, and Art 100 classes.	No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters. A close watch will be kept on data to make sure that other objectives do not suffer.
Students will demonstrate knowledge of the major events in history and demonstrate their relationship to the creative world.	A standardized <a href="#">rubric</a> is used to demonstrate competency relating to major events in literature and the arts and humanities. Rubric will demonstrate competency in knowledge of the major literary, arts, and humanities events for 90% percent of students.	This rubric was tested during the 2010-2011 year, and Language and Fine Arts. The rubric demonstrated <a href="#">90% competency</a> in the knowledge of major literary, arts, and humanities events.	Of the various rubrics, Language and Fine Arts felt that this was the least effect in design, and, although the rubric showed that the outcome was met, the rubric will be refined and changed so that it is a better evaluative instrument.

2010-2011 Industrial Automation Technology :  
Tommy Hartline, Melinda White

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Industrial Automation	Industrial Automation	Of the twenty two students	The extra instruction and

Technology students will master and demonstrate skills necessary to properly install metal, PVC, and copper pipe.	Technology students will be evaluated using a <a href="#">program-specific checklist</a> . 90% of students completing Pumping and Piping instruction will earn satisfactory or higher ratings on laboratory projects.	taking the class, twenty one acutally completed the course. All <a href="#">twenty one (100%)</a> that completed the course were able to perform the tasks.	demonstration on flare fittings from last years evaluation proved to be helpful for students. Task will continue to be evaluated and adjustments made as needed.
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 program-specific task list based on industry standards.	<a href="#">All twelve (100%)</a> of the students that were evaluated were able to successfully complete the tasks. It was noted that several students needed extra help in determining belt deflection force.	Information for belt deflection is found in a chart. Additional instruction will be incorporated on gathering information and reading charts to determine proper belt deflection.
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 program-specific task list.	There were 39 students performing the specified tasks. All <a href="#">39 (100%)</a> were able to score satisfactory. There was noted difficulty with the memory logic and drum switch circuits.	More instruction and peer tutoring will be allocated to help students improve their understanding of the memory logic (three wire control) and drum switch circuits.

2010-2011 Licensed Practical Nursing: Connie Meloun  
Cabinet Member: Martha Lavender

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will communicate effectively in the health care setting.	Students progressing in the LPN program will achieve a class mean of 850 or higher on the therapeutic communication component of the Health Education Systems, Inc. (HESI) comprehensive exam in NUR 102 and NUR 108.	<a href="#">Documented results</a> show that in NUR 102 fall semester 2010, all PN students achieved a class mean of 876.43 in therapeutic communications on the fundamentals HESI exam. In NUR 102 spring semester 2011, PN students achieved a class mean of	These results provide a reliable and valid assessment of PN student comprehension of therapeutic communication concepts. These results will be utilized to evaluate teaching methods and course evaluation methodologies in NUR 102 and NUR 108.

		852.6 (V1) and 1063.6 (V2) in therapeutic communications on the fundamentals HESI exam. The cumulative mean for spring NUR 102 is 958.1. The total mean for the PN program in NUR 102 for therapeutic communication was 917.27. In NUR 108 fall semester 2010, PN students achieved a mean of 1006.3 in therapeutic communications on the HESI psych exam. In summer 2011, the NUR 108 PN students achieved a class mean of 978.32. The total mean for the PN program in NUR 108 for therapeutic communication was 992.31.	
Students will administer medications safely.	In each clinical nursing course, 95% of students will demonstrate the ability to safely administer medication. The clinical evaluation form is used for assessment.	On the clinical evaluation form, <a href="#">87.6%</a> of all PN students (545 responses) were evaluated as satisfactory in the category "demonstrates the five rights of medication administration by preparing and administering medications correctly." 6.2% were not observed and 6.2% were evaluated as "needs improvement" or "unsatisfactory". NUR 105 and NUR 107 were used for clinical evaluation.	These results indicate that collectively, students fall below the desired standard/outcome for safe administration of medications. The percentage that indicates students were not observed in this skill is related to student:faculty ratios and clinical time constraints. Increased emphasis will be added to clinical rotations to provide repetition and increased opportunity to observe students administering medications. The medication administration skill validation will continue in NUR 104 and be reviewed in NUR 105 in the diabetes lab.
Students will be competent in assessing and planning care for patients of various age groups and medical diagnoses. NUR 107 will be used for evaluation.	95% of students will achieve "satisfactory" on the Clinical Evaluation Tool on the "Assessing and Planning Care" section.	On the clinical evaluation tool under the Assessment category of " <a href="#">collects data systematically utilizing a variety of sources</a> ", in spring 2011 at Valley Street in NUR 107, 86% students were evaluated to be satisfactory; 96.26% of the summer PN students (Valley, Cherokee, and	These results collectively indicate that students fall below the desired standard/outcome in assessment and planning. The concept mapping exercise will be examined to increase the student's proficiency in utilizing the nursing process. Interconnections will be added to the PN curriculum

		<p>McClellan) were evaluated as satisfactory. Collectively, 91.4% of PN students were evaluated as satisfactory in the Assessment category. On the clinical evaluation tool under the Planning category of "selects nursing interventions to eliminate or reduce the etiology and measure the evidence in the outcome statement for each nursing diagnosis, in spring 2011 at Valley Street in NUR 107, 82.38% students were evaluated to be satisfactory; 96.26% of the summer PN students (Valley, Cherokee, McClellan) were evaluated as satisfactory. Collectively, 89.68% of PN students were evaluated as satisfactory in the Planning category.</p>	<p>to validate student recognition of the relationships between patient problems. Rationales of identified patient interventions will be required in all concept map submissions.</p>
<p>Students will be competent in performing nursing skills in providing patient care.</p>	<p>90% of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to nursing skills.</p> <hr/> <p>95% of students will be evaluated as "satisfactory" on the Nursing Skills section of the Clinical Evaluation Tool.</p>	<p>On the <a href="#">6 Month Employer Post Graduation Survey</a>, 80% of employers indicated that graduates were prepared , well prepared , or very well prepared under the category prepared competence when performing skills.</p> <hr/> <p>On the clinical evaluation tool, <a href="#">96.4%</a> of all PN students (702 responses) were evaluated as satisfactory in the category safe performance of nursing skills .</p>	<p>These results indicate that students are prepared at a basic level to perform skills in the workplace after graduation from the practical nursing program. Increased emphasis on repetition and competence in basic nursing skills will be incorporated into nursing labs and clinical experiences since desired benchmark was not obtained in this survey. The addition of simulation clinical experiences in each clinical nursing course is expected to increase student competency.</p> <hr/> <p>These results provide evidence that students perform nursing skills in the clinical setting at an expected level of competence. Continued training in the nursing laboratory that provides faculty demonstration and student return demonstration/validation will be continued. Simulation</p>

experiences that are used to address clinical scenarios provide alternate settings in which students can practice and perform skills.

2010-2011 Machine Tool Technology : Tommy Hartline, Melinda White

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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 micro-controller programs. Students will be evaluated with a checklist.	Number of Students Assessed 18, <a href="#">92% Passed, 8% Needs Improvement</a>	Area of improvement, (G and M codes) Place more emphasis on the understanding of G and M codes
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.	Number of Students Assessed 16, <a href="#">90% Passed, 10% Needs Improvement</a>	Area of Improvement, (Use Basic Algebra) Allow students to work in small groups, for peer teaching and instructor guided small group practice.
Machine Tool Technology students will perform basic machining operations which will include machine shop safety, measuring tools, lathes, and milling machines.	90% of Machine Tool Technology students will earn satisfactory or higher rating on safety, use of measuring tools, lathes, and milling machines based on checklist.	Number of Students Assessed 19, <a href="#">88% Passed, 12% Needs Improvement</a>	Area of Improvement, ( Time Management) With only 88% of the students meeting their goal, and Time Management being a common weakness, we will allow more practice time.
Graduates of the Machine Tool Technology program will obtain employment within twelve months of graduation if they are seeking employment.	Graduate Follow-up Survey, Question #6: "What is your current employment status?"	Number of Students Assessed 8; <a href="#">75% Employed, 25% Seeking Employment</a>	Due to the economic downturn, full time employment has become a greater challenge for our students. We will encourage our students to explore all employment opportunities including temporary

employment agencies.

2010-2011 Marketing and Management: Angie Waits

Cabinet Member: Jim Jolly

Learning Outcome

Assessment Method

Assessment Results

Use of Results

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.

93% of embedded examination questions measuring knowledge of capitalism and entrepreneurship were answered correctly. (N = 9)

Student success rate improved from the previous year. It went from 87% to 93%. The increase was a result of research assignments being added to the course. These assignments reinforced the concepts of capitalism and entrepreneurship. Instructor will continue to add assignments that emphasizes these topics and improves student success.

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 program-specific checklist.

83% (5/6) students successfully presented a sales presentation.

The students continue to do well with the sales presentation. A projector and screen was added to the classroom to help students integrate technology into the presentation. In addition, a new T.V./Monitor and computer have been requested for the classroom to aid students with their presentations.

Students will demonstrate knowledge of the four promotional techniques of the marketing mix.

Analysis of embedded exam questions will reveal that 90% of students demonstrate knowledge of the four promotional techniques of the marketing mix.

100% of students (8 of 8) correctly answered the embedded test questions.

More questions have been added to exams to better evaluate the students' success.

Cabinet Member: Tim Green

2010-2011 Masonry : Keith Vaughn

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Masonry students will master and demonstrate skills necessary to accurately apply the fundamentals of fireplace construction.	Masonry students will be evaluated using a performance <a href="#">checklist</a> . 90% of students completing the masonry certificate will earn a performance rating of "satisfactory" or better on fireplace construction.	Out of the ten students enrolled in the program, there were three graduates that received a certificate during the reporting period. <a href="#">one hundred percent</a> of those receiving their Masonry Certificate completed their performance checklist with a satisfactory rating. Overall, students enrolled in fireplace construction demonstrated satisfactory levels of achievement in layout, prep, construction and safety. One area of concern is knowledge of theory and communication.	Masons must be able to articulate the manner in which a fireplace functions, accurately describe the elements of a fireplace and communicate with clients. The masonry department will continue to work, in conjunction with the academic department, with students to provide quality instruction that will give them the job skills and proper communication skills needed in building today's energy efficient fireplaces. Faculty expect to implement the team teaching concept Fall 2012.
Masonry students will learn to apply masonry mortar correctly on brick and block.	Masonry students will be evaluated on laboratory projects using a performance <a href="#">checklist</a> . 90% of students who complete the masonry certificate will earn a "satisfactory" or better rating.	Out of the ten students enrolled in the program, there were three graduates that received a certificate during the reporting period. <a href="#">100% percent</a> of those receiving their Masonry Certificate completed their performance checklist with a satisfactory rating.	The masonry student will continue to receive the majority of their lab assessment training in the application of applying mortar to blocks and bricks.
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 <a href="#">checklist</a> .	Out of the ten students enrolled in the program, there were three graduates that received a certificate during the reporting period. <a href="#">one hundred percent</a> of those receiving their Masonry Certificate completed their performance checklist with a satisfactory	The masonry department will continue to provide students with the materials needed to challenge their skills with the laying out of both simple and complex projects. The task sheet used in the evaluation process will continue to change every year as business and industry

rating.

dictates.

Cabinet Member: Jim Jolly

2010-2011 Mathematics: Susan Williams-Brown

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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.	<u>Goal was met.</u> Of the students taking the end of term exam in the designated math courses, the total mastery level was 81.88% for fall 2010 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, 76.34% for spring 2011 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, and 82.86% for summer 2011. The total mastery level was 81.18% for combined fall 2010, spring 2011, and summer 2011 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective. The spring 2011 mastery level was lower than 80% because of the spring semester Tornado Grading Policy.	The mastery level decreased 0.12% from the previous academic year from 81.53% 2009-2010 annual total to 81.18% for the 2010-2011 annual total therefore, the instructors in the math division will continue monitoring the data for this objective. The division believes the Spring Tornado Grading Policy affected data for spring 2011.
Students will demonstrate knowledge of college-level mathematics skills and concepts.	Students who complete a college-level mathematics Pre-calculus Algebra course will be able to answer embedded questions on an end of term exam with a 80% mastery level.	Goal was met. Students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at <u>86.99% for combined data for fall 2010, spring 2011, and summer 2011.</u>	The mastery level for this program objective for the academic year 2008-2009 was 89.09%, the mastery level for this objective for the academic year 2009-2010 was 88.97%, and the mastery level for this objective for the academic year 2010-2011 was 86.99%. The mastery level decreased 1.99% from the previous academic year 2009-2010 and had a decrease of 2.1% from the academic year 2008-2009. The instructors in the math division will continue monitoring the data for this objective.

<p>Students will demonstrate the ability to perform basic mathematical operations accurately.</p>	<p>An item analysis of the final exam for students who complete a basic mathematics course (Math Applications MTH 116) will reveal a 75% accuracy in response to the embedded questions.</p>	<p>Goal was met. Of the students taking the final exam in the designated math course related to this outcome, the overall mastery level was <a href="#">77.84% for combined data for fall 2010, spring 2011, and summer 2011</a>.</p>	<p>The mastery level for this program objective for the academic year 2008-2009 was 78.31%, the mastery level for this objective for the academic year 2009-2010 was 79.70%, and the mastery level for this objective for the academic year 2010-2011 was 77.84%. The mastery level decreased 1.86% from the previous academic year 2009-2010 and had a decrease of 0.47% from the academic year 2008-2009; therefore, the division will continue monitoring the data. The decrease is believed to be due to the Spring Semester Tornado Grading Policy. The data for spring 2011 is skewed as a result of Spring Tornado Grading Policy.</p>
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Cabinet Member: Tim Green

**2010-2011 Mechanical Design Technology : Tommy Hartline**

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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<p>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.</p>	<p>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.</p>	<p><a href="#">87% 32 of 37 students</a> assessed earned a proficient or higher evaluation score</p>	<p>Program will develop more lab assignments and and implement individualized instruction for students with retention and comprehension of core concepts. Extra homework assignments or increased lab time would also be steps the program may take to improve evaluation scores in these areas. Regular attendance, study habits and note taking strategies will also be emphasized to improve retention and comprehension of material.</p>
<p>Mechanical Design Technology students will demonstrate the skill necessary to create a 2-D</p>	<p>Mechanical Design Technology students will be evaluated on industry standard AutoCAD software</p>	<p><a href="#">84% 51 of 61 students</a> assessed earned a proficient or higher evaluation score</p>	<p>Program will develop more lab assignments and and implement individualized instruction for students with</p>

drawing blueprint with AutoCAD software.	laboratory projects. 90% of students completing the Mechanical Design program will earn a "proficient" or higher evaluation score on a checklist.		retention and comprehension of core concepts. Extra homework assignments or increased lab time would also be steps the program may take to improve evaluation scores in these areas. Regular attendance, study habits and note taking strategies will also be emphasized to improve retention and comprehension of material.
Graduates of the Mechanical Design Technology program who seek employment will obtain employment within twelve months of graduation.	70% of graduates will report employment on the Follow-up Survey, Question #6: "What is your current employment status?"	75% 3 of 4 were employed after graduation	Program will make more frequent industry visits. Program will explore possible opportunities for co-op and/or job shadowing that could turn into potential job opportunities.

Cabinet Member: Jim Jolly

2010-2011 Office Administration: Angie Waits

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate the ability to key 45 words per minute at 80 percent accuracy.	90% of students completing the OAD program will meet or exceed the established benchmark based on the Office Proficiency Assessment and Certification (OPAC) test.	39% (16 of 41) students demonstrated the ability to key 45 words per minute at 80 percent accuracy on the OPAC test.	The instructors met in the summer semester to discuss possible strategies to improve student success rates. Various methods were implemented in the Fall semester. Another faculty meeting is scheduled for the Fall semester to assess the new methods.
	80% of students will key five-minute straight copy text at a speed of 40+ words per minute with an accuracy of 88% (one error per minute).	63% (63/101) of students keyed five-minute straight copy text at a speed of 40+ words per minute with an accuracy of 88% (one error per minute).	The objective was not met and the result is unacceptable. The instructors met in the Summer semester to discuss possible strategies to improve student success rates. Various methods were implemented in the Fall semester.
Students will apply the Association of Records Managers and Administrators (ARMA) rules to file documents.	Students will demonstrate the ability to file documents alphabetically and numerically with 80% accuracy. Students will be assessed using the OPAC test.	97% (58 of 60) students demonstrated the ability to file documents numerically with 80% accuracy on the OPAC test. 57% (33 of 58) students demonstrated the ability to file documents	Students perform well on the numerical filing but are weak in alphabetical filing. The alphabetical filing has a lot more rules. More quizzes covering alphabetical rules will be given to increase

		alphabetically with 80% accuracy on the OPAC test.	student success.
	Students will demonstrate the ability to file documents alphabetically and numerically with 80% accuracy. Students will be assessed by exam.	65% (53/81) of students demonstrated the ability to file documents alphabetically and numerically with 80% accuracy.	Students continue to have more difficulty with alphabetical filing. Instructors have increased assignments to help students improve in this area.
Students will transcribe a business/medical document with 80 percent accuracy.	90 percent of students will meet the stated benchmark as determined by the OPAC test.	96% (53 of 55) students successfully transcribed a business/medical document with 80 percent accuracy on the OPAC test.	The objective was met. Instructors met to discuss the assessment results and determined to place more emphasis on proofreading. More lecture time and assignments will cover proofreading.
	Students in transcription classes will transcribe a business/medical document with 80 percent accuracy.	87% (78/90) of students transcribed a business/medical document with 80% accuracy.	The objective was met. After evaluation of 2009-2010 SLO's, instructors added speed drills to courses and increased proofreading assignments. The result was an increase in student success. The success rate went from 80% to 87%.

Cabinet Member: Jim Jolly

### 2010-2011 Paralegal: Angie Waits

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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.	The goal was met. One hundred percent of the paralegal students who completed their internship during the 2010-2011 academic year were rated as "excellent" or "good" by their employer.	Sixteen students completed their internship during the 2010-2011 academic year. Fourteen of the sixteen were rated "excellent" by their employer while the remaining two were rated "good". One employer suggested the students have as much contact with the legal system as possible while another suggested the students have more training in basic office procedures. Therefore, the paralegal students will attend several court proceedings as part of their paralegal classes and office procedures will be emphasized more in the curriculum.
Students will apply legal ethical rules to paralegals including the unauthorized	Overall students will correctly answer 90% of embedded end of term exam	Students correctly answered 87% (165/190) of embedded questions on ethics.	Students score better on test questions than on practical situations. A local

<p>practice of law by non-lawyers, confidentiality, and conflicts of interest.</p>	<p>questions related to understanding of legal ethics.</p>		<p>representative of Professional Responsibility Committee of State Bar spoke to classes and gave practical examples of ongoing cases. Discussion questions on ethical issues were added to the internship.</p>
	<p>Students will complete a practical assignment that requires legal research and preparation of legal memo regarding unauthorized practice of law.</p>	<p>82% of students rated either Excellent (9 of 28) or Good (15 of 28) on practical assignment.</p>	<p>Upon review of the rubric, the legal issues are being correctly identified but additional practice is needed to improve writing form and legal citation format. Writing assignments were added to each class.</p>
	<p>Students will complete an assignment in which they correctly locate the applicable rules of professional responsibility and properly include them in a systems folder.</p>	<p>92% (26 of 28) students correctly located the applicable rules of professional responsibility and included those in systems folder.</p>	<p>More emphasis will be placed on properly organizing the information for ease in access and labeling of specific rules. That will make the folder more user friendly.</p>
<p>Students will perform legal research, utilizing both print and electronic sources, demonstrating an ability to use the proper form of citations.</p>	<p>90% of students will satisfactorily complete practical legal research assignments demonstrating proper form of <a href="#">citations</a>.</p>	<p>90% (19 of 21) students satisfactorily completed practical legal research assignment demonstrating proper form of citations.</p>	<p>More immediate feedback will be given to students to improve their successful completion of these assignments.</p>
	<p>Students will complete a print research exercise, an electronic <a href="#">research exercise</a> and a Bluebook exercise.</p>	<p>83% (33 of 40) of students rated excellent or good on a completed print research exercise. 81% (17 of 21) of students scored 85 or above on electronic research exercise. 88% (194/220) of responses to embedded questions were correct.</p>	<p>Instructor reviewed the results of the print research with the class and went over a step-by-step process to improve weak areas. More electronic research was incorporated into upper level Paralegal courses. While students did well on Bluebook citation worksheet when sole issue is citation, good form slips when part of larger project. Rubrics for practical assignments have been modified to increase emphasis on correct citation format.</p>
<p>Students will draft legal documents including contracts, deeds, wills, pleadings, motions and discovery.</p>	<p>90% of students will satisfactorily demonstrate the ability to draft specific legal documents in practical assignments.</p>	<p>92% of students scored Excellent or Good on practical assignment that required deed preparation. 81% of students rated satisfactory or better on Systems Folder.</p>	<p>As the practical assignments are completed, students are given detailed feedback. Students are then given an opportunity to correct their submission. Additional lecture is scheduled based</p>

upon the work product of the students.

Cabinet Member: Jim Jolly

2010-2011 Physical Science: Shirley Colvin

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students completing Physical Science courses will be able to demonstrate knowledge of the atmospheric effects of relative humidity.	80% of students will demonstrate knowledge of these atmospheric effects based on scoring of lab assignments using a <a href="#">rating instrument</a> .	Fall 2010: Satisfactory (100% - 70%) = 22/28, Unsatisfactory (70% - 0%) = 6/28; Avg: 78.6%; Spring 2011_1: Satisfactory = 11/13; Unsatisfactory = 2/13; Average: 84.6% Satisfactory; Spring 2011_2: Satisfactory = 13/14; Unsatisfactory = 1/14; Average: 93.0%; Summer 2011: Satisfactory = 14/17; Unsatisfactory = 3/17; Average: 82.4% Satisfactory; 2010-2011 Average: 60/72 (83.3%) Satisfactory	The student learning outcome was achieved.
Students completing Physical Science courses will be able to recognize and describe the basic motion and configuration of the major planets in the solar system.	80% of students will satisfactorily complete a <a href="#">lab exercise</a> demonstrating their ability to correctly recognize and describe the basic motion of the planets in the solar system using astronomy software.	Fall 2010: Satisfactory (100% - 70%) = 23/30, Unsatisfactory (70% - 0%) = 7/30; Avg: 76.7%; Spring 2011_1: Satisfactory = 9/13; Unsatisfactory = 4/13; Average: 69.2% Satisfactory; Spring 2011_2: Satisfactory = 11/14; Unsatisfactory = 3/14; Average: 78.6%; Summer 2011: Satisfactory = 15/17; Unsatisfactory = 2/17; Average: 88.2% Satisfactory; 2010-2011 Average: 58/74 (78.4%) Satisfactory	The student learning outcome was almost achieved. Improvements can be made in understanding the differences between the synodic and the sidereal periods of planets and moons.
Students completing Physical Science courses will be able to identify and describe the features of various minerals and rocks and distinguish between igneous, sedimentary, and metamorphic rocks.	80% of students will satisfactorily complete the Rock Identification Lab Practical.	Fall 2010: Satisfactory (100% - 70%) = 12/21, Unsatisfactory (70% - 0%) = 9/21; Avg: 57.1%; Spring 2011_1: Satisfactory = 5/11; Unsatisfactory = 6/11; Average: 45.5% Satisfactory; Spring 2011_2: Satisfactory = not given; Summer 2011: Satisfactory = 11/14; Unsatisfactory = 3/14; Average: 78.6% Satisfactory; 2010-2011 Average: 28/46 (60.9%) Satisfactory Rock Practical test only given partially in one test during the Spring 2011 semester	Additional lecture time will be devoted to the topic of metamorphic rocks in general with a focus on the relationship between parent rocks and the resulting metamorphic daughter rocks. Additional lecture time will also be devoted to Conglomerates and Breccia with more focus on identifying the differences between the two. That portion of the test itself has been identified as problematic and may not be representative of the

	<p>due to April Tornados. Satisfactory results were achieved in the topics of Sedimentary rocks, Minerals, Igneous rocks, the Mineral streak test Problematic topics - identified by unsatisfactory results - were associated with the topics of Metamorphic rocks, the rock hardness test, and the Conglomerates and Breccia.</p>	<p>students ability and knowledge relating to rock hardness.</p>
<p>Comparison of pre-test and embedded post-test question responses will be conducted to establish the benchmark for student performance.</p>	<p>Fall 2010: Students demonstrated a 36.0% improvement between pre-test and post-test scores.          Spring 2011_1: No post test given due to April tornados          Spring 2011_2: No post test given due to April tornados          Summer 2011: Students demonstrated a 30.2% improvement in scores.          2010-2011 Average: 33.1% improvement</p>	<p>On average most students are expected to achieve 20-30% correct during the pre-test from simply guessing. If the students leave answers blank those initial values will be lower resulting in a higher "improvement" over the pretest. The goal is to achieve an average of at least 70% correctly answered questions during the post-test. To represent these goals, the benchmark for the future should be an improvement of 40% between pretest and post-test assessments.</p>

**2010-2011 Public Safety Telecommunication: Connie Meloun** Cabinet Member: Martha Lavender

Learning Outcome	Assessment Method	Assessment Results	Use of Results
<p>Students will utilize effective communication skills to appropriately route Emergency Medical Personnel.</p>	<p>90% of students will demonstrate effective communications skills on exam questions.</p>	<p>In <a href="#">Fall 2010</a> (N=13), Spring 2011 (N=9), Summer 2011 (N=5) 96.8% of students demonstrated effective (scored 70% or higher) communication skills necessary in routing Emergency Medical Personnel. The item analysis showed the following weaknesses: Physical Communication Signals (25% were deficient in both Fall 2010 and Spring 2010), pertinent information collection (37% were deficient in Fall 2010 compared with 25% in Spring 2010), proving negligence (Fall 2010 40%</p>	<p>To strengthen identified student deficiencies related to communication skills, review sessions are provided to improve student performance.</p>

		<p>were deficient, which rose to 50% in <a href="#">Spring 2011</a>, and declined back to only 20% in <a href="#">Summer 2011</a>), determining dispatch categories (50% were deficient in Fall 2010, no deficiencies in Spring 2011, and 20% deficient in Summer 2011), psychogenic shock (60% of students were deficient in Fall 2010, compared with none in Spring 2011 and 20% deficient in Summer 2011), and Carbon Dioxide (50% were deficient in Fall 2010, 25% deficient in Spring 2011 and 20% deficient in Summer 2011). Additional weaknesses were noted for Fall 2010, Spring 2011, and Summer 2011, but were different during each term.</p>	
<p>Students will be competent in handling high risk calls.</p>	<p>90% of students will demonstrate proficiency in high risk calls on exam instruments.</p>	<p>In <a href="#">Fall 2010</a> (N=9), <a href="#">Spring 2011</a> (N=6), Summer 2011 (N/A), 85% of students demonstrated effective (scored 70% or higher) proficiency on high risk calls on exam instruments. The item analysis revealed the following weaknesses: understanding primary goals of the hostage negotiator (22% were deficient Fall 2010 compared with 17% deficient in Spring 2011), understanding persons most likely to be killed during a tactical team assault (38% were deficient in Fall 2010, which declined to 28% in Spring 2011), characterizing the process of negotiations (25% were deficient in Fall 2010 which rose to 42% in Spring 2011, characteristics of paranoid schizophrenics (63% were deficient Fall 2010, which declined to 56% in Spring 2011), practicing treating hostages as hostage takers (73% were deficient in Fall 2010 which declined 1%</p>	<p>To strengthen identified student deficiencies related to proficiency in high risk calls, review sessions are provided to improve student performance.</p>

		to 72% Spring 2011). The question understanding who would be under the most stress during a hostage event was asked again during the final exam with results remaining steady Fall 2010 and Spring 2011 (Fall 2010 remained steady at 56% and remained steady during Spring 2011 at 50%).	
Students will be competent in handling hazardous materials calls.	90% of students will demonstrate proficiency (70% or higher) in hazardous materials calls on exam instruments.	In <a href="#">Fall 2010</a> (N=5), <a href="#">Spring 2011</a> (N=7), <a href="#">Summer 2011</a> (9) 100% of students demonstrated proficiency in hazardous materials calls. A notable area of weakness was in preventative measures/immediate concern tasks. 60% of students were deficient in Fall 2010 and Spring 2011, but rose to 89% during Summer 2011. Tank identification was also an area of weakness with 100% deficient in Fall 2011, declining to 43% in Spring 2011 and rising to 56% during Summer 2011.	To strengthen identified student deficiency related to preventative measures/immediate concern tasks and labeling tank identification, review sessions are provided to improve student performance. Faculty provide additional instruction and individual conferences related to the problematic area. Study guides also assisted students prior to examinations.

Cabinet Member: Martha Lavender

### 2010-2011 Radiologic Technology: Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate quality patient care.	90% of students will successfully complete venipuncture and blood pressure lab skills on the first attempt.	This assessment method will be used for the 2012 cohort. (2011-2012)	The 2011 cohort (2010-2011) completed venipuncture and blood pressure evaluations in lab but the skills performed on first attempt was not evaluated. This evaluation is completed in the first semester of the Program and the revised tool has already been used for the 2012 cohort. It will be reported out for the 2011-2012 c
	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).	Returned employer surveys indicated an average score of <a href="#">4.88 on a 5.0</a> scale. Benchmark met.	Faculty are pleased with the results of the employer surveys and will continue to stress the importance of providing appropriate patient care.
Students will be clinically	Students will score 90 or	9/15 students scored 90 or	This is a significant

competent.	higher on the first attempt on Exit Competencies.	better on the Exit Competencies. The average score for all students was 90.7.	improvement from the last evaluation cycle. This improvement is attributed to the recheck competencies and review of weaknesses noted in the previous evaluation cycle. Faculty expect to see even greater improvement in the next evaluation cycle.
Graduates will communicate effectively in the health care setting.	At the end of semesters 3 and 5, an average score of 4.5 on a 5 point scale will be achieved on the <a href="#">General Clinical Evaluation</a> . Overall Performance Section, question #1. The evaluation is completed by the clinical instructors.	Semester 3 - an average score of 4.5 was achieved Semester 5 - an average score of 4.65 was achieved	The benchmark was met. Improvement is noted from the 3rd to the 5th semesters for this cohort. Three students were rated "average" in the third semester and none were rated below "good". Faculty are pleased with this result and will continue to work with students on their communication skills in the laboratory setting.
	An average score of 3.5 on a 4.0 scale will be achieved on the Employer Survey. (Survey question #3).	Returned employer surveys indicated an average score of <a href="#">4.75 on a 5.0 scale</a> . Benchmark met. (The rating scale was changed after this benchmark was set. Next years assessment method will reflect the correct rating scale.)	Faculty are pleased with the results of the employer surveys regarding communication skills of graduates. Faculty will continue to stress the importance of appropriate and effective oral and written communication skills.
Graduates 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: density, contrast, and grid conversion.	Exposure Principles Course: Lab assignments #1 (Density), #2 (Contrast), and #4 (Grids) were evaluated. Lab #1 -all students scored 90 or better on this assignment with an average score of 96.8 achieved. Lab #2 - 17/20 students scored 90 or better on this assignment with an average score of 95.5 achieved. Lab #4 - 16/20 students scored 90 or better on this assignment with an average score of 93.4 achieved.	Scores are improved over the last evaluation cycle. All students received passing grades on on each lab assignment. Two students scored less than 90 on both Lab #2 and Lab #4. All students who scored lower than 90 were remediated to insure the material was understood. Faculty are satisfied with these results, but will continue to work on the evaluation forms to improve their understanding.

Cabinet Member: Tim Green

2010-2011 Realtime Reporting : Tommy Hartline

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Realtime Reporting Technology students will master and demonstrate skills and knowledge of realtime theory principles.	90% of Realtime Reporting Technology students will demonstrate satisfactory or higher knowledge of realtime theory principles.	95% of students assessed mastered theory principles with 96% or high translation rates.	Additional opportunities for students to work on out-of-class assignments are offered in lab with instructor guidance.
Realtime Reporting Technology students will master and demonstrate knowledge and ability to properly produce saleable transcripts with use of software application.	90% of Realtime Reporting Technology students will be evaluated satisfactory or higher on transcripts produced in class.	<u>100% of students</u> were able to produce a transcript using correct format with fewer than 30 errors. <u>100%</u> of students were able to proofread accurately. <u>100%</u> of students exhibited knowledge of software applications and were successful at troubleshooting.	Additional lab time with transcription production has helped to improve proofreading and the ability to use software programs.
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 with 95% accuracy.	<u>100% of students</u> passed one timing level in literary. <u>100%</u> of students passed one timing level in jury charge. <u>91%</u> of students passed one timing level in question and answer while 9% did not.	Students who did not meet the benchmark are counseled individually and additional work and opportunities are provided.
Graduates of the Realtime Reporting program will obtain employment within twelve months of graduation if they are seeking employment.	75% of graduates who are seeking employment will be employed as evidenced by the Graduate Follow-up Survey, Question #6: "What is your current employment status?"	Six graduates were surveyed and six graduates responded. The survey reflects that 17% are employed in field; 17% employed in an unrelated field; 0% are in the military; 67% are seeking employment; and 0% are not seeking employment. Follow-up calls were made to determine that two (67%) of the six graduates are employed in the field.	Instructors will continue to network with freelance and CART (computer access realtime translation) providers so graduates have opportunities for job placement upon graduation.

Cabinet Member: Martha Lavender

2010-2011 Registered Nursing: Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will communicate effectively in the health care	Students progressing in the RN program will achieve an	On the comprehensive HESI assessment exam, 63/92 or	These results indicate that students fall below the

<p>setting.</p>	<p>aggregate mean score of 850 or higher on the therapeutic communication and core communication components of the Health Education Systems, Inc. (HESI) comprehensive course exams.</p>	<p>68.5% of RN graduates met the benchmark of 850 on the NLNAC Accreditation Category of Therapeutic Communications; 56/92 or 60.9% met the benchmark of 850 on the AACN Curriculum Category of Communication.</p>	<p>benchmark desired in communication categories on the comprehensive assessment HESI exam. HESI remediation in the area of communication will be directed by faculty and students upon examination of initial HESI results. A second HESI attempt will be offered in an attempt to improve these scores.</p>
	<p>90% of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to effective communication skills.</p>	<p><a href="#">On the Employer Six-Month Graduate Survey</a>, 100% of employers (n=25) indicated the graduates were "prepared", "well-prepared", or "very well-prepared" in the category "communicates effectively with clients, families, significant others, and health team members". On the Employer Twelve-Month Graduate Survey, 100% of employers (n=34) indicated the graduates were "prepared", "well-prepared", or "very well-prepared" in the category that graduates were competent to "communicate effectively with clients, families, significant others, and health team members".</p>	<p>These results indicate that the Associate Degree Registered Nursing Program adequately prepares students to communicate effectively in the healthcare environment. Faculty will use this data to evaluate the program and each course. Efforts to continue to provide communication opportunities and skill practice will be a priority.</p>
<p>Students will administer medications safely.</p>	<p>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.</p>	<p><a href="#">On the clinical evaluation form</a>, 92.59% of RN students in spring semester NUR 105 and 79.29% in NUR 203 were evaluated as satisfactory in the category demonstrates the five rights of medication administration by preparing and administering medications correctly. 18.29% were evaluated as "not observed" in these courses. Cumulatively, 86.93% of students were evaluated as satisfactory in the category demonstrates the five rights of medication administration by preparing</p>	<p>These result indicate that collectively, students fall below the desired standard/outcome for safe administration of medications. The percentage that indicates students were not observed in this skill is related to student:faculty ratios and clinical time constraints. Increased emphasis will be added to clinical rotations to provide repetition and increased opportunity to observe students administering medications. The medication administration skill validation will continue in</p>

		and administering medications correctly.	NUR 104 and be reviewed in NUR 105 in the diabetes lab.
Students will be competent in the application of the nursing process.	90% of students will be evaluated as satisfactory in the nursing process section of the clinical evaluation form.	<p><a href="#">On the clinical evaluation tool</a>, 97.88% of students in NUR 105 and 99.64% of students in NUR 203, spring semester were evaluated as satisfactory (above 75%) in the assessment portion:</p> <p>begins to cluster data to assist in problem identification . On the clinical evaluation tool, 96.3% of students in NUR 105 and 100% of students in NUR 203, spring semester were evaluated as satisfactory (above 75%) in the the planning portion:</p> <p>selects nursing interventions to eliminate or reduce the etiology and measure the evidence in the outcome statement for each nursing diagnosis . On the clinical evaluation tool, 98.4% of students in NUR 105 and 100% of students in NUR 203, spring semester were evaluated as satisfactory in the implementation portion:</p> <p>"adapts nursing care to assigned client's needs" (NUR 105) and "adapts nursing care as priorities change"(NUR 203). On the clinical evaluation tool, 98.4% of students in NUR 105 and 100% of students in NUR 203, spring semester were evaluated as satisfactory in the evaluation portion: "begins to evaluate effectiveness of nursing interventions" (NUR 105) and " evaluates the interrelatedness of client responses to nursing interventions" (NUR 203). On the comprehensive HESI assessment exam, 79/92 or 85.9% met the benchmark of 850 in the assessment</p>	These results indicate that students are able to effectively apply the nursing process in clinical experiences as they progress through the nursing curriculum. Students demonstrate improved evaluation of this application in the final semester of the nursing curriculum. The HESI evaluation reveals that students fall below the expected benchmark of 850 and demonstrates the need for individualized remediation for students.

		category under nursing process; 70/92 or 76% met the benchmark of 850 in the planning category under nursing process; and 68/92 or 73.9% met the benchmark of 850 in the implementation category under nursing process in NUR 203.	
80% of students will score at least 850 on comprehensive end of program assessment exam on the first attempt.		34/92 or 36.2% did not achieve the benchmark score of 850 on the first HESI attempt. 58/92 or 63% did achieve the benchmark of 850 of the first HESI attempt. 77/93 or 82.8% of graduates met the benchmark of 850 in two attempts of the comprehensive Hesi exam.	These results indicate that students did not achieve the desired assessment results on the first HESI attempt. The results indicate that the remediation process following the initial HESI attempt produced the desired assessment results and should remain a program option for the students. The comprehensive HESI exam results will be analyzed by faculty to determine program strengths and weaknesses in content areas. This data will be utilized for instructional preparation.
90% of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to therapeutic nursing interventions.		On the <a href="#">6 Month Employer Post Graduation Survey</a> , 92.0% of employers (n=25) indicated that graduates were prepared, well prepared, or very well prepared under the category prepared clinical competency when performing skills. 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 demonstrates clinical competence and independence in providing care to a group of patients.	These results indicate that graduates are prepared to perform in providing appropriate nursing care and interventions in the workplace upon completion of the Associate Degree Registered Nursing Program. Continued assessment of program and curriculum requirements will be maintained. NLNAC Standards will provide the basis for program review.

Cabinet Member: Jim Jolly

2010-2011 Social Science: George Terrell

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students enrolled in all history courses will be able	The students will respond to five exam questions that	Data was collected for the fall 2010 semester and the	For both semesters, the knowledge level is the

<p>to demonstrate a basic understanding of history at the knowledge level, the cause and effect of historical events and social trends, the passage of time and its impact on historical knowledge, and the effect of historical events on present events and society.</p>	<p>correspond to each objective in student learning outcome (SLO) #1. The students' responses will be analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 3 or higher rating in each section of the assessment rubric.</p>	<p>summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: <a href="#">Knowledge 76%</a>, <a href="#">Cause and Effect 89%</a>, <a href="#">Timelines 78%</a>, and <a href="#">Relevance 92%</a>. For Summer 2011: <a href="#">Knowledge 85%</a>, <a href="#">Cause and Effect 91%</a>, <a href="#">Timelines 88%</a>, and <a href="#">Relevance 81%</a>.</p>	<p>weakest area of students in all areas of history. In an attempt to further improve the assessment results, history instructors will incorporate additional teaching strategies to help students retain factual information more effectively. Also, additional teaching strategies will be incorporated to further improve student performance for "cause and effect" and "timelines." These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes.</p>
<p>Students enrolled in behavioral science courses, which include psychology and sociology, will be able to demonstrate an understanding of environment on human behavior, the process of human socialization throughout the lifecourse, the application of theory on human development and behavior and the process and importance of research in the social sciences.</p>	<p>Psychology (PSY 200): The students will respond to five exam questions corresponding to each objective in student learning outcome (SLO) #2. The students responses will be analyzed using an assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 3 or higher rating in each section of the assessment rubric.</p>	<p>Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: <a href="#">Environment 91%</a>, <a href="#">Socialization 76%</a>, <a href="#">Theory 81%</a>, and <a href="#">Research 71%</a>. For Summer 2011: <a href="#">Environment 88%</a>, <a href="#">Socialization 76%</a>, <a href="#">Theory 83%</a>, and <a href="#">Research 72%</a>.</p>	<p>For both semesters, the data showed positive results for the "environment" and "theory" objectives. However, students did not perform as well on the "socialization" and "research" objectives. Psychology instructors will continue to incorporate additional teaching strategies that appear to have been successful at improving performance between the fall 2010 and summer 2011 semesters. Those strategies include, but is not limited to, group activities, instructional media, internet research activities, and additional assessments.</p>
	<p>Sociology (SOC 200): The students will respond to five exam questions corresponding to each</p>	<p>Data was collected for the fall 2010 semester and the summer 2011 semester. Because of the severe</p>	<p>For both semesters, the data showed positive results for the "theory" and "research" objectives. However,</p>

<p>objective in student learning outcome (SLO) #2. The students responses will be analyzed using a assessment rubric designed to indicate a student's mastery level of each objective. The rubric rates students using a range from 1-5, 5 being the highest. The number of questions a student answers correctly correlates with his or her mastery level. The desired goal of the social science division is that 90% of students will earn a 3 or higher rating in each section of the assessment rubric.</p>	<p>weather that affected our service area at the end of the spring semester, final exams were cancelled. Because the social science division administers the SLO assessments during final exams, that data was not collected for spring 2011. The percentage of students scoring a "3" or higher on the assessment rubric for each objective in SLO #1 in Fall 2010 are as follows: <a href="#">Environment 71%</a>, <a href="#">Socialization 68%</a>, <a href="#">Theory 86%</a>, and <a href="#">Research 89%</a>. For Summer 2011: <a href="#">Environment 76%</a>, <a href="#">Socialization 78%</a>, <a href="#">Theory 90%</a>, and <a href="#">Research 92%</a>.</p>	<p>students did not perform as well on the "environment" and "socialization" objectives. Sociology instructors will continue to incorporate additional teaching strategies that appear to have been successful at improving performance between the fall 2010 and summer 2011 semesters. Those straegies include, but is not limited to, group activities, instructional media, internet research activities, and additional assessments.</p>
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Cabinet Member: Jim Jolly

2010-2011 Speech: Charles Hill

Learning Outcome	Assessment Method	Assessment Results	Use of Results
<p>Students will demonstrate the ability to deliver a coherent speech acceptable in organization, eye contact</p>	<p>A standardized rubric is used to demonstrate oral communication competency relating to structure, content,</p>	<p>Rubric evaluating competency in oral communication was utilized during 2010-20011. Data</p>	<p>No identified weaknesses/deficiencies or remedial action is required. Data will continue to be</p>

and delivery.

and mechanics. Rubric will demonstrate competency in oral communication for 90% percent of students.

indicates that students demonstrated competency for more than 90 percent of the students in oral communication courses. Specifically, Organization showed a success rate of 92%; Eye contact, 90%, and Delivery, 90%.

compiled and compared against similar semesters.

Cabinet Member: Martha Lavender

2010-2011 Surgical Assistant: Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will be able to proficiently demonstrate the principles of asepsis.	90% of students will demonstrate proficiency regarding principles of asepsis on a lab final.	In Fall 2010 10 of 14 (71%) of the students demonstrated proficiency (75% and above) regarding principles of asepsis on the practical lab final. Four of the 14 (28%) students had difficulty with "Demonstrates surgical scrub, gown, and glove correctly". Spring 2011 all students (8 of 8) demonstrated proficiency (75% and above) regarding principles of asepsis on the practical lab final. Two of the 8 (25%) students had difficulty with "Demonstrates surgical scrub, gown, and glove correctly" which is a decrease percentage compared to Fall 2010.	Continue scheduled lab practice and return demonstrations with supervised practice time given to surgical scrub, gown and glove. Strongly encourage students to attend open labs with instructor supervision.
	90% of student responses will be correct on questions related to principles of asepsis on unit and final exams.	Review of exams revealed 91.2 of students in the Fall 2010 and Spring 2011 gave correct responses on unit exam questions related to principles of asepsis. Students had difficulty with	Devote more teaching time on asepsis. Devote time in practice lab and an open lab to attire in a sterile field.

		question regarding attire needed to enter sterile field (12% in Fall and 20% in Spring). 82.9% of student responses were correct on questions related to principles of asepsis on the final exam.	
Students will be able to effectively demonstrate the role of the surgical technologist in preoperative, intraoperative and postoperative phases of the surgical occurrence.	90% of student responses will be correct on questions related to the preoperative role of the surgical technologist on an exam.	Fall 2010 Semester 72.4% and Spring 2011 Semester 81.2% of student responses were correct on the exams related to perioperative role of the surgical technologist with an increase in the Spring Semester. Exams indicated student weakness in recognizing the role of the circulator versus the role of the scrub techologist in the scrub role.	Faculty have provided scenarios in the lab setting related to circulator versus scrub roles. The detailed roles of circulator and scrub are incorporated into the classroom setting.
Students will be able to effectively apply safety measures to protect patients and the operating room team from injury.	100% of students will successfully (75% and above) demonstrate safety measures related to the safe handling of sharps and needles as per lab validation instruments.	Fall 2010 and Spring 2011 all students (100%) successfully demonstrated safety measures following practice sessions. Scores were all 100.	Continue practice sessions with instructor supervision.

**2010-2011 Therapeutic Massage Therapy: Connie Meloun** **Cabinet Member: Martha Lavender**

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will demonstrate effective communication skills, including verbal, written (recorded) and reported information with clients and co-workers.	In each clinical component of the program, 90% of the students will score satisfactory (75% or higher) on Sections I (Neatness), IV (Professional Interaction), V (Personal Interaction) and X (Clerical Accuracy) on the Clinical Performance Evaluation.	Sections were changed to VIII, IX, X, XIII, and XIV. VIII- 80%, IX- 75%, X- 96%, XIII 100%, XIV- 100%	Faculty has changed the sections in order to maintain the assessment of verbal written and reported information. The Clinical assessment was changed in order to improve student learning assessment. Faculty will continue to monitor the sections for continued progress in improvement among students in this vital area of knowledge.
	On each Lab Competency Evaluation, 90% of students will score satisfactory (3 out of 5 or higher) on Sections IX (S.O.A.P. Note Charting) and X (Self Evaluation).	Section- IX- 95%, X- 95%	Faculty will continue to monitor assessment method two insuring proper student learning and retention of vital knowledge in lab.
Students will provide a safe environment for the client	On the Clinical Performance Evaluation, 90% of students	Sections were changed to VI AND VII. VI- 100%, VII-	Faculty has changed the assessment section to VI and

through recognition of potential hazards and standard precautions.	will score satisfactory (75% or higher) on Sections III (Follows Protocol), VIII (Safety).	92%.	VII to coincide with proper criteria for potential hazards and standard precautions. Faculty will continue to monitor the assessment to insure proper student knowledge in these vital areas of knowledge.
Students will demonstrate the knowledge and skills to perform entry-level massage techniques.	Students will score satisfactory (3 or higher out of 5) on all sections of the first comprehensive hands-on final exam.	Faculty has changed the benchmark to 2 out of 3. Section, I- 100%, II- 88%, III- 77%, IV- 100%, V- 88%, VII- 100%, IX- 100%, X- 100%	Faculty will increase time in lab devoted to section II, III, V, and VII to improve student performance on lab assesments. Faculty changed benchmark to 2 out of 3. This was done due to improper setting of benchmark in the SLO. Faculty will continue to monitor the new setting for student performance and retention of knowledge.
	Students will score satisfactory (3 or higher out of 5) on all sections of the second comprehensive hands-on final exam.	Section I- 100%, II-100%, III-100%, IV-100%, V-100%, VI-100%, VII-100%, IX-100%, X-100%.	Faculty will continue to monitor SLO3 assessment method two, insuring proper student knowledge and skill level for graduating therapeutic massage students.

2010-2011 Welding: Vicki Albright, Keith Vaughn, Melinda White

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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 OFC equipment, and properly shut down OFC cutting equipment.	Welding Technology students will be evaluated during the oxy-fuel laboratory by using a rubric. 90% of students will score satisfactory or higher on the oxy-acetylene laboratory tasks.	48 of 51 or 94% of students scored satisfactory or higher on OFC Lab tasks.	Welding Technology faculty will continue to develop practice assignments and other methods to improve student learning outcomes related to the OFC process.
Welding Technology students will demonstrate the skills necessary to perform Gas	Welding Technology students will be evaluated using a rubric. 90% of	55 of 67 or 82% of students scored satisfactory or higher on GMAW/FCAW lab tasks.	Welding Technology faculty will continue to develop practice assignments and

<p>Metal Arc Welding/Flux Core Arc Welding (GMAW/FCAW) welding procedures from flat, horizontal, vertical and overhead positions.</p>	<p>student will score satisfactory or higher on the Gas Metal Arc Welding (GMAW)/Flux Core Arc Welding (FCAW) required laboratory tasks.</p>		<p>other strategies to improve student learning outcomes related to the GMAW and FCAW processes.</p>
<p>Welding Technology students will demonstrate the skills necessary to perform Gas Tungsten Arc Welding (GTAW) welding processes from flat, horizontal, vertical and overhead positions.</p>	<p>Welding Technology students will be evaluated using a rubric. 90% of students will be rated satisfactory or higher on the GTAW required laboratory tasks.</p>	<p>131 of 154 or 85% of students scored satisfactory or higher on the GTAW lab tasks.</p>	<p>Welding Technology faculty will continue to develop practice assignments and other methods to improve student learning outcomes related to the GTAW process.</p>
<p>Welding Technology students will demonstrate the skills necessary to perform Shielded Metal Arc Welding (SMAW) welding processes from flat, horizontal, vertical and overhead positions.</p>	<p>Welding Technology students will be evaluated using a rubric. 90% of students will be rated satisfactory or higher on the SMAW required laboratory tasks.</p>	<p>188 of 205 or 92% of students scored satisfactory or higher on the SMAW lab tasks.</p>	<p>Welding Technology faculty will continue to develop practice assignments and other methods to improve student learning outcomes related to the SMAW process.</p>