

**GADSDEN STATE
COMMUNITY
COLLEGE**



**2011-2012
Institutional Effectiveness
Annual Report**

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.¹

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.

¹ 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, retrain 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 ²

Written Communication

All Goals were met. 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. Comparison of three years of data from ENG 101 shows consistent achievement in written communication skills.

	2009-2010 (N=180)	2010-2011	2011-2012
Structure	94%	91%	90%
Content	94%	92%	92%
Mechanics	94%	93%	93%

Oral Communication

All Goals were met. Students demonstrated the ability to communicate orally and were assessed along three parameters: organization, eye contact and delivery. A standardized rubric was used to demonstrate oral communication competency. Over 90% of students demonstrated competency in oral communications.

	2009-2010 (N=80)	2010-2011	2011-2012 (N=140)
Organization	90%	92%	93%
Eye Contact	91%	90%	90%
Delivery	92%	90%	92%

Humanities

All Goals were met. A standardized [rubric](#) was used to demonstrate student achievement in the basic elements of literature and the arts and humanities.

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

	2009-2010 (N=86)	2010-2011 (N=55)	2011-2012 (N=115)
Elements in literature and the arts and humanities	91%	93%	93%
Knowledge of the major events in literature and the arts and humanities	91%	91%	91%

Social Science

History

Students enrolled in all history courses will be able 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 relevance of historical events on present events and society.

	2009-2010		2010-2011		2011-2012	
	Fall (N=128)	Spring (N=215)	Fall (N=312)	Summer (N= 103)	Fall (N=232)	Spring (N=577)
Knowledge	73%	77%	76%	85%	77%	88%
Cause and Effect	86%	86%	89%	91%	84%	94%
Timeline	79%	80%	78%	88%	81%	92%
Relevance	88%	88%	92%	81%	88%	96%

Psychology

Students 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 showed an improvement over the three year period of 2009-10 through 2011-12.

	2009-2010		2010-2011		2011-2012	
	Fall (N=153)	Spring (N=127)	Fall (N=103)	Summer (N= 58) ³	Fall (N=159)	Spring (N=330)
Environmental effects on human behavior	91%	88%	91%	88%	75%	84%
Human socialization	31%	69%	76%	76%	84%	77%
Human Development and Behavior	73%	81%	81%	83%	72%	85%
Research in Social Sciences	25%	66%	71%	72%	87%	83%

³ 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 analysis of this sample of students included the use of a student learning outcome assessment with test questions that correspond to an assessment rubric. In an attempt to further improve the assessment results, sociology instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. A classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. The behavioral science instructors (psychology and sociology) have also implemented new content within Blackboard giving students more opportunities to review the material.

	2009-2010		2010-2011		2011-2012	
	Fall (N=124)	Spring (N=113)	Fall (N=118)	Summer (N= 61) ⁴	Fall (N=71)	Spring (N=132)
Environment	61	54	71	76	80	89
Socialization	38	58	68	78	85	89
Theory	82	80	86	90	90	88
Research	90	85	89	92	94	95

Mathematics

All student learning outcome goals were met in Mathematics. Students in Math 100, 112, and 116 demonstrated an overall 2.4% increase in proficiency in mathematical and algebraic procedures, processes, methods, and skills to evaluate and solve mathematical problems from the previous year (81.18% to 83.29%). Students who completed college-level mathematics courses demonstrated mastery of mathematical concepts at 88.0% for combined data for fall 2011, spring 2012, and summer 2012. Data from the previous year for 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. Of the students taking the final exam the overall mastery level for basic mathematical operations was 80.64% for combined data for fall 2011, spring 2012, and summer 2012. This goal was also met during the evaluation of the Student Learning Outcomes for 2010-2011. The data from the previous annual report revealed the overall mastery level was 77.84% for combined data for fall 2010, spring 2011, and summer 2011.

⁴ 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.

MTH 100, 112 & 116 (% Successful)	2009-2010			2010-2011			2100-2012		
	Fall	Spring	Summer	Fall	Summer	Summer	Fall	Spring	Summer
Problem solving	82%	80%	82%	82%	76%	83%	84%	82%	85%
Skills & Concepts	89% (combined)			87% (combined)			88% (Combined)		
Operations	80% (combined)			78% (combined)			81% (Combined)		

Natural Science

Biological Science

Learning Outcome goals were met for laboratory projects dealing with bacteria and protest morphology but not for Cell Membrane and Transport Theory, bacterial and protest structure and function theory. Students in general biology classes completed macroscopic and microscopic examination of bacteria and protists and successfully demonstrated knowledge of organismal morphology and structures by accurate representations in the laboratory report.

Biological Science (% Satisfactory)	2009-2010			2010-2011			2100-2012		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Cell Membrane	67%	71%	73%	64%	59%	65%	69%	69%	65%
Bacteria & Protists	--	--	--	73%	70%	79%	76%	76%	86%

Chemistry

All goals for student learning outcomes were met in Chemistry with the exception of identification of basic laboratory equipment. Faculty determined that the implementation of concept-mapping reinforcing the textbook strategy-mapping presentations along with additional in-class cooperative problem solving has helped students attempt difficult problems in a supportive setting. Stressing dimensional analysis as a primary problem solving strategy appears to have contributed to improvements in the ability of students to apply concepts to practical problem solving.

Chemistry (% successful)	2009-2010	2010-2011	2100-2012
Density (Mass/Volume)	82% (Exam) 92% (Lab)	84% (Exam) 93% (Lab)	90% (Exam) 96% (Lab)
Mole/Mass Relationships	84%	83%	87%
Basic Lab Equipment	88%	97%	97%

Physical Science

Student achievement met goals for calculation of relative humidity and demonstrating understanding of planetary configuration and motion. Achievement was slightly below the goal for demonstrating knowledge of rocks and minerals.

Physical Science (% successful)	2009-2010	2010-2011	2100-2012
Humidity & Atmospheric Effects	92% N=65	83% N=72	82% N=67
Planets & Planetary Motion	92% N=63	78% N=74	91% N=53
Minerals & Rocks (Pre- Post-Test % Change)	63% N=60 (Lab) 51% N=60 (Exam)	61% N=46 (Lab) 33% N=46 (Exam)	76% N=54 (Lab) 82% N=76 (Exam)

Computer Skills

All student achievement goals were met. Students demonstrated proficiency in knowledge of programming concepts, logic, design and problem solving techniques, the ability to install, configure, diagnose, repair and upgrade entry-level personal computers, software, and network fundamental components according to industry competencies, and application of web site development, web terminology, and web page authoring programs.

	2009-2010	2010-2011	2011-2012
Programming concepts, logic, design and problem solving techniques.	98%	100%	100%
Install, configure, diagnose, repair and upgrade entry-level personal computers, software, and network	94%	94-100%	100%
Web site development, web terminology, and web page authoring	98%	100%	100%

Goal 2: Prepare students to perform successfully at transfer institutions

Data not available as of January 2013

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 training that meets employer needs

Skills 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 students at a reasonable cost and to explore new ways to deliver quality training. 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 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 goals. One-hundred-percent (100%) of the Course and Instructor evaluations collected were favorable. All evaluations were answered with either "Strongly Agree" or "Agree" to questions pertaining to achievement of training goals.

One-hundred-percent (100%) of Career Orientation and Training Assistance (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.

Skills Training has served a new segment of the community which is unemployed/under-employed parents of minor children who need services in one or more of the following areas: 1) Economic Stability, 2) Responsible Parenting, 3) Healthy Marriage. One-hundred-ten participants of this category were served. These records are documented in the Skills Training Center. Child Support collections were \$317,982 through September, 2012, compared to collections of \$313,333 in the previous year, which represents a 1% increase in child support collections. Due to the abolishment of AFI, the Division will no longer include this goal in its Strategic Plan. Skills Training will continue to target this segment of our community with the help of Pathway to Responsible Fatherhood grant which has been received in the amount of \$109,399 for this year. The Division will offer scholarships for occupational training to participants who qualify as well as offering training in responsible parenting and employability skills training.

Applied Technologies

Ayers Auto Collision Repair Technology, Diesel Technology and East Broad Auto Service Technology programs are seeking accreditation through the National Automotive Technicians Education Foundation

(NATEF) program certification process. The self-study process is complete and on-site NATEF Accrediting Team will be scheduled in the Spring of 2013.

Welding and Auto Collision Repair have implemented a three-year cycle of filter replacement to maintain safe environmental conditions in shops. Equipment for student use has been upgraded in Auto Collision Repair.

Student Certifications Awarded

Program	Industry Credentials Earned ⁵
Automotive Collision Repair	52
Automotive Service Technology	27
Carpentry	23
Cosmetology	23
Diesel	27
Welding	93

In the current reporting period, there were 105 students who completed an Applied Technology program. Students averaged earning in two industry standard certifications.

Engineering Technologies

Today's students need training in areas other than their major to become the highly trained, multi-skilled individuals demanded in industry. Faculty determined by consensus to require nine hours of approved electives as the standard in the division. Realtime Reporting was not included in this change as their curriculum is set by the National Court Reporters Association.

The relocation of the Automotive Manufacturing Technology and Electronics Engineering Technology Programs from Ralls Hall to the new Engineering Technology and ATN Center was completed in 2011-2012.

Health Science

Standardized testing has been incorporated in the Associate Degree Registered Nursing, Licensed Practical Nursing, Clinical Laboratory Technology, Radiologic Technology and Emergency Medical Services to assist students in passing licensure/certification/registry exams. Faculty have determined that investigation of various retention "Best Practice" will be adopted to improve student retention and graduation rate.

The LPN Program received the maximum initial NLNAC accreditation of five years (2011-2016).

⁵ In some programs, each student may earn more than one type of credential

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Massage therapy faculty are writing the self-study for the initial accreditation from COMTA with the site visit to take place in Spring 2013. Work continues on the curriculum standardization for surgical technology programs.

Teaching equipment (simulators) is now available in the Nursing Education programs at McClellan, East Broad, Wallace Drive, Valley Street and Cherokee sites. Computer labs have been upgraded in Practical Nursing and EMS programs.

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

There were a variety of eLearning training sessions offered during this cycle, including group and individual sessions as well as face-to-face and virtual sessions. Session topics included Utilizing Wimba Classroom, Wimba Classroom Troubleshooting, Increasing Interaction using Bb IM, Maneuvering in Blackboard 9.1, Bb Connect Training, Using Respondus Test Generator, Creating Lessons in SoftChalk, TedED, Using Shared Video, and Online Human Touch. In the Spring of 2012, the eLearning Office launched First Friday Tech Tips, a program designed to offer small group discussion, instruction, and hands-on training in various applications utilized here at Gadsden State. Because participation in these sessions was so low, the format was adjusted for the summer months. This training was offered via the eLearning website. Results from the training surveys collected indicate that 100% were very satisfied with the appropriateness of the training, 100% were very satisfied with the knowledge and professionalism of the trainer, and 99% were very satisfied with the overall training experience. Based on the Use of Findings from the previous year’s report, the eLearning Department is now tracking the number of visits to the Training Materials area of the eL Website. Over this past year, there have been 554 Pageloads, 478 First Time Visits and 73 Returning Visits.

The number of eLearning course sections continues to increase from previous periods. During the Fall semester of 2010, there were 131 sections of online classes offered at Gadsden State. During the Fall semester of 2011, there were 145 sections of online classes offered. This represents an increase of 10%. Also, very significant is the addition of newly offered courses via distance learning. These include sections of Criminal Justice, Cosmetology, Drafting, World Literature, Statistics, and Welding.

The success rates of students enrolled in eLearning sections are comparable to students enrolled in the equivalent on-campus sections.

Successful Course Completion			
Course	Fall 2011 % successful online	Fall 2010 % successful on-site	Online compared to Onsite success rate
Art	66	69	-4.35%
English 101	63	69	-8.70%
Math 100	52	58	-10.35%
Orientation	63	62	+1.62%

FALL 2011 to Spring 2012 Retention			
	Count of Students ⁶	Return Spring 2012	Students Retained
DE (only DE classes)	368	194	52.72%
DE (at least one DE class)	1298	911	70.18%
Non-DE (only non-DE classes)	4583	3301	72.03%
Non-DE (at least one non DE class)	5881	4212	71.62%
ALL	6249	4406	70.51%
FALL 2010 to Spring 2011 Retention			
	Count of Students ⁷	Return Spring 2011	Students Retained
DE (only DE classes)	329	174	52.89%
DE (at least one DE class)	1532	1195	78.00%
Non-DE (only non-DE classes)	4623	3756	81.25%
Non-DE (at least one non DE class)	5826	4205	72.18%
ALL	6155	4951	80.44%
FALL 2009 to Spring 2010 Retention			
	Count of Students ⁸	Return Spring 2010	Students Retained
DE (only DE classes)	283	138	48.76%
DE (at least one DE class)	1419	1030	72.59%
Non-DE (only non-DE classes)	5055	3598	71.18%
Non-DE (at least one non DE class)	6191	4490	72.52%
ALL	6474	4628	71.49%

The Course Review Rubric, the Gadsden State measure for quality in online courses, is now being completed by most Division Chairs for online courses in their areas. Of the rubrics received, all courses appear to be high quality courses.

While the success rates in online sections are not equal to the success rates for on-campus sections, they are approaching. Beginning in the Summer of 2012, eLSO 100 was introduced. eLSO 100 is designed to ensure that students who enroll in online courses are prepared for the online environment. Students self-enroll in the course and then complete several modules related to self-motivation, time management, literacy, online resources, student support, and the school adopted Learning

⁶ Completers FA 2011 or prior excluded

⁷ Completers FA 2011 or prior excluded

⁸ Completers FA 2011 or prior excluded

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Management System (Blackboard): Instructors are updated daily as to students who have successfully completed eLSO 100. An upswing in success rates is anticipated in the upcoming year. The retention rates in DE courses only have remained fairly consistent over the past 3 years. While this is the lowest rate, much of this can be attributed to "life" factors which interrupt the typical non-traditional student who enrolls in DE class. Please note; the Non-DE retention rate decreased sharply Fall 2011 to Spring 2012. This could be due to changes in student financial aid, which may have had an effect on DE students as well. The increased use of the Course Review Rubric has revealed certain flaws with the instrument. One of the charges for the eLearning Committee for the upcoming year will be to review the rubric and recommend changes.

The eLearning website is routinely reviewed for accuracy and currency. Based on this review, the site will be updated as needed. The eLearning website continues to be an important outreach for Gadsden State Community College. Throughout this instructional year, there have been over 110,500 unique visits (this includes first time visits and returning visits) and over 143,500 page loads (the number of times the page was visited)! This represents a 44% increase in number of unique visits and the number of page loads from last instructional year. The eLearning website is accessible and user friendly and contains important information for both students and faculty at Gadsden State Community College.

Gadsden State Community College students have a full range of student services available to them via the eLearning website and the Gadsden State Community College website. Students and faculty have technical services available to them via phone, email, Bb IM, and/or face to face visits to the eLearning lab. Additionally, there are video tutorials available to students on the LMS login page. More than 86% of the students completing the Evaluation of Campus and Services expressed satisfaction with the level of services provided.

The eLearning Office continues to explore methods to support eL students. It is believed the support services that are available help to maintain the consistency in the retention rates.

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

Adult Basic Education

Analysis of data from the Adult Education System for Accountability and Performance (AAESAP) System indicates that there were 2,267 students served in FY2010-11 versus the 2,169 students that were served in FY2011-12, representing a 4% decrease in the number of students enrolled this year.

This decrease was unanticipated for the year, and was determined to be due to the lagging economy as many individuals were seeking employment rather than taking Adult Education classes and a need for program advertisement was identified. For the period of 1 July 2012 through 30 September 2012, GSCC Adult Education Services began a major marketing campaign at a cost of approximately \$56,000. Since that time, there has been a marked increase in the number of students served.

During FY 2011-12 283 students earned their GED in versus 259 in FY 2010-11, which represents a 9% increase in the number of Adult Education Services students who earned their GED this year.

According to AAESAP data, there was a 225% increase in the number of Adult Education students who completed their GED credential and enrolled in post-secondary education or job training. The reason for the increase was attributed to the more reliable and systematic accounting for students and their success in the AAESAP system.

The Alabama Adult Education System for Accountability and Performance (AAESAP) indicates that 206 DHR JOBS Readiness clients were served for this period. Out of those, AAESAP reports that 117 completed the 30-day course. The results indicate that the Etowah and Calhoun Counties DHR JOB Readiness Program continue to be an important factor in the employability skills of many citizens in these counties. The Adult Education Services will continue to provide quality teachers and quality education in preparing the citizens in obtaining and maintaining jobs.

Adult Education Services provided increased awareness of American Citizenship, culture, and language for 60 non-English speaking residents who attended classes as reported in AAESAP. We will increase awareness of the services offered to non-English speaking citizens by advertising the program and seeking out businesses that employ non-English speaking citizens.

Continuing Education

Continuing Education works to provide quality non-credit professional development courses/workshops for licensed professionals. An examination of evaluation forms from participants in professional development classes and seminars reveals that 99% felt they had benefitted from attending the class.

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Additionally, Continuing Education goals include the provision of continuing education classes to enhance the quality of life for residents of the College's service area. Of the classes offered, 97 classes were conducted and served 981 students. The number of children who attended during the summer was less than Summer 2011. We fell from a total of 742 children served to a total of 292 children served. Contributing to the decline in attendance was the adoption of a four day workweek for the College leaving parents to find other options for the fifth day of the week. Continuing Education is therefore seeking ways to offer services five days per week for Summer 2013. Kids College, an initiative that provides quality opportunities for elementary school age children to continue their academic and personal growth when schools are not in session received a 92% approval rating in all categories surveyed.

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

The Public Relations Office seeks to 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. The Public Relations staff reviews 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. The five-year branding initiative and comprehensive marketing campaign is successfully promoting a consistent image and message as evidenced by the numerous awards received annually at the Alabama Community College System Public Relations Association Conference ([see Figure 1](#)). Since 2007, the Department has received 61 awards (Pyramid, Achievement, Merit) and 3 Best of Show awards.

There were 2,379 media releases, feature stories, and printed/electronic/digital ads featuring Gadsden State in 2011-2012 compared to 1,997 reported for 2010-2011. This increase of 19% continues to be 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 (NIMR) that is compiled and maintained by the Public Relations and Marketing Department staff. Data compiled from the NIMR was collected from 131 media sources compared to 83 media sources during 2010-2011. This is an increase of 57% over the total for the previous year.

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

Admissions and Records

Admissions and Records Office has implemented a new document imaging system (BDMS) to augment Banner student information system software and record management. In addition, new equipment has been installed and transcript production software has been upgraded. Implementation of Banner software has improved the efficiency of accepting and processing transcript requests. During non-peak times, transcript requests are processed and transmitted or mailed within 24 hours.

The Student Survey of Campus and Services indicated 97% of students responding were satisfied or very satisfied with services provided by the Admission and Records Office.

Advising and Counseling Center

The Advising and Counseling Center works to promote the College through recruitment efforts and the delivery of college program information to individuals throughout the Gadsden State community and surrounding areas. Ninety-five percent (95%) of prospective students attending college recruitment activities indicated they were satisfied with the information shared and were therefore more knowledgeable of Gadsden State's academic programs and campus services. To assess efficacy of recruitment efforts, a survey of high school counselors and community members was conducted. The survey elicited 31 responses. One hundred percent of responders indicated satisfaction with recruiting activities.

The Advising and Counseling Center continuously updates the office webpage to provide an additional venue for up-to-date information and announcements on Counseling and Advising recruiting/enrollment activities, advising procedures, as well as information on other office programs, services and special events. During the 2011-2012 academic year, 906 individuals visited the Counseling and Advising webpage.

Advising and Counseling Center Initiative	Assessment Result
Success Workshops and Seminars	91% Satisfaction Rate
Advising Assistance	93% (256 respondents) Satisfaction Rate
Placement Testing Program	96% Satisfaction Rate
Presentation and Informational Sessions	16% increase from previous year

The Center will continue efforts to promote and improve the Freshman Opportunities for College and Unlimited Success (FOCUS) Orientation program. Student leaders increased to 32 students. There was a 36% increase in participation of first time freshmen (495 of 1375 students).

Career Transitions

During the 2011 school year, 65 different events or special career activities took place with the secondary schools. Though all schools did not have an event on their campus, all schools had students to participate in one or more event or activity. Some of the events were held on Gadsden State's campus, and others were held at a central location where students were bussed in or drove to the career activity.

Evaluations were sent to all principals, assistant principals, counselors and key teachers and librarians at each school served by a Career. The feedback from the evaluations was 100% positive. Every respondent indicated that they were pleased with the Career Coach program and with the performance of their Career Coach. Numerous comments were made on the evaluations about the positive impact that the program has on students and how the program is encouraging more students to choose to stay in school and to choose post-secondary education beyond high school.

Financial Aid

The Financial Aid module of the Banner student information system was initiated during the latter part of this academic year. Staff members attended numerous training and professional development sessions prior to going live with the new software.

Financial Aid services were extended to students at Gadsden State Cherokee and services to students in Calhoun County were enhanced. Two additional staff members were added to facilitate these new services.

The Financial Aid Office at Gadsden State received a clear audit for this fiscal year.

Student Support Services

Student Support Services offers tutoring, advising, workshops, seminars, and academic services to ensure the academic success to aid low-income students, first generation students and students with disabilities to stay in good academic standing at Gadsden State. Student Support Services assess persistence rate, graduation rates, transfer rates, and academic standing.

Persistence Rate	71%	Persisted, graduated or transferred
Graduation Rate	41%	Completed AS or CRT within 4 years
Transfer Rate	15%	Transferred to four year institution
Academic Standing	90%	Remained in Good Standing

Career Services

The Office of Career Services assists with "in-field employment" of Gadsden State Community College students and graduates. Eighty-three percent (83%) of the students attending Employment Opportunity Fairs indicated their expectations were met. Ninety-one percent (91%) of the employers indicated they were satisfied with the Employment Opportunity Fair results and that their expectations were met. Suggestions from students on ways to enhance Employment Opportunity Fairs indicated that additional employers should be encouraged to participate in the areas of manufacturing, staffing, and health care.

Seventy percent (70%) of faculty surveyed indicated they were satisfied with services offered through Career Services. Out of the 23 surveys returned, 16 faculty responded that they were very satisfied with Career Services programming. The percentage rate is lower (70%) this year than last (82%). The lower percentage rate is due in part to four of the 23 faculty answering "not applicable" to the last question on the survey, which asks their overall satisfaction with Career Services.

Ninety-eight percent (98%) of students participating in career-related seminars, workshops and special events, as well as from those students utilizing career developmental software tools indicated satisfaction and a better understanding of their interests, skills, job search techniques, interviewing and resume preparation as they relate to career development.

Educational Talent Search

Educational Talent Search identifies and delivers services to diverse disadvantaged middle and high school students with the potential for postsecondary success. The ETS program grant was renewed for five years. September 1, 2011 began year one of this grant. The U.S. Department of Education reduced the number of participants to serve from 600 to 582. Therefore, 587 participants were selected and served in the 2011-2012 program year. This percentage is now ninety percent (90%) beginning September 1, 2011. The program at Ayers campus had 85 high school seniors and of those 84 (99%) graduated. Of the 84 graduates, 77 (92%) have applied for Financial Aid.

Verification is still being collected from high school counselors, National Student Clearing House, colleges and other sources for the Gadsden program.

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

To integrate diversity initiatives in the delivery of programs, instructors are asked to include a component of diversity in their course content. To insure more consistency in this initiative for students new to the College, the online presentation, *Welcoming Diversity*, is accessible as a component of Orientation 101, Orientation to College. For the purpose of promoting student involvement in diversity related programs and events, student representatives from the Student Government Association are included on the Internal Diversity Advisory Committee to offer recommendations for presentations that they feel are beneficial for students, faculty and staff.

To improve the College's ability to increase the number of minority applicants for job vacancies, 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 its 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, the Carver Museum Foundation, Healthy Women Advisory Council (Gadsden Regional Medical Center), and Alpha Kappa Alpha Sorority, Inc. 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

Evaluation of Student Learning Outcomes, <http://gsiesrv.gadsdenstate.edu/slo2.cfm>

Appendix B

Evaluation of Unit Strategic Goals, <http://gsiesrv.gadsdenstate.edu/cusp2.cfm>

2011-2012 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 2011-2012 academic year, new regulations permitting.	Documentation of the training session(s) will be maintained in the ADA Office.	The objective was not met. No training was offered.	Opportunities for at least one training session to include eLearning Committee and college faculty are in the planning stages.
	Offer at least one training session for the E-Learning Committee, whether new regulations are finalized or not.	Documentation of the training session(s) will be maintained in the ADA Office.	The objective was not met. No training was offered during 2011-2012.	Opportunities for at least one training session to include eLearning Committee are in the planning stages.
Serve as a College resource for current information regarding disability laws and regulations, as well as Office of Civil Rights (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 2011-2012 academic year.	The objective was not met. No formal report has been submitted.	One report of this type will be generated by the ADA Coordinator before May 2013. This objective will be altered in the next planning cycle.
2011-2012 Admissions & Records: Jennie Dobson		Cabinet Member: Valerie Richardson		
Goal	Objective	Assessment Method	Findings	Use of Findings
Implement technology into the Admissions and Records functions to improve efficiency and service to students.	Work with staff to develop and implement a plan to reduce the use of paper through existing electronic document imaging systems.	Survey staff to determine if paper load has been streamlined and decreased.	Admissions and Records staff have implemented the new document imaging system (BDMS) and are using this with Banner. Received documents (US Mail and handmail) are being streamlined (scanned in batches) and are moving faster through normal processing which makes documents readily available. The ultimate goal is to move toward paperless.	There are fewer incidents of lost transcripts and less time spent filing.
	Implement the approved plan (EScrip-Safe) for electronic transfer of records.	Successful transfer and receipt of academic records between Gadsden State and other colleges and universities using EScrip-Safe.	This plan was delayed due to the implementation of Banner. Implementation is planned for 2012-13.	Not applicable.
	Upgrade transcript printer and have replacement plan in place in case of printer failure.	Verify transcript printer replacement is ready to activate.	This objective was met. A new transcript printer was installed in July 2012 for Banner (Form Fusion) transcripts.	Professional and attractive transcripts are being printed.
Continue to expedite student enrollment by processing applications for admission daily.	Evaluate transcripts received through the admissions office within an average of five 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.	This objective was met. Using results from survey of employees involved in Records and Admissions, it was determined transcripts are being evaluated within two to three days of receipt during peak times. During normal work loads, processing is done the day the transcript is received.	This routine will continue as long as these results are being achieved.
	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.	This objective was met. Request forms are now automated through Banner software and print as requested. The requests are usually mailed the following day. During peak times, they are mailed within an average of three to four days.	Staff will continue to look for ways to improve requests and the mailing of transcripts.
	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	This objective was met. According to the 2011 Student Survey of Campuses & Services, 97% of students	Staff will continue to seek ways to improve services to students and staff.

		Process.	responding were overall very satisfied or satisfied with their services related to Admissions.	
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.	This objective was met. Admissions and Records are informed of any new policies and guidelines from Postsecondary by the Registrar. There have been no incidents of non-compliance.	Office personnel will continue to stay abreast of new policies and guidelines.
2011-2012 Adult Education Services: Johnny Baker	Objective	Assessment Method	Findings	Use of Findings
Adult Education Services will meet state-mandated standards of performance as outlined in the Alabama Adult Education State Plan FY2011-12.	Student enrollment will increase by 10% as compared to the FY2010-11.	Accomplishment of this objective will be measured through analysis of data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	An analysis of the AAESAP system indicates that there were 2,267 students served in FY2010-11 versus the 2,169 students that were served in FY2011-12, representing a 4% decrease in the number of students enrolled this year.	This decrease was unanticipated for the year, and we believe it is due to the lagging economy as many individuals were seeking employment rather than taking Adult Education classes. However, as the year progressed, we determined that there was a need for program advertisement. For the period of 1 July 2012 through 30 September 2012, GSCC Adult Education Services began a major marketing campaign at a cost of approximately \$56,000. Since that time, there has been a marked increase in the number of students served.
	Adult Education students earning their GED will increase by 5% when compared to FY2010-11.	Accomplishment of this objective will be measured through analysis of data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	283 students earned their GED in FY 2011-12 versus 259 in FY 2010-11, which represents a 9% increase in the number of Adult Education Services students who earned their GED this year.	An analysis of problem areas for those who did not earn their GED will determine areas where more attention may be required. Adult Education Services will continue to strive to increase performance by an acceptable standard. We will continue to offer morning, early afternoon, and night classes whenever possible.
	Adult Education students who complete their GED credential and enter post-secondary education or job training will increase 15% when compared to FY2010-11.	Accomplishment of this objective will be measured through analysis of data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	According to AAESAP data, there was a 225% increase in the number of Adult Education students who completed their GED credential and enrolled in post-secondary education or job training.	The reason for the remarkable increase was due to the more reliable and systematic accounting for students and their success in the AAESAP system. Although, we will continue to place emphasis on obtaining GED credentials and employment, the percentage should stabilize near a 15% increase each year.
Provide quality professional development opportunities for all Adult Education employees.	Provide three hours of local professional development quarterly for all Adult Education personnel with 85% participation.	Attendance rosters will be a matter of record.	All Adult Education personnel were afforded the opportunity and were required to attend each Quarterly professional development training session. However, an average of only 82% attendance was achieved at the three separate training sessions as evidenced by the attendance rosters maintained for each professional development training session.	The results indicate that there is a need to refocus on the importance and value of the professional development training sessions. We will promote, more effectively, the importance of this training to each employee.

	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 lists will be a matter of record.	All employees of Adult Education Services were provided the opportunity to attend the Alabama Association for Public and Continuing Education Summer Conference. Out of the six full-time employees, four (66%) attended the summer conference, and out of all part-time employees, only 65% attended the summer conference as evidenced by the payroll and travel claims processed for the summer conference. Consideration will be made to adjusting the goal since 100% participation may be too ambitious.	The results of these percentages indicate that more emphasis needs to be placed on the importance of attending the Summer Conference for professional development. However, there were several factors that contributed to our program's not meeting this objective: other job obligations of part-time employees; length (3 days) and distance (Montgomery) of conference; and family obligations.
To provide other aspects of adult education services to enhance the educational advancement of those in our College's service area.	To provide JOBS (Employment Preparation Skills) class in 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 analysis of data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	The Alabama Adult Education System for Accountability and Performance (AAESAP) indicates that 206 DHR JOBS Readiness clients were served for this period. Out of those, AAESAP reports that 117 completed the 30-day course.	The results indicate that the Etowah and Calhoun Counties DHR JOB Readiness Program continues to be an important factor in the employability skills of many citizens in these counties. The Adult Education Services will continue to provide quality teachers and quality education in preparing the citizens in obtaining and maintaining jobs.
	To provide EL/Civics classes that will provide increased awareness of American citizenship, culture and language for those clients who are non-English speaking residents.	Accomplishment of this objective will be measured through analysis of data entered into the Alabama Adult Education System for Accountability and Performance (AAESAP).	Adult Education Services provided increased awareness of American Citizenship, culture, and language for 60 non-English speaking residents who attended classes as reported in AAESAP.	We will increase awareness of the services offered to non-English speaking citizens by advertising the program and seeking out businesses that employ non-English speaking citizens.

2011-2012 Applied Technologies: Melinda White / Karen Blythe Smith				
		Cabinet Member: Tim Green		
Goal	Objective	Assessment Method	Findings	Use of Findings
To complete the final steps in the National Automotive Technicians Education Foundation (NATEF) 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 and schedule the on-site NATEF Accrediting Team visit to obtain certification in the Ayers Auto Collision Repair Technology program.	To obtain NATEF program certification.	The self-study process is complete and notification of the on-site NATEF Accrediting Team visit should be received soon.	Efforts will be ongoing until program certification is achieved.
	Successfully complete the self-study and schedule the NATEF on-site Accrediting Team visit to the Diesel Technology program.	To obtain NATEF program certification.	The Program Advisory Committee must review the certification notebooks and provide their input into the self-study process. As soon as that is completed, the on-site visit can be scheduled.	Efforts will continue until program certification is achieved to provide the best possible learning experience for students in this program. The completion date is dependent on NATEF site visit scheduling, but completion is projected for Spring 2013.
	Successfully complete the self-study and the NATEF on-site Accrediting Team visit to the Automotive Service Technology program.	To evaluate progress made on the self-study to ensure readiness for the on-site Accrediting Team visit when the new facility is complete.	The Program Advisory Committee must review the certification notebooks and provide their input into the self-study process. As soon as that is completed, the on-site	Efforts will continue until program certification is achieved to provide the best possible learning experience for students in this program. The completion date is

			visit can be scheduled.	dependent on NATEF site visit scheduling, but completion is projected for Spring 2013.
To continue to provide high quality training experiences to all students in the Welding Technology Program.	Because it was not granted last year, renew request to increase the Materials and Supplies Line (641) of the Welding Technology Budget to \$65,000.00.	Increased funding to Line 641 of the Welding Technology budget by \$15,600.00. (From \$49,400.00 to \$65,000.00.)	Reductions in College funding prevented increase to the program budget for materials and supplies.	Due to the need for students to have adequate materials and supplies to facilitate lab practice, additional funding will again be requested in the next budget year.
To maintain a safe, clean environment in the departments of the Applied Technologies division and meet certification standards.	To maintain the three-year cycle of filter replacement for the Clean Air America Welding booths in the East Broad Welding I, the Ayers Welding, and the East Broad Welding II departments.	Verify with program instructors that the cycle of filter replacement service is on schedule.	Filter replacement is on schedule. The filters in the East Broad Welding I booths were replaced during this year. The filters in one of the three welding department labs are scheduled to be replaced each year so that all filters are replaced in three years.	The three-year filter replacement cycle will continue to be utilized. A clean and safe lab environment is essential to achieve the optimum level of student learning.
	To begin a maintenance cycle of yearly filter replacement for the paint booth and prep station in the East Broad Auto Collision Repair Technology department.	Verify that the yearly replacement filter is being done on schedule.	The paint booth filter was last replaced in February, 2011.	Since the replacement was not completed in a timely manner, this maintenance will be scheduled immediately. A clean and safe lab environment is essential to achieve the optimum level of student learning.
To maximize shop space, present a more professional image, and improve the campus esthetically.	To construct a 30 x 30 x 8 storage enclosure for the Gadsden Auto Collision department, to install metal siding blinds to the existing storage enclosure for the Welding department and to construct an enclosure for the air compressor for the Welding II area.	Determine if each of these improvements are complete during the 2011-2012 year.	Due to reduced funding, resources were not available to complete these needed renovations.	The status of program facilities will continue to be monitored to provide the best possible learning environment for students.
To continue lab class projects and live work in the Auto Collision Technologies department without interruption. (The current compressor has been here more than 25 years, it is leaking oil, and replacement parts are no longer available.)	To purchase a new 25 hp compressor.	Determine if new compressor has been purchased and installed during the 2011-2012 year.	The compressor was purchased and installed.	Program facilities have been significantly improved to provide a better learning environment for students. The status of facilities will be reviewed annually to ensure that the learning environment is as safe as possible for students.
To certify as many students as possible in the Applied Technologies programs during the 2011-2012 year. Many of the programs are already certified and producing students with certifications while others are not yet certified.	80% of completers in the Applied Technologies programs will achieve at least one recognized industry certification.	Individual program instructors retain records of students who test for certification within their departments.	The following student certifications were completed:Automotive Collision Repair students earned 52 certifications. There were 13 students who completed a certificate.Automotive Service Technology students earned 27 certifications. There were 7 students who completed a certificate.Carpentry students earned 23 certifications (7 OSHA10 and 16 NCCER Core). There were no program completers in this reporting period.Cosmetology* students earned 23 certifications. There were 39 students who completed a certificate.Diesel Technology students earned 27 certifications. There were	Students earning industry certification will continue to be monitored due to the impact that certification completion has on employment potential. Program completion will also continue to be stressed. However, students will often leave their program when they have gained sufficient skills to obtain employment.

8 students who completed a certificate. Welding Technology students earned 93 certifications. There were 38 students who completed a certificate.*All programs met or exceeded the stated goal except Cosmetology where certifications have been earned by 59% of the students completing the program. Eight additional students have taken the examination recently, but have not yet received their results. It is likely that the remaining eligible students will attempt licensure in Cosmetology on the next available examination date. Of the 23 students who have taken the exam and received their results, 100% obtained license. Overall, 245 certifications were earned by Applied Technology students. In the current reporting period, there were 105 students who completed an Applied Technology program. Therefore, students averaged earning in excess of two certifications.

2011-2012 Arledge Center: Pam Clough		Cabinet Member: Valerie Richardson		
Goal	Objective	Assessment Method	Findings	Use of Findings
To recruit potential adult students and familiarize them with the collegiate environment and processes.	To increase by 3% the enrollment rates of adult students.	Using reports generated by the computer center, we will compare enrollment rates of adult students from one year to the next.	This objective was not met. During the 2011 - 2012 academic year, there were 3,983 students enrolled over the age of twenty-five, which is 42% of the total student population of 9,485. This is not a 3% increase over the number of adult students in 2010 - 2011. However, it is a 1% increase in the percentage of adult student population as compared to total student population (41% in 2010 - 2011 up to 42% in 2011 - 2012). Although we did not see the anticipated 3% increase, the adult student population only dropped 2.4% compared to the overall student population which dropped 4.7%. It should also be noted that this number does not include the large number of students under the age of 25 who have adult responsibilities such as being married, living on their own, single parents, etc.; we do not have a way to determine this population but including them would noticeably increase the percentage of adult students.	Considering the fact that the adult student population did not drop as drastically as the total student population, it is imperative that we continue to emphasize both recruitment and retention activities which are targeted at the adult population.

<p>To provide guidance for clients as they explore possible educational/career opportunities.</p>	<p>To increase by 3% the number of Arledge Center clients served.</p>	<p>A comparison of the records kept by the academic tutor and the coordinator will show a 3% increase from one year to the next.</p>	<p>The number of Arledge Center clients did not increase by 3%; however, this is consistent with the drop in enrollment. We dropped from an average of 200 students per month to an average of 164 per month. The largest decrease in usage was seen during the summer months when Pell Grant was not available; this had a dramatic influence on the number of enrolled students who could benefit from our services. November and April had the largest attendance recorded.</p>	<p>Even though we did not meet the anticipated increase, the records strongly indicate that adult students are consistently utilizing the services offered through the Arledge Center. This is helping with retention of adult students as seen in the fact that the drop in adult students is not as large as the drop in the overall student population.</p>
<p>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".</p>	<p>To provide childcare services for student-parents. This will prevent these student-parents from dropping out and will help with retention.</p>	<p>Payroll sheets will determine whether or not we were able to pay workers.</p>	<p>This objective was met. Forty-four student-parents used the on-campus childcare services during the 2011 – 2012 academic year; many used the services all three semesters. This is a 16% increase over the number of student-parents during 2010 – 2011. Fall and Spring semesters were at capacity with a waiting list. Summer numbers were lower but this is due to two reasons: parents knew the childcare center was closing at the end of the summer and many started looking early for available care; due to the new Pell Grant distribution, many of the parents did not have the funds to attend school during the summer.</p>	<p>Student-parents who have childcare available to them are staying in school, continuing their education, and completing their program of study; regardless of this fact we will no longer be able to offer childcare services on campus. We are providing a referral list to local childcare centers and agencies who can help with childcare center costs.</p>
	<p>To ensure that the services offered are relevant to the students' needs.</p>	<p>Students will be sent survey forms at the end of the semester, results should reveal at least a 75% satisfaction rating.</p>		
<p>To conduct retention activities, including distribution of lifeskills packets and materials, speaking at ORI 101 classes, and reorganizing the Adults Who are Returning to Education (AWARE) support group.</p>	<p>Students will be equipped with information to help them overcome obstacles which interfere with their educational experience.</p>	<p>Outlook Calendar will reveal at least two retention activities planned for the Fall and Spring semesters.</p>	<p>This objective was met. Life Skills packets and Channing Bete materials are available and on display for all adult students at both Arledge Center locations (Beck Field House and Brown Hall). In addition to these locations, materials were placed in the student lounge, Inzer Breezeway, library, and lobby of Allen Hall. These materials have a label with contact information for the Arledge Center. In addition to these activities, Orientation classes were visited upon request. The Arledge Center information is printed in the Orientation booklet.</p>	<p>The materials are being picked up by students; it can be assumed that they are utilizing the information since the retention rate of adult students has increased.</p>
	<p>Support groups will be available on all campuses.</p>	<p>Outlook Calendar will reveal at least 1 AWARE meeting on each campus.</p>	<p>This objective was not met. Meetings were not held; it was our intention to delete this objective from our Unit Strategic Plans (See Strategic</p>	<p>This objective should be eliminated; adult students prefer printed or online materials.</p>

Plan Evaluations from 2010 – 2011). Distribution of materials that they can read at their convenience is the best way to reach adults with helpful suggestions.

2011-2012 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.	Meet with the College Professional Development Committee to develop and implement new ideas and events for the 2011-12 year.	Utilize the results of the June 2009 survey and other suggestions from the Professional Development Committee for use in next year's planning.		
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 11-12 year.	All employees will attend an event on campus that is advantageous to their professional development plans.	Record all events and roster of attendees.		
To continually improve and continue the on-going in-house education of our employees through the Leadership Development Institute (LDI) program for the 2012-13 year. LDI will be suspended for the year 2011-12 due to budget constraints.	Incorporate new changes and ideas of the new Gadsden State President and from the Alabama Community College System into the LDI program.	This would be accomplished by discussing program agendas with each Executive Staff member while planning their respective programs.		
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.		

2011-2012 Associate Degree Registered Nursing Program: Connie Meloun / Susan Tucker Cabinet Member: Jim Jolly

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. Ninety percent of students will pass the Comprehensive Assessment HESI exam with a score of at least 850 in 2 attempts.	1. Eighty-two point eight percent (82.8%) of graduates (82/99) passed the NCLEX-RN examination on the first attempt during the 10/01/11-9/30/12 testing period.2. The rate of 82.8% for RN graduates is slightly below the state average of 89.2% and the national average of 88.8%.3. Sixty-six out of one hundred two (66/102) or 64.7% of graduates met the benchmark of 850 in two attempts on the comprehensive Hesi exam. All students attended the live NCLEX-RN review and three took the third HESI exam.	These results indicate that graduates are generally prepared upon graduation from the nursing education program and exceed comparable groups. 25 of the 38 students that did not meet the benchmark set for the comprehensive HESI exam were successful in passing NCLEX-RN on their first attempt. 12 of the 17 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

<p>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. the safe implementation of patient care. d. performing nursing skills.</p>	<p>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 satisfactorily with patients, families, and health team members." 2a. #3. Ninety percent (90%) of students will score 850 or above in three attempts on the comprehensive assessment exam in NUR 203 in the NLNAC accreditation category of therapeutic communications and the AACN curriculum category of communication . 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 Ninety-five percent (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. 2d. #1. Ninety-five percent (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-d. #1. On the Six Months Post Graduation Survey of graduates- 80% or higher of those responding will indicate that clinical competence was achieved.</p>	<p>2a#1. On the End of Program Student Satisfaction Survey, 99.02% of students (n=102) 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, 57/102 or 56% of RN graduates met the benchmark of 850 on the NLNAC Accreditation Category of Therapeutic Communications in two attempts. 2b#1. On the clinical evaluation form, 81.23% of students (291 responses) in spring semester NUR 105 and 76.92% (442 responses) in NUR 203 were evaluated as satisfactory in the category "demonstrates the five rights of medication administration by preparing and administering medications correctly". 16.42% in NUR 105 and 21.72% in NUR 203 were evaluated as "not observed" in these courses. Cumulatively, 79% 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, 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 . 2d#1. On the clinical evaluation tool,</p>	<p>nursing course for the all RN classes. A part-time faculty member has assumed a primary role in RN remediation and will follow students throughout the curriculum.</p> <p>These results indicate that some students are not observed in the clinical setting in the skill of medication administration. Due to time constraints, organizational adoptions of new medication administration documentation policies, and student/faculty ratio, not every student can be observed at each clinical rotation in medication administration. These results indicate that students are progressing in their use and application of the nursing process in patient care. These results also indicate that students perceive themselves to be competent in skill performance preparation. Students are not meeting program goals in the area of therapeutic communication and greater emphasis will be placed on therapeutic communication skills.</p>
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			<p>98.24% of students in NUR 105 (341 responses) and 99.77% of students in NUR 203 (442 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 (783 responses) evaluation of satisfactory was achieved for 99% of RN students in the category. On the clinical evaluation tool, 98.83% of students in NUR 105 (341 responses) and 99.1% of students in NUR 203 (442 responses) were evaluated as satisfactory in the category, "nursing skills performed competently and in sufficient number".</p> <p>2a-d#1. On the Six Month Post Graduate Survey, 92.59% graduates (N=27) 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 computer software necessary to teach up-to-date nursing theory and skills.</p>	<p>1. 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. 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>1. On the End of Course Evaluations, 92.7% of students (713 responses) indicated agree or strongly agree in the category "supplies and equipment necessary for program available". On the End of Program evaluation, 100% (102 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, 92.59% of graduates (n=27) 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, 88.24% of employers (n=51) 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, 95% of employers (n=19) indicated that graduates were prepared, well</p>	<p>These results indicate the nursing education program provides strong preparation in the areas of clinical 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 have been purchased 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 will indicate:1. Ninety percent (90%) of respondents who seek employment will be employed in nursing within six months post-graduation in their own geographic area.2. Ninety percent (90%) of respondents who are employed will have full-time employment if desired.3. Eighty percent (80%) of respondents will have salaries consistent with the geographic area and type of employing agency for which they work.</p>	<p>prepared, or very well prepared under the category "demonstrates clinical competence and independence in providing care to a group of patients."</p> <p>1. On the Six Month Post Graduation Survey, 88.89% of graduates (n=27) reported that they were currently employed in nursing at a reasonable distance from home.2. On the Six Month Post Graduation Survey, 25.93% of graduates (n=27) reported that they experienced difficulty in obtaining full-time employment in nursing. 66.67% indicated no on the survey on the question, experienced difficulty in obtaining full time employment if desired . There was a 7.41% N/A response.3. On the Six Month Post Graduation Survey, 77.78% of graduates (n=27) reported that they made salaries consistent with area salaries. (See Attachment)</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. Findings indicate that graduates are being successful in finding employment in nursing and that the benchmark continues to be the goal for the nursing education program. National numbers continue to cite nursing as a top career for future employment.</p>
<p>Maintain Alabama Board of Nursing approval and NLNAC accreditation.</p>	<p>NCLEX pass rates will be at the required set standards of the Alabama Board of Nursing for continued program accreditation.</p>	<p>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.</p>	<p>1. Eight-two point eight percent (82.8%) of graduates (82/99) passed the NCLEX-RN examination on the first attempt during the 10/01/11-9/30/12 testing period.2. The rate of 82.8% for RN graduates is slightly below the state average of .89.2% and the national average of 88.8%.3. Sixty-six of one-hundred-two (66/102) or 64.7% of graduates met the benchmark of 850 in two attempts on the comprehensive Hesi exam. All students attended the live NCLEX-RN review and three students attempted the third HESI exam.</p>	<p>These results indicate that graduates are generally prepared upon graduation from the nursing education program and exceed comparable groups. 24 of the 36 students (66.6%) that did not meet the benchmark set for the comprehensive HESI exam were successful in passing NCLEX-RN on their first attempt. Twelve of the seventeen (12/17) or 71% of 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. A part-time faculty member has been designated to assist in remediation and monitor student accountability and results. Students will be encouraged to complete individual remediation plans and discuss them with the faculty member and/or the course</p>

<p>Follow set standards by NLNAC for continued program accreditation.</p>	<p>1. Maintain NLNAC accreditation. 2. Meet all monthly NLNAC SEP agenda items during the calendar year.</p>	<p>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.</p>	<p>coordinator. 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.</p>
<p>Maintain qualified (Master's degree or higher and experience) number of nursing faculty in all speciality fields (Adult Nursing, OB, Pediatrics, Psychiatric, and Critical Care).</p>	<p>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, 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>1. All full-time and part-time faculty have a master's degree or higher. Two faculty members were hired full-time this year. Only candidates who meet minimum requirements of a master's degree in nursing and have three years experience were considered. Three full-time faculty have earned doctorate degrees. Two faculty members are currently in a doctoral program in nursing and one part-time faculty member completed a DNP. 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 full-time faculty member is enrolled in a DNP program. 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</p>	<p>The importance of professional 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. One faculty member participated in NCLEX writing forum in Chicago. All faculty received continuing education credits in nursing during the year.</p>

			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 Alabama Board of Nursing. Simulation training was held on site for eight faculty members and ten RN faculty attended the NLNAC Self-Study Forum in Atlanta.	
Acquire additional advanced virtual training and simulation equipment for student instruction	Students will utilize virtual training scenarios and simulation equipment in the laboratory setting.	A. One-hundred-percent (100%) of students will participate in faculty-guided laboratory hands-on instruction scenarios using simulation models/manikins.	All RN students were required to participate in scheduled simulation exercises provided and monitored by faculty. These simulation experiences were 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.	Students were able to perform nursing activities under faculty-guided expectations. Select clinical situations and experiences were presented and students were able to prepare, react to the clinical situation, and be de-briefed with a clinical instructor. An additional SimMan, SimBaby and a Noelle birthing simulator have been added to the RN program. A pediatric simulator is needed for student instruction. A Workforce Development Grant has been obtained for the purchase of a pediatric simulator. An electronic health documentation system has been purchased for all student use.
Increase student retention rates by 20%.	Enhance course offerings to allow students to progress at a slower rate.	A. Prepare individualized part-time/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. 19 RN students requested a part-time option or to be reinstated (resequenced) into the associate degree registered nursing course progression during the 2011-12 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. A part-time faculty member has been designated to provide remediation and maintain accountability for students in the RN program.
To create an environment of cultural	Faculty and students will demonstrate awareness of	A. Incorporate individuals of diverse backgrounds into the	1. 5/34 or 15% members of the Nursing Education	Efforts will continue to offer communication to faculty and

awareness/competence in the nursing education program.	health practices in a diverse society.	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.	Advisory Committee are from a diverse background. The Committee has representation from African American, Middle-Eastern, 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 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.	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.
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To evaluate the success of part time (Alternate Track) students NCLEX(National Counsel Licensure Examination) pass rate.	Part-Time/Alternative Track students will pass the NCLEX-RN licensure examination on their first attempt.	1. Eighty percent (80%) of graduates who entered into a part-time or alternate track will pass the NCLEX - RN licensure exam on the first attempt within one year post-graduation.	Twelve (12/102) of the May RN graduates completed in the part-time or alternate track. Three or 25% were unsuccessful on the NCLEX-RN licensure exam on their first attempt.	Students who complete the RN program in the part-time or alternate track will be referred to a part-time faculty member for remediation assistance. The success of the part-time track enables many student to continue in the nursing education program.
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2011-2012 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. One-hundred-percent (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. Ninety percent (90%) 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. Ninety-nine percent (99%) of the student-athletes attended the orientation based on a required sign-in sheet. The two people not in attendance met with the athletic director.2. 10 out of a possible 23 (44%) received scholarship offers to continue their playing career. There was a 3% increase from 2010-11.3. Ninety-two percent (92%) 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 a four year institution.
	One-hundred-percent (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.	73 out of 77 (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. Teams also increased required study halls for freshman and struggling

				sophomores. Athletics will continue to strive for 100%.
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.	61% (47 out of 77) of the athletes are female compared to the 61.9% female students of the general population.31% (24 out of 77) of the athletes are minorities compared to the 24% minority students of the student population.	Athletics is comparable to the general population with a slight increase in minority athletes over 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 opportunities for students who do not compete in intercollegiate athletics, recognizing the varying needs of the diverse student population at Gadsden State.	To provide the overall student body with opportunities to participate in recreational and wellness activities, promoting mental and physical health, as well as attending athletic events.	1. Analysis of weight room sign in 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. Ninety percent (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.	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.
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 Beck Field House for use by the men's and women's basketball and volleyball teams, 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. Update the progress of air conditioning in the gym.2. Ninety percent (90%) of the student-athletes Agree or Strongly Agree that the facilities and equipment at Gadsden State were adequate for the sport.3. Ninety percent (90%) 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 attempted due to the Chancellor's mandate.The air conditioning for the gym has not received proper funding.2. Eighty-eight percent (88%) agreed/strongly agreed with this statement.3. Eighty-seven percent (87%) 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 a 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 1-2 state wide events annually.	Gadsden State hosted the ACCC volleyball championship.	Gadsden State placed a bid to host the ACCC volleyball championship and was awarded the bid. Gadsden State also continued to host the Etowah County boys and

girls basketball tournament for the fourth consecutive year at Beck Field House.

2011-2012 Ayers Campus: Michele Conger				
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 Data Access and Exchange (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.	This objective was not met. Official enrollment data for the Ayers Campus has the Spring 2011 enrollment at 1,744 and the Spring 2012 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 and recruiting efforts 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 calendar for the library will be used to track the number of businesses and industries utilizing the facilities.	This objective was met. Training has been provided on campus for the law enforcement partners of the East Alabama Traffic Safety Office and the Alabama Department of Vocational Rehabilitation Services College-Prep Week. Faulkner University continues to utilize the Ayers Campus as an off-campus site for their courses.	The Ayers Campus will continue to provide courses and/or facilities as requested by business and 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 Gadsden State participating in Leadership Calhoun County and Youth Leadership will be tracked using the agendas, graduate lists, and group photos of different events.	This objective was met. The Ayers Campus co-sponsors and hosts annual events with the Calhoun County Chamber of Commerce: Youth Leadership Calhoun County's Technology Day, Education Committee Meetings. We have also hosted the following meetings/events: ChildCare Central Parent Training, 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.	This objective was met. The responses of Ayers students on the Spring Semester 2012 Student Evaluation of Campus and Services indicate that 94% of the students responded that they "Strongly Agree" or "Agree" to Question 7: "Overall, I am satisfied with the quality of the equipment for learning."	The Ayers Campus Director and the faculty/staff of the Ayers Campus will continue to look for areas in need of equipment upgrades or additional technology. Recommendations will be made for the needed equipment.
	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	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."	This objective was met. The responses from the Fall Semester 2011 (issued November 2011) Employee Evaluation of College and Services indicated that 90% of the employees responded that they "Strongly Agree" or "Agree" to Question 4: "Technology equipment meets my workplace needs."	The Ayers Campus Director and the faculty/staff of the Ayers Campus will continue to look for areas in need of equipment upgrades or additional technology. Recommendations will be made for the needed equipment.

	workplace needs."			
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 at the college."	Examine the results of the annual survey to ensure that a minimum of 90% of the respondents to the Student Evaluation of Campus and Services will "Agree" or "Strongly Agree" to the statement "Overall, I am satisfied with the maintenance at the college." Review the comments to see if the furniture or appearance of the campus is mentioned in the comments.	This objective was met. The responses of Ayers' students on the Spring Semester 2012 Student Evaluation of Campus and Services indicate that 92% of the students responded that they "Strongly Agree" or "Agree" to Question 5: "Overall, I am satisfied with the maintenance at the college."	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.
	Work with maintenance department to ensure the buildings are clean and properly maintained 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 "Campus buildings are clean."	Examine the results of the survey 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 "Campus buildings are clean."	This objective was met. The responses of Ayers' students on the Spring Semester 2012 Student Evaluation of Campus and Services indicate that 98% 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 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.	This objective was met. The responses of Ayers' students on the Spring Semester 2012 Student Evaluation of Campus and Services indicate that 96% 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.

2011-2012 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 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 institutions 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 monitor textbooks and syllabi 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	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.

			transfer guide was also reviewed for consistency. The program requirements for business majors were found to be consistent with the courses required for business majors at the typical transfer target schools	
To offer principles or foundation courses that adequately prepare transfer students to complete related advanced courses successfully.	70% 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.	Reports from senior institutions.	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.
	Add a full-time Criminal Justice Instructor.	Evaluation of Faculty.	A full-time faculty member was hired in August 2011.	The hiring of a full-time faculty member has provided more class offerings for the students, better access to advising, and increase in professional expertise.
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.	Ninety percent (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 Office Administration (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.
	Seventy-five percent (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	The statistics for employment "in field" are disappointing. The sluggish economy is a major factor in the low numbers. There were a couple of areas of improvement. Criminal Justice improved from 10% to 20% and Paralegal improved from 10% to 38%. The Business Division will continue to work

			college schedule. Therefore, the percentage of graduates employed in-field may be misleading. The following are percentages of the graduates who are employed in-field: Accounting Technology (No data available) Business Administration (18%) Criminal Justice (20%) Marketing/Mgmt (no data available) Office Administration (17%) Paralegal (38%)	closely with the Career Services department and job postings will be made more visible to students.
	Ninety percent (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 (100%) Bus. Admin (100%) Criminal Justice (80%) Marketing/Mgmt (no data available) Office Admin (93%) Paralegal (100%) The following are the percentage rates of the graduates who rated the program as excellent or good in preparing them for their current or intended employment. Accounting Tech (100%) Bus. Admin (92%) Criminal Justice (100%) Mkt/Mgmt (no data available) Office Admin (93%) Paralegal (88%)	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.
	Ninety percent (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 (2010-2011), 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.	ACBSP standards have been reviewed. ACBSP interim reports are submitted every two years.	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 are reviewed regularly.	Maintaining ABA accreditation increases the quality of the program and benefits the students.
Replace computer equipment, furniture, and related technology in a cycle to maintain updated technology for students.	Update computer labs to Microsoft Office 2010.	Evaluation of instructor.	The computers in the student labs and the instructor offices were updated to Microsoft Office 2010.	Students have access to the latest versions of software to prepare them for the workplace.
	Purchase latest version of	Technology Request List.	Quickbooks and OPAC	Students have access and use

	Quickbooks and OPEC software.		software were updated.	of the latest software to prepare them for the workplace.
	Replace computers in a computer lab according to "Greening Cycle".	Technology Request List	Computers were replaced in the business division lab in Allen Hall.	This lab was replaced according to the "Greening Cycle". The lab provides computer access for accounting technology, business, criminal justice, and paralegal students.
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 Wimba Workshop, Sara Brenizer, GSCC McClellan Center 2011 Alabama Academic Advisors Conference, GSCC Cherokee Center Banner Training, Tim McBride, Ellucian and Pam Johnson, GSCC Wallace Drive Various Rotary Club Meetings Glenda Copeland 2011 Perkins/Tech Prep Workshop-Improving The Power of Educators, Shannon Pickard, GSCC Wallace Drive Microsoft Office 2010 Overview, Glenda Copeland, GSCC Wallace Drive Getting Started w/ Wimba, Sara Brenizer and Brandy Vaughn, GSCC Wallace Drive Google Docs, Glenda Selman, GSCC Wallace Drive Academic EHR: How to Incorporate into the Classroom, Jodi Orm, Lippincott Williams & Wilkins Preparing for ICD-10 Implementation, Mary Jo Bowie, Cengage Learning Making the Transition to ICD-10, Carol Buck ICD-10: A Comprehensive Guide, ICD-10 CM Diagnostic Coding, and ICD-10-PCS Coding System, Carline Daigleish, Cengage Learning Wimba Workshop, GSCC Wallace Drive Preventing Workplace Harassment, GSCC SimNet, GSCC John Faucett SACS Update/Accessing 2010-2011 USPs/SLO, Teresa Rhea, GSCC Safety & Discipline in the Classroom, Sam Ledbetter, GSCC Microsoft Office 2010 Overview, Glenda Copeland GSCC Technology Sessions, Various instructors, GSCC Banner: Planning our Travel to a New Land, Pam Johnson, GSCC Using Rubrics, Susan Tyrrell, GSCC Blackboard Use in the Tech Classroom, Deb Reynolds, GSCC iPads, Derrick Griffey, GSCC Donna McCurley Black Board Collaborate-Changes in	Instructors participated in a wide variety of professional development activities that increased their knowledge and skills to better instruct students. Instructors will continue to participate in professional development activities as time and funds permit.

Latitudes, Changes in
Attitudes, Chris Isom, Terri
Towe, and Gina Tice,
GSCC Using Rubrics, Susan
Tyrrell, GSCC Getting Started
with Wimba, GSCC Real
Estate, Etowah County Bar
Association Ethics Update,
Etowah County Bar
Association Torts Law Update,
Etowah County Bar
Association The Criminal
Element: A View from Both
Sides, Etowah County Bar
Association Evidence, Etowah
County Bar Association View
from the Bench, Etowah
County Bar
Association Making Learning
Real with Problem Based
Case Learning, Wallace State
Community College Ethics
Essentials for Successful
Online Legal Marketing,
American Bar
Association Ethical Update by
Asst General Counsel, State of
Alabama Inns of Court The
Americans with Disabilities
Act: A Practical Guide,
American Bar
Association Jamie
Payton Black Board
Collaborate-Changes in
Latitudes, Changes in
Attitudes, Chris Isom, Terri
Towe, and Gina Tice,
GSCC SACS
Update/Accessing 2010-2011
USPs/SLO, Teresa Rhea,
GSCC Microsoft Office 2010
Overview, Glenda Copeland
GSCC Banner: Planning our
Travel to a New Land, Pam
Johnson, GSCC 2011 Alabama
Academic Advisors
Conference, GSCC Cherokee
Center Fay Scott Microsoft
Office 2010 Overview,
Glenda Copeland
GSCC Technology Sessions,
Various instructors,
GSCC Banner: Planning our
Travel to a New Land, Pam
Johnson, GSCC Getting
Started with Wimba,
GSCC ICID-10 Online
Training Keyboard Training,
Cengage Workplace
Harassment, GSCC Diversity
Training, GSCC Larrhea
Sims SACS Update/Accessing
2010-2011 USPs/SLO, Teresa
Rhea, GSCC Microsoft Office
2010 Overview, Glenda
Copeland GSCC Several
Banner Training Sessions,
GSCC Microsoft Office 2010
Overview, Glenda Copeland
GSCC 2011 Alabama

			<p>Academic Advisors Conference, GSCC Cherokee Center Phil Waits 2011 Perkins/Tech Prep Workshop- Improving The Power of Educators, Shannon Pickard, GSCC Wallace Drive SACS Update/Accessing 2010-2011 USPs/SLO, Teresa Rhea, GSCC Microsoft Office 2010 Overview, Glenda Copeland GSCC Banner: Planning our Travel to a New Land, Pam Johnson, GSCC James Yohe Black Board Collaborate-Changes in Latitudes, Changes in Attitudes, Chris Isom, Terri Towe, and Gina Tice, GSCC SACS Update/Accessing 2010-2011 USPs/SLO, Teresa Rhea, GSCC American Heart Association (AHA) HeartSaver AED, Pat Brown, GSCC Safety & Discipline in the Classroom, Sam Ledbetter, GSCC Microsoft Office 2010 Overview, Glenda Copeland GSCC Banner: Planning our Travel to a New Land, Pam Johnson, GSCC</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.	Continued to offer a variety of courses in the online and hybrid format.	Students have access to most classes in a variety of formats: traditional, night, hybrid, and online.
Integrate Wimba and similar technology into some classes.	Continue to send faculty members to technology training.	Evaluation of instructors' professional development plan.	Instructors went to several technology training sessions. The sessions included Banner and Wimba.	Training in new technology gives the instructors the tools to incorporate appropriate technology in classes.
	Integrate Wimba or similar technology into several classes offered in Fall 2011.	Evaluation of faculty.	Several instructors in the Business Division use Wimba in their classes.	The Wimba sessions are available to both online and traditional students. Wimba allows students to hear lectures and content explanations whenever and as often as they would like.
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.	Instructors in the Business Division participated in many community events. The instructors participated in college fairs and spoke at local K-12 schools. Dr. James Yohe was interviewed on local T.V. station on the topic of economics. Ed Clark was president of the Anniston Rotary Club and participated in national events. Paralegal and criminal justice instructors took their classes to various court proceedings.	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.
2011-2012 Business Services: Rod Harden		Cabinet Member: Jim Prucnal		
Goal	Objective	Assessment Method	Findings	Use of Findings
Maintain/update Disaster Plans (Campus Floor Plans) for each campus for use in the event of terrorism, fire, or	Add utility details to Disaster/Campus floor plans.	Document completion of revision.	Plans were updated March 2012 and approximately 15% of drawings showed utility data added.	Updates are ongoing and much work is still needed to add utility data.

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.	Employee survey shows that 70% strongly agree/agree with adequate selections and 77% strongly agree/agree with locations (17% with no opinion on each topic). Student survey shows 79.6% strongly agree/agree with locations and 77.7% strongly agree/agree with adequate selections (12%-13% with no opinion on each topic).	Out of those surveyed with an actual opinion on the topics, there were 83%, 89%, 93%, and 90% approval ratings. This objective is close to being met, but still requires some attention with vending contractors.
	Increase revenue in comparison to previous year by 1%.	Compare total revenue at end of fiscal year with that of previous year.	Although approval ratings for selections and locations were good, revenue fell this year by 11%.	Need to check student numbers and make sure the reason for decrease is justified. If not, more attention is needed to correct profitability.
Manage duplication contract to better facilitate ease of use for students, faculty, and staff and control costs.	Add scanning services for students in library locations.	Confirm library locations have scanning access.	All library locations have copiers with ability to scan and print paper documents.	Objective met.
2011-2012 CARCAM: Beverly Hilderbrand				
Cabinet Member: Tim Green				
Goal	Objective	Assessment Method	Findings	Use of Findings
Annually review, update and/or develop relevant curriculum to meet industry-driven automotive and advanced technology manufacturing educational needs.	Redesign select courses 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 courses by faculty members within the partner colleges will provide information regarding the integration of this course material into the curriculum. Redesigned courses including a process-oriented focus will be approved by partner college faculty members.	The objective was met. Industry representatives and college faculty members assessed results of a curriculum gap analysis survey completed for select, widely-used courses.	Survey information was reviewed and appropriate updates made to course material/learning objectives. Instruction on the newly updated course material has been implemented.
	Incorporate into AUT courses or curriculum the 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.	The objective was met. The curriculum gap analysis survey model completed by industry representatives was utilized to ensure industry focus for curriculum.	Courses are updated to include lean/green manufacturing learning objectives to ensure relevancy with today's manufacturing environment. A course name change was implemented for AUT 102 from "Manufacturing Fundamentals" to "Lean Manufacturing and Industrial Safety" in order to more accurately reflect the course material.
Provide career pathway options into automotive manufacturing degrees transitioning into university-level programs for graduates and for incumbent and displaced workers to meet manufacturing employee skills needs.	In order to meet industry needs, CARCAM will promote secondary education initiatives providing high school students resources to explore paths for post-secondary learning. The emphasis will be on advanced education classes in science, technology, engineering, and math (STEM) courses.	Gather and report career exploration outreach activities to supply a pipeline of highly-skilled automated workers. PI will maintain files for CARCAM Center and provide NSF-required reporting.	The objective was met. Career exploration outreach activities reports indicate that numerous career outreach activities were hosted that included ten STEM camps among CARCAM colleges (including GSCC) with a total of 270 students in attendance. All camp students were surveyed to gauge the impact of the camp on changing their mindset about attending a community college or knowledge of technical career opportunities available.	A review of STEM camp data shows impact in that 180 of the 270 students attending 2011 camps enrolled in at least one high school advanced STEM course. Survey results indicating the impact of the camp on changing students' mindsets were compiled and used to develop a STEM Camp Best Practices guide to share information about hosting a camp as well as best practices for an improved student experience.
Redesign a small sampling pilot program of automotive and related manufacturing technical courses utilizing	Leverage instructional equipment and materials via collaborative efforts with partner colleges and industry	Partner colleges report to the CARCAM Center annual amounts of in-kind and/or leveraged support for delivery	The objective was met. Partner colleges reported collaborating to review common courses to convert to	The EPA curriculum is currently being piloted for integration into existing course modules.

distance education and hybrid hands-on methodology.	for conversion to hybrid course methodology.	of distance learning curriculum. The Center will report this information to the NSF to gauge grant sustainability efforts.	distance learning/hybrid methodology. Three curriculum topics/modules were reviewed in coordination with the Environmental Protection agency (EPA) curriculum project entitled: Environmental Sustainability, Pollution Prevention, and Energy and Carbon Footprint.	
	To maintain industry-relevant curriculum, an industry-led curriculum gap analysis (CGA) will be conducted each semester on selected courses and reviewed by faculty for curriculum changes or updates.	Curriculum review and revision process and assessment tool (curriculum gap analysis - CGA) will be implemented for assessment purposes. Records will be kept at the Center and results reported to NSF.	The objective was met. The CGA process model was implemented and completed with a total of 18 courses surveyed in 2011-12. A CGA flow chart was created that diagrams the survey process and results. The results of the CGA survey emphasize the close collaborative relationship between education and industry which ensures that CARCAM program graduates have the current requisite skills needed to be successful in their field.	The CGA process has been recorded in a Curriculum Gap Analysis Process Model document that is disseminated via the CARCAM website as well as presentations at regional and national conferences. The curriculum changes implemented through the CGA process improved curriculum in 13 programs across the Alabama Community College System, improved educational relationships with industry, and resulted in graduates being better prepared to enter an industrial career setting.
Provide industry-relevant professional development workshops for incumbent workers and faculty in collaboration with partner Advanced Technology Centers (ATE), educational and governmental entities.	Determine faculty and staff needs and conduct professional development and workshops to maintain relevant curriculum content that is current in technology level, content, and methodology.	Survey partner college faculty and report survey data on the effectiveness and resultant increase in instructor knowledge after the professional development workshop is provided. PI will maintain records in Center office and provide required NSF grant reporting information.	The objective was met. CARCAM staff/faculty hosted and participated in 15 professional development offerings during the year. Per survey of faculty post professional development events, qualitative data indicates increased instructor knowledge and/or skills resulting from attending the professional development courses. Examples: "Robotics instruction was more thoroughly included in the curriculum because of the training received," and, "Now able to provide OSHA Certification for two additional classes after OSHA training."	As a result of completed faculty professional development courses, instruction and safety training was enhanced, instructors were able to upgrade their skills in-state thereby saving college travel funds. Also, due to the inclusion of problem-based learning, real-world on-the-job skills were integrated into the teaching methodology.
	Increase industry involvement in CARCAM outreach processes through relationship with Alabama Automotive Manufacturing Association (AAMA) and other ATE Centers via a shared knowledge base of collaborative efforts and activities.	Reporting of grant activities, sponsored professional developments, industry meetings and conferences will be maintained at the Center and annually reported to NSF. PI will gather data for the Center office and provide required NSF reporting.	The objective was met. CARCAM colleges reported increased industry relationships during the period, which indicates that a larger number of companies are contacting the CARCAM Center and partner college programs looking for technicians for potential hires as they graduate from the programs. The Alabama Automotive Manufacturing Association has turned over the administration of their organization's scholarship program to the Center, which is now exclusively recruiting	Determine ways to expand CARCAM's impact because faculty and students benefit from increased activities, collaborative events, and a closer relationship with regional industry partners. The upskilling of the manufacturing workforce results in an improved economic environment.

2011-2012 Career Services: Cheryl Cephus-Vickers		Cabinet Member: Valerie Richardson		
Goal	Objective	Assessment Method	Findings	Use of Findings
Assist with "in-field employment" of Gadsden State Community College students and graduates.	Assist faculty with student career preparation and employment in respective program areas.	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.	This objective was met. Ninety percent (90%) of the students receiving the "Career Satisfaction" survey responded. Out of 785 surveys distributed, 707 completed and returned the "Career Satisfaction" survey.	Survey findings will be utilized to continue enhancing and improving career programming for 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.	This objective was met. Seventy percent (70%) of faculty surveyed indicated they were satisfied with services offered through Career Services. Out of the 23 surveys returned, 16 faculty responded that they were very satisfied with Career Services programming. The percentage rate is lower (70%) this year than last (82%). The lower percentage rate is due in part to four of the 23 faculty answering "not applicable" to the last question on the survey, which asks their overall satisfaction with Career Services.	In addition to office staff continuing to form collaborative partnerships with faculty, career staff will also review questions and directions on completing the survey to make sure they are clear, and concise. Furthermore, in an effort to increase the return rate, career staff will continue revisiting the method and instrument in which faculty surveys are distributed.
	Offer Employment Fairs that will serve to benefit all segments of the college population and community 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.	This objective was met with 83% of the students attending Employment Opportunity Fairs indicating their expectations were met. Ninety-one percent (91%) of the employers indicated they were satisfied with the Employment Opportunity Fair results and that their expectations were met. Suggestions from students on ways to enhance Employment Opportunity Fairs indicated that additional employers should be encouraged to participate in the areas of manufacturing, staffing, and health care.	Findings will be used to enhance Employment Opportunity Fairs for both students and employers. Specifically, enhancements (increase in company participation) will hopefully take place as the economy continues to rebound.
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.	Ninety-five percent (95%) of the Cooperative Education student participants will receive financial compensation and/or academic credit for the experiential education work experience.	This objective was met with 100% of the Cooperative Education student participants receiving financial compensation and/or academic credit for the experiential educational work experience.	Continue recruiting financially stable companies to serve as Cooperative Education sites.
	Provide students an opportunity to connect with employers for potential long-term employment and career development through participation in the Cooperative Education work experience.	Obtain a 90% evaluation response rate from Cooperative Education employers regarding student work performance satisfaction.	This objective was met with 100% of the employers responding to the survey indicating 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	Continue to enhance and	Achieve a satisfactory	This objective was met. A total	Continue increasing Career

marketing efforts so as to increase student opportunities for career development (i.e. Employment, Cooperative Education and Early College Enrollment Program) at each of the six locations.	increase marketing efforts and staff visibility on all campuses so students will experience ongoing benefits of career counseling, development, and employment services.	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 each of the Gadsden State campuses.	of 707 evaluations were completed with 647 or 91% of the students indicating they were satisfied with office programs and services.	Services marketing efforts, programming, and events on all Gadsden State 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.	This objective was met with 76% of the students and instructors connecting with the Career Services Office on the Ayers and McClellan Campuses, indicating 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.
	Based upon responses elicited from career programming 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, workshops and special events, as well as from those students utilizing career developmental software tools.	This objective was met with 98% of students participating in programming activities stating they were satisfied and had a better understanding of their interests, skills, job search techniques, interviewing and resume preparation as they relate to career development.	Continue enhancing career programming in an effort to better prepare students to enter the workforce.

2011-2012 Career Transitions : Marian Haynie				
Goal	Objective	Assessment Method	Findings	Use of Findings
Assist high school 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 facilitated by a Career Coach decreased by 40% from the previous year. The decline in numbers was a direct result of losing three Career Coach positions. We no longer had a Career Coach to serve in middle schools where a large number of classroom presentations took place. Also, we had to drop services to all schools in an entire county because of the limited number of Career Coaches available to serve students.	This objective will be revised to better reflect the reduction in staff and new program plan.
	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 students meetings for college and career planning with a Career Coach declined by 16%. This number varies from year to year based on the size of the senior class at each school. However, the substantial decrease for this evaluation is due to the loss of three Career Coach positions which resulted in a smaller number of schools to be served.	This objective will be revised to better reflect the reduction in staff and new program plan.
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. Partner with local chambers of commerce to assist students in connecting with local business	Facilitate Employability Skills Programs in high school classrooms. Access and compare data from monthly performance reports completed by Career Coaches to determine if objective is	The Employability Skills Program (ESP) is a 10-week curriculum that was implemented by the Calhoun County Chamber in one high school in 2005. Since then, the Career Coaches have been	ESP is a great workforce readiness program for high school students, and the Office of Career Transitions will continue to be instrumental in facilitating this program in as many schools as

	and industry.	met though Employability Skills Program.	instrumental in facilitating and expanding the program to not only other schools in Calhoun County, but also surrounding Etowah and Cherokee counties. During the 2011-2012 school year, juniors or seniors in 11 of the high schools served by a Career Coach completed the Employability Skills Program. The program was not offered to students in Cherokee County schools this year because there was no longer a Career Coach available to facilitate the program in Cherokee County	possible. However, with the restraints in the number of Career Coaches available and the increased number of schools that each Career Coach will serve, facilitating this program will become very limited. Ways to maximize the ESP program will be evaluated.
	Increase the number of on-site high school student admission applications completed online with 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 increased by 1%. This number will vary from year to year based on the senior class size and also the number of students from that senior class that plan to attend Gadsden State.	Career Coaches will continue to meet with students and encourage them to choose Gadsden State and assist them with their application to the college.
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.	Hosting at least one big event on each school campus where Career Coaches are serving.	During the 2011 school year, 65 different events or special career activities took place with the secondary schools. Though all schools did not have an event on their campus, all schools had students to participate in one or more event or activity. Some of the events were held on Gadsden State's campus, and others were held at a central location where students were bussed in or drove to the career activity.	Since the number of Career Coaches has drastically been reduced, the number of career events and activities facilitated by a Career Coach will be very limited in the future due to the limited amount of time that the coaches will have to host these events.
	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.	Linking business and industry will always be a key component of career coaching. During the 2011 - 2012 school year, 420 volunteers from local business and industry were utilized in career planning with the students. The majority of these volunteers were utilized with a career event or activity. However, some of the volunteers were also guest speakers in the classrooms.	Linking business and industry to education is vitally important. Career Coaches will continue to enlist volunteers to share their expertise with students in as many ways as possible.
Improve the image of Gadsden State Community College within secondary schools by strengthening relationships and partnerships with principals and counselors.	Strengthen relationships and partnerships with secondary school principals and counselors.	Assess end-of-the-year evaluations sent to all secondary school principals, assistant principals and counselors in the College's service area.	Evaluations were sent to all of the principals, assistant principals, counselors and several key teachers and librarians at each school that a Career Coach served. The feedback from the evaluations was 100% positive. Every person indicated that they were pleased with the Career Coach program and with the	Evaluations will continue to be sent to the schools that have a Career Coach to determine the effectiveness of the program and areas for improvement, if noted.

performance of their Career Coach. Every person indicated that they would like to participate in the program again and have a Career Coach available for their students. Numerous comments were made on the evaluations about the positive impact that the program has on students and how the program is encouraging more students to choose to stay in school and to choose post-secondary education beyond high school.

2011-2012 Center for Civic Engagement & Service : Judy Hill Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
<p>To sponsor or assist in the sponsorship of one college-wide activity each fall and spring semester that focuses on diversity, democracy, and/or service as related to good citizenship. The activity will impact all campuses including Valley Street, Cherokee, McClellan, and Ayers.</p>	<p>Participants will learn more about responsibilities and privileges of citizenship by participating in a college-wide event that promotes diversity, democracy, and/or service.</p>	<p>The activity will engage at least five participants each from Valley Street, Cherokee, McClellan, and Ayers Campuses. The coordinator of the event at each campus will report the number of participants to Civic Engagement and Service.</p>	<p>Each of the Gadsden State libraries had a feature exhibit for Constitution Week, September 10 - 17, 2011. The exhibits emphasized voter registration and offered free pocket copies of the Constitution. The following numbers of viewers are estimates for the exhibits except Valley Street which keeps a sign-in sheet: Gadsden - 300 viewers; Ayers - 100 viewers; McClellan - 50 viewers; Cherokee - 30 viewers; and Valley Street - 17 viewers. The Spring semester events selected for this objective were Red Cross Blood Drives at four campuses. Participation was as follows: Gadsden – 32; Ayers – 31; McClellan – 15; and Cherokee - . Valley Street Campus had an alternative emphasis for HIV screening. There were 238 Job Corp students who participated in the screening event. This objective was successfully achieved.</p>	<p>Library displays will be continued as part of Constitution Week activities to insure that Gadsden State complies with the federal mandate to teach a concept from the U.S. Constitution on or around September 17th each year. All students have access to the libraries, and the libraries have materials and equipment to easily create the exhibits. Blood drives are an economical way for students to give back to the community. Red Cross blood drives are encouraged for each campus each semester.</p>
<p>To expand the Service Learning component 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 one more instructor 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>This objective was not successfully met. The instructors who were approached did not see an application of Service Learning in their courses at that time. The instructor who previously encouraged Service Learning continued to include it as an option in courses; however, no students participated.</p>	<p>The Coordinator at Cherokee has designed a community service program specifically for Gadsden State - Cherokee. While not strictly Service Learning, it provides an excellent starting point for Service Learning to be embraced by faculty at Cherokee. The Cherokee Coordinator and Service Learning staff will collaborate to enrich both programs.</p>
	<p>Encourage participation in Service Learning for courses that originate at Gadsden State - Cherokee.</p>	<p>Have at least additional one more instructor offer Service Learning as a course objective. At least two students under each of</p>		

the instructors offering Service Learning will participate in the Service Learning option. Records will be maintained according to current procedures for Service Learning.

2011-2012 Clinical Laboratory Technology: Connie Meloun / Ann Wheeler Cabinet Member: Jim Jolly

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 Question #1 (graduates will perform competently as entry level Clinical Laboratory Technicians).B. Clinical Technical Component Grade: Each student will achieve an average score of 85% for each technical area of the laboratory evaluation.C. Graduate Survey: An average score of 4.5 on a 5.0 scale will be achieved on Section I, Questions # 1 & 2.	A. There was poor response to the Employer Survey. The lab manager rated the graduate as well prepared (score of 4 out of 5) for the position of entry level clinical laboratory technician.B. Findings for this assessment method indicated 100% (18/18) students achieved or exceeded an average score of 85% for each technical area of the laboratory evaluation.C. Of the Graduate Surveys returned 100% (n = ?) responded with a 5 (out of 5) on Section One , Questions # one and # two.	A. Faculty will electronically send the surveys instead of mailing. This should make it easier for employers to return the surveys. Faculty will seek ideas/suggestions from members of the Advisory Committee as to ways to improve the return of Employer Surveys.B. Faculty will continue to assess each technical area of the laboratory evaluations as this is such an important aspect in clinical laboratory technology.C. Faculty is pleased with the outcome of the graduate surveys and will continue to monitor.
	Faculty will be provided access to current methodologies and techniques associated with clinical laboratory technology.	Faculty will attend the Clinical Laboratory Educators' Conference (CLEC) to learn about new software, new instrumentation and to share ideas and innovative teaching methodologies related to clinical laboratory science with other Clinical Laboratory Technology educators.	Objective was not met as faculty was unable to attend due to lack of funding and time restraints.	Faculty would like to attend the CLEC in February 2013, in order to keep up with the latest technology and methodologies in the laboratory field. Funding has been requested through voc tech funds.
	Provide faculty with two computerized teaching microscopes.	Faculty will have the use of a computerized teaching microscope in each lab.	Objective was not met as faculty was unable to order teaching microscopes due to lack of funds.	Two teaching microscopes (one for each CLT classroom/lab) have been requested with Tech fee funds for the 2012-2012 academic year.
Develop graduates who interact professionally with patients, co-workers and other health care personnel.	Students/graduates will demonstrate professionalism in clinical laboratory setting.	A. Employer Survey: An average of 4.25 on a 5.0 scale will be achieved on Question # 5 of the survey (Maintain professional conduct as determined by the ASCP Code of Ethics.).B. Clinical Personal and Professional Component Grade: Each student will achieve an average of 85% on the work habits and personal component grade for each area of the laboratory.	A. Only one employer returned the survey. The lab manager rated the graduate as well prepared (score of 4) for professional conduct as determined by the "ASCP Code of Ethics".B. One-hundred-percent (100%) (18/18) students achieved or exceeded an average score of 85% for work habits and personal component of the laboratory evaluation.	A. Faculty will electronically send the surveys instead of mailing. This should make it easier for employers to return the surveys.B. Faculty is pleased with the outcome of the graduate surveys and will continue to monitor.
	Students will realize the importance of professional development and updating 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 clinical semester of the program. 2. Each student will achieve an average of 85% on the resume	1. Students attended a resume workshop presented by GSCC Career Services on February 20, 2012. On April 2, 2012, Career Services conducted a presentation on interviewing skills for the students graduating Spring 2012 semester.2. One-hundred-percent (100%) of students	1. Faculty feels that resume and interviewing skills workshops are necessary tools in helping to place graduates into the workforce.2. Faculty will continue to require students to submit a resume in the final semester of the program.

		assignment in the clinical seminar course.	achieved an average of 85% on their resume assignment.	
Prepare graduates to meet the needs of the clinical laboratory community.	Achieve an average program completion rate of 85% excluding non-academic reasons.	Annual analysis of data related to program completion over a span of five years will indicate an average completion rate of 85% excluding non-academic reasons.	Completion rate over the last five years, due to non-academic reasons was 74%.	Applicants to the CLT program have greatly increased over the last two years. This has made being accepted into the program more competitive, therefore students are more likely to complete the program. The completion rate for the last two years is 90%.
	Graduates will pass the national certification exam and become members of the community workforce in the field of clinical laboratory science.	1. Annually, 85% of the graduates taking the certification exam will pass on the first attempt.2. The graduate survey will indicate that 85% of the graduates seeking employment will be employed in the field of clinical laboratory science within six (6) months after graduation.	1. Fifty percent (50%) of the graduates taking the certification exam passed on the first attempt.2. Ninety-three percent (93%) of graduates who sought employment are employed in the Clinical Laboratory field.	1. Faculty encouraged students to take the certification exam as soon as possible after graduating. Several of these students waited 3-4 months and this attributed to the high failure rate. Faculty will be more persistent in making sure students register for and take the exam soon after graduation. 2. Job market for CLT graduates in this area and nationwide is good. Area lab managers contact faculty when openings occur, with interest in our graduates.
Maintain programmatic accreditation with National Accrediting Agency for Clinical Laboratory Science (NAACLS).	Meet programmatic accreditation as required by NAACLS by submitting the annual accreditation fee and annual report by the deadline.	Successful re-accreditation of the program.	Annual report and accreditation fee was met by the deadlines in Spring and Summer 2012.	Faculty will continue to meet NAACLS accreditation requirements.
	Faculty will be cognizant of any changes in the accreditation requirements.	Attend NAACLS accreditation workshop at least every three (3) years. The next workshop will be in 2011-2012.	Faculty attended the NAACLS workshop in November, 2011.	CLT faculty will ask for funds to attend the NAACLS workshop in the Fall of 2013. Self-study for CLT program is due Fall of 2014 and site visit is in the first quarter of 2015.
Coordinate outreach effort to target minority communities.	At least 10% of accepted applicants in the clinical laboratory program will be classified as a minority student.	Annual review of statistical student data will indicate 10% of clinical laboratory students will be classified as minority.	Twenty-four percent (24%) (5/21) of students accepted into the CLT program were classified as minority.	The program is showing success in attracting minority students.
	Visit at least five local high schools annually to inform students of careers in the clinical laboratory technology field.	1. Document visits to the area schools. 2. Document inquiries as a result of the high school visits.	1. Faculty presented the CLT program at career fairs in local high schools. Faculty participated in Camp YEAH, Med Camp, and gave tours to Etowah County students interested in healthcare fields. Area high school counselors were also given a tour of the CLT classroom and labs in order to take information back to their students.2. Faculty does not keep data on where students learned of the program.	1. Faculty will continue to visit local high schools and participate in tours of our program. 2. Faculty receives many inquiries about the program via phone, email, and students dropping by. All of these do not apply to the program. Faculty plans to include this question on the application form which would track those that inquire and then actually apply to the program. This would capture how many students applied based on information received at their high school.
2011-2012 Community & External Affairs: Jack Page				
Goal	Objective	Assessment Method	Findings	Use of Findings
Actively pursue opportunities to promote relationships with local governments, civic groups, businesses, and industries which will advance	Meet with local governments, businesses, and industries on at least a quarterly basis. Attend civic group meetings and special events as	Report on the number and varied events, meetings, and activities attended during the year.		

the mission of Gadsden State Community College.	scheduled by the civic groups.			
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.		
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?		

2011-2012 Community & External Affairs - Calhoun:
Eric Stringer
Cabinet Member:

Goal	Objective	Assessment Method	Findings	Use of Findings
Aggressively pursue opportunities to engage Gadsden State Community College in partnerships outside the traditional role of a community college with governmental, industrial, educational, and community leaders which will enhance the image of GSCC locally, regionally and nationally.	Pursue partnerships with organizations that will enhance the image of GSCC. Participate in meetings with community, education, industrial and governmental leaders.	Participate in partnerships with at least (5) organizations that will enhance the image of GSCC. Network with governmental leaders and elected officials.		
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.	Increase the Gadsden State Community College Alumni Association membership by 10% as compared to 2008-2009.		
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.		

2011-2012 Community Traffic Safety Program:
Melinda Cooper
Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
Obtain federal and/or state grant funding for continued coordination of and in support of the CTSP.	Secure approval of four (4) 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.	This objective was met. Gadsden State applied for two (2) federal and two (2) state grants, as per ADECA/LETS Division. ADECA approved all four (4) grants.	ADECA/LETS Division personnel advised CTSP staff for which grants to apply, including how much funding to request under each grant. An ADECA Program Monitor Meeting resulted in a post-evaluation letter citing that the reviewed grants appeared to be "in compliance with established federal and state guidelines." The letter also commended Gadsden State for the "operation of an effective program." 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 and submitted to ADECA quarterly financial and narrative reports for all approved grants, when applicable, for the fiscal year. Regional mobilization/blitz reports were prepared and submitted to ADECA for the	Crash data and other information compiled and analyzed for this fiscal year, will be assessed to determine whether there were decreases in the number of traffic crashes, injuries and fatalities, compared to previous fiscal year(s). However, thus far, the

			December/New Year's DUI enforcement initiative, for the Memorial Day Blitz "Click It or Ticket" occupant protection campaign, and for the Labor Day Blitz "Drive Sober or Get Pulled Over" DUI enforcement campaign. Annual Reports for all approved CTSP grants of this referenced fiscal year will be completed and submitted to ADECA by the end of November 2012, as required.	data shows that the region had decreases in the numbers of traffic crashes and fatalities since 2009. Crashes decreased by 0.6%, but most importantly, traffic fatalities decreased by 18.3%.
Coordinate some 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 releases, media advisories or events, and traffic safety educational programs conducted throughout the region.	The CTSP met and far exceeded this objective. 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. Partnering law enforcement departments conducted 12 presentations about CTSP traffic safety & enforcement initiatives. There were 14 Child Passenger Safety (CPS) events to assess child safety seats & to ensure proper installation of such seats. CTSP staff also provided at least two (2) CTSP traffic safety presentations to the Calhoun Area Metropolitan Planning Organization (MPO) and its Technical Advisory Committee (TAC) through the East Alabama Regional Planning & Development Commission. There were at least two (2) Fatal Vision Events in the region to educate the public or students about the dangers of impairment and slower reaction times. The CTSP staff conducted four (4) Simulated Impaired Driving Experience (SIDNE) events to educate students and other participants about the dangers of driving impaired. There were at least seven (7) AARP Driver Safety Program classes conducted within the region, which targeted older/mature or senior citizen drivers.	Law enforcement (LE) personnel who attended SALTS/SARB classes will be able to better conduct more safe, complete and legal check-points and traffic stops. More children are riding in vehicles more safely because of their properly installed child safety seats. Traffic safety engineers who attended the presentations for the Calhoun Area MPO and its TAC may make more informed decisions about improving roadway and intersection safety. Students and other participants who participated in Fatal Vision and/or SIDNE events will hopefully make wiser decisions about not driving impaired. Older drivers who attended AARP Driver Safety Programs will hopefully exercise knowledge gained during such classes, so as to drive more safely, in addition to receiving their probable vehicle insurance discounts granted by most insurance companies for attending such classes.
Coordinate some traffic safety enforcement initiatives 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	This objective was met. At ADECA's direction, the CTSP office coordinated and conducted two (2) traffic safety mobilizations/blitzes within the region. Both of these campaigns were also	The two campaigns resulted in 22 law enforcement departments, which had personnel work about 9,187 extra hours of traffic enforcement during these time periods. Therefore, there

		submitted from law enforcement (LE) departments, which are then consolidated into regional reports for ADECA.	nation-wide and state-wide mobilizations, as well. The first official campaign was for the two-week Memorial Day Blitz "Click It or Ticket" Mobilization. The second official campaign was for the two-week Labor Day Blitz "Drive Sober or Get Pulled Over" Mobilization.	was a greater number of patrol vehicles and personnel doing traffic enforcement and traffic safety patrols on roadways throughout the region. This visible presence and increased enforcement made roadways safer and decreased crime, making communities more safe throughout the region.
	Coordinate some traffic enforcement throughout most of the fiscal year.	GSCC will apply for one (1) CTSP grant 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 contracted law enforcement departments throughout the region.	This objective was met. The CTSP office applied for and received approval of one (1) federal grant,.	As coordinated by the CTSP office, law enforcement departments made roadways and communities safer within the region throughout the fiscal year.
Continue interaction and coordination w/ law enforcement departments throughout the region.	Maintain routine communications with members of the CTSP Advisory Committee, and coordinate meeting(s) for this committee comprised of LE departments, which participate in the CTSP and/or the eCite program throughout the region.	CTSP staff will conduct and coordinate meeting(s) of the CTSP Advisory Committee as necessary. Meeting(s) may consist of formal committee meeting(s), or may be conducted with individual departments or groups of departments, as necessitated. Routine communication with members is an important part of maintaining the committee. Communications will be conducted primarily through formal and informal means, such as through face-to-face meetings, electronic mail, postal mail, online notifications, instant messaging or texting, telephonic and/or facsimile means. This close communication will help maintain efficiency of CTSP operations throughout the region.	This objective was met. CTSP staff maintained routine communications with law enforcement (LE) department representatives who coordinated CTSP grants for their respective departments. Communications were conducted through various means (as enumerated in "Assessment Method" above). The CTSP also coordinated and conducted a formal meeting of the CTSP Advisory Committee, which is comprised of law enforcement departments which participated in CTSP initiatives, received funding under CTSP grant(s), and/or participated in Alabama's eCite program (electronic traffic ticket issuance program) from throughout the region's eight (8) counties. CTSP staff met one-on-one with several LE department representatives to assist them with required documents, forms, and program requirements and expectations, among other issues. However, CTSP staff mainly utilized available technology to communicate, which saved staff time, costs of staff time, as well as vehicle operational and maintenance costs, as well.	Close and routine communications with law enforcement departments through a variety of means, are of primary importance in maintaining smooth and compliant operations within federal and state grant guidelines.
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 completion status of Gadsden State's online employee training on "Preventing Workplace Harassment." Attend diversity awareness session(s) as offered and/or required by	CTSP staff members have met training requirements of Gadsden State regarding "Preventing Workplace Harassment." CTSP staff also completed periodic surveys as requested by Gadsden State	Through routine completion of training on diversity issues, CTSP staff stays abreast of such issues to help prevent workplace discrimination and harassment. By maintaining such a diverse CTSP Advisory

		Gadsden State.	regarding diversity issues at the college. The CTS maintains a diverse CTSP Advisory Committee, which is comprised of members of different races, genders, orientations, religions and socioeconomic and technological backgrounds and experiences. The CTSP further maintains diversity within this committee through the involvement of large, medium and small sized law enforcement (LE) departments; urban and rural LE departments, which are also varied in socioeconomic status; as well as LE departments which are governed through municipal and/or county governments.	Committee, the CTS Program is enhanced through professional leadership who can better relate to a diverse public throughout the region.
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2011-2012 Continuing Education: Pam Clough				
Goal	Objective	Assessment Method	Findings	Use of Findings
Provide quality non-credit professional development courses/workshops for licensed professionals.	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 reveals that 99% felt they had benefitted from attending the class.	Participants are benefitting from the professional development classes offered. This objective has consistently met the 70% goal; therefore, we will raise the goal to 80%.
Provide continuing education classes to enhance the quality of life for residents of the College's service area.	Serve more people through community activities.	Review of enrollment reports for CE classes to determine if number of participants has increased.	Of the classes offered, 97 classes made which served 981 students. This is not an increase in the number of participants. The shortage can be clearly seen in the number of children who attended during the summer. We fell from a total of 742 children served to a total of 292 children served. This is a result of going to the four-day work week. Parents, for the most part, need care five days a week and were forced to find other options.	As a result of these findings, we realize that it is imperative for us to offer summer activities five days a week if we want to be successful. We will evaluate and determine a way to offer services for five days.
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.	An examination of evaluation forms from the parents of participants show an overall 92% approval rating in all the categories surveyed.	Parents are very pleased with the summer programs we are offering for children. Any noted deficiencies will be evaluated for possible improvement.

2011-2012 Correctional Education Program-St. Clair: Keith Vaughn				
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.	An evaluation will be conducted to determine the reasons why students did not graduate, and then ways to assist them will be determined and implemented for any reasons that are within the College's control. Each instructor will strive to help every student that enrolls in school to stay enrolled until

	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, 86% of the students who received a grade completed their lab projects successfully.	completion of the program. The advisory committee will review the upcoming instructional year's performance during the Spring Semester, 2013.
	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 Advisory Committee to see if any additional job skills need 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 year, each instructor visited at least one industrial company to gain insight into their needs and to implement new instructional methods into the curriculum at the St. Clair campus. 100% of the students responding to the instructors evaluation form notated in a positive form that the job skills are important.	Additional industrial visits will be scheduled for the next school year. The Advisory committee will be utilized during the Spring Semester to determine who needs to be visited.
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 35 students that were enrolled in computer classes during the past instructional year, 28 students received a grade of 80 or better for an average of 80.5%.	This Expected Educational Outcome was successful; however, since the success rate was only 0.5% above the benchmark of 80%, further evaluation will determine problem areas on which to focus for future classes. During the next reporting school year the success rate will be monitored for additional growth.
	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, updated hardware was installed during the Summer Semester.	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 will be implemented for Correctional 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 at a 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 if it is possible to increase to a higher rate of performance.	Out of the 33 students who enrolled during the previous instructional year, 22 students received a letter grade of "C" or higher for an average of 66.6%.	The courses will be reviewed to determine areas where greater classroom attention may be necessary to improve the grade average during the next reporting period.
	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, 2012, the students were given the opportunity to complete a student evaluation of the instructor. Out of the students who completed the survey, 92% 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.

2011-2012 Counseling & Advising: Cheryl Cephus-Vickers				
		Cabinet Member: Valerie Richardson		
Goal	Objective	Assessment Method	Findings	Use of Findings
Provide and enhance through recruitment efforts the delivery of college program	Based on counselor/recruiter participation in high school classroom presentations,	Achieve a 75% satisfaction rating from surveyed participants attending college	This objective was met. Ninety-five percent (95%) of prospective students attending	Counseling and Advising staff will continue reviewing best practices and trends in

information to individuals throughout the Gadsden State community and surrounding areas.	college fairs, community agencies, community events, campus tours, etc., prospective students will become more knowledgeable of Gadsden State's academic programs and campus services.	recruitment activities.	college recruitment activities indicated they were satisfied with the information shared and were therefore more knowledgeable of Gadsden State's academic programs and campus services.	recruiting. This will be done 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 an 80% satisfaction rating from high school counselors and community members who have connected with Gadsden State counselors through recruiting activities.	This objective was met. One hundred percent (100%) of the high school counselors and community members responding to the survey indicated they were satisfied with recruiting activities offered by Gadsden State Admissions Counselors. A total of 31 individuals responded to the survey answering question #10 (Overall, the service provided by the Gadsden State Admissions Counselor assigned to my school is satisfactory"). Twenty-five (80.6%) of those responding indicated they "strongly agreed" with question #10 while six (19.4%) indicated they "agreed." One individual did not answer the question because there was no basis to form an opinion.	Counseling and Advising staff will continue reviewing best practices and trends in recruiting. This will be done in an effort to effectively market and present college academic programs, services, and activities to prospective students.
	Maintain and continuously update the office webpage to provide an additional venue for up-to-date information and announcements on Counseling and Advising recruiting/enrollment activities, advising procedures, as well as information on other office programs, services and special events.	Partner with the Information Technology Department to establish an account designed to allow tracking of individual website "hits".	This objective was met. A "counter" could not be posted on the actual Counseling and Advising website to track individual "hits"; therefore, staff worked in partnership with the Gadsden State Information Technology (IT) department to devise another avenue in which to obtain data. With the assistance of IT, we were able to utilize the Google Analytics site to track the number of visitors to our website. During the 2011-2012 academic year, 906 individuals visited the Counseling and Advising webpage.	Continue enhancing and advertising the Counseling and Advising webpage so it is assessible to students and members of the community providing them with up-to-date 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 experiencing academic challenges and thereby encouraged to participate in success workshops offered by the Counseling and Advising Center.	This objective was met. Ninety-one percent (91%) of the randomly selected students involved in success workshops and seminars during the 2011-2012 academic year indicated they were satisfied with programming and advising assistance.	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	This objective was met with 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

		Counseling and Advising Office and conducted by peer tutors/ambassadors.		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.	A total of 264 students completed survey cards in 2011-2012; 246 (93%) responded that they received excellent advising assistance while 18 (6.8%) responded that the assistance they received was good.	While overall satisfaction is excellent regarding appropriate and accurate course advisement, it is crucial that staff members continue encouraging and reinforcing with students the importance of completing the Advising survey so that services will be enhanced and the academic advising needs of students met.
	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.	This objective was met with 96% of students taking the Compass test indicating that the testing environment contributed to a positive testing experience.	Testing staff will continue providing an environment that facilitates a positive testing experience for Gadsden State students.
Increase institution-wide participation in the planning of new student Freshman Opportunities for College and Unlimited Success (F.O.C.U.S.) Orientation program.	Enhance the F.O.C.U.S. Leader student program application and training process.	Provide individual interviews for students completing the F.O.C.U.S. Leader application process. Design, coordinate and implement a minimum of two mandatory training sessions for potential F.O.C.U.S. Leaders.	This objective was met. Individual interviews for the F.O.C.U.S. Leader position were held with 38 students; 32 students were selected. Two mandatory training sessions for selected F.O.C.U.S. Leaders were implemented.	Staff will continue to enhance the F.O.C.U.S. Leader selection and training process.
	Based on the inclusion of institution-wide planning, 35% of all first-year students will participate in a F.O.C.U.S. session.	Percentage of first-time 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.	This objective was met. Of the 1375 first-time freshmen identified as of September 3, 2012, 495 (36%) attended one of three F.O.C.U.S. sessions held in July 2012. However, with the conversion to Banner, the identification of first-time freshmen was challenging this year.	Attendance at F.O.C.U.S. sessions for first-time students is optional. Staff will continue working with the Public Relations Department and Cabinet members to not only market, but also encourage students to attend. Staff will work to enhance and improve the format and information presented during F.O.C.U.S. sessions. The ability to register for semester courses should increase participation at future F.O.C.U.S. sessions.
	Identify 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 F.O.C.U.S. planning process.	This objective was not met. A survey was sent to 17 members of the F.O.C.U.S. Steering Committee; of the eight committee members responding, seven strongly agreed or agreed that the planning process was successful. One committee member disagreed with the process for an overall satisfaction rating of 87.5%.	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 location.	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.	This objective was met. Participants from 27 events were surveyed. Survey results were averaged for a satisfaction rating of 80%.	Counseling and Advising staff will continue enhancing workshops, seminars and other special events that meet the needs of our students, faculty and staff.
	Provide informational meetings and presentations to better inform target audiences	The number of Counseling and Advising presentations and informational sessions	This objective was not met. In 2011-2012, 156 presentations and information sessions were	Although the percentage of presentations and information sessions increased by

	(Deans, Division Chairs, attendees at professional development meetings, etc.) on the services offered through Counseling and Advising.	offered by staff will increase by 50%.	offered. In 2010-2011, 135 presentations and information sessions were offered for an increase of 16%.	16% from the 2010-2011 academic year to the 2011-2012 year, we did not meet our 50% goal. Counseling and Advising staff were involved in Banner training which took priority.
2011-2012 Dean of Instructional Services: Jim Jolly				
Goal	Objective	Assessment Method	Findings	Use of Findings
To increase the use of technology in instruction.	To increase the use of technology in the classroom, including as it pertains to the Quality Enhancement Plan (QEP).	Instructors in 90% of the sections scheduled to implement the QEP will meet the goals of implementation as expressed in the QEP.	Faculty are using technology in the classroom and have implemented the QEP to the point that technology in the classroom is now institutionalized. Faculty and students both expect to have access to technology and expect its use to be an integral part of the learning process. Furthermore, classroom technology provides additional delivery methods that are sometimes required to meet Americans with Disabilities Act (ADA) accommodations that are requested by students needing ADA accommodations.	with technology as an integral part of the learning process, funds will be requested to continue to upgrade technology and provide technology services for students..
	Edit the College catalog to include the current state of the Quality Enhancement Plan (QEP) project.	The catalog will reflect the current state of the QEP project in its next edition, scheduled to be published May 2011.	Accomplished.	
The Dean of Instructional Services (DOIS) will ensure that all departments under the Dean's supervision are successful in their missions.	Ensure that the areas under the Dean of Instructional Services (DOIS) meet all SACS and State Board of Education (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 continues to be met, including meeting changes in accreditation requirements.	I will stay breast of SACS and SBOE requirements. Additionally, I will serve on a SACS Committee for initial candidacy for Ogeechee Technical College in Statesboro, GA, in November.
	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.	Attempts were made to solicit applications for faculty positions from a variety of institutions, including Historically Black Colleges and Universities (HBCU's). Fourteen professional positions were filled, four of whom have bachelor's and master's degrees from Jacksonville State University. The others have from Auburn-Montgomery, Auburn University, Troy University, Ball State University, Winthrop University, The University of Alabama, Samford University, The university of alabama-hustsville and The University of Alabama-Birmingham.	Continued efforts will be made to increased the diversity of institutions from which instructors have degrees.
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 one to two percent seats available in all disciplines on all campuses.	This goal was not met.	With the installation of Banner, it will be easier to get current information in relation to overall enrollment needs and to better manage class offerings, Classes that are

				undersubscribed will be examined using student, curriculum, and community needs to determine future scheduling.
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.	Efforts will continue to get minority candidates for all open faculty positions.
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.	This goal was not met although some tables and chairs for classroom use were obtained. Three classrooms in the Alabama Language Institute were furnished with 12 tables and 24 chairs each. Pierce Cain LRC on the Ayers Campus got 4 tables and 35 chairs; and the Meadows LRC in Gadsden got 10 tables and 35 chairs. The McClellan site had 71 tables and 142 chairs placed in classrooms.	Additional tables and chairs and/or desks will be obtained as funds are available.

2011-2012 Distance Learning: Sara Brenizer Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
Provide services to assist faculty and departments in meeting their eLearning instructional goals.	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 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	Results of the eLearning Training Survey Number of training sessions offered. Documentation of faculty and student use of technology.	There were a variety of training sessions offered during this cycle, including group and individual sessions as well as face-to-face and virtual sessions. Session topics included Utilizing Wimba Classroom, Wimba Classroom Troubleshooting, Increasing Interaction using Bb IM, Maneuvering in Blackboard 9.1, Bb Connect Training, Using Respondus Test Generator, Creating Lessons in SoftChalk, TedED, Using Shared Video, and Online Human Touch. In the Spring of 2012, the eLearning Office launched First Friday Tech Tips; a program designed to offer small group discussion, instruction, and hands-on training in various applications utilized here at Gadsden State. Because participation in these sessions was so low, the format was adjusted for the Summer months. This training was offered via the eLearning website. Therefore, surveys were not completed. Results from the training surveys collected indicate that 100% were very satisfied with the appropriateness of the training, 100% were very satisfied with the knowledge and professionalism of the trainer, and 99% were very satisfied with the overall training experience. Based on the Use of Findings from the previous year's report, the eLearning Department is now tracking the number of visits to the Training Materials area of the eL Website. Over this past year, there have been 554 Pageloads, 478 First Time Visits and 73 Returning Visits.	The eLearning Department anticipates offering a variety of training opportunities in various formats in the upcoming year. The Department also expects to add a Survey link to the Training site on the eLearning page.
	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	Number of new eLearning course offerings	The number of eLearning course sections continues to increase from previous periods. During the Fall semester of 2010, there were 131 sections of online classes offered at Gadsden State. During the Fall semester of 2011, there were 145 sections of online classes offered. This represents an increase of 10%. While the increase is not enormous, the eL Department continues to show growth. Also, very significant is the addition of newly offered courses via distance learning. These include sections of Criminal Justice, Cosmetology, Drafting, World	The eLearning Department will continue to explore opportunities to work with Division Chairs and faculty to offer courses/programs that are not presently available in the distance format.

	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		Literature, Statistics, and Welding.	
Assist academic and technical departments with on-going assessment and refinement of eLearning courses.	Assist departments with 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 success rates of students enrolled in eLearning sections are comparable to students enrolled in the equivalent on-campus sections. For example compare the data from Fall 2011 that follows: Art 100 - 66% of the students enrolled in online sections successfully completed the course while 68.8% of the students enrolled in on-campus sections successfully completed the course. English 101 - 62.8% of the students enrolled in online sections successfully completed the course while 68.5% of the students enrolled in on-campus sections successfully completed the course.Math 100 - 52% of the students enrolled in online sections successfully completed the course while 58% of the students enrolled in on-campus sections successfully completed the course.Orientation to College - 62.8% of the students enrolled in online sections successfully completed the course while 61.6% of the students enrolled in on-campus sections successfully completed the course. Retention Rates from Fall 2009 - Spring 2012 are below.FALL 2011 to Spring 2012 Retention # Students *Return Spring 2012RetainedDE (only DE classes)36819452.72%DE (at least one DE class)129891170.18%Non-DE (only non DE classes)4583330172.03%Non-DE (at least one non DE class)5881421271.62%ALL6249440670.51%*CompletersFA 2011 or prior excluded FALL 2010 to Spring 2011 Retention # Students *Return Spring 2010RetainedDE (only DE classes)32917452.89%DE (at least one DE class)1532119578.00%Non-DE (only non DE classes)4623375681.25%Non-DE (at least one non DE class)5826420572.18%ALL6155495180.44%*CompletersFA 2010 or prior excluded FALL 2009 to Spring 2010 Retention # Students *Return Spring 2010RetainedDE (only DE classes)28313848.76%DE (at least one DE class)1419103072.59%Non-DE (only non DE classes)5055359871.18%Non-DE (at least one non DE class)6191449072.52%ALL6474462871.49%*CompletersFA 2009 or prior excluded The Course Review Rubric, the Gadsden State measure for quality in online courses, is now being completed by most Division Chairs for online courses in their areas. Of the rubrics received, all courses appear to be high quality courses.	While the success rates in online sections are not equal to the success rates for on-campus sections, they are approaching. Obviously, the online format is not for every student. Based on results from previous years, it was determined that some sort of "front-door" control should be placed on students who wish to enroll in online classes to ensure preparedness for the online environment. Beginning in the Summer of 2012, eLSO 100 was introduced. eLSO 100 is designed to ensure that students who enroll in online courses are prepared for the online environment. Students self-enroll in the course and then complete several modules related to self-motivation, time management, literacy, online resources, student support, and the school adopted Learning Management System (Blackboard). Instructors are updated daily as to students who have successfully completed eLSO 100. An upswing in success rates is anticipated in the upcoming year.The retention rates in DE courses only have remained fairly consistent over the past 3 years. While this is the lowest rate, much of this can be attributed to "life" factors which interrupt the typical non-traditional student who enrolls in DE class. Please note; the Non-DE retention rate decreased sharply Fall 2011 to Spring 2012. This could be due to changes in student financial aid, which may have had an affect on DE students as well.The increased use of the Course Review

				Rubric has revealed certain flaws with the instrument. One of the charges for the eLearning Committee for the upcoming year will be to review the rubric and recommend changes.
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 particularly Mobile Learning. *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. Documentation of license renewal. Documentation of providing faculty with information related to Principles of Good Practice in eLearning.	License Renewals occur yearly based on expiration dates of licenses in question. Documentation of this process is housed in the eLearning Office. Through the Technology Review process, a new software application was adopted and made available to faculty through the eLearning Lab. The software package, SoftChalk, allows for the creation, managing, and sharing of rich online materials. Also, through this review, the Camtasia software made available to faculty/staff was upgraded to the newest version. At various times throughout the year, faculty receive email from the eLearning Office concerning Principles of Good Practice. For example, the email below was sent recently. It contained an attached article concerning Online Collaboration from the Online Classroom, a resource housed in the eLearning Lab. Good Morning, One school of thought in online learning is the building of community through collaboration. One technique in building this community is through group work. Many instructors avoid group work whether it is in a face-to-face class or an online class. Many students also dislike group work. The attached article is an excellent briefing of various problems associated with group work and possible solutions to those problems. I hope this will prompt you to include group work in your online classes. As stated previously, monthly First Friday Tech Tips are emailed to faculty and posted on the eLearning Website	License Renewals will continue based on expiration dates. Technology Reviews will continue so that up-to-date hardware and software can be made available to faculty. Faculty will continue to be provided with information via email and the eLearning website related to Principle of Best Practice. Perhaps an end of the year survey will be provided to faculty for feedback. The one concern with this is there has been little faculty participation in completing surveys in the past.
	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 website is routinely reviewed for accuracy and currency. Based on this review, the site will be updated as needed. The eLearning website continues to be an important outreach for Gadsden State Community College. Throughout this instructional year, there have been over 110,500 unique visits (this includes first time visits and returning visits) and over 143,500 page loads (the number of times the page was visited)! This represents a 44% increase in number of unique visits and the number of page loads from last instructional year. The eLearning website is accessible and user friendly and contains important information for both students and faculty at Gadsden State Community College.	These findings indicate the eLearning staff is on the right path in terms of distributing information relevant to eLearning at Gadsden State. The eLearning staff will continue to monitor the eLearning website. The information collected provides an overview as to which pages are most popular and how long visitors are staying at the site.
Provide broadly accessible support services to eLearning students.	Expand and enhance support services available to eLearning students Action Steps: *Provide online and print information about preadmission/admissions, tuition and fees, textbooks and supplies, technical and proctoring requirements, and student support services for eLearners *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	Number and/or variety of support services established or improved. Retention Rates in eLearning courses compared with retention rates from previous year.	Gadsden State Community College students have a full range of student services available to them via the eLearning website and the Gadsden State Community College website. Students and faculty alike also have technical services available to them via phone, email, Bb IM, and/or face to face visits to the eLearning lab. Additionally, there are video tutorials available to students on the LMS login page. More than 86% of the students completing the Evaluation of Campus and Services expressed satisfaction with the level of services provided. Below are the retention rates for DE students from Fall 2009 - Spring 2012. The retention rates have remained fairly consistent. FALL 2011 to Spring 2012 Retention # Students *Return Spring 2012 Retained DE (only DE classes) 36819452.72% DE (at least one DE class) 129891170.18% FALL 2010 to Spring 2011 Retention # Students *Return Spring 2010 Retained DE (only DE classes) 32917452.89% DE (at least one DE class) 1532119578.00% FALL 2009 to Spring 2010 Retention # Students *Return Spring 2010 Retained DE	The eLearning Office continues to explore methods to support eL students. It is believed the support services that are available help to maintain the consistency in the retention rates.

library personnel *Identify and train academic advisors for eLearning students

(only DE classes)28313848.76%DE (at least one DE class)1419103072.59%

2011-2012 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.	This objective was met. Each academic year, all employees receive a copy of the College's Harassment and Discrimination Policy and the Alabama State Board of Education Policy on harassment. All employees are required to complete the online training for Workplace Harassment. The College has been successful in raising the awareness levels of employees which is demonstrated by the number of inquires regarding the policies and questions regarding the appropriate procedures for resolving issues.	New employees will continue to receive the policies with their employment packages and will be required to complete the online training as a part of payroll procedures.
	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.	This objective was met. Identified areas of vulnerability in the staff's knowledge of the proper procedures for handling issues involving student complaints, student discipline, employee complaints, employee ADA accommodations, and employee discipline.	Provide more information and training to cabinet members to be shared at program and department meetings. Provide more information, via email, in the form of scenarios and findings from actual cases.
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.	This objective was met. 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 insure that professional development opportunities are accessible.
	Increase minority enrollment in programs and activities traditionally underrepresented.	IPEDs data from 2009-2010 will provide baseline data in order to establish target percentages for each underrepresented program. IPED's 2009-2010 data will be used to measure whether the target percentages have been attained.	The College does not track the success rates of minority students for specific programs but does maintain data for minorities completing programs within 100 - 200 percent of the normal completion rates. The data indicates the following for minorities completing their programs within 150% of the normal completion time: Hispanic/Latino 31%, American Indian/Alaskan Native 17%, Asian 33%, and Black 17%.	A determination has not been made as to how the results will be used.
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	College representatives will meet regularly (monthly to quarterly, depending on group) with various groups that represent minority	This objective was met. The Director meets with various organizations that represent minority citizens to promote dialogue and open	Any concerns identified that relate to diversity issues are communicated to the Office of Diversity.

	between the College and various groups that represent minority citizens to identify and address concerns.	citizens to identify and address the concerns.	communication. Additionally, employees are involved with various organizations and agencies to maintain an open dialogue regarding issues or concerns relating to diversity.	
	To increase the College's number of partnerships with diverse community agencies by adding at least one new community partner each year.	The number of diversity partnerships will increase when compared to data from the previous year.	This objective was not met. When compared to data from the previous year, the number of diversity partnerships did not increase.	Not determined.

2011-2012 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.	The objective was met to the new standard enrollment. After the 2011-2012 USP was written, the ETS program grant was renewed for five years. September 1, 2011 began year one of this grant. The U.S. Department of Education reduced the number of participants to serve from 600 to 582. Therefore, 587 participants were selected and served in the 2011-2012 program year.	Results will be reported to the U. S. Department of Education in the Annual Progress Report (APR) due in late November 2012.
	Eighty-five percent (85%) 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.	Since target schools started later this year, gathering of this information is still ongoing. Accurate results are expected by mid-October 2012.	Results will be included in the APR which is sent to the U.S. Dept. of Ed. in late November 2012.
	Eighty-five percent (85%) 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.	This percentage is now ninety percent (90%) beginning September 1, 2011. The program had 85 high school seniors and of those 84 (99%) graduated.	Results will be reported on the APR that is reported to the U.S. Dept. of Ed. in late November 2012.
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.	This objective was met. Of the 84 graduates, 77 (92%) have applied for Financial Aid.	Results will be reported on the APR that will be sent to the U.S. Dept. of Ed. in late November 2012.
	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.	This objective was met. Of the 84 graduates, 77 (92%) applied for admission at an institution of postsecondary education.	Results will be reported on the APR sent to the U.S. Dept. of Ed. in late November 2012.
	Seventy percent (70%) 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.	This percentage has changed to seventy-five (75%) as a result of the grant renewal beginning with the May 2012 graduates. Since some colleges have yet to report Fall 2012 enrollment data, this information is not available. Tracking of graduates will begin mid to late October 2012.	Results will be included in the APR which is sent to the U.S. Dept. of Ed. in November 2012.

2011-2012 Educational Talent Search, Gadsden-Etowah Talent S: Cherlyn Stowe Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
Identify and deliver services to disadvantaged middle and	Ensure that 80% of non-senior secondary participants served	All participants in grades 6-11 are tracked from one grade to	At this time, Talent Search counselors are still verifying	All the data being collected will be used to verify and

high school students with the potential for postsecondary success.	each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.	the next in Blumen software and by personal contact with counselors.	the promotion of nongraduating participants with target school counselors.	improve the outcome of this objective.
	Ensure that 75% of seniors served during the project year will graduate during the project year with a regular secondary school diploma, in the standard number of years.	All participants are tracked and evaluated to determine progress and graduation status.	Verification is still being collected from high school counselors, National Student Clearing House, colleges and other sources.	Talent Search staff will use these findings to achieve greater margins of excellence.
	Ensure that 75% of seniors served during the project year, who have completed a rigorous secondary program of study, will graduate during the project year with a regular secondary school diploma, in the standard number of years.	Contact information is maintained in the program office in hard form as well as in Blumen software.	Verification is still being obtained from high school counselors.	All the data being collected will be used to verify and improve the outcome of this objective.
	Ensure that 75% of participants, who have graduated with a regular secondary school diploma during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until next academic semester (e.g. spring semester).	Participants are tracked through the admissions and records offices of their prospective colleges.	Data is still being collected in order to determine this percentage.	Staff will continue to pursue additional avenues in order to improve the results of this objective.
	Ensure that 30% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years.	Personal contacts are made with each participant. Contact information is maintained in the program office on Blumen software.	Data is still being collected, and tracking individual participants will extend for several years.	Talent Search staff will continue to track past participants who attended college in order to increase the percentage of this objective.

2011-2012 Emergency Medical Services Program:
Connie Meloun / Patrick Brown **Cabinet Member: Jim Jolly**

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.	In September 2011 Gadsden State's Emergency Medical Services Program was awarded its full 5 year accreditation from the Commission of Accreditation of Allied Health Education Programs.	The Emergency Medical Services Program will continue to adhere to all standards set forth by the Accrediting agencies.
	Insure that the Emergency Medical Services Program Advisory Committee convenes in the Fall/Spring or Summer Semester(s) to provide a forum from the	Minutes of Emergency Medical Services Program Advisory Committee meetings.	The Advisory meeting was re-scheduled in the Spring due to conflicts with Medical Directors schedule. A new meeting has been set for December 4, 2012	

	communities of interest for planning and evaluation.			
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.	One-hundred-percent (100%) (140 of 140) "agreed" or "strongly agreed" that the faculty were knowledgeable about the subject material they were responsible for.	GSCC will continue to seek out qualified faculty to help with instruction
	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 emergency medical position.	A. One-hundred-percent (100%) of students (140 of 140) maintained at least an 80 average in each course.B. One-hundred-percent (100%) of students (140 of 140) performed lab validations without any critical criteria being omittedC. One-hundred-percent (100%) of students (140 of 140) met the prescribed standards as measured in Fisdap clinical tracking softwareEighty-nine percent (89%) (125 of 140) met all standards without requiring additional remediationEleven percent (11%) (15 of 140) met all standards after required remediation via the lab or by attending extra clinicals D. One-hundred-percent (100%) of employer surveys (17 of 17) stated that graduates were prepared as entry level practitioners	Only 68% (17 of 25) employer surveys were returned. EMS Clerk will contact employers in the future and encourage them to participate.
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 by purchasing a SimMan 3G to utilized in lab simulations to better prepare students for the workplace environment.	1. Requisition written to purchase SimMan 3G.2. Faculty Resource Surveys: 90% of faculty will indicate "agree" or "strongly agree" that lab equipment is sufficient to meet their instructional needs. Student Resource Surveys: 90% of student respondents will indicate "agree" or "strongly agree" that lab equipment meets their learning needs. Graduate Resource and Employer Surveys: 90% of respondents will indicate "agree" or "strongly agree" the graduate is prepared to work at the entry-level.	1. A High Fidelity Simulations Manakin (Meti Man) has been purchased and is currently being utilized by the EMS program.2. One-hundred-percent (100 %) (17 of 17) employer surveys returned indicated that the graduates were prepared to operate at the entry level.	Employer survey participation was low. EMS Clerk will follow up with employers and encourage them to participate.
Provide National Registry Practical Examinations annually.	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.	Services were contracted through RMH to conduct the Nation Registry examination.	The contract for services proved to be very helpful. EMS will continue to enlist these services.
Promote computer competency and information literacy.	Students will utilize Blackboard and email in each EMS course.	Ninety percent (90%) of EMS students will utilize Blackboard in obtaining information related to each EMS course such as syllabi, handouts, powerpoint	1. One-hundred-percent (100%) of students (140 of 140) utilized Blackboard to obtain syllabi and handouts.2. One-hundred-percent (100%) of students (140 of 140)	The EMS program will continue to utilize Blackboard to test students and deliver course information.The EMS department will continue to

		presentations, Wimba sessions and any other course specific materials. Ninety percent (90%) of EMS students will utilize email to submit to their instructor(s) at least one assignment in each theory course. Ninety percent (90%) of EMS students will utilize the available computer software FISDAP for their clinical tracking for each clinical course.	utilized Blackboard. All students currently test using the Backboard Portal3. One-hundred-percent (100%) of students (140 of 140) utilize Fisdap to track clinical experiences.	utilize Fisdap as the primary tracking source for clinical experiences.
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 calendar year.	Two book scholarships were awarded to students as well as one complete academic scholarship.	EMS will continue to seek qualified applicants from differing backgrounds and ethnicities to award EMS scholarships to.

2011-2012 Engineering Technologies: Tommy Hartline / Melinda White Cabinet Member: Tim Green

Goal	Objective	Assessment Method	Findings	Use of Findings
Standardize the number of technical elective hours in each program in Engineering Technologies.	Currently, the number of technical electives varies from 0 to 9 hours depending on the program the student chooses. Today's students need training in areas other than their major to become the highly trained, multi-skilled individuals demanded in industry. This change will standardize the number of electives in this division and will be determined after input from all faculty in the division.	New standard number of electives will be included in the 2011-2012 catalog.	A meeting was held for all faculty members in the Engineering Technology division during the Fall, 2011, semester. After discussion, a unanimous decision was reached to set nine hours of approved electives as the standard in the division. Realtime Reporting was not included in this change as their curriculum is set by the National Court Reporters Association.	Students in the Engineering Technology division can customize the programs to better meet their interests and needs for employment.
Complete the relocation of the Automotive Manufacturing Technology and Electronics Engineering Technology Programs from Ralls Hall to the new Engineering Technology and ATN Center.	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. The relocation will provide the Gadsden ATN staff with access to high-end training equipment, more use of equipment, and avoid duplicate purchases of equipment. Ralls Hall will then be available for academic classes to support the entire technical division. Another gain will be in traffic and parking relief on the Wallace Drive Campus. Having 3 to 4 classes taught at Ralls Hall will keep as many a 100 vehicles at the East Broad Campus and off of the Wallace Drive Campus.	Move will be completed during Fall Semester, 2011.	Moving the Automotive Manufacturing Technology and Electronics Engineering Technology Programs to the new Engineering Technology and ATN Center was completed during the Fall Semester of 2011.	Classrooms and laboratories are currently being utilized by the ATN Center and the Electronics Engineering Technology program.
Continually monitor all work areas in Engineering Technology for Safety issues.	Identify and correct any known safety issues in Engineering Technology Programs to provide a safe environment for students.	Require all instructors to inspect their classrooms, work areas and laboratories each semester and report the results to the Division Chairs.	No safety issues were reported for the 2011-2012 academic year.	This goal will continue in Engineering Technology Programs to provide a safe environment for students.

2011-2012 Financial Aid: Kelly D'Eath Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
Maintain clear policies and procedures to ensure accurate,	Stay abreast of changes impacting financial aid	1. Information gained at professional development	This objective was met. The focus of professional	Information from training sessions were shared with

timely awarding of financial aid.	through participation in professional development activities and through review of financial aid regulations and literature.	activities, with each staff member attending at least one event annually; 2. Update the Financial Aid Policy and Procedures Handbook as needed; 3. Reduce the number/amount of overpayments due to staff errors; and 4. Enhance office communications.	development for 2011-2012 was Banner software. Each member of the staff attended numerous training sessions related to Banner. In addition, two members attended the annual Alabama Veteran's Administration conference and one attended the annual Alabama Association of Student Financial Aid Administrators conference. Policies and procedures were updated as needed.	FA team members. In addition, a weekly FA Tidbits was created to summarize changes and information learned to improve office communications. Training continues to be critical to ensure proper administration of aid.
Expand services to assist the increasing volume of students.	1. Provide additional financial aid assistance to students at Gadsden 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 cross-over Pell awards and Two Pells in an Award Year	1. Number of students served at Gadsden State Cherokee and additional students served by the Calhoun County offices; 2. Clear financial aid audit; 3. Hiring of staff	This objective was met. Services were expanded to the Gadsden State Cherokee campus. In addition, a full-time clerk was hired for one year and an administrative assistant was assigned to Financial Aid. This additional staff greatly assisted service to students, especially with the time spent in Banner conversion and training.	It is recommended that the clerk position, filled for one year, be staffed on a permanent basis.
Enhance communications with the College community in regard to financial aid, especially in regard to cross-over Pell awards and 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.	This objective was met. Financial aid staff presented workshops at high schools across the service area. Workshops were also held on various campuses. Attendance verification continues to be a focus, with enhancements now possible through Banner. Financial Aid is able to post messages to Banner Self Service, notifying students via email when a new message has been posted. A designated member of the Financial Aid staff, Lori Varner, has been tasked to oversee the website and Banner Self Service. Other FA team members submit suggestions to Ms. Varner, who updates information once approved.	Information will be shared with the community, on and off campus, through workshops, emails, web posts, etc.
Transition to new administrative software system with limited interruptions to services	Maintain compliance with regulations while enhancing office operations through the conversion to the new administrative software system.	1. Information gained at training; 2. Update the Financial Aid Policy and Procedures Handbook as needed; 3. Enhance office communications	This objective was met. Banner training has been the focus of professional development over the past year and will continue to be a focus this upcoming year. A weekly news-brief has been implemented to enhance communications.	Training has been crucial during this conversion process with many Banner workarounds required. Continued training is a must.

2011-2012 Financial and Administrative Services: Jim Prucnal				
Cabinet Member: President				
Goal	Objective	Assessment Method	Findings	Use of Findings
To utilize available funds to complete capital projects as identified by	Identified capital projects will be completed.	Were the projects completed on time and on budget? Projects for	a. One-stop center project has not been started. Awaiting completion of master plan. b. Projects started and completed:	Bond funds will be moved forward to FY13. Completed projects will be

the Executive Council and approved by the President.		2011-2012 are: a. projects to be determined using 2007 bond funds. b. projects identified by the Executive Council and approved by the President.	SAFRA funded renovations at Valley Street ADA renovations at Wallace Drive Projects started: Gateway project (to be completed in November, 2012)	audited by the examiners of public accounts. Uncompleted project will be finished in FY13.
Provide accounting services and budgeting for the college.	Fund balance will meet the Chancellor's guidelines.	Review fund balance on 09-30-2012 to determine if the balance meets the Chancellor's guidelines.	Fund balance on 9-30-12 exceeded Chancellor mandate of two months in reserve.	Funds above the two month reserve will be placed in the President's contingency fund to be used for operations/projects as directed by the President.
	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 2010-2011 records.	No audit findings related to financial matters were noted and an unqualified opinion was rendered.	Continue to monitor all accounting functions to maintain same results.

2011-2012 Financial Services: Jacqueline Clark		Cabinet Member: Jim Prucnal		
Goal	Objective	Assessment Method	Findings	Use of Findings

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."	1. 85% 2. 83% 3. 70%	The results fall below 90%. Each department will analyze official student complaints regarding the three areas. A meeting of all business office employees at all campuses will be held to review the results of the survey to determine ways to strengthen customer service.
	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."	The Nov. 2011 (most recent) employee survey revealed the following: 1. 90% and 93% 2. 92% and 86% 3. 74% and 59% 4. 82% and 80% 5. 73% and 67% 6. question not on survey	Those areas falling below 90% will be tasked to improve services. A written plan for improvement will be submitted to the Director and Dean for approval. If the installation of the Banner software does not reveal an improvement in scores, the I. E. staff will be requested to evaluate in depth the reasons for failing scores.
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.	A review of the 2010-2011 audit by the examiners revealed no findings related to financial services.	Continue to monitor all departments within financial services to ensure compliance with all laws and policies pertaining to the area.
	Zero noncompliance findings related to the financial services areas reported by	Review audit reports for state and federal grantor agencies for findings related to	A review of the 2010-2011 annual audit revealed zero noncompliance findings with	Continue to monitor all financial departments for compliance for state and

	state and federal grantor agencies.	financial services.	respect to the financial services area in regard to state and federal grantor agencies.	federal grants.
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.	Computers were reviewed and not replaced due to a lack of funds and implementation of Banner software.	After implementation of Banner software, computers will be re-evaluated and purchased as needed to comply with the new software.
	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 did receive at least one professional development opportunity.	While all attended some type of training, an effort will be made to select strategic courses for next year so that employees will be able to improve services to increase scores on the employee satisfaction surveys.

2011-2012 Fowler Residence Hall: Jack Page				
Cabinet Member: Jim Prucnal				
Goal	Objective	Assessment Method	Findings	Use of Findings
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 90% or higher of the residents return their annual survey.	Were 90% of the surveys returned?	We received 96% of the residents' annual survey.	We will continue to request residents to fill out and return their annual survey.
	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?	We achieved a 91.3% overall satisfaction of Fowler Hall and its programs.	Improve ways to make residents' stay at Fowler Hall more satisfactory.
Maintain an occupancy rate greater than 90%.	Maintain a 90% occupancy rate at Fowler Hall during the Fall and Spring Semesters.	Review the list of paid residents at Fowler Hall.	We did achieve an occupancy rate of 100%.	Continue to improve living conditions at Fowler Hall by remodeling common areas and methodically renovating dorm rooms.
Maintain the professionalism of the resident hall staff through continuing education activities and professional development meetings.	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.	We achieved a 70% rating.	There have been staffing changes and additional maintenance assignments.
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.	This has not been done to date.	Funding has been appropriated to replace out-of-date computers in the FY 2013.

2011-2012 Gadsden State Cherokee:				
Luanne Hayes				
Cabinet Member: Valerie Richardson				
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 enrollment by 5% Participate in high school activities (e.g., Career Coach programs, high school programs/activities at GSC Campus - Special Events - High School Tours of GSC Campus (Ongoing) - CHOICE Program (Spring) - New Student Orientation - Cherokee Campus (July) Dynamic, informative website with direct link from Gadsden State home page.	The increase in enrollment was not met. All other objectives were met. 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. Staff have participated in RU4Real?, Mock Interviews, and the annual College Fair. Senior Class presentations at all area high schools for recruitment, scholarship assistance, and college prep to approximately 280 students. Senior presentations were also conducted at Piedmont High School to portions of the senior class. DateTopicAudience# AttendeesPresentedOctober 2011Careers on Wheels6th Grade Students300CCBOEOctober	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

		<p>2011 College Fair High School Juniors and Seniors 534 Community and College Representatives January 2012 Tour Gadsden State Cherokee Facility Cherokee County High School Students 30 Cherokee County Career & Technology Center February 2012 Youth Leadership Forum High School Juniors & Seniors 90 Lion Club February 2012 Financial Aid Workshop New and Continuing Students 18 Kelly D'Eath June 2012 Camp YEAH (Youth Exploring Advancements in Healthcare) Cherokee Sophomores & Juniors 25 Chad Steed July 2012 FOCUS GSCC Freshman 102 Gadsden State Counseling & Advising Center August 2012 Nursing Orientation New LPN Students 20 Gadsden State Nursing Department</p>	<p>constituencies to bring additional courses and unduplicated programs to the Cherokee campus; and (5) seek internal/external assistance with the GSC website.</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>The objective was met. A total of 7 presentations were delivered during the reporting period reaching approximately 209 people in the service area. The table below summarizes the various presentations, the audience, and the number in attendance.</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Topic</th> <th>Audience #</th> <th>Attendees</th> <th>Presenter</th> </tr> </thead> <tbody> <tr> <td>November 22, 2011</td> <td>Economic Development, Nursing and Community College Partnership</td> <td>Business leaders 12</td> <td>Luanne Hayes, Martha Lavender</td> <td>December 6, 2011</td> </tr> <tr> <td>December 6, 2011</td> <td>Education and Leadership</td> <td>Youth Leadership Cherokee 22</td> <td>Chad Steed</td> <td>December 15, 2011</td> </tr> <tr> <td>December 15, 2011</td> <td>Economic Development Update</td> <td>Cherokee County Chamber of Commerce Breakfast 65</td> <td>Luanne Hayes</td> <td>December 15, 2011</td> </tr> <tr> <td>December 15, 2011</td> <td>Economic Development Update</td> <td>Governor of Alabama and Cherokee County Elected Officials 50</td> <td>Luanne Hayes</td> <td>April 9, 2012</td> </tr> <tr> <td>April 9, 2012</td> <td>Community College Month Proclamation</td> <td>Cherokee County Commission 20</td> <td>Dr. Raymond Staats</td> <td>April 10, 2012</td> </tr> <tr> <td>April 10, 2012</td> <td>Global Nursing Shortage and SIM Tour</td> <td>High School Juniors 22</td> <td>Kelli Davis</td> <td>May 14, 2012</td> </tr> <tr> <td>May 14, 2012</td> <td>Airport Authority Update</td> <td>Cherokee County Commission 18</td> <td>Luanne Hayes</td> <td></td> </tr> </tbody> </table> <p>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 Goody's Department Store (April 18, 2012), Stover, Stewart & Phillips, LLC (July 30, 2012)</p> <p>President Rotary Club of Centre, 2011-2012 Chairman Centre-Piedmont-Cherokee County Regional Airport Authority, 2012 Attended Board meetings, EARPDCA Attended and provided welcome remarks for the GSC Nursing Pinning Ceremony at the Cherokee Campus (August 9, 2012) Prepared several reference and recommendation letters for students for scholarships and/or jobs. Attended/participated in the following community events: City of Centre's Fall Fest, Cherokee County Family Resource Health Walk, Cherokee County Humane Society Pet Costume Pageant, Scale Back Alabama, SADD, Cherokee County Candidate's Forum, Red Cross Souper Supper, Lion's Club Pancake Day, Taste of Cherokee, Boy Scouts of Northeast Alabama Breakfast, Alabama Power Company Weiss Lake Shoreline Management Annual Open House, SO COOL Summer Camp, Etowah County Farm Tour and Breakfast and Cherokee County Mental Health Program Cherokee Staff supported the Chamber of Commerce fundraiser, "Girl's Night Out" (October 13, 2011) Exhibited at the Cherokee County College and Career Fair (October 4, 2011) 800 contacts Volunteered/Attended Girl Friend Gala and Little Black Dress fundraiser, Gadsden The</p>	Date	Topic	Audience #	Attendees	Presenter	November 22, 2011	Economic Development, Nursing and Community College Partnership	Business leaders 12	Luanne Hayes, Martha Lavender	December 6, 2011	December 6, 2011	Education and Leadership	Youth Leadership Cherokee 22	Chad Steed	December 15, 2011	December 15, 2011	Economic Development Update	Cherokee County Chamber of Commerce Breakfast 65	Luanne Hayes	December 15, 2011	December 15, 2011	Economic Development Update	Governor of Alabama and Cherokee County Elected Officials 50	Luanne Hayes	April 9, 2012	April 9, 2012	Community College Month Proclamation	Cherokee County Commission 20	Dr. Raymond Staats	April 10, 2012	April 10, 2012	Global Nursing Shortage and SIM Tour	High School Juniors 22	Kelli Davis	May 14, 2012	May 14, 2012	Airport Authority Update	Cherokee County Commission 18	Luanne Hayes		<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>
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		<p>multiple strategies of the outreach program were successful and well received by the community. Continuing Education: In collaboration with the Department of Continuing Education, Gadsden State Cherokee has hosted community education programs to the general public and non-traditional student population through a variety of continuing education programs. A total of 37 topics were offered and 24 courses had sufficient enrollment to comprise a class: 4 courses made in fall 2011, and 11 courses made in spring 2012. A new summer camp program was implemented for the summer semester. A total of seven camps offering a variety of activities in June and July created an educational experience for 91 children. In addition to the camps, two driver's education classes prepared a total of 33 participants for the driving test. In all, a total of 261 people attended continuing education classes during the 2011-2012 year. In partnership with the Cherokee County Chamber of Commerce, the Cherokee Center and Arena hosted multiple college and community events. During the 2011-2012 reporting period, a total of 198 events were held with approximately 22,436 people in attendance. During this period, one event was sponsored by a local for-profit entity resulting in \$450 rental revenue. The academic facilities have been used for training/community/development events during the year including two blood drives sponsored by the American Red Cross and one Hunter Safety Training Program.</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. Integrate Cherokee awards into the Gadsden State Awards program annually to recognize scholarship recipients attending Gadsden State Cherokee.</p>	<p>The objective was met. Maintained a continuing relationship with Mr. Jerry Culberson, President and CEO of Preferred Health Services and Trudy Lowe, CEO of Preferred Health Services, to make scholarships available to students attending Gadsden State Cherokee. Awarded four \$500 tuition scholarships to area high school students. Worked with high school counselors to disseminate the application, assembled a scholarship review team, and awarded the four scholarships. Luanne Hayes and Ms. Trudy Lowe presented the scholarships at the high school graduation ceremonies. In addition, GSC faculty/staff continued working with the Chamber of Commerce to award the Girl's Night Out scholarship funds in 2011-2012 (4 tables were sponsored for the October 2011 event by Cherokee representatives). In November 2011, the Cherokee County Health Authority established the Jerry L. Culberson Nursing Scholarship. It is a \$5,000 scholarship paid annually to Gadsden State for a deserving nursing student, attending Gadsden State Cherokee and resident of Cherokee County. Worked with nursing staff to disseminate the application, assembled a scholarship review team and worked with financial aid. Luanne Hayes presented the first Jerry L. Culberson Nursing Scholarship at the Practical Nursing Program Pinning Ceremony in August 2012 held at the Cherokee Campus. Mr. Ed Bailey endowed the Clemis L. Bailey Nursing Scholarship in 2010. This partial tuition scholarship was awarded for the first time June 21, 2012. This was a \$1,000 scholarship for a nursing student, attending GSC-Cherokee and resident of Cherokee County. Worked with nursing staff to disseminate the application, assembled a scholarship review team and worked with financial aid and the business office. Dr. Staats presented the first Clemis L. Bailey Nursing Scholarship at a reception at the Cherokee Campus with the donor and his family present. All</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 publicity of each scholarship award.</p>

			efforts to generate interest in a specific foundation for the Cherokee Campus were suspended due to the rejuvenation of the Gadsden State Foundation. Several Cherokee County citizens are represented on the foundation's board of directors..	
Create a robust Economic Development Program in collaboration with the state/local business leaders, the Chamber of Commerce, and the Alabama Economic Development Authority.	Serve as a collaborating partner in shaping and achieving the county's economic and community development vision/plan.	Staff the Cherokee County Industrial 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.	The objective was met. The following is a summary of the partnerships during the year: Conducts the Cherokee County Industrial Development Authority, meet monthly with the eleven member authority and twelve courtesy members. Elected Chairman of the Centre-Piedmont-Cherokee County Regional Airport Authority, meet monthly with the 7 member authority and three sponsors. Served on the Board of Directors of the Aviation Council of Alabama, meet monthly to promote general aviation in the State of Alabama. Serves 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 Director's 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. Immediate Past President of the Centre Rotary Club (local commitment), meets weekly with over 45 club members. Meet semi-annually - Mayor's Forum. Meet 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. Member of the Centre Industrial Development Board. Graduate of the inaugural class of the Tennessee Valley Rural Leadership Institute. Initiated and formed the Cherokee County Press Club, meets monthly with representatives from the area working press. The 2011-2012 Youth Leadership Cherokee program accepted 25 students from the five high schools into Class IV. Student evaluations of the experience were all positive. A total of 94 graduates have completed the program to date.	The Director of 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.
	Serve as an information resource for all organizations interested in economic development and industrial growth in Cherokee County.	Provide services as requested/needed.	The objective was met. 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. Visited majority of industries. Various speaking engagements. Coordinate Building/Facility Tours. Established marketing materials (web site, and Leesburg industrial site power point program). Published a county-wide Retail and Commercial Development Guide. Published a county-wide Industrial Directory. Received the Communications Award, Award of Merit, from the Southern Economic Development Council for the Retail Recruitment Guide.	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.
Lend support for student activities and support services at Gadsden State Cherokee by providing extra-curricular	Maintain existing clubs and explore interested in additional club/organized extracurricular activity on the Gadsden State Cherokee campus.	Secure faculty advisors from Gadsden State Cherokee faculty/staff.Conduct a minimum of one (1) leadership/service activity.Conduct a minimum of four (4) meetings per year.Increase student	The objective was met. Black History Month was celebrated by the following: A display table in the lobby that highlighted black leaders in various fields. The table contents were rotated weekly showcasing the advancements made by black inventors, entertainers, politicians and athletes. Cherokee SGA hosted a brown bag lunch on February 15 and 16. Students were encouraged to	Continue current organizational activities based on student interest and participation. Explore other options for extracurricular

activities.		satisfaction with the student activities and support services available at the Cherokee Campus.	bring their lunch and view the documentary FREEDOM RIDERS as a way to view local civil rights advancements. Attendance was low, but student led discussions after each viewing allowing participants to share experiences and discuss the progress of equal rights. Cherokee hosted "TRADITIONS", a community event that brought 140 attendants to the campus of Gadsden State Cherokee. The program included the Jacksonville State University Gospel Choir and PUSH Ministries of Centre. Attendees enjoyed an evening of music and drama. The Cherokee SGA held three meetings during the year with an attendance of 15-25 students. The student led group sponsored many activities on campus including Get on Board Day, Red Cross Blood Drive, Halloween Costume Contest, Centre Christmas Parade, Hang It Up Holiday Initiative, StudyGate Breaks during finals, Talent Show Auditions and GSCC Talent Show. SGA also coordinated the SGA	student involvement in leadership development, community activities, and college-wide organizations.
	Provide support programs to meet student needs.	Offer brown bag lunches and/or programs on time management, study skills, organizational skills, stress management, etc. Conduct a minimum of four (4) programs a year.	The objective was met. Individualized counseling was provided for students with testing anxiety, time management issues, personal counseling needs, and organizational deficits. Faculty conducted numerous study sessions and created individual remedial plans for students identified as at-risk. Group advising sessions were conducted November 15-17, 2011 in order to reach more students for advisements. A total of 55 students were reached with this effort. Nursing advisor, Pam Mayo, was scheduled for one session to target students wishing to enter the RN and PN programs. Gadsden State Cherokee now has a full-time Financial Aid Officer on staff. With the addition of Ms. Linda Foster, Gadsden State Cherokee is able to provide a more comprehensive student services environment by her availability to assist students with all financial needs. This development has greatly increased the amount of students that are able to be served at Cherokee.	Continue to pursue a multifaceted support program for students at Cherokee. Incorporate these requirements into the advisor role when the position vacancy is filled. Work with Student Support Services on Wallace Drive to extend services to the Cherokee Campus.
Ensure continuing professional development and professional involvement of Gadsden State Cherokee staff in fulfillment of academic and economic development responsibilities.	Staff will maintain and expand knowledge of professional trends in postsecondary education and economic development.	Each staff will attend at least one conference and/or state meeting based on the approved individualized professional development plan.	The objective was met. In addition to the Gadsden State professional development offerings, Banner training 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 Advisor Training (July 7, 2011), TVA Webinar "The Food Industry and Packaging" (October 18, 2011), Google Docs and Understanding Students with Disabilities (November 21, 2011), TVA Rural Leadership Institute (November 30-December 1, 2011 & February 15-16, 2012), Economic Developer's Association of Alabama Annual Conference (January 22-25, 2012) TVA Economic Development Forum (February 16-17, 2012), Avery Dennison Seminar (April 18, 2012), Cherokee County Revenue Office GIS Workshop (May 16, 2012), TVA Webinar "Aerospace Manufacturing" (June 7, 2012), Organizational Skills for the Overwhelmed (July 12, 2012), Degree Works (June 28, 2012), North Alabama Industrial Development Association Annual Conference (August 28-29, 2012), Supervisory Coaching Workshop (September 6, 2012), and the Aviation Council of Alabama Annual Conference (September 9-12, 2012). All Cherokee staff met/exceeded their goals as specified in the annual Professional Development Plan. The number and diversity of activities augmented existing skills as needed to ensure effective performance of duties (documented	Recommend continued identification of targeted educational needs and participation in need based continuing education programs at the local, state, and national levels.

in the employees' individual performance evaluation).

2011-2012 GED Testing Center: Jimmy Johnson		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 (4) - 4 drawer, fireproof filing cabinets for storage of the GED Official Score Reports for the GED Testing Center Office at the Ayers Campus.	Purchase and place in service four (4) fireproof storage cabinets.	The objective was achieved. The four (4) - 4 drawer, fireproof filing cabinets for storage of the GED Official Score Reports for the GED Testing Center Office at the Ayers Campus were purchased and installed.	The four (4) - 4 drawer, fireproof filing cabinets will be used for ensuring the safety and security of GED Official Score Reports at the Ayers Campus. This is particularly important for pre-computer score reports which may be the only existing record available.
Increase awareness of the Gadsden State Community College's GED Testing Center.	Develop and maintain 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 maintained and is available and functional worldwide.	The objective was not achieved, primarily due to the focus on Banner training. Steps have been taken to develop and maintain a fully integrated webpage for the GED Testing Center. Adobe Contribute CSS software was purchased for use in developing the webpage. Staff has received partial training in the use of the software and in the development of the webpage.	Efforts will continue to develop a webpage for the GED Testing Center for 2012-2013. This is particularly important as GED transitions to computer-based testing by January 2014. The webpage will be useful in providing information about this transition to the population served by the GED Testing Center.
Build capacity for consistent GED Testing Services within the State of Alabama guidelines.	Increase the knowledge and awareness of the GED Chief Examiner of all policies and procedures of the GED Testing Service, Washington, DC and the Department of Postsecondary Education (DPE), Montgomery, Alabama by attending Department of Postsecondary Education GED Testing Training at a regional site.	This objective can be assessed by the GED Chief Examiner attending the DPE GED Testing training session throughout the twelve month period.	The objective was achieved. The GED Chief Examiner attended training by the Alabama Department of Postsecondary Education during the Alabama Adult Education Summer Conference.	The GED Chief Examiner's knowledge and awareness of policies and procedures of the GED Testing Service and the Alabama Department of Postsecondary Education were increased through participation in this training. This information is particularly important as GED transitions to computer-based testing by January 2014.
	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 objective was partially achieved. The GED Chief Examiner and one GED Examiner attended the required training for GED Examiners at the Alabama Adult Education Summer Conference. The Alabama Department of Postsecondary Education permitted only two examiners to attend the required training.	The training was useful in updating GED Examiners on policies and procedures for GED testing and in preparation for the transition to GED computer-based testing by January 2014. Gadsden State Community College will serve as a pilot site for computer-based testing once approved by the GED State Administrator of the Alabama Department of Postsecondary Education. Other staff, including GED Examiners and proctors, will receive training in preparation for the implementation of computer-based testing during 2013.

2011-2012 Health & Physical Education, & Recreation: Mike Cancilla		Cabinet Member: Jim Jolly		
Goal	Objective	Assessment Method	Findings	Use of Findings
Create an environment of excellence that fosters the highest standards of instruction in all health education (HED) and physical education (PED) courses.	To improve classroom instruction through diverse instructional staff opportunities in personal/community health, first aid, pre-Athletic	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	Second year of the program and had six transfer to a senior institution to complete their education.	Five (5) out of seven (7) transferred to a four year institution to continue their athletic training degree.

	Training and physical education classes.	institutions via follow-up questionnaire.		
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. 3. The number of participants enrolled in the Scale Back Alabama program will increase by 10%.	1. The aerobic exercise class for faculty and staff was discontinued. 2. There was a 30% decrease in the use of the weight room during fall semester. There was a 20% increase in use of the weight room in spring semester. The weight room averaged 21 people/day fall semester and 48 people/day spring semester compared to the 2010-11 usage of 30 people/day fall and 40 people /day spring.3. There was a %72 people participated in Scale Back 2012 from 61 people in 2011.	1. Discontinuation aerobic exercise program for faculty was due the reassignment of faculty. Programming is now coordinated through Continuing Education.2. Spring semester 2012 higher than spring 2011 due to extended hours and hiring of attendant who assisted with the development of individual training programs.3. Increased by 10%. Having formal weigh-in opportunities at Cherokee and Ayers campuses to accomodate participants. Offered a workout component to participants thru extended weight room hours and hiring of instructor to assist w developing individualized workouts.
	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.	This objective was partially met. Routine and general maintenance was performed on all equipment. 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 then equipment.

2011-2012 Health Sciences: Connie Meloun				
Goal	Objective	Assessment Method	Findings	Use of Findings
Ensure that students in the health science division are provided with the opportunity to acquire the knowledge and physical and technology-based skills to competently and safely perform as an entry-level healthcare practitioner.	Hire qualified, experienced faculty/staff.	Health Science employee personnel files will indicate that 100% of the employees meet the education degree and/or experience qualifications as deemed necessary by Postsecondary Education and accreditation/approval entities.	Objective met. All employees in the Health Science Division meet the education degree and/or experience qualifications as deemed necessary by Postsecondary Education and respective program accreditation/approval entities. Personnel in the Health Science Division include: 1 Assistant Dean; 33 Full-time Faculty; 8 Support Staff; and 15 Part-time Instructors and/or Lab Assistants.	Will continue to ensure faculty and staff meet the required qualifications of the respective position as new employees are hired.
	Faculty will be provided access to current educational methodologies and current information related to their teaching area.	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'.	In reviewing "professional activities attended" in relation to specific teaching area and/or to current educational methodologies for full time faculty during the 2011-2012 academic year, the objective was partially met. The results are indicated in the attachment .	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.
Provide the necessary equipment/supplies needed by instructors to adequately prepare students in their program of study.	On the Health Science Resource Survey 90% of instructors will indicate they had the necessary supplies and equipment needed to teach in their program of study.	The objective was met. See attachment as to the results of the responses related to adequate supplies and equipment utilized in the laboratory on the 2012 Health Science Program Resource Survey. An important comment on surveys related to the above is as follows: " Lab equipment and supplies need to be improved . . . more money allotted so each student has own "good" microscope. Enough supplies to perform tasks without having to reuse, wash, etc (such as test tubes and slides)" "We were approved for Workforce Development Grant funding for on-line software access for students to learn electronic documentation and we were also approved to receive 3 pediatric high fidelity simulators.	It is 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 (such as Alabama Workforce Development). Input from faculty related to needs for lab, classroom and clinical.	
Graduates of health science programs exhibit knowledge and skills to work in an entry-level position.	Ninety percent (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.	Objective partially met. Passage rates on first attempts of licensing/credentialing exams by respective program are indicated in the attached document . Graduate and Employer Surveys were not utilized as originally planned.	Standardized testing has been incorporated in the Associate Degree Registered Nursing, Licensed Practical Nursing, Clinical Laboratory Technology, Radiologic Technology and Emergency Medical Services to assist students in passing licensure/certification/registry exams. Investigate various retention practices/techniques to assist students who are having difficulty on a specific unit and/or course. 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). Information as to graduate and employer surveys will be collected from each respective program.	
Students will be successful in completing their program of study within the Health Science Division.	Each program within the Health Sciences Division will maintain an attrition rate of 25% or less.	Each program within the Health Science Division will maintain an attrition rate of 25% or less. The attrition rate is tracked using the Monthly Attrition Report which is utilized by all designated instructors to indicate which	Objective partially met as indicated in attached document .	There is no control over students who decide to not complete a program. Some programs have already incorporated an "orientation session" for program applicants in an effort to present realistic information

	students are averaging below passing in any respective program course and what remediation has been offered to assist the student to increase the course average. The End of Course Report is also used which includes retention/attrition rates and is submitted at the end of each semester for each course taught. Faculty designate if students withdraw from a course for personal reasons or due to not having a passing grade.		regarding the time/effort necessary to be successful in the program as well as information regarding the role and duties involved in the workplace. Several programs also have remediation efforts in place to assist students who are having difficulty passing exams. The Assistant Dean will schedule meetings with program directors to further discuss ways in which to assist students to be successful in the program but at the same time not lower any of the program expectations.
Instructors will incorporate active learning strategies (including advanced simulation experiences) in their teaching to promote critical thinking and learning success.	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.	There is at least one advanced simulation model available to instructors in the Health Science Division at each of the following sites: Wallace Drive, East Broad, Valley Street, Cherokee and McClellan. The attachment indicates the high fidelity simulation models for the health science programs at the various college sites.	The division will continue to request funds from Technology Fees and Alabama Workforce Development grants to obtain high-fidelity simulation to assist in the instruction of students in health science programs, focusing on obtaining high fidelity pediatric simulators for nursing and EMS, and an infant simulator for EMS. Continue to request the Audio/Visual 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.	Objective partially met.A. The Nursing Assistant Program received 32 new chairs to go with the previously acquired tables for the classroom. No other tables and chairs have been purchased to replace desks.B. No new furnishings for the computer lab in Helderman Hall have been purchased.C. All of the computers (28) were replaced in the computer lab in Jarvis Hall. No new computers were purchased for the computer lab in Helderman Hall this fiscal year. There were 32 computers replaced in the computer lab at the McClellan Center.D. All faculty and staff in the Health Science Division have flat screen computer monitors. CLT -- noneEmergency Medical Services – Received 28 new student computers for the computer lab, 28 tables and chairs for the computer lab. Also a new projector and 2 projector screens.Nursing Assistant – 32 chairs for students’ use.Nursing Education – 32 PCUs for McClellan computer labPublic Safety Telecommunications – N/A (online program)Rad	Will continue to purchase equipment and furnishings as budgets allow to create an atmosphere conducive to learning as well as the technology required.

			Tech -- none Surg Tech -- none Massage -- none	
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 or re-accreditation.	A. National League for Nursing Accrediting Commission (NLNAC) approval for initial accreditation for the Licensed Practical Nursing (LPN) Program. B. Faculty developed self-study for the Massage Program initial accreditation from the Commission on Massage Therapy Accreditation (COMTA). C. Completion of the community college system's curriculum standardization process for surgical technology programs as a step towards beginning the accreditation process. D. Attendance at a national conference related to accreditation for surgical technology programs.	Objective partially met. A. The LPN Program received the maximum initial NLNAC accreditation of five years (2011-2016). B. Massage faculty are writing the self-study for the initial accreditation from COMTA with the site visit to take place in Spring 2013. C. Work continues on the curriculum standardization for surgical technology programs. D. Surgical Technology instructor was not able to attend a national conference related to accreditation due to budgetary reasons.	Will concentrate on initial accreditation for the surgical technology program and the therapeutic massage program. Will request Voc Tech Funds and/or budgeted funds related to accreditation for surgical technology instructor to attend the necessary conference to initiate the accreditation process. Will focus on assisting the massage therapy faculty in the self-study process for initial accreditation from COMTA in Spring 2013 and the Associate Degree Nursing (ADN) Program to prepare for a re-accreditation site visit in Fall 2013.
To strengthen the Health Science Division's relationship with diverse groups within the community and health care agencies.	Increase efforts to staff more faculty and staff positions with qualified minority persons.	Filling of faculty and/or staff positions with qualified minority applicants.	There has been two full time hires in the Nursing Education Program, and two full time hires in the Emergency Medical Services program this 2011-2012 academic year. None of these hires were minority as there were no minority applicants for any of these positions. Of the part-time faculty/lab assistants working in the various Health Science Programs, none have been minority and there have not been any minority applicants.	Will 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.	Objective partially met. The attached document indicates representation of minority committee members on health science program advisory committees.	Program Directors will be encouraged to seek members from diverse racial backgrounds and ethnic origins to participate in the respective program's advisory committee.
2011-2012 Human Resources: Kim Cobb				
Goal	Objective	Assessment Method	Findings	Use of Findings
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 2010-2011 audit of employment records and procedures. This audit was performed during 2011-2012. 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 and resources.	A minimum of 90% of the respondents to the Selection Committee Survey will "Strongly Agree" or "Agree" to statements on satisfaction with HR guidance and support.	Results of the Selection Committee Survey indicate that 97% of respondents "Strongly Agree" or "Agree" with statements on satisfaction with HR guidance and support.	These results demonstrate that the Office of Human Resources provides guidance and support to selection committees by furnishing materials in a timely manner, working closely with the committee chair on the hiring

				process, suggesting committee members who can lend expertise to the process, and providing a meeting environment that is conducive to an effective selection process. The Office of Human Resources will address comments and concerns of administrators and committee members and continue to improve the level of guidance and support for selection committee functions.
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 2010-2011 audit of employment records and procedures. This audit was performed during 2011-2012. There have been no court decisions or findings against the College resulting from EEOC complaints. It is confirmed that all search files included a checklist to ensure that the hiring process was followed and thoroughly documented.	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 of Human Resources is effective in the distribution of employment contracts, as appropriate.	Results of the Gadsden State Community College Institutional Planning and Research Employee Evaluation of College and Services-November 2011 survey indicate that 94.4% of respondents "Strongly Agree" or "Agree" that the Office of Human Resources is effective in the distribution of employee contracts, as appropriate.	Effective distribution and processing of employee contracts is extremely important for timely and accurate payroll and record-keeping purposes. All parties involved must be informed of correct procedures and pertinent dates each semester. An electronic memorandum with detailed instructions is sent to appropriate administrators and contract preparers each semester. The Office of Human Resources will continue to provide support to contract preparers, inform of any changes in processes, and work toward

more efficiently and effectively producing and processing employment contracts.

2011-2012 Information Technology: Sheila Lancaster Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
<p>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.</p>	<p>Keep curriculum current in order to successfully prepare students.</p>	<p>The Department of Postsecondary Education provides detailed plans of instruction for each course introduced into the state common course directory. These are constructed based on industry and peer review. The objectives of these plans of study are used to create Student Learning Outcomes Assessment forms for each course. The statistics are used to determine if the objectives of the courses are being fulfilled.</p>	<p>All new curriculum or course number changes implemented by the department of post-secondary education curriculum revisions continued and expanded for the 2011-2012 year. Classes taught in Fall 2011: 201 – (increased demand required 2 sections) 203 – 1 section 207 – 1 section 212- 1 section taught on Ayers campus 268/269 was taught on both Ayers and Gadsden Campuses due to increased demand) All of the CISCO series was offered under new course numbers (270/271/272/273) 299 – special topics in Web development taught on Gadsden campus Classes taught in Spring 2012: 201 – 1 section taught on both Ayers and Gadsden campuses 199 – 1 section taught on Ayers campus 203 and 208 were taught eLearning to serve students at all campuses 207 – 1 section taught on Ayers campus 251 – 1 section taught on Ayers campus 280 – 1 section 276/274A - 1 section All CISCO series was offered under new course numbers (270/271/272/273) 299 – special topics in Network Admin taught on Gadsden campus Classes taught in Summer 2012: 201 – 1 section on Gadsden campus 213 – 1 section on Ayers campus 209 – 1 section on Gadsden campus 285 – 1 section taught Hybrid</p>	<p>Instructors continue to prepare 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 technology. The students learning outcomes have been very good 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>
	<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 bachelor's 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 statistics from the Student Learning Outcomes Assessment (SLO) forms 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</p>	<p>A combined analysis showed 100% of the students performed at 82%, or higher on all course competencies of CIS 146. The lowest at 82% for the computer terminology is still above the hope of 70% or better. TEC initiatives tested for basic fundamentals of using technology for research were at 94 – 98%. 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 SAM for training and testing. Student performance appeared about the same with the exception of those students who had difficulty with the simulation software at home or on computers other than the school computers. This was accommodated by encouraging students to do the work on the simulators in a school lab and by including enough assignments so that some could be counted as extra credit. The difficulties were not just in the students'</p>

		technology as referred to in the General Education Outcomes of the college.		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 those 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.
Replace computer equipment, furniture, and networking support equipment in a cycle in order to provide updated equipment and a safe environment for the students.	Update equipment in at least two computer labs per year and/or supplement existing computers.	Equipment placed into service.	One (1) Cisco 1841 Router and One (1) Cisco 2960 Switch was purchased at a cost of \$4,686. Router/switch equipment purchased to upgrade CISCO courses at a cost of \$3,133.50 computers were purchased to upgrade student computer labs Ayers 101 and Cherokee 208 at a cost of \$35000.	The funds for the technical requests were used to purchase the equipment listed. 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.
	Eventually replace folding tables in all labs with computer tables and/or proper racks.	Tables and racks placed into service.	No additional tables were purchased this year due to funding cuts.	The existing folding tables are adequate, but will be replaced when the opportunity is there for funds to replace these with actual computer-use type tables.
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.	Provide competent instructional preparation for students to be successful in their goal of future/improved employment.	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.	Graduate Follow Up (2011-2012) surveys answered by students show; 60% of respondents stated their primary objective was to prepare for a new job/career. 0% of respondents stated their primary objective was to improve skills for a current job/career. 40% 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. 100% of respondents stated their primary objective. 100% were satisfied with the quality of instruction for courses in their major with reporting of 60% Excellent and 40% Good. 20% of respondents stated they were employed or promoted as a result of occupational training received. Salary information was omitted in responses by	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. Fewer students attended Gadsden State as a TRA or WIA student (80% reported No to this inquiry). The Information Technology Division will continue to offer emerging technology and software in the curriculum to best prepare the students to work in the IT field as well as prepare to continue their education at the baccalaureate level.

			these students. Students reported 100% mastery of TEC research and use of technology skills.	
Maximize students' learning in technology by providing qualified and competent instruction.	Provide faculty with opportunities for continued professional development directly related to their instructional areas of technology.	Seminars and professional development attended as well as in-house training completed. All 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.	Budget cuts have prevented faculty from attending formal professional development training and informational meetings. Faculty was not able to participate in any professional development opportunities outside of campus. Faculty laptops will be updated. Some instructors have requested Macintosh and Android versions in order to pursue self-preparation in mobile application development.	The addition of the Macintosh and Android equipment will expand the curriculum content and possibilities of the computer science students.
	Faculty will be encouraged to attend advising and recruitment type professional development activities at primary transfer universities, such as JSU, UA, UAB, Athens and Auburn. Continue participation in the consortium for National Centers of Academic Excellence for Information Assurance Education and Training Program for 2 Year Institutions (CAE2Y). This is in support of the Workforce Development goal - "Serve as a partner in shaping and achieving the region's economic and community development vision"	Reports of faculty professional development and summary reports of site visits. 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 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.	The instructors continue to 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.
The Information Technology Division will continue to develop delivery of online and hybrid CIS courses to the student population.	Continue to improve eLearning versions of CIS coursed to meet demand. Provide faculty opportunities to research and attend professional development, related to eLearning courses, delivery methods and degree options.	Enrollment figures and numbers of sections of online versions of courses. Enrollment figures will be used to determine trends of student preferences for course delivery 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.	Fall 2011 e Learning sections 8 sections of CIS 1461 section of CIS 1471 section of CIS 147 as Hybrid Spring 2012 e Learning sections 8 sections of CIS 1461 section of CIS 147 as Hybrid 2 sections of web development courses (203/208) were eLearning Summer 2012 eLearning sections 5 sections of CIS 1462 sections of CIS 146 were Hybrid (one day) 2 section of CIS 1471 section CIS 209 as Hybrid 1 section CIS 285 as Hybrid	The demand for distance learning sections of CIS 146 remains steady. 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

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.	Gadsden State applied for and received a Math Science Partnership grant through the Alabama State Department of Education to offer professional development to secondary math, science and career tech instructors as part of the Alabama Math, Science, and Technology Initiative (AMSTI). The grant will involve at least two math faculty which will be new to grant efforts including Dr. Danny Wilborn as the principal investigator. At least three science faculty will also be included but they may have had past grant experience.	The Institutional Advancement and Student Services division will continue to seek grant opportunities that strengthen the connection between secondary and postsecondary education and that provide professional development and supplies to our instructors.
	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.	Gadsden State applied for and was accepted as a partner college into the Collegefish.org project through Phi Theta Kappa that focuses on college transfer from two to four year colleges. The point of contact and new staff member to a grant in our division is Kathy Gillison-Parker from Counseling.	The division of Institutional Advancement and Student Services will continue to seek grant opportunities that will assist our students.
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.	The MyGadsdenState site, which is our MyCampus portal, was launched during the year and prior to the advent of the Banner student system that came online in July of 2012. With the advent of the new Banner system, the numbers were lower than expected (10,380 visits by 6,071 separate visitors) but the word is out since the page was viewed 48,970 times.	The division will continue to seek easy ways for students to access technology. Student Services will use the new tools provided under Luminis to communicate with students and track their usage over this next year.
	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.	A help desk through Computer Services was added so that students having trouble logging into the new on-line student system through Banner could receive assistance in logging in and unlocking accounts they had been locked. SMARTHINKING on-line tutoring usage expanded greatly during the time period to 27.8 hours per month used with 801 registrations and 158 different students served.	The Student Services division will continue to search for ways to serve both their on campus and distance students with services needed to succeed in college.
To seek new grant opportunities.	Institutional Advancement will apply for one (1) grant that the College has not received in the past.	Copies of the e-mail or confirmation receipts of grants submitted or the grants listing will document application.	Gadsden State applied for and received a Math Science Partnership grant through the Alabama State Department of Education to offer professional development to secondary math, science and career tech instructors as part of the Alabama Math,	The division will continue to seek grant opportunities that benefit the college and its students, as well as the community.

			Science, and Technology Initiative (AMSTI). It was the first time the college had applied for this grant.	
	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 college applied for and received acceptance as a partner college through the grant process to be included in the Collegefish.org project for transfer assistance. This opportunity came at the recommendation of the counseling staff.	Faculty and staff recommended projects will continue to serve as vital projects for the division to write for seeking training or assistance.
	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.	In addition to the regular Upward Bound projects and the Veterans Upward Bound project, in which the college was successful in being refunded, the division also wrote for an Upward Bound Math and Science Project. All of these provide services to low income and primarily first generation college students from diverse backgrounds to help them enroll and succeed in college.	Institutional Advancement and Student Services will continue to seek opportunities which will assist students from 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.	Three joint professional development related to grant opportunities were attended with representation from multiple campuses this year. These grant teleconferences included one from the Department of Education on Veterans Upward Bound, one from Morehouse School of Medicine on the HBCU mini-grant for behavioral health and one on the appeals process for Upward Bound from the Council on Opportunity in Education (COE).	The division will continue to seek cost-friendly professional development whenever available.
	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.	Following the August Program Managers meeting, a Banner training session was held in a computer lab on the Ayers Campus with representation from all of the campus locations.	Professional development, particularly in regards to the new administrative software and its expanded capabilities, will be a focus of the upcoming year also.
	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 Program Managers meet on a monthly basis, if time permits, and the Diversity Coordinator served as a speaker during one of the Program Manager Meetings. In addition, all required diversity training was completed and many also attended the State wide diversity conference.	The division of Institutional Advancement and Student Services will continue to make diversity an on-going goal.

2011-2012 Institutional Planning & Research: Teresa Rhea Cabinet Member: President

Goal	Objective	Assessment Method	Findings	Use of Findings
To engage in research activities to produce accurate and accessible data in support of strategic	Improve Fact Book that presents history, current mission and activities of the College as well as current data.	Fact Book publication will be October 2011	Fact Book was published to the website in October 2011. www.gadsdenstate.edu/faculty-and-staff/ie/index.php	Institutional Effectiveness will continue to publish the Fact Book on an annual basis.

<p>planning, evaluation and public relations to College employees and interested constituencies, including those served by the Diversity Committee.</p>				
	<p>Develop Web Page to provide online database-driven Fact Book</p>	<p>Activate Beta version of Online Fact Book for Summer 2011.</p>	<p>Objective was not accomplished due to time constraints associated with Banner and Degree Works implementation</p>	
	<p>Administer internal and external survey research as electronic, web-based surveys.</p>	<p>Convert Graduate Follow up Survey and Employee Evaluation of College and Services to a web-based format.</p>	<p>This project is still underdevelopment. The Office of Institutional Research is working with Management and Information Services staff to develop accomplish this initiative. As of October 2012, programming is underway within the time constraints of Banner implementation.</p>	<p>After initial planning sessions and consultations with data base analysts, it was determined that an additional survey will need to be added to this suite. The change from HOST to Banner resulted in the survey "Student Evaluation of Faculty" becoming unusable. This survey is necessary to collect information for planning and assessment purposes. Several alternatives were considered including email surveys and collection of surveys by machine readable (Scantron) forms. It has been determined that the "Student Evaluation of Faculty" survey will be added to the two surveys planned.</p>
<p>Increase staff knowledge of the Institutional Effectiveness and Research processes.</p>	<p>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 well as other reputable organizations.</p>	<p>Maintain membership in good standing with AIR, SAIR, and ALAIR organizations</p>	<p>Professional memberships continued.</p>	<p>Will continue attendance at ALAIR and other conferences. Institutional membership has also been obtained in the Southern Association of Community College Researchers (SACCR) in order to participate in discussions and networking opportunities with institutional researchers from other regional community colleges. In addition to professional associations, the Office of Institutional Effectiveness is actively engaged with the Alabama Banner User Group (ALBUG) Association. Institutional Effectiveness staff will present "Building a Culture of Assessment" seminar and will demonstrate programming developed to collect and report institutional effectiveness data at the Alabama Community College Association Conference in November 2012.</p>
	<p>Improve IR staff skills in use of Tableau and Access database software to efficiently manipulate,</p>	<p>Staff will attend at least one seminar/training event on use of Tableau and Microsoft Access software.</p>		

	process and report data to the College and Community.			
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."	Professional development was done at the Budget Managers meeting and planning sessions in March 2012. A total of 144 employees responded to the Employee Evaluation of College and Services. 81% of respondents agreed or strongly agreed that they understood the Institutional Effectiveness process. I understand the Institutional Effectiveness process. 3323% 8358% 1913% 96% 144	The Office of Institutional Planning and Research will continue to offer workshops and training in institutional effectiveness.
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 Program Reviews for 2011-2012 were completed using Microsoft Info path software. Though this was an improvement over previous automation attempts, users still had difficulty getting data coded into the program. Also, reporting the results in hard copy format proved to be a difficult task.	The 2012-2013 program reviews will be conducted and data collected using an version of data collection software adapted from the CARCAM program. This instrument is developed in-house and is in a web-based format making it accessible from any computer that can access the internet.

2011-2012 International Programs/Alabama Language Institute: Paula Ross Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
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.	Enrollment of Latin American students did not increase.	International Programs will target EducationUSA centers in Latin America, work with agents, and make a trip to Universidade Federal de Vicosa (a partner university) to expose Alabama Language Institute and Gadsden State to more prospective students.
Foster global awareness in the campus and in the community through participation of faculty and staff and involvement of local community in both internal and external international advisory boards.	Form internal (College community) and external (local community) advisory boards that will contribute ideas and assistance for international activities.	Form internal and external advisory boards and document actual participation in international programs' activities.	An internal advisory board was formed and has functioned for a year, assisting in activities such as International Education Week and International Festival and giving advice on internationalization matters. An external board is being formed.	The internal advisory board will continue to function. In addition, a model for internationalization will be implemented, increasing the involvement in the campus community. The external board will increase its activities.
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.	Instructors are using technology at least once per week, according to observation and survey of faculty.	Instructors will be encouraged to increase use of technology beyond PowerPoint, overhead projectors, and minimal Blackboard usage. They will be encouraged to utilize the newly digitized language lab more extensively and increase use of Blackboard for communication and assignments.
	Instructors will increase use of e-learning resources.	Answers on a faculty survey and observation by supervisor will verify e-learning resource usage.		
Increase print resources, such as dictionaries and other	Purchase at least 25 English/English learner	Resources are to be in place by Summer 2012.	Dictionaries have been purchased and are in use on	Instructors will be encouraged to utilize dictionaries in

reference books and reading materials, available to students.	dictionaries.		all levels of instruction.	classroom activities. In addition, similar reference materials will be considered for future purchase.
	Purchase a variety of multi-skill level fiction and non-fiction reading materials.	Resources are to be in place by Summer 2012.		
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 2012.	The audio laboratory has been completely converted to a digital lab.	Instructors will be encouraged to use the language laboratory more extensively. Updates and more software will be purchased to increase the capability of the lab.
2011-2012 Language & Fine Arts: Charles Hill				
Goal	Objective	Assessment Method	Findings	Use of Findings
To provide students with writing 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 2011-2012. Data indicated mastery by an average of over 90% of students taking English 101. Specifically, the Structure rubric showed 90% success, Content showed 92%, and Mechanics showed 93% success.	No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters.
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 2011-2012. Data indicates that students demonstrated competency for more than 90% of the students in oral communication courses. Specifically, Organization showed a success rate of 93%, Eye Contact 90%, and Delivery, 92%.	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 90% of faculty are using Internet and computer-enhanced course content.	All faculty syllabi have been reviewed, and 100% of faculty are using Internet and computer-enhanced course content.	No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.
	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.		
	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 the next academic year.		
	A minimum of 70% of Language and Fine Arts classes will utilize computer-delivery software to enhance course content.	A survey of Language and Fine Arts instructors will show that at least 70% of Language and Fine Arts classes will utilize Tegrity elements.		
To educate all Language and Fine Arts students to issues of academic integrity and honesty, particularly as it	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	All Language Arts courses include instruction in academic integrity and honesty, especially as these	No identified weaknesses/deficiencies or remedial action is required. Data will continue to be

relates to technology.		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.	issues relate to the internet and technology. Additionally, anti-plagiarism software is utilized to insure that students submit original work. All Fine Arts courses include statements related to academic integrity and honesty, and anti-plagiarism software is utilized as appropriate.	compiled and compared against similar semesters.
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 applications fall short of reflecting the desired student population.	Efforts will continue to meet this objective. It is possible that qualified minority applicants simply do not exist for two-year jobs.
2011-2012 Library: Charles Hill				
Goal	Objective	Assessment Method	Findings	Use of Findings
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 primary users	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	Due to transitions in leadership over the past academic year, the Library was unable to conduct a student opinion survey or a faculty opinion survey; however, two campus libraries--Meadows Library and Cain Learning Resources Center--are staffed by professional librarians at the circulation desk and/or the reference desk during operating hours. The other three libraries--McClellan Center, Cherokee Center, Valley Street Campus--are staffed by professional librarians or library staff at the circulation desk during operating hours. The Library is open 56 hours a week to assist students, faculty, staff, and community members.	Though a survey was not completed, comments from patrons and usage statistics are helping the Library identify ways to better assist our users. Cuts in full-time staff have led to the hiring of part-time staff to ensure that coverage at the Library is maintained.
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	Due to transitions in leadership over the past academic year, the Library was unable to conduct a student opinion survey or a faculty opinion survey; however, communication with faculty, staff, and students have ensured that the collection continues to meet the needs of the Library's patrons. The Library also maintains a suggestion box and other means of communication through the Library's website to allow patrons to request material. Such requests are evaluated by the Director and considered in conjunction with available funds and compliance with the Library's collection development policy.	In understanding the need of our patrons as well as the College's continued focus on distance education, the Library has focused on increasing its electronic collection, including the purchase of databases, the purchase of ebooks, the inclusion of open access electronic resources in the library catalog, and the reworking of the Library's website to include valid websites for further research. In response to patron complaints and a general assessment by the new Director, the Library's collection is being weeded to ensure that up-to-date physical resources are available to the Library's patrons. The Library also works closely with divisions in order to ensure that the collection meets the needs of different accreditation groups.
The Library staff will possess	Library users will receive	The Libraries will conduct a	Due to transitions in leadership	The Library continues to

the knowledge required to meet the needs of its users	timely assistance that addresses their needs	student opinion survey and a faculty opinion survey to assess satisfaction of user groups with library services	over the past academic year, the library was unable to conduct a student opinion survey or a faculty opinion survey; however, the Library maintains various means of communication with patrons. In addition to various social media outlets--Facebook, Twitter, blogs--the Library has continued to reach out to patrons through library instructions and a presence at various College events and activities. All messages to the Library are handled by the appropriate person--research requests go to librarians, directional questions are handled by the library staff, other questions or complaints are taken to the Director--within a 24 hour period. In addition, as noted in Goal 1, each campus and instructional site library is staffed by a professional librarian or library staff member whenever the library is open to ensure that patron questions or issues can be addressed immediately as much as possible.	promote itself to the college community and beyond in an attempt to reach as many people as possible. Patrons are encouraged through publications, social media, and personal communication to contact the library through a variety of methods. The Library continues to assess other ways to connect with patrons. Through continued professional development, the library staff seeks to learn about new trends among its users and evaluate how these might benefit the Library's goal of reaching patrons on all levels. The Library has also taken note of the need from patrons, especially from non-traditional students, to receive assistance on basic computer skills. As such, the Library conducted a computer basics seminar open to the campus population and is continuing to evaluate how to develop this seminar further.
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2011-2012 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 results showed that 91% of students and 91% of employees responding to the survey indicated that the campuses on Gadsden Wallace Drive, East Broad, and Valley Street were found to be satisfactory in cleanliness.	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 Gadsden 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.	Additional housekeeping staff for Cherokee County was not hired due to lack of funds.	Additional staff for Cherokee County housekeeping will be requested again.
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.	(3) new vacuum cleaners, (2) new side by side floor scrubbers, (1) new carpet extractor, (2) new floor buffers were purchased.	Floors are kept in satisfactory condition and operations are suitable to accommodate students and faculty.
	Purchase new HVAC System for 2nd floor of Inzer Hall.	Inventory new HVAC System.	HVAC System for 2nd floor of Inzer Hall was not purchased due to lack of funding.	Funds will be requested for HVAC System for upcoming year.
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.	Gadsden and Cherokee Campus GSCC Maintenance and Housekeeping employees attended 2012 Professional Development at Wallace Hall.	All Gadsden and Cherokee Campus GSCC Maintenance and Housekeeping Employees found Professional Development motivating and informative. They will continue to attend.

2011-2012 Maintenance Department-Calhoun County: Cabinet Member: Jim Prucnal				
Don Smith				
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 Calhoun County Campuses, Ayers and McClellan, the students and faculty agreed that maintenance and cleanliness at both facilities met or exceeded the projected 90% rating.	The Maintenance and Housekeeping staff will continue to work toward making improvements that will benefit the students and faculty of both campuses.
	Perform major projects on Ayers Campus: 1. Install new roof on the Computer Science, Auto Body and Machine Tool buildings. 2. Renovate Building L Auto Mechanics. 3. Renovate restrooms in the Administration Building. 4. Renovate the Business Office in the Administration Building.	Document the completion of the roof on the Computer Science and Machine Tool buildings. Document the renovation of building L and that the renovations meet with ADA guidelines in order to serve all students and the community population. Document that the renovation of restrooms were completed to meet all standards. Document that the business office renovation was completed.	The roofs were not completed on the Computer Science, Auto Body and Machine Tool due to other renovations and weather related issues. The renovation of Building L was not completed. However, drawings have been submitted and waiting for approval by the State Board. The building renovation will be started this year. The restroom renovation was put on hold due to funding. The renovation of the business office was put on hold due to funding.	When the weather and time permit the new roofs on Computer Science, Auto Body and Machine Tool be completed. The renovation of building L will provide more classroom space for the Electronics program and will meet with ADA guidelines in order to serve all students at the Ayers Campus. When funding and time permit the renovation of the restrooms will improve the overall appearance of the buildings and well being of our students. The renovation of the business office will enhance the appearance and efficiency of the office to better serve the students.
Update and standardize the Preventative Maintenance Plan to address routine maintenance needs.	Determine changes and update the Preventative Maintenance plan to help reduce long-term maintenance cost.	Document the changes and updates that were made to the Preventative Maintenance Plan	After review it was determined that at this time there no changes to be made.	We will continue to use this long term plan to help reduce cost of long term maintenance.
	Meet with Gadsden campus Maintenance Director to standardize the Preventative Maintenance Plan. Complete updates and seek approval.	Document that the Preventative Maintenance Plan was standardized and approved.	No changes were needed.	This Preventative Maintenance Plan will provide a tool for all campuses to follow.
Purchase equipment as need for Calhoun County.	Purchase parking lot vacuum and hydraulic lift for Ayers Campus.	Document that the equipment was purchased.	The equipment was not purchased due to lack of funding.	When the equipment can be purchased it will improve the overall appearance of the campus by keeping the parking lots clean. This will present a well kept and clean campus to the students and community. With purchase of an aerial lift we will be able to maintain the parking lot lights and exterior of the buildings for the safety of our students and faculty.

2011-2012 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. TCR Test	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, 91 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 registration, grades, application, etc.) of the students are being met.	Use the student survey of campus services to determine if the goal of 90 percent are satisfied with these services.	Based on the On-line Student Evaluation of Campus and Services questions, 92.7 percent agree needs are being	Continuing to maintain current level of service to assure evaluations stay above the 90 percent level.

			met.	
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 with all systems 'live' by 9/30/2012.

2011-2012 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 are the appropriate classes needed to be 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 are the appropriate classes for the requirements for the AA, AS, and AAS degrees.	Objective was not met. Of the total number of math classes (277) taught during Fall 2011, Spring 2012, and Summer 2012 semesters 178 classes (64.26%) <u>meet the requirements</u> for 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 AA, AS, and AAS degrees still need to be offered.
	Analyze the mastery level of the annual cumulative data of the student learning outcomes objectives for the General Education classes MTH 100, MTH 112, and MTH 116. These findings will be used to evaluate Gadsden State Community College General Education Core Competency #4: Students will demonstrate the ability to perform basic computational skills at a 70% mastery level.	Collect and analyze results to see if a 70% mastery level is obtained in the student learning outcomes objectives dealing with the Gadsden State Community College General Education Core Competency #4. Student learning outcomes will be compiled and analyzed by the Division.	SACS Student Learning Outcomes were compiled and analyzed by the faculty of the Mathematics Division for Fall 2011, Spring 2012, and Summer 2012 and Annual Assessment. A couple of objectives 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. (See Attachment)	MTH 116 #1 Student Learning Outcome Objective: Demonstrate the ability to solve problems involving ratios. Measured by post-test exam. Analysis and Action--Mastery rates were not at 70% for the annual tally for this objective. (It was 66.05%) Instructors will continue to assign more practice problems involving ratios. 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 82.87% 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

			<p>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</p> <p>Measured by post-test exam.</p> <p>Analysis and Action—Annual Mastery rate for this objective was 67.94%, therefore it did not meet the 70% mastery level. The annual mastery rate for this objective was missed by 2.06%.</p>
<p>Provide professional development training and activities for faculty and staff.</p>	<p>Examine annual year-end professional development plans, faculty and staff professional leave request forms, and local professional development activity agenda.</p>	<p>Full-time Instructors attended some type of Professional Development either online, on campus, or off campus.</p>	<p>Most full-time instructors attended either online Professional Development through webinars or on campus Professional Development presentations of “Banner”, “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.</p>
<p>Purchase educational technology equipment to be used by Instructors for instructional purposes.</p>	<p>Examine purchase orders and examine school-wide technology funding list to ensure that educational technology equipment for Instructor use in instructing and preparing classroom materials including but not limited to the following: computers, printers, and high quality flat panel wide-screen monitors are purchased as needed and to ensure that at least 4 computers, printers, and monitors, 4 tablets, and a FAX machine for the Division Instructors are purchased.</p>	<p>The objective was not entirely met. The following items were purchased: 7 tablet computers, 2 faculty computers, and 2 printers. The reduction of items purchased was due to Division’s Technology Funds being decreased.</p>	<p>The items that were purchased will be used by Instructors to incorporate technology into instruction.</p>
<p>Evaluate the educational technology equipment used in computer labs and classrooms and purchase appropriate equipment as needed for instructional purposes to be used in labs and classrooms.</p>	<p>Examine purchase orders and examine School-Wide Technology Funding list to ensure that the equipment for technology needs and the College's QEP needs are purchased. Examine purchase orders and examine School-Wide Technology Funding list to ensure that appropriate educational technology equipment, as well as, computer workstations with printers and high</p>	<p>Item was not met entirely due to the Division’s Technology Funds being reduced. 7 tablet computers were purchased to be used in the classrooms, but no computers were purchased to be used in the labs.</p>	<p>More funding is needed in this area. Items that are needed 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 appropriate Dean's office.</p>

		quality flat screen monitors, etc....are purchased for lab and classroom use as needed.		
	Evaluate the computer software used in offices and labs.	Examine software to determine if it is 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, etc. Also to purchase the software needed to update the Division's Website such as Academic Adobe Contribute or equivalent software.	Objective was not met. Division only purchased Classmaster and Mathtype.	The Mathtype and Classmaster software was purchased during this time frame. Adobe software was not purchased.
Provide Developmental courses in Mathematics to assist students acquire the competencies necessary for success in College-Level Mathematics Courses.	Analyze the grade distribution (pass/fail summary) of the Developmental Mathematics Classes. Seventy percent of students should obtain a grade of a "C" or higher (75% mastery level or higher) in the Developmental Mathematics Classes.	Analyze grade reports (pass/fail) summary to ensure that 70% of Developmental students enrolled in Developmental Mathematics Classes 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 2011-2012 shows that 50.9% of the MTH 090 students achieved a "C" (75 or higher) and 54.27% of the MTH 098 students achieved a grade of "C". These classes had a combined passing rate of 52.6%. 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 20.9% and MTH 098 had a withdrawal rate of 31.1%.	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) additional computer lab technicians could be hired to keep the labs up-to-date and fix any technical problems at all campuses.
Offer courses that prepare transfer students to compete successfully with native students at respective colleges and universities.	Examine annual master class schedule to ensure appropriate Mathematics Classes are offered. Forty percent of the Mathematics classes offered should be transferable classes.	Examine master class schedule to ensure that 40% of the classes offered meet the mathematics component for transfer as a core mathematics course to four-year college programs.	Objective not met. Of the total number of math classes taught during the Fall 2011, Spring 2012 and Summer 2012 semesters (277) 76 classes (27%) 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)	This objective was not met. Results of the data show that 27% of classes offered will transfer as 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 2011-Summer 2012 course offerings revealed that 54 of the 277 classes offered were either MTH 116 or MAH 101. Therefore, 20% 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 Mathematics Instructors and Staff to ensure that employees are prepared to perform their jobs using a variety of educational technology resources. Seventy-five percent of Instructors and Staff will attend some kind of professional development activity.	Examine annual year-end professional development plans, Instructor and Staff professional leave request forms, and local professional development activity agendas	Objective was met. Fall 2011-Summer 2012 Professional Development Activities During fall 2011 Gadsden State Community College Convocation the Instructors in the Mathematics Division attended Professional Development sessions which included QEP and Banner presentations provided by the college. Also, the Instructors attended the spring 2012 college-wide Professional Development meeting which included Banner, SACS, etc.... updates. Gadsden State Community College provides on campus and online Training for full-time and part-time Faculty/Staff in several areas such as, Banner, Blackboard, WIMBA, Smarthinking, Harassment Training Ethics Training, etc..... Blackboard, Banner, WIMBA, and other Computer Training workshops were made available to interested Instructors in 2011-2012. The GSCC Math Division Instructors were offered participation in numerous Technology training on campus and via webinars. One Instructor attended the Master Teacher's Conference.	More Professional Development money is needed to allow Instructors to attend Regional and National Conferences.
	Purchase equipment and software to perform job activities related to technology and the College's QEP. At least 50% of the annual Division's Technology List 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 Mathtype, Classmaster, 2 printers, 2 faculty computers, and 7 tablet computers.	Technology funding is needed to provide adequate equipment for all labs and offices at every campus. It is important that the funding for technology continue to increase in order to keep up-to-date technology available.
	Purchase door locks to maintain secure environment for records, equipment, Instructor/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 security equipment and locks.
	Purchase signs for Naylor Hall to ensure that the building is well labeled so that emergency personnel will be able to locate the appropriate place in case of an emergency. The uniformity of signs across	Examine purchase orders to ensure that the appropriate signs are purchased and installed.	Outcome not met due to budget constraints.	Appropriate funding needed to purchase appropriate signage.

	campus would be a benefit to the College.			
	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.

2011-2012 McClellan Center: Kelley Haynes				
Cabinet Member: Jim Jolly				
Goal	Objective	Assessment Method	Findings	Use of Findings
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.	Calendar was kept of detailed events and activities that provided opportunities for recruitment and service to our students.	Continue to keep calendar and add to events and activities to recruit students.
Maintain an active presence in the lives of those communities that the McClellan Center serves through cooperation with civic, business and industrial leaders.	The McClellan Center will look for ways to be involved with civic groups, community activities and business partnerships.	At least 90% of employees will maintain a membership in a professional and/or volunteer organization and serve as a mentor to students at the McClellan Center. Each employee will keep records of involvement and interaction.	Ninety percent of McClellan employees maintained a membership in a professional and/or volunteer organization.	Continued involvement with civic groups, community activities, and business partnerships.
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.	Faculty and staff at the McClellan Center attended professional development classes throughout the year to learn new technology and to help achieve goals and objectives.	Continue to work with new technology, attend professional development, and work to accomplish goals and overall mission of the College.

2011-2012 Nursing Assistant: Connie Meloun / Ann Haynes				
Cabinet Member: Jim Jolly				
Goal	Objective	Assessment Method	Findings	Use of Findings
Provide students with knowledge and skills to competently and safely perform basic patient care procedures.	Students will perform competently in the classroom, lab, and clinical setting.	A. One-hundred-percent (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. 100% (28/28) of the course completers scored 80% are above on unit and final exams, out-of-class assignments, assigned computer activities, and individual/group activities.B. 100% (28/28) scored 85% or greater on all lab skill validations.C. 100% (28/28) scored 80% or greater in the clinical setting.(See Attachment)	Exams, lab validations, all assignments will be tracked closely regarding the competency of the student in class, lab, and clinical settings
	Students will utilize Blackboard Learning for assignments and as an additional method of communication with instructor and other students.	A. All on-line assignments will be submitted through Blackboard learning e-mailB. 90% of the students will indicate "agree" or "strongly agree" on the End of Program Survey that laptops were issued to them for use while in the Nursing Assistant Program	A. All assignments were submitted through Blackboard Learning.B.100% of the students indicated "agree" or "strongly" agree on the End of Program Survey that laptops were issued to them for use while in the Nursing Assistant Program.	The Title III program will continue to issue laptops to students enrolled in the Nursing Assistant Program.
	Provide students with training equipment and supplies necesssary for learning basic patient care skills for in-facility care and home health	A. End of Course Evaluation and End of Program Evaluations: 90% of students will "agree" or "strongly agree" they had access to equipment and supplies needed to successfully perform patient care skills; Six-Month Graduate and Six-	A. 100% of the students indicated on the End of course Evaluation and End of Program Evaluations that they "agree" or "strongly agree" they had access to equipment and supplies needed to practice and perform patient care skills; The Six-Month	Supplies and equipment will be made readily available for students to practice during both schedule and unscheduled lab times.

		Month and One-Year Employer Evaluations: 90% will "agree" or "strongly agree" the graduate was adequately prepared to perform basic care skills.	Graduate and Six-month and One-Year Employer surveys: 100% "agree" or "strongly agree" that graduates are adequately prepared to perform basic care skills.	
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 Wimba for individuals and/or groups to study and review lectures and skill demonstrations.	Ninety percent (90%) of the students will "agree" or "strongly agree" on the End of Program Survey that the classroom computer and individual laptops have Wimba; supplies to practice skills, and instructor assistance was available to them.	<u>100% of the graduates</u> "agreed" or "strongly agreed" on the End of Program Survey that the class room computer, individual laptops have Wimba; supplies were available for practicing skills, and instructor assistance was readily available to them.	Supplies and equipment will continue to be provided for the student to practice skills. Wimba will continue to be made available to the students in the classroom and on the school issued laptops.
	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.	Instructor was unable to attend any conferences or workshops this year.	Research possible funds for conference or workshop attendance.
	Wimba will be utilized in the presentation of lecture and lab demonstrations.	A. On the Wimba Survey 90% of students will indicate "agree" or "strongly agree" on the availability of Wimba and its usefulness.	On the End of Program/Wimba Survey, <u>100% of the students</u> indicated "agree" or "strongly agree" that Wimba was available and useful to them.	All lectures will be recorded on Wimba for students review.
	Provide tutors as needed for students needing additional support in required courses.	100% of students will "agree" or "strongly agree" on the End of Course Survey that tutors were available upon request at the Learning Resource Center Valley Street Campus.	On the End of Course Survey, <u>100% of the students</u> "agree" or "strongly agree" that tutors were available upon request at the Learning Resource Center Valley Street Campus.	Tutors and test taking skills will continue to be available at the Learning Resource Center, Valley Street Campus.
Program graduates will be proficient to work in various healthcare settings.	Program graduates will obtain certification in nursing assistant and/or phlebotomy.	Ninety percent (90%) of program graduates who take either certification exam will pass on the first attempt.	98% of the graduates passed the Written Portion of the certification exam on the first attempt.93% of the graduates passed the Skills Portion of the certification exam on the first attempt.sThe three (3) students who did not pass on the first attempt retested and passed on the second attempt.	In order to better prepare the graduate for certification testing, course material and validation sheets have been updated to include the new testing key elements.
	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.	On the Six-Month Graduate Surveys returned, <u>2/3 (67%) the graduates</u> had obtained employment in the health care field. The third indicated part-time employment in a non-health care setting and is seeking education in a non-health related field.	continue to explore different routes to contact graduates for survey completion.
	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.	<u>100% of the Six-Month and Twelve-Month Employer Surveys</u> returned indicated "agree" or "strongly agree" that they are satisfied with the graduates performances. These comments were made: "She is one of our BEST." "_____ is Awesome!"	Emphasis is placed on skill performance and knowledge base in the classroom, lab, and clinical setting.
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	A. Students obtained a 78.5% on the communication skills lab activity.B. The average communication score was 99.9% on the clinical evaluation form.C. On the End of Program Evaluation	Emphasis on proper communication skills, both verbal and non-verbal, will continue in the class room, lab, and clinical setting.Critical thinking scenarios are utilized to

		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.	100% of the students indicated "agree" or "strongly agree" they were taught professional communication skills.D.Six-month Graduate survey, 100% of the graduates "strongly agree" they were trained well on professional communication. 100% of the Six-month and twelve-month employer surveys indicate the graduates communicate professionally.(See Attachment)	emphasize professional communication.
	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 indicate "agree" or "strongly agree" that graduate is prepared to critically think.	A. Students obtained an average of 78.5% on the Critical Thinking Quiz.B. On the Clinical Evaluation, an average of 98% was obtained on the critical thinking elements.C.On the End of Program Survey, 100% of the students indicated "agree" or "strongly agree" they were prepared to critically think.D. Six-Month Graduate Survey, Six-Month and twelve month Employer Surveys, 100% indicate the graduates were prepared to critically think.(See Attachment)	Critical Thinking Scenarios and Case studies are utilized in the class room to teach Critical Thinking Skills. During skill validations students are required to critically think through situations.
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. Inform healthcare agencies as to the program's cross training of multiple skills and potential certifications.	15% increase in program applications annually. The number of contacts will increase yearly.	There was a 35% increase in the number of inquiries and applications for the 2011 - 2012 year.	Inquiries are tracked and recorded for future reference.
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.	No survey has been done at this time.	All guidelines and requirements will continue to be implemented as directed by the Department of Public Health/Nurse Aid Registry.
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%	Fifty percent (50%) of the applications and inquiries received were from minority communities.	continue to track all inquiries and applications.
2011-2012 Orientation Program: Cindy Mullinax	Objective	Assessment Method	Findings	Use of Findings
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.	Initial planning for course materials review was discussed in the ORI/ORT instructor meeting held December 12, 2011. Committee chairs were named and instructors allowed to sign up to participate on committee of their choice. Committees represented each unit division of the ORI/ORT workbook. Committee workbook/course revision	ORI/ORT Student Workbook, 5th ed. was completed and printed in summer semester 2012. The new edition was made available to students taking the course beginning in fall semester 2012. See attachment "ORI Fall 2012 changes" for detailed revisions made to the workbook.

			recommendations were presented and approved at the next instructor meeting held April 23, 2012. See attachment "ORI Fall 2012 changes" for complete listing of final revisions to the workbook.	
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 a specialty workshop 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.	Division chair unable to attend specialty workshop this year due to lack of budget funds for in-state or out-of-state travel.	None @ this time.
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.	" A Student's Take on TEC Survey " was made available in the Blackboard webshell of each ORI/ORT section taught in Fall 2011 and Spring 2012. Questions #2 and 3 apply to this goal of students showing improved technological competence upon completion of this course.#2. The technological component of the course helped me connect with other students and faculty. See attachment "Orientation to College USP 2011-12 Goal 3 Results" for detailed survey results.#3. The technological aspect of this course helped to prepare me to become successful in other courses. See attachment (same as above) for detailed survey results.Completing the survey is not a mandatory requirement of students taking the course. The survey is given at each instructor's discretion, therefore, not every student enrolled in ORI/ORT classes are represented in the results.	"A Student's Take on TEC" Survey will continue to be offered to students enrolled in ORI/ORT classes to get a general idea of how the course assists in technology success. Fall 2012 had 48% of sections (23 of 48 sections) and 297 students (out of approximately 1400 or 21%) reporting results. Therefore, the statistical significance of these results is questionable due to poor participation in taking the survey. This goal being a part of the Unit Strategic Plan for the Orientation to College problem will be reassessed.

2011-2012 Practical Nursing Program: Connie Meloun / Susan Tucker Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
Prepare students for licensure and successful practice as licensed practical nurses.	Graduates will pass the NCLEX (National Counsel Licensure Examination) exam in their first attempt.	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. Eighty percent (80%) of students will pass the Comprehensive assessment HESI exam in 2 attempts.	1.93.5% of graduates passed the NCLEX-PN examination on the first attempt during the 10/01/11-9/30/12 testing period. 43/46 graduates successfully passed on their first attempt. There were 40 August PN graduates. 21/40 have successfully passed the NCLEX-PN exam at the evaluation date. The final total for the 10/01/1 - 9/30/1 was 43/46 passed the NCLEX-PN for 93.5%. (See Attachment)2. Graduates were slightly below the state average of 94.5% and exceeded the national average	These results indicate that graduates are prepared and successful on the NCLEX-PN. 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 of teaching methods and evaluation will

		<p>of 87.2% for first-time NCLEX-PN candidates. (See Attachment)3.85.7% (54/63) of graduates met the benchmark of 850 in two attempts of the comprehensive HESI exam at the end of program. 20/22 or 90.9% of May PN graduates achieved the 850 benchmark on the comprehensive assessment HESI exam in NUR 109 in two attempts. 33/40 or 82.5% of August PN graduates achieved the 850 benchmark on the comprehensive assessment HESI exam in NUR 109 in two attempts. Students participated in an NCLEX-PN live review. (See Attachment)</p>	<p>be the focus of faculty. Grading rubrics have been developed for written assignments. The expanded use of advanced simulation labs and hybrid learning offers a more comprehensive educational experience.</p>
<p>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. the safe implementation of patient care.e. performing nursing skills.</p>	<p>2a. #1. 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 attempts2b. #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. implementation in three attempts.2c. #1 90% of students will achieve a "satisfactory" (at least 75%) on the Clinical Evaluation Tool on the "Implementation" section under the Provider of Care Role in NUR 107.2d. #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-d. #1. On the Six Months Post Graduation Survey of graduates- 80% or higher of those responding will indicate that clinical competence was achieved.</p>	<p>2a#1. 9/10 or 90% 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. 14/16 or 88% of August 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. 7/15 or 47% 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 attempts. Cumulatively, 30/41 PN graduates or 73% met the benchmark of 850 on the HESI comprehensive exam in the NLNAC accreditation category of therapeutic communication in two attempts. (See Attachment)2b#1. On the clinical evaluation form, 91.88% of all PN students (739 responses)were evaluated as satisfactory in the category "demonstrates the five rights of medication administration by preparing and administering medications correctly." 6.63% were not observed and 1.5% were evaluated as "needs improvement" or "unsatisfactory". NUR 105 and NUR 107 were used for clinical evaluation. (See Attachment)2c#1.</p>	<p>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.</p>

		<p>Collectively, 98.9% of PN students were evaluated as satisfactory in the Assessment category on the clinical evaluation tool under the Planning category of "provides care consistent with the needs of the client". (See Attachment)2d#1. On the clinical evaluation tool under Provider of Care in NUR 107,98.9% of all PN students (336 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/consistent with the needs of the client." (See Attachment)2e#1. On the clinical evaluation tool, 99.28% of all PN students in NUR 107 (276 responses) were evaluated as satisfactory in the category "demonstrates competence on the performance of nursing skills ".(See Attachment)2a-d#1. On the Six Month Post Graduate Survey ,100% of graduates (n=14)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."</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 08/19/11-8/10/2012, 93.56% of all PN students (481 responses) indicated agree or strongly agree in the category supplies and equipment necessary for program available . On the End- of- Program evaluation, 98.366% of all PN graduates (n=61) indicated agree or strongly agree in the category "resources for this program (audiovisuals,</p>	<p>These results indicate that the Practical Nursing Education Program provides a strong preparation in the areas of clinical skills and competent practice. In the changing healthcare environment, technology advances often outpace resources. In order to provide current training in this area, simulation and computerized equipment is provided to continue state-of-the-art education. Current equipment requires updating, repair, and replenishing to meet growing student needs. Faculty professional development is needed to ensure maximum benefit.</p>

			computer programs, laboratory supplies, clinical facilities) met my learning needs". 3. On the 6 Month PN Post Graduation Survey , 100% of graduates (19 responses) indicated they were " prepared , well prepared , or very well prepared under the category " demonstrates competency when performing skills". 4. On the 6 Month Employer Post Graduation Survey , 100% of employers (n=10)indicated that graduates were " prepared , well prepared , or very well prepared under the category prepared competence when performing skills".	
	Graduates will become a member of the community workforce.	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 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.	1. 66.67% of May 2011 graduates and 93.3% of August 2011 graduates reported current employment in nursing within a reasonable distance from their home . Collectively, 84.2% of 2011 PN graduates (19 responses) were employed in nursing.2. 84.21% of 2011 graduates reported full-time employment in nursing .3. 83.3% of May 2011 graduates and 85% of August 2011 graduates reported that they believed their salary is consistent with the area salaries and with the ... type of employing agency . Collectively, 84.58% of PN graduates reported that they believed their salary is consistent with the area salaries and with the type of employing agency.	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 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. 93.5% of graduates passed the NCLEX-PN examination on the first attempt during the 10/01/11-9/30/12 testing period. 21/22 May graduates successfully passed on their first attempt. There were 40 August PN graduates. 21 have successfully passed the NCLEX- PN exam at the evaluation date. Graduates were slightly below the state average of 94.5% and exceeded the national average of 87.2 % for first-time NCLEX-RN candidates. The final total for the 10/01/11 - 9/30/12 is that 43/46 passed the NCLEX-PN for a 93.5% 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 is being utilized for program evaluation based on NLNAC standards.
	Maintain qualified (Master's	1. All full time faculty will	1. All full-time and part-time	Faculty are encouraged to

	degree or higher and experienced) nursing faculty in all speciality fields (Adult Nursing, OB, Pediatrics, Psychiatric, and Emergency Care).	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 development.	faculty have a master's degree or above. Two 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. One part-time instructor completed a DNP.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 and one is enrolled in a DNP program.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.	pursue advanced certification and/or education. All faculty attend conferences and workshops as funds are available. An additional instructor at was added 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 admission class. Currently, part-time instructors fill clinical and classroom instruction at the Valley Street campus.
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	The Practical Nursing Program had a NLNAC site visit in October, 2011. Full accreditation for the maximum period of five years was granted by the NLNAC.	The Practical Nursing Program will maintain compliant with NLNAC program guidelines and criteria. A Systematic Evaluation Plan provides structure for continuing accreditation.
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. Twenty-seven students requested a part-time option or to be reinstated (resequenced) into the practical nursing course progression during the 2011-12 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 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	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. Nursing advising is offered at all practical nursing sites. Student tracking will continue to provide data for analysis.

			documented. 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.	
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. 5/34 or 15% members of the Nursing Education Advisory Committee are from a diverse background. The Committee has representation from African American, Middle Eastern, 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 represent diverse populations.	Efforts will continue to offer communication to faculty and staff regarding cultural awareness. Appropriate multi-media offerings will be examined for use by faculty. Role-playing and communication scenarios will be used to enhance cultural awareness.
To evaluate the success of part time (Alternate Track) students NCLEX(National Counsel Licensure Examination) pass rate.	Part-Time/Alternative Track students will pass the NCLEX-RN licensure examination on their first attempt.	1. 80 percent of graduates who entered into a part-time or alternate track will pass the NCLEX - PN licensure exam on the first attempt within one year post-graduation.	There were 62 graduates in the 2011-12 academic year. 18/62 or 29% were part-time students. One of the eighteen did not pass NCLEX-PN on the first attempt. Students who were reinstated had a 94.4% first-time pass rate on NCLEX-PN.	The part-time track is a successful tool for maintaining students and providing a successful curriculum for students needed to progress at a slower pace.
To develop a test bank that is accessible to all LPN campuses.	A shared test bank will be created for faculty use at the Valley, McClellan, and Cherokee sites.	1. Each faculty member will submit 5 questions meeting reliability/validity program benchmarks for each lecture/module they are assigned into a test bank shell designated for a course in which they are assigned content responsibilities. 2. A shell for NUR 102, NUR 104, NUR 105, and NUR 106 will be created for faculty use.	1. The test bank has not been fully created for the Practical Nursing Program. 2. A shell for evidence-based practice and testing was created on BlackBoard for faculty use.	The goal of a test bank for Practical Nursing will remain for Nursing Education. Continued emphasis will be placed on this project.

2011-2012 Public Relations: Kay Smith Cabinet Member: Jim Jolly				
Goal	Objective	Assessment Method	Findings	Use of Findings
Establish continuity	Ensure consistency in the	The Public	College departments and student	The Public Relations & Marketing

<p>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. To make certain that all publications, promotional/printed materials, marketing, recruitment and departmental activities adhere to the highest standards of quality.</p>	<p>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.</p>	<p>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.</p>	<p>organizations submitted drafts of all proposed promotional materials and printed publications to the Public Relations and Marketing 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 PR office. The five-year branding initiative and comprehensive marketing campaign is successfully promoting a consistent image and message as evidenced by the numerous awards received annually at the Alabama Community College System Public Relations Association Conference (see Figure 1). Since 2007, the Department has received 61 awards (Pyramid, Achievement, Merit) and 3 Best of Show awards.</p>	<p>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 branding initiative and marketing campaign continues to support the College by providing the faculty and staff access to materials to maintain a consistent image and message.</p>
	<p>Ensure that all publications, promotional/printed materials, marketing, recruitment and departmental activities adhere to the guidelines established by the Public Relations Department.</p>	<p>Select a random sample of twenty publications and review for consistency with guidelines.</p>	<p>The random sampling of items reviewed found all to be in compliance with the branding initiative before being distributed to the public.</p>	<p>The Public Relations and Marketing 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.</p>
<p>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.</p>	<p>A daily report will be compiled by the Public Relations Department that identifies the channels of communication for news and information about the College.</p>	<p>Monthly review of this media report will enhance communications with various forms of media by identifying any weaknesses.</p>	<p>There were 2,379 media releases, feature stories, and printed/electronic/digital ads featuring Gadsden State in 2011-2012 compared to 1,997 reported for 2010-2011. This increase of 19% continues to be 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 (NIMR) that is compiled and maintained by the Public Relations and Marketing Department staff. Data compiled from the NIMR was collected from 131 media sources compared to 83 media sources during 2010-2011. This is an increase of 57% over the total for the previous year.</p>	<p>Having a staff of trained personnel has proven to have a positive effect on the ability of the department to run smoothly and keep pace with the constant demands. A continuous effort will be made throughout the 2012-2013 year to accurately monitor as many media sources as possible on a daily basis.</p>
<p>To emphasize and support Gadsden State's core commitment to diversity by including all segments of the student population in printed and electronic advertisements.</p>	<p>The support of the institutional mission is achieved by providing opportunities for enhancing diversity and a sense of community through marketing and recruitment advertisements that reflect all segments of the student population.</p>	<p>Assessment will be accomplished by comparison of a Marketing Diversity Analysis Report, provided by Venture Marketing, with the student demographics of the College.</p>	<p>Students from all campuses were used in college marketing and recruitment materials throughout the year. The Public Relations Department strives for an image 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 55% Caucasian, 25% African American, 8% Hispanic, 5% Asian, 5% Middle Eastern, and 2% of other descent. This is representative of Gadsden State's student demographics which is 71% Caucasian, 22% African American and 7% of other descent.</p>	<p>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 maintain the standards set forth by the Gadsden State Community College Diversity Vision Statement.</p>

2011-2012 Public Safety Telecommunications Program: Connie Meloun / Christina Isom Cabinet Member: Jim Jolly

Goal	Objective	Assessment Method	Findings	Use of Findings
<p>To provide quality professional administrative, clerical, and instructional services necessary to support the College's mission.</p>	<p>Upgrade office computers for administrative, clerical, and instructional services to ensure professional quality services are delivered.</p>	<p>Will purchase new computer for program support personnel.</p>	<p>No computers were received during the 2011-2012 Fiscal Year with Tech Fees.</p>	<p>Benchmark not met. Will request computer(s) again for support personnel during Fiscal Year 2012-2013.</p>
	<p>Current instructors will continue to be retained in the</p>	<p>Maintain experienced faculty in Public Safety</p>	<p>Two faculty members are employed (one full-time and</p>	<p>Benchmark not met. Tablets/Laptops will be</p>

	Public Safety Telecommunications Program.	Telecommunications with the benefit of laptop computers.	one part-time) in the Public Safety Telecommunications Program. No tablets/laptops for faculty were received during Fiscal Year 2011-2012 via Tech Fees.	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.	One-hundred-percent (100%) of the students eligible for graduation will apply to graduate with their Associate in Applied Science degree.	One-hundred-percent (100%) of students eligible for graduation, applied and obtained their Associate in Applied Science degree during the 2011-2012 school year. There was a total of five (5) graduates: Fall 2011 (1), Spring 2012 (1), and Summer 2012 (3).	Although benchmark was met, faculty and staff are striving to increase the number of students completing their program of study for their AAS degree. One-on-one advisement/conferences either on-line or per telephone is implemented to assist students in being successful in the program curriculum.
	Students will apply for their APCO International Certificate.	Eighty-five percent (85%) of students who complete 18 credit hours will be eligible for an APCO International Certificate and will apply for same.	One-hundred-percent (100%) of students who completed 18 hours that were eligible to obtain their APCO International Certificate applied and received their certificate. During 2011-2012, there were 10 students that were awarded the APCO International Certificate.	Benchmark met, however, faculty and staff are working to increase the number of students to receive the APCO International Certificate. Instructors are posting reminders in their classes about applying for the certificate awarded through APCO.
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 2011-2012 by the Institute of Emergency Preparedness (IEP) Staff. During 2011-2012 46 new students enrolled in the PST Program.	Benchmark met; however, faculty and staff will continue to participate in recruitment activities at the local, state, national, and international levels to raise program numbers. Voc Tech monies will be requested again for 2012-2013 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 nad other related technology during 2011-2012 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. Voc Tech monies will be requested in 2012-2013.
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%.	Eleven percent (11%) of new students were minorities during the 2011-2012 school year. This was increased from 7.8% during 2010-2012.	Benchmark not met. Monitoring new minority students will continue during the 2012-2013 school year.

2011-2012 Quality Enhancement Plan: Donna Wood				
Goal	Objective	Assessment Method	Findings	Use of Findings
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 objective was not met. This data was unreliable. The retrieval of the Gadsden State e-mail statistics has not been consistent. Issues with spam and junk mail have skewed the numbers.	The collection of this information was discontinued due to the lack of reliability of the data.
Continue to collect data documenting the usage	Continue to build a database of the statistics provided	The objective is to see an overall increase of 5% in the	Of the four statistics that are collected in Blackboard, only	The instructors will be encouraged to offer more

statistics supplied by the Blackboard system.	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.	Blackboard usage statistics.	the number of courses offered showed a decrease from 2010-2011 to 2011-2012. The number of instructors (5%), student users (1%), and average pages views per day (2%) all increased though only the number of instructors reached the target of increasing by 5%.	eLearning courses and to enhance their traditional courses by adding a Blackboard component. The QEP Implementation Team will also investigate the possibility of providing additional training in Wimba.
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 Exit Survey for trend analysis.	The objective is to increase the overall number of "Yes" responses in the Graduate Exit surveys by 10%.	The original assessment method was not well developed considering that some of the items to be evaluated did not allow for a 10% improvement since they were already receiving more than 90% of Yes responses. However, the Graduate Exit surveys showed an improvement in every single item on the assessment. All ten items on the 2011-2012 Graduate Exit survey received a minimum of 95% of Yes responses. Items 1-6 improved from 93-94% to 98% of "Yes" responses. Items 7 and 8 improved from 92% and 91% to 96%, respectively. Items 9 and 10 improved from 91 and 89 percent to 95% each.	The QEP Implementation Team will continue to provide instructor's with tips and techniques for incorporating technology in their course pedagogy through the TEC Initiative web site, news letter, and professional development.
	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 TEC Initiative Instructor Surveys were administered in an online format for the first time in 2012. The results show that 90% or more of the instructors in Business, Nursing/Health Sciences, Health/Physical Education, Information Technology, Science, and Applied Engineering Tech divisions are 90% or higher in compliance with all five QEP student learning objectives (SLOs). Instructors in Language, Social Science, and Applied Technologies are 90% or more compliant in three or more SLOs. Only two divisions, Mathematics/Engineering and Engineering Technology fell below that criteria though both of them had a 90% compliance rate in at least one SLO.	All faculty members will continue to receive 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 achieve an overall accuracy of 70%.	Gadsden State was scheduled to administer the CSPlacement computer skills assessment in the fall of 2011. The Microcomputer Application courses upgraded to Windows 7 and Microsoft Office 2010 during the preceding summer. The CSPlacement survey was not available in the new software	The updated version of the assessment was not available until the summer of 2012. The assessment will be administered to the CIS146 Microcomputer Applications students in the fall of 2012.

			version and the administration of the assessment had to be postponed.	
	Re-evaluate a minimum of 350 students using the SAILS library skills assessment.	The objective is to show no significant difference between Gadsden State and other Associate Institutions in the eight skills sets measured by the SAILS instrument.	There were only 277 valid surveys that could be used for assessment results. Gadsden State results were disappointing in that the College showed a significant difference in all eight categories as compared to other two-year institutions. The categories include developing a research strategy, selecting finding tools, searching, using finding tool features, retrieving sources, evaluating sources, documenting sources, and understanding economic, social, and legal issues.	The 2012 administration of the SAILS assessment was the final evaluation scheduled for this survey instrument. However, the results will be disseminated to the Gadsden State division chairs and faculty members for use in planning future curricula and course pedagogy.
	Re-evaluate a minimum of 400 students using the CCSSE student engagement assessment.	The objective is for Gadsden State to score above the mean in all five benchmarks measured by the CCSSE instrument.	Gadsden State's CCSSE results were excellent. The College scored higher than the benchmark mean for our cohort in four of the five categories including student effort, academic challenge, student-faculty interaction, and support for learners. The only category that Gadsden State did not score above the mean was in active and collaborative learning where the College's score was 49.9 as compared to 50.0 for the other colleges in our cohort.	The 2012 administration of the CCSSE assessment was the final evaluation scheduled for this survey instrument. However, the results will be disseminated to the Gadsden State division chairs and faculty members for use in planning future curricula and course pedagogy.
Provide financial assistance to support the implementation of technology in educational programs/curriculum.	Maintain a budget that supports the implementation of the QEP through funds for a QEP Director, professional development, external assessments, and promotional activities. QEP technological purchases will continue to be made through individual departments and identified by a 145 budget code.	Due to proration and related budget cuts, the objective is to maintain current spending levels on technology or to have them reduced as little as possible.	The objective of increasing the college-wide amount of technology expenses to support the QEP was not met. There was a 14.85% decrease in actual spending due to budget constraints and proration. However, over a million dollars (\$1,037,80.77) was spent on technological expenses credited to the QEP during the fiscal year.	Gadsden State will continue to support its Quality Enhancement Plan, the TEC Initiative, with financial and administrative 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 professional development seminars per academic year and to provide individual instruction as requested has been met with five college-wide presentations, nine breakout sessions at the college-wide meetings, and at least two training opportunities for specific instructional or administrative groups.	This is the last year of the QEP five-year cycle, however, teaching our students to be proficient in technology is still a very important part of the Gadsden State educational process. Technological professional development will continue to be provided at college-wide meetings and breakout sessions.
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	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.	The QEP director has provided regular updates on the status of the TEC Initiative at college-wide professional development meetings and at monthly division chair meetings. The Implementation	Gadsden State will continue to provide technology-based presentations and training opportunities to encourage faculty members to incorporate technology into their classroom curricula.

students despite their diverse levels of technology experience.			Team has continued to place promotional signs and banners on all campuses at the beginning of each fall and spring semester. The TEC Initiative web site and news letter are also available to all instructors online.	
	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-Day Freshman Focus	The TEC Initiative web page for students is available to provide tips and techniques for using technology to enhance their educational experience. Signs and banners have been displayed on all campuses each spring and fall semester to promote the TEC Initiative to students and employees. The Implementation Team has also set up tables at every campus possible during the Get on Board, M*A*S*H, G-Day, and Freshman Focus events. During these events the tables have been manned by team members to answer questions about the TEC Initiative and to give away promotional items such as pencils and koozies.	The Implementation Team will begin the process of refocusing our promotional efforts as we near the end of the QEP five-year cycle. However, the TEC Initiative will continue to be promoted and marketed until a new QEP plan is in place.

2011-2012 Radiologic Technology Program: Connie Meloun / Gay Utz Cabinet Member: Jim Jolly

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 patient care skills.	A. Revision of competency form to include the following evaluations: - Completes exam in reasonable amount of time. - Demonstrates confidence during performance of exam. - Demonstrates knowledge of departmental protocols.	The above listed areas of evaluation were added to the General Clinical Evaluation (GCE) used to evaluate students in the clinical setting.	The addition of these evaluation areas was requested by the clinical instructors who evaluate the students. The students are now more aware of the expectation for clinical performance which will better prepare them for the work place.
	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.	Faculty attended the Alabama Society of Radiologic Technologist Annual Meeting in April, 2012. They received several continuing credits at this meeting.	Faculty incorporated information from classes attended at the seminar into the appropriate Radiologic Technology course.
	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.	The clinical coordinator presented a workshop entitled "It is what is is, but should it be?" at the clinical instructor meeting, February, 2012.	Clinical instructors benefited from this seminar which was a review of image quality and anatomy of several specific radiographic examinations. This was an update for the clinical instructors and they will use this information in evaluating students at the clinical setting.
Students will communicate effectively.	Students will communicate effectively in the laboratory setting.	Develop new assessment tool to evaluate two separate areas of communication: - patient education - quality of communication: - information flow	Patient Education - 17/20 students provided all patient education information. Quality of Communication - With the evaluation options of "Poor/Unprepared/Unorganized"	Providing a detailed list of all patient care information to be provided during the evaluation has improved this outcome, but faculty will continue to work with

		pattern - speed - intonation	"Prepared/Some Hesitation", and "Excellent/Clear & Concise/Fluid" as choices, all students (20/20) scored "Prepared" or "Excellent". Only 12/20 scored "Excellent". Faculty will continue work with students on improving communication skills.	students on organizing the information for better retention. Faculty will continue to work on a more detailed evaluation for the quality of communication perhaps seeking input from speech instructors on campus. The plan will be to have a new evaluation form in place for use in the spring semester of 2013.
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 imaging within six (6) months after graduation.	A. The five-year program completion rate was 79%. Benchmark not met. B. Five year average of ARRT first-time past rate is 93.2%. C. The six month post graduation survey will be mailed November 1, 2012. Currently the employment rate for the 2012 class is 94.4%. Benchmark Met.	A. The benchmark for five-year program completion rate is 80%. The program completion rate for the 2012 class was 79% which was an improvement from the 60% completion rate for the 2011 class. While faculty are concerned about not meeting the benchmark the reasons for the majority of non-completers are not course failure. Non-academic reasons include financial, family, and other personal issues. Faculty stress the importance of the time commitment and the rigors of the Program at a mandatory applicant information session. B. Faculty are pleased that this benchmark was met and will continue to prepare students to be successful on their first attempt on the ARRT examination. C. To date, only one 2012 graduate of those seeking employment is not employed. The employment rate improved from 87% for the 2011 class to 94% for the 2012 class. In a difficult economic environment faculty is pleased with the improvement in this benchmark.
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 in April 2012.	This agreement is vital for the continued use of this equipment. There has been a need for service calls 2-3 times each year.
	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.	Computed Radiography (CR) equipment was purchased with Voc/Tech funds.	The equipment is currently being used for RAD 112 Radiographic Procedures I labs, RAD 212 Image Evaluation and Pathology, and RAD 214 Clinical Education IV. It has been an excellent addition to the energized laboratory.
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.	The annual accreditation fee was submitted by the deadline date.	Accreditation by the JRCERT is the gold standard for Radiologic Technology programs. This accreditation confirms to the general public

	Program faculty will gain knowledge of the accreditation process by serving as site visitors and/or serving on the Board of Directors for the JRCERT.	Attend site visitor and/or outcomes assessment workshop as required by the JRCERT every three (3) years.	The faculty member who serves as a site visitor attended a 2010 workshop and will need to attend another workshop in 2013. The Program Director continues to serve on the JRCERT Board of Directors.	our commitment to quality. Having faculty who serve as a site visitor and serve on the board of directors is invaluable to the Program.
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 seven (7) of the target institutions listed in the above objective.	Seven (7) target institutions were either visited or students from those institutions visited the Program. Benchmark met.	Providing information about the field of Radiologic Technology can be effective in recruiting prospective students. Faculty will continue to participate in these type activities.

2011-2012 Safety & Security, Postal, & Transportation Service: Stewart Davis 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, one each for the McClellan & Cherokee Campuses, and two 19-hour positions for the Valley Street Campus. These are urgent priority positions due to increased documented crime at both locations.	Verify the hiring of four new employees.	Employees were not hired due to funding.	We will continue to ask for funding. We feel these positions are still needed due to the continued increase of the crime rate.
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.	This was achieved. All members of staff achieved a minimum of 32 hours and in some cases up to 60 hours.	We will continue to offer opportunities for CEUs.
	Provide diversity training for staff as needed so that each employee attends a minimum of one formal diversity session each year.	Review all employee personnel files to ensure required session was attended.	All personnel attended at least one diversity session.	The training proved beneficial. We will continue to attend said training.
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.	Per the On-Line Evaluation of Campus and Services Combined Campus Report, we achieved 92% of regular mail and hand mail being delivered timely each day.	We will continue timely delivery.
	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.	92% of respondents agreed with the survey.	We will continue to pursue the best possible process in mail delivery.
	Increase staff by at least 1 35-hour clerk position.	Verify that personnel actions were taken to hire new employee.	This was not done.	We will continue to request for this position to be filled.
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 and two security vehicles.	Verify that additional vehicles were purchased.	These purchases were not made due to insufficient funding.	We request for an upgrade in our fleet as stated above due to our continued needs.
	Provide covered parking spaces for the three new College buses.	Verify that covered parking spaces were acquired.	They were not acquired due to funding constraints.	The need is still present. Funding will be requested in next budget year.

2011-2012 Science Division: Shirley Colvin		Cabinet Member: Jim Jolly		
Goal	Objective	Assessment Method	Findings	Use of Findings
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 83%, 82%, and 88% 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 2012-2013.
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 least 6 students into internships with mentoring agencies. 4.) Complete a transfer agreement and forge a partnership with one other major college or university.	Two grant proposals were submitted; one to the American College of Laboratory Animal Foundation (\$16,197 rejected) and the other to the National Resources and Conservation Service (NRCS) (\$6,000 funded). Twenty two new teachers were recruited into the high school aquaculture program. Seven students attended offsite internships at various institutions. No additional transfer agreements have been made. However, a formal partnership with UAB for zebrafish husbandry education (courses and workshops) brought \$10,000 to the aquaculture programs.	The NRCS funds were used to create a 17,000 gallon in-ground tank and over-tank greenhouse which demonstrates a cost-effective method of over-wintering species in a controlled environment. The high school aquaculture programs continue to expand our program and aquaculture education. The internship program continues to expand and provide opportunities for GSCC aquaculture students. Internships were recently established with UAB Zebrafish Core Facility. While no new transfer agreements were established, the program is seeking a more beneficial transfer agreement with Auburn. The Dean of Instruction has shown interest. The new partnership with UAB may help forge a transfer agreement.
Incorporate more technology into the instructional process to improve student learning.	Include educational technology as a tool in traditional, web-enhanced and hybrid science courses.	Incorporate Wimba, compressed videos and Tanburg as technology tools in at least 65% of science classes by the end of the 2011-2012 academic year.	We did not reach our goal of 65% but currently use Wimba and compressed video in some Biology classes. Chemistry, Physics, and Physical Science classes have chosen to use topical podcasts and Youtube as Wimba alternatives due to the greater flexibility they provide.	The Science Division will continue incorporating technology as a tool in science classes and continue to explore technology methods that best benefit our students.
	Students will use Blackboard as a method of communication with their instructors and a learning tool in all science courses.	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.	The Science Faculty required their students to submit two completed assignments through Blackboard each semester. 87% of science students completed and submitted these assignments through Blackboard.	The Science Division faculty will continue to require each student to complete and submit two assignments electronically each semester.
Strive to make students aware of the diversity and multiculturalism that existed	Students will be exposed to the diversity of scientists in each course.	1.) At least 80% of science students will review assigned biographical sketches of	All Science classes included the diversity assessment using biographies of under-	The Science Division feels this assessment increased awareness of diversity in

among individuals who contributed to natural science.		scientists incorporated into each course and answer questions about the individuals and their contributions to natural science.	represented scientists and their contributions to science. 85% of all science students successfully completed the quiz on Blackboard which demonstrated completion of the module.	science and will continue usage of this assessment.
2011-2012 Skills Training: Suzanne Zahorscak				
Goal	Objective	Assessment Method	Findings	Use of Findings
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 rating of at least 85% from the Course and Instructor Evaluation Survey indicating that the students either "Strongly Agree" or "Agree" that they have an "overall satisfaction" with the courses and the instructor.	The Objective can be validated when at least an average of 85% of the students who complete the training either "Strongly Agree" or "Agree" that they have an "overall satisfaction" with 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 and explore new ways to deliver quality training.
Assist Skills Training students in achieving their training goals.	The expected Educational Outcome would be to achieve an average rating of at least 85% from the Course and Instructor Evaluation Survey that the students either "Strongly Agree" or "Agree" that they have an "overall satisfaction" with the courses and the assistance provided to them by the instructor.	The Objective can be validated when at least an average of 85% of the students who complete the training either "Strongly Agree" or "Agree" that they have an "overall satisfaction" with the courses and the the assistance provided to them by the instructor on the Course and Instructor Evaluation Survey.	One-hundred-percent (100%) of the Course and Instructor evaluations collected were favorable. All evaluations were answered with either "Strongly Agree" or "Agree" to questions pertaining to achievement of training goals.	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 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 participants' knowledge of job search skills and courses offered through the Skills Training Division.	The Objective 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.	One-hundred-percent (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 Objective 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 \$317,982 through September, 2012, compared to collections of \$313,333 in the previous year, which represents a 1% increase in child support collections.	Due to the abolishment of AFI, the Division will no longer include this goal in its Strategic Plan.
Provide additional Skills Training options so as to become a greater resource for workforce development in our community.	The expected Educational Outcome would be to provide training or other offerings to meet the needs of a part of our community that has not been served by Skills Training previously.	The Objective can be validated when Skills Training provides resources to at least one segment of our community that has not been served previously by Skills Training, either in the form of occupational training or training in employability/soft skills.	Skills Training has served a new segment of the community which is unemployed/under-employed parents of minor children who need services in one or more of the following areas: 1) Economic Stability, 2) Responsible Parenting, 3) Healthy Marriage. 110 participants of this category	Skills Training will continue to target this segment of our community with the help of Pathway to Responsible Fatherhood grant which has been received in the amount of \$109,399 for this year. The Division will offer scholarships for occupational training to participants who qualify as well as offering

			were served. These records are documented in the Skills Training Center.	training in responsible parenting and employability skills training.
2011-2012 Social Sciences: George Terrell				
Goal	Objective	Assessment Method	Findings	Use of Findings
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.	One-hundred-percent (100%) of instructors in the social science division have included the state provided objectives in their syllabi.	A common syllabus has been developed for all courses offered in the social science division. As a result, all instructors (both full-time and adjunct) have the necessary objectives included within their syllabi.
	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 administer an end-of-course assessment that has questions that correspond to each of the 4 intended outcomes. 90% of students will earn at least a 3, 4, or 5 on each section the rubric corresponding to each of the intended outcomes.	Data was collected for the fall 2011 semester and the spring 2012 semester. Below are the percentages of students scoring a "3" or higher on the assessment rubric for each of the intended outcomes. HISTORY: Fall 2011 - Knowledge 77%, Cause and Effect 84%, Timelines 81%, and Relevance 88%. For Spring 2012 - Knowledge 88%, Cause and Effect 94%, Timelines 92%, and Relevance 96%. PSYCHOLOGY: Fall 2011 - Environment 75%, Socialization 84%, Theory 72%, and Research 87%. For Spring 2012: Environment 84%, Socialization 77%, Theory 85%, and Research 83%. SOCIOLOGY: Fall 2011 are as follows: Environment 80%, Socialization 85%, Theory 90%, and Research 94%. For Spring 2012: Environment 89%, Socialization 89%, Theory 88%, and Research 95%.	In an attempt to further improve the assessment results, social science instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes. More specifically, history instructors are using new assessment content that has been loaded into Blackboard that will allow students to have more opportunities to practice content. Additionally, a classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. The behavioral science instructors (psychology and sociology) have also implemented new content within Blackboard giving students more opportunities to review the material. Within psychology, a program called "Connect" is being used that is aligned with both state objectives and intended student learning outcomes. In sociology, an in-depth semester long

				research activity has been implemented that aligns with both state objectives and intended student learning outcomes.
	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 one learning objective has been included that incorporates the concepts of diversity and multiculturalism.	A uniform syllabus for all social science courses has been created to ensure that all instructors (both full-time and adjunct) have all of the necessary objectives included in their syllabi.	Because all instructors (both full-time and adjunct) now use the uniform syllabus, all necessary objectives are present in the instructors' 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.	The Dean of Instructional Services has hired two new full-time psychology instructors and one new full-time history instructor.	The credit hour production by part-time faculty has been reduced.
	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.	Each of the three new positions that have been filled within the social science division were advertised across the entire state of Alabama. Additionally, the position announcements were also sent out to the entire college community through campus e-mail. These advertising methods increased the likelihood that diverse candidates could learn of the positions and apply.	Of the three candidates who were hired, one individual learned of the position and moved here from Maryland and has a diverse educational background. Another one of our candidates was a non-traditional student who earned credentials later in life. This individual's background represents the students that we teach within the community college setting. Finally, our third candidate has a diverse educational and career background.
	The social science division will evaluate current instructional equipment/software and purchase new instructional equipment/software in order to improve the quality of instruction through the use of technology.	Examine purchase orders and examine school-wide 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 whiteboards, an online map service subscription, and an optical character recognition (OCR) software has been or will be purchased.	All items listed within the assessment method have been purchased and implemented into instruction by social science instructors.	Because the new equipment has allowed the instructors to better meet instructional responsibilities, it is a goal of the social science division to request similar equipment so that all instructors have comparable access to instructional technology.
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."	Human Services students will master and demonstrate skills necessary to accurately assess and complete psychosocial history of a human services case study.	Ninety percent (90%) of students will successfully complete a project designed to evaluate the development of skills needed to assess and complete psychosocial history of a human services case study. A checklist is used to score completed projects.	Eighty-seven-point-five percent (87.5%) of students (n=32) enrolled in HUS 102 spring 2012 successfully completed the psychosocial history 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.	The student outcome for this learning objective was not reached. This student outcome is 3.19% lower than the same student outcome for the last academic year. The faculty have identified the key concepts incorporated into this project and will utilize this for improvement in HUS 102 and other courses in future semesters.

	<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. Also, 90% of students will receive satisfactory (agree or strongly agree) on the objective evaluation form.</p>	<p>Eighty-nine-point-fourty-seven percent (89.47%) of students (n=19) who completed internships in spring 2012 I(8), II(5), and III(6) (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. The same students 89.47% received a satisfactory written letter of evaluation addressing areas of strengths and needs in the Human Services setting. It is notable that the two students who did not receive satisfactory evaluations were both enrolled in the first internship (HUS224).</p>	<p>The student outcome for this learning objective was not reached. The instructor for this course will enhance the orientation process in order to boost success in the first internship (HUS224). 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. Instructors will continue to utilize Blackboard to connect with students in the internship courses.</p>
	<p>Human Services students will demonstrate knowledge of the history of Human Services.</p>	<p>Eighty percent (80%) of students will correctly answer exam questions assessing knowledge of the history of Human Services.</p>	<p>Eighty-nine percent (89%) of students (n=28) enrolled in the fall 2011 HUS 101 course correctly answered questions regarding the history of Human Services. This is a 10% increase from the HUS 101 class of fall 2010.</p>	<p>The objective for this student learning outcome was met. The instructor will continue to present a detailed presentation of the history of Human Services and emphasize its importance.</p>
<p>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 "Child Development."</p>	<p>The students will achieve all objectives as identified by the course syllabi in child development courses.</p>	<p>The child development 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.</p>	<p>According to the rubric, findings indicate that 98% of students scored at least a 3 (good), 4 (very good), or 5 (excellent) on every objective.</p>	<p>Our findings are more than adequate. We will continue to collect and compile data using current assessment measures.</p>
	<p>A majority of students in the child development program will successfully earn an associates degree and upon completing that degree, they will be prepared for immediate employment.</p>	<p>Assessment Measure #1: The child development faculty will assess the percentage of students graduating earning a child development degree. At least 40% of students enrolled in the child development program will graduate. This information will be obtained through the Computer Services Department. Assessment Measure #2: The child development faculty will assess the number and percentage of students completing the child 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 child development faculty will survey businesses, agencies,</p>	<p>Assessment Measure #1: The findings show that 108 students were enrolled in the Early Childhood program during Fall 2009. 35 students graduated from the program Fall 2011-Summer 2012. 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: 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.</p>	<p>Attempts will be made to make classes more convenient for students who are working a full time job and going to school.</p>

		or schools that employ child development graduates to determine how prepared students are for the work force. This material is submitted through the Computer Services Department.		
	The child development program will receive accreditation.	The child development faculty will assess the requirements for accreditation and fulfill those requirements. 100% of the requirements will be fulfilled. Full accreditation for this program will ensure that the expected educational goal has been met.	The child development program has met all of the accreditation benchmarks for the 2011-2012 academic year. The site visit from the accrediting agency will be in spring 2014. The faculty will continue to work and meet benchmarks until the site visit.	The faculty within the program will continue to abide by accreditation requirements until the spring 2014 site visit.
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 "Child 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.	Additional web-based courses were added for both sections of American history, introduction to psychology and introduction to sociology.	To anticipate a higher demand for web-based courses, additional sections have been added for the fall 2012 semester.
	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.	Hybrid courses have declined in popularity. As a result, there was no need to add additional courses. Entirely web-based courses is where the majority of student demand appears to be.	Additional entirely web-based courses have been added to the social science schedule. Because the demand has declined for hybrid courses, we will only be offering one in each major social science area for the 2012-2013 academic year.
	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 Wimba (an interactive classroom environment). An instructor at the Wallace Drive Campus will be able to offer a course at multiple campuses to meet demand.	Ultimately, the demand was just not there for classes to be offered in this format. We offered one class in fall 2011 at our Cherokee campus that was moderately successful.	Because the course was only moderately successful, we do not see a need in the future for classes in this format. Classes offered in an entirely web-based environment is where the demand is.
	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 one authentic instructor-	One-hundred-percent (100%) of instructors teaching a distance learning course had at least one authentic-instructor created item and at least one assignment requiring students to use internet-based information or research. However, only 40% of instructors included at	Because it is a goal of the social science division to increase the quality of our distance learning courses, training on how to create instructional videos were conducted throughout the summer of 2012. The social science faculty will be incorporating instructional

		created item in their course, 2. Instructors must include at least one instructional video created through Wimba (an interactive classroom environment) or some other lecture capture solution, and 3. Instructors must include at least one assignment requiring students to use internet-based information for research.	least one instructional video.	videos into their distance learning courses for the 2012-2013 academic year.
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2011-2012 Strengthening HBCU Title III Program:
Tarva Vaughn
 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.	This objective was not met. Valley Street Campus students participated in activities sponsored by the Office of Student Activities and attended presentations from Career Services personnel. The 12% increase was not met. Assessment of the situation has determined that the clinical and off site work assignments in the Valley Street Campus programs of study prove very challenging for the planning of additional on campus presentations.	Results will be further studied to determine innovative ways to conduct presentations which would work within the varied schedules of Valley Street programs of study.
Develop a plan for renovating and/or refurbishing the Learning Resource Center 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 the Learning Resource Center to ensure that improvements have been made according to outlined goals and objectives.	This objective was met. Projected improvements have been completed in the Learning Resource Center. Improvements include; installation of a room numbering system, a glass encased identification board, inspirational posters, and a complete vocal and multimedia sound system in the media room of the Learning Resource Center.	Provided improvements were based on the most urgent needs requested by the Learning Resource Center staff and available funding. The improvements will assist students and visitors to the campus in locating specific offices and areas, provide motivation and provide a state of the art sound system for the delivering of presentations.
Provide initiatives which promote awareness among high school students and dislocated workers of the opportunities offered in technical programs 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.	This objective was not met. Although there were Valley Street Campus tours, Med Camp, a Black History Month Outreach and Explore Tech Activities, there was not a 10% increase in the number of high school students visiting the campus. However, students who did not take part in the activities were previously unaware of the Valley Street Campus and its programs.	These results will be examined to determine gaps in areas of outreach within the Gadsden State service area and create opportunities for marketing the Valley Street Campus programs.
Provide educational opportunities that include computer laboratory orientations, basic computer skills, software application usage and practice certification examinations.	Improve by 10% 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 10% increase in student proficiency will occur	This objective was met for the sample tested. Computer laboratory orientations were offered to all Valley Street Campus programs, allowing newly enrolled students the opportunity to become aware of the computer laboratory services provided through Title III. During the 2011-2012 reporting period,	Training sessions will be aligned with student needs and curriculum objectives for HPS 111 to enable students to have a better understanding of the skills required to be successful in a modern health care environment.

		<p>in programs utilizing computer laboratory services on the Valley Street Campus. Comparison evaluations will be obtained from pre-test and post-test results.</p>	<p>100% of the programs on campus utilizing the computer laboratory participated in a laboratory orientation totaling nine events for this purpose. Demonstrations given focused on computer laboratory access and utilization of Activity II resources, Institutional E-mail, and BlackBoard, if applicable to participating program. Thirty-six student workshops were offered during this report period in the following eight areas: Laptop care and use, Computer lab orientations, Course orientations, Resume writing, Computer applications, Nursing PrepU, Nursing Evolve, and Course and campus evaluations. In an effort to measure student technology proficiency, class-wide training sessions in computer applications were provided to the Nursing Assistant students. The CNA program requires a computer applications course; therefore, workshops were conducted in applications such as Excel, Computer Basics and the Internet. Five workshops were conducted during this reporting period and student proficiency outcomes were measured for pre and post test results. One Excel workshop relied on project based outcomes to measure learning. For the Computer Basics outcomes, a 127% increase in group mean percentage was taken comparing pre-test and post-test results. Internet Knowledge workshop outcomes reveal a 13% increase from pre and post group mean scores.</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 documentation.</p>	<p>The objective was met. The computer laboratory on the Valley Street Campus continues to be utilized as a multipurpose laboratory for testing, workshops and class meetings. In addition to structured events, the laboratory is available to students as an open laboratory with printing capabilities and includes 1-on-1 assistance. Computer laboratory usage by enrolled students totaled 4000 sessions as evidenced by students sign-in sheets for this period. Computer laboratory equipment was not updated, with the exception of</p>	<p>Upgrading and maintaining existing computer laboratory equipment, as well as increasing the amount of technological equipment on the Valley Street Campus has created a dynamic and collaborative environment for enhancing teaching and learning. Plans are to continue offering assistance in projecting future technology needs for faculty and students.</p>

			<p>one new printer replacement. Maintenance and software updates were done on a regular basis. To ensure the computers were efficient and operational, all laboratory computers were reimaged on three occasions and software updates downloaded as needed. Student access library computers were upgraded with Microsoft Office 2010 and Adobe Acrobat Pro 10 installations. In the Learning Resource Center, a new testing center laboratory was set-up with new computers and software updates completed as needed along with new computers being set-up in the media room. New computers were also set-up in the Air Conditioning and Refrigeration classroom for student use. All Valley Street Campus faculty received new laptops to replace outdated ones as well as new iPads for administrative and instructional use. Three administrative offices also received new printers to replace outdated equipment. Activity II also supported faculty and students with individual computer and laptop maintenance issues. A total of sixty-four student laptops and nine faculty laptops were brought in for technical support. Administrative computers for faculty use received fifty-one instances of technical support during this report period.</p>	
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% increase is anticipated.	This objective has been met and was exceeded. Student sign in records for the 2011-2012 academic year indicates 297 students utilized counseling services which created a 20% increase from the 2010-2011 number of 247.	The results will be used to determine the areas for improving and expanding counseling services, this will be based on common reasons identified for student visits in obtaining counseling services.
2011-2012 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 developmentally while embracing diversity, tolerance, and good citizenship.	Initiate at least one new activity or event for 2011-2012 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.	This objective was met. The student talent show was renamed and moved to Wallace Fine Arts Center. Several students in previous years has expressed dismay that they were not featured on the big stage at Wallace. The event was hugely successful with about 350 in attendance and ten extremely talented acts.	The spring talent show will continue to be held in Wallace Fine Arts Center, and the title of the event will be retained as "Top Ten Talents."
	Continue development of the Cardinal Spirit Club, an	Fall membership lists will be accumulated at Get on Board	This objective was met. Cardinal Spirit Club became a	The Facebook Cardinal Spirit Club is continuing. It was

	<p>organization to promote school spirit. The organization is parented by Student Government Association (SGA) and will include 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 new members should be admitted for Fall 2011 with at least ten students remaining active through Spring 2012.</p>	<p>events and at initial club meetings. Spring 2012 membership will be calculated by numbers of students who attend a G-Day Planning meeting and by attendance of students at home softball and baseball athletic events.</p>	<p>Facebook-only Club in 2011, to be used for publicity of events. There were 113 students, faculty, and staff who "friended" Cardinal Spirit Club, which exceeds the 30 plus 10 goal.</p>	<p>advertised at Get on Board Day, at FOCUS, and as students had IDs made. Though the number of "friends" is low, new "likes" come in every day. The administrator gives one status update per week to keep students informed without being annoying.</p>
	<p>Sponsor an intramural sports program in Gadsden. Participation of students and faculty/staff from other sites will be encouraged.</p>	<p>Offer at least two team sports for fall semester and two team sports for spring semester. Host participation of teams in at least two of the sports offered.</p>	<p>This objective was partially met. The two sports attempted for Fall semester were flag football, which was successful, and soccer, which did not have sufficient participation. Spring semester, the intramural sport was 4-on-4 basketball, which was very competitive and successful. There was no second team sport for Spring semester. Only three sports were offered, but two of those had sufficient participants. Student responses were very positive for these two intramural sports.</p>	<p>For the coming year, flag football will be repeated, and a new sport, kickball, will be introduced. A swim party is also planned to check interest in swimming at the YMCA. Spring semester sports will continue to be basketball, probably 3-on-3. The second sport has not yet been determined.</p>
<p>Encourage the development of leadership skills among students through participation in The National Society of Leadership and Success and Leading Edge.</p>	<p>Recruit a faculty/staff member to sponsor National Society of Leadership and Success who will support the organization's members at each instructional site.</p>	<p>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 2012.</p>	<p>The objective was not met. The assessment method of recognizing three faculty/staff members for honorary membership with the National Society of Leadership and Success was successfully met. However, that assessment did not result in a faculty/staff person volunteering to help sponsor the chapter at one of the campuses. The assessment strategy was not sufficiently linked to the objective.</p>	<p>A more direct route must be determined to gain support at the various sites for sponsoring the National Society of Leadership and Success. It has been discovered that some colleges are able to use student officers to run the meetings. This objective will be reworded next year.</p>
	<p>Foster female students to participate in the Leading Edge Institute (LEI) as Gadsden State representatives. The Leading Edge Institute is a state-wide organization for young women for which Gadsden State may designate three representatives.</p>	<p>Have at least one student representative participate throughout the academic year in LEI.</p>	<p>This objective was met. Two student participants accompanied the Gadsden State sponsor to summer boot camp. The students are on-target for graduation from the program in Spring 2013.</p>	<p>It is recommended that Gadsden State continue to participate in the state-wide program to promote confidence, leadership, and service among young college women in Alabama.</p>
<p>2011-2012 Student Support Services: Dale Hill Cabinet Member: Valerie Richardson</p>				
<p>Goal</p>	<p>Objective</p>	<p>Assessment Method</p>	<p>Findings</p>	<p>Use of Findings</p>
<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%</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>This objective was met. Students in the SSS project persisted, graduated or transferred at a rate of seventy-one percent (71%).</p>	<p>SSS will continue to offer tutoring, advising, workshops, seminars, and academic services to ensure the academic success of the SSS students. SSS will continue to</p>

	from one academic year to the beginning of the next academic year.			do follow-up including progress reports, letters and academic counseling with the SSS students.
	Graduation rates of SSS students-To ensure that at least 40% of each project year's cohort will graduate with an associate's degree or certificate within 4 years.Transfer- To ensure that 15% of new participants served each year will transfer with an associate's degree or certificate within 4 years.	A database will be kept identifying the SSS students who graduate or transfer.	This objective was met. The graduation rate was 41.2%. This figure should increase as follow-up is being conducted by SSS. The transfer rate was 14.6%. This figure will increase as four year institutions are submitting information to the National Student Clearinghouse. The graduation and transfer rates for the student cohort is difficult to present at this time because the objective states within four years.	SSS will continue to offer seminars, workshops, transfer trips, transfer advisement, and have representatives from four year institutions in the SSS area to provide transfer information. Academic advisement and services will continue to help students in selecting the required courses to graduate. An additional letter will be sent to the SSS students explaining how to apply for graduation using Banner.
Good Academic Standing-To provide services to aid low-income students, first generation students and students with disabilities to stay in good academic standing at Gadsden State.	To ensure that at least 75% of the enrolled SSS participants will meet the performance level required to stay in good academic standing at the institution.	Grade point averages of the SSS students will be recorded.	This objective was met. Over ninety percent (90.2%) of the students were in good academic standing at the institution.	SSS will continue to send out progress reports. Grade point averages will be recorded and follow up will be done through letters to the SSS participants. Tutoring and other academic services will continue to be offered to help students remain in good academic standing.

2011-2012 Surgical Technology Program: Connie Meloun / Brenda Young Cabinet Member: Jim Jolly

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.	One-hundred-percent (100%) of meetings held attended.	Postsecondary curriculum 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.	One-hundred-percent (100%) of responding graduates were employed in a surgical/operating room technology position.	
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	One-hundred-percent (100%) of employers of the Surgical Technology Program graduates agree that the graduate performs competently and safely as an entry level surgical/operating room technician.	Faculty will continue to provide access to educational methodologies and techniques related to surgical technology.
	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.	One-hundred-percent (100%) of respondents strongly agree the instructor was well prepared for the subject matter taught.	Faculty will continue to provide access to educational methodologies and techniques related to surgical technology. Faculty will continue to stay current on techniques related to surgical technology.
	Achieve a 70% program	The program will achieve a	Fall of 2011 17 students were	Many of the students who

	completion rate.	70% completion rate by the end of the academic year	admitted to the program. Two students withdrew for unknown reasons. 15 students continued in the program. 83% completion rate for the cohort. Spring of 2012 18 students were admitted to the program including 2 readmits. 7 students withdrew due to poor grades. 66% completion rate.	withdrew because of grades. The faculty will look into an admission process for the program.
Promote computer competency and information literacy.	Students will utilize Blackboard and email in all program required courses.	a. Ninety percent (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 material.b. Ninety percent (90%) of surgical technology students will utilize email to submit to the instructor at least one assignment in each course.	One-hundred-percent (100%) of students utilized Blackboard in obtaining information related to each surgical technology and HPS courses such as syllabi, handouts and powerpoint presentations. One-hundred-percent (100%) of surgical technology students utilized email to submit to the instructor at least on assignment in each course.	Faculty will continue to provide course material online. At least one assignment will be submitted through email.
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 2011 semester 29% of new admissions and in the Spring 2011 semester 38% of new admissions were in the minority group.	Continue to attend fairs and give presentations to groups that allow access to potential students.
2011-2012 Technical Programs: Tim Green				
Goal	Objective	Assessment Method	Findings	Use of Findings
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.	The number of classroom presentations facilitated by a Career Coach decreased by 40% from the previous year, and the number of students served through one-on-one meetings declined by 16%. The substantial decrease is due to the loss of three Career Coach positions which resulted in a smaller number of schools and students being served.	This objective will be revised to better reflect the reduction in staff and new program plan.
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.	Records indicate that enrollment was down for the 2011/2012 year. A total of 224 were enrolled, which represents a decrease of 10% (24 students). The percentage of completers who were employed was also down to 80%, which represents a 12% decrease from 2010/2011.	The Skills Training Division will work closely with the career centers and make them aware of a new scholarship opportunity, which will potentially serve 75 individuals.
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.	A total of 97 classes made serving 981 students, which represents a 31% decrease in enrollment in relation to the prior year (1,414 students served).	The decrease is mainly due to the drop in the number of children who attended during the summer. As a result of the College's shifting to a four-day work week, parents were forced to find alternative sources for summer daycare that is offered five days per week. Further analysis will be performed to determine ways to allow offering summer

				programs five days per week.
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 was complete for the Fall, 2011, semester.	Since building construction is complete with classes being held in the new facility, the NATEF certification process will be completed.
	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 relocation of the Automotive Manufacturing Technology, Electronics Engineering Technology, Civil Engineering Technology, and Mechanical Design Technology programs in 2011.	The renovation of the Bevill Center building and the relocation of the programs was completed by the Fall Semester, 2011.	The Automotive Manufacturing Technology, Electronics Engineering Technology, Civil Engineering Technology and Mechanical Design Technology programs are now certified.

2011-2012 Therapeutic Massage: Connie Meloun / Laura Nelson Cabinet Member: Jim Jolly

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.	Acceptance of application April 9th 2012 by LaTasha Vaughn	Begin preparation of submission of Self Study report January 2013
	Meet Commission on Massage Therapy Accreditation's standards related to qualified therapeutic massage instructors.	One-hundred-percent (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.	One-hundred-percent (100%) of instructors have evidence of Commission on Massage Therapy Accreditation standards for instructors in employee's personnel file.	Will Remove from 2012-2013 USP
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.	Issuance of provider certification NCBTMB# 451235-10	Faculty will move and add Alabama State CEU provider to long range goals
Provide students with the knowledge and skills to competently and safely perform therapeutic massage techniques as entry level massage therapists.	The student will identify and demonstrate effective communication skills, including verbal, written (recorded) and reported information with clients and co-workers (peers).	A. Ninety percent (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. One-hundred-percent (100%) of students reached benchmark for all sections on Clinic competency evaluation.B. Ninety-six percent (96%) of students reached benchmark for all sections on Lab competency evaluation.	Faculty will keep objective but change assessment for 2012-2013 USP.
	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.	One-hundred-percent (100%) of students indicate agree or strongly agree on Health Science Resource Survey	Remove from USP
	Attend Alabama Board of Massage Therapy meetings to be aware of any changes in the polices and procedures and to have up-to-date	A representative from the GSSC Therapeutic Massage Program will attend at least three of the four Alabama Board of Massage Therapy	One-hundred-percent (100%) of meetings were attended	Faculty will continue to attend board meetings.

	information for students. The student will identify and demonstrate effective communication skills, including verbal, written (recorded) and reported information with clients and co-workers (peers).	quarterly meetings. A. Ninety percent (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. One-hundred-percent (100%) of students reached benchmark for all sections on Clinic competency evaluation.B. Ninety-six percent (96%) of students reached benchmark for all sections on Lab competency evaluation.	Faculty will keep objective but change assessment for 2012-2013 USP.
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. Ninety percent (90%) of students will attain a 75% average in all therapeutic massage courses to be successful.B. Ninety percent (90%) of students will successfully complete all massage validations at a 75% pass rate.C. 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. Eight-five percent (85%) of students reached benchmarkB. Ninety-five percent (95%) of students reached benchmarkC. One-hundred-percent (100%) of surveys returned indicated graduates were prepared to assess clients needs and perform appropriate massages.	Assessment will be removed from USP and replaced to indicate more specific criteria
	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.	Fifty percent (50%) of labs and clinics were covered due to low student/instructor ratio	Secure funding to ensure all labs and clinics will have qualified instructors and adequate coverage for student/teacher ratio.
	The student will provide a safe environment for the client through recognition of potential hazards and standard precautions.	A. Ninety percent (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. Ninety percent (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. One-hundred-percent (100%) of students reached benchmarkB. One-hundred-percent (100%) of students reached benchmark	Assessment method will be changed to look at specific evaluations within each lab/clinic course
	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. Ninety percent (90%) of students will score 75% or greater on Test 2 in course MSG200.B. Ninety percent (90%) of students will score 3 out of 5 in the following sections of the "Lab Competency Evaluations"; 9,10.C. Ninety percent (90%) of students will score 3 out of 5 or greater on the "Clinical Competency Evaluation" Section 9,10,13.	A. Ninety-three percent (93%) of students attained 75% or greater on benchmarkB. One-hundred-percent (100%) of students attained benchmark for all sections on lab competency evaluationC. One-hundred-percent (100%) of students attained benchmark for all sections on clinic competency evaluation	Assessment will be changed to allow for more complete data on specific legal and ethical curriculum
	The student will be competent in each massage modality validated.	Ninety percent (90%) of students will average 75% or greater in each massage modality validated.	Ninety-four percent (94%) of students achieved benchmark	Objective 5 will be removed due to vagueness in the objective. Will develop new objective in 2012-2013 USP
	The student will apply knowledge of Anatomy and Physiology, Pathology, and Kinesiology to massage and specific client situations.	A. Eighty percent (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. Ninety percent (90%) of students will score 3	A. Anatomy and Physiology 91.5% of students reached benchmark, Kinesiology I 94%, Kinesiology II 88.6%, Pathology 91.6% B. One-hundred-percent (100%) of students reached benchmark	Faculty will remove objective and move to SLO 2012-2013

		out of 5 or greater in each of the following sections on "Lab Competency Evaluation"2,4,5.		
Maintain Alabama Board of Massage Therapy approval.	Abide by the Alabama Board of Massage Therapy's standards in program content.	Issuance of renewal of annual program licence by the Alabama Board of Massage Therapy.	Issuance of school license # S-114	Faculty will continue to monitor objective
	Meet Alabama Board of Massage Therapy's standards as they relate to qualified therapeutic massage instructors.	One-hundred-percent (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.	One-hundred-percent (100%) of instructors have massage licence	Faculty will continue to monitor objective.
	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.	Duplicated	Faculty has changed and removed objective from goal
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	School Code issued from NCBTMB 490055-06	Faculty will remove objective from USP
	Maintain pass rate on NCTMB licensure exams at or above state and national levels.	Ninety percent (90%) of graduates who take either of the certification exams will pass on their first attempt.	Severy-five percent (75%) of graduated sat for certification exams passed on first attempt	Faculty will continue to monitor and evaluate student pass rates. Faculty will add objective to SLO to address student performance on National Exam.
Continue to implement state wide standardization of therapeutic massage curriculum.	Participate in the Postsecondary new standardized curriculum implementation process.	One-hundred-percent (100%) of new standardized curriculum will be implemented by Spring 2010.	One-hundred-percent (100%) of curriculum has been implemented 2.5 years ago.	Remove objective from USP
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.	Attend annual MLK college event at GSCC	Faculty will focus on increasing attendance at minority events in the area.

2011-2012 Upward Bound Program-Ayers: Sharon McGruder Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
The Ayers Campus UB 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 the 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 met. There were fifty (50) eligible participants identified, selected and served during the 2011-2012 year. These participants met the 2/3 (34) regular and 1/3 (16) high risk categories from the program objective for program compliance.	These findings will be used to show program compliance.
The Ayers Campus UB participants will be retained in the program from one year to the next, until graduation from high school.	Eighty percent (80%) of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the UB Program during the next	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	This goal was met. Thirty-six (36) of the thirty-nine (39) 9th, 10th, and 11th grade participants or 92.3% were retained for the upcoming year.	This information will be used in the recruitment of new students for the program.

	school year.	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.		
The Ayers Campus UB program will stress the need for educational attainment by encouraging high school graduation and postsecondary enrollment.	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.	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.	This goal was met. There were eleven (11) seniors; one hundred percent (100%) of the seniors graduated from high school. Ten (10) of the eleven (11) seniors went on to a postsecondary institution, for a ninety-one percent (91%) success rate.	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.
Assist Ayers Campus UB participants in passing all portions of the Alabama High School Graduation Examination through remediation.	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.	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.	This goal was met. One hundred percent (100%) of the UB senior participants graduated from high school and passed the state assessment tests (Alabama High School Graduation Examination).	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.
The Ayers Campus UB will track the program graduates and monitor their enrollment through the fall term of the second academic year.	Seventy-five percent (75%) of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.	The UB staff will track the participants enrolled in postsecondary education to assure that these graduates are enrolled for the fall term of the second academic year. This will be accomplished by using the Participant Tracking Form, which is mailed to each graduate with a return envelope. Additionally, a telephone contact to the graduate or a family member is acceptable as verified documentation, as well as, documentation from the National Student Data Clearinghouse.	This goal was met. There were ten (10) senior participants in 2010 - 2011 to enroll in a postsecondary institution. To date, eight (8) of the ten (10) senior participants are enrolled for the fall semester of the second academic year, for a total of eighty percent (80%).	This information will be used to encourage the program participants to continue in the UB program and postsecondary education.
Ayers Campus UB will increase parental involvement in UB	All UB parents will be invited to participate in several designated UB activities	Upward Bound staff will track parent participation. UB attendance records will	This objective was met. Three UB activities were verified for attendance and participation.	This information will be used to boost and encourage all of the parents to attend their

activities to aid in the success of the program participants.	during the year. Seventy percent (70%) of the UB parents will attend/participate in scheduled UB activities.	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.	These were: Academic Orientation Summer Orientation (100%) , and Summer Awards Banquet. All three (3) of the activities met or exceeded the (70%) attendance and participation during the year.	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 four (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 objective was not met. Fifteen (15) participants for the program were recruited, accepted and enrolled during the year. Enrolled were six (6) African American males and nine (9) African American females. We failed to reach a more diverse group of students. We will continue our diversity recruitment efforts 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. This information will also be helpful in providing new ideas to enhance a more diverse group of students.
To increase the financial knowledge and capability of the program participants, the Ayers Campus UB 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 attendance rosters.	This objective was not met. A financial literacy workshop focusing on college financial aid during the academic session was held and no one attended. The juniors and seniors were the target group. This information was verified from the attendance records.	This information will be used to consider other alternatives of disseminating this information to UB participants.

2011-2012 Upward Bound Program-Gadsden: Pat Rutledge Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
To identify and select 75 eligible UB 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.	This objective was not met due to budgetary cut-backs and a later starting date which resulted in sixty-two (62) participants for the reporting period. Eighty-one (81%) were classified as low income-first generation, eleven percent (11%) were low income only, and eight (8%) were first generation only.	The findings will be used 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.	This objective was met. Eighty-four percent (84%) of the Upward Bound participants achieved proficiency for their grade level on state assessments, with the remaining 16% 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 effective leadership and human relation skills in the UB participants, resulting in good citizenship and personal success.	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.	This objective was met. One-hundred percent (100%) 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 considered a tool for professional growth and development.
To work collectively with high	To provide a level of support	Grade reports, counselor	This objective was met. One-	The results are beneficial

school seniors, parents, and target school personnel to achieve project objectives.	(instruction, counseling, tutoring) and confidence-building for senior participants that will result in 95% plus graduating from high school each year.	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.	hundred percent (100%) of the senior class successfully completed all parts of the exit exam and graduated from high school. Ninety-one percent (91%) of the senior class enrolled in a program of postsecondary education, with the remaining nine percent (9%) enlisting in the armed forces.	as the program continues to enhance the academic performance of the students, works cohesively with the parents and high school personnel, and promotes postsecondary success.
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2011-2012 Valley Street Campus Director: Carl Byers Cabinet Member: Valerie Richardson

Goal	Objective	Assessment Method	Findings	Use of Findings
Provide additional space for student and community activities on the HBCU Campus.	Provide at least 10% more additional classroom space.	Identification and renovation of existing campus facilities.	The objective was met. Collaborative efforts between Valley Street Campus Administration, Title III Program Administration, Gadsden State's Executive Administration as well as outside consultants allowed for the renovation and restoration of previously unusable and uninhabitable classroom, office and meeting spaces for the Valley Street Campus. The additional renovated and furnished spaces easily meet and/or exceed the anticipated 10% increase in space for the fiscal year.	This addition of viable space is a step forward in our efforts to attract and maintain more class offerings as well as instructor and meeting spaces on this campus.
Provide visibility of the HBCU designation and the student support assistance/technical programs available on the Valley Street Campus.	Promote the HBCU 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%.	Maintain visitation records of media, community organizations and/or individuals who attend seminars/workshops/tours on the Valley Street Campus.	Continual efforts to expand and promote Valley Street's HBCU designation are ongoing through community events such as blood drives, health fairs, summits and community reading tours at local elementary schools. These efforts have proven to be effective tools in our quest to increase public awareness of our designation as a Historically Black College and University. Faculty and staff awareness of this designation continues to increase as well through classroom usage and professional development venue offerings on this campus. Overall involvement has increased by at least 20% throughout the year.	Based on the successes of the current activities to promote the designated HBCU status of the Valley Street campus, we will continue these efforts and attempt to build on these with newer and more innovative strategies.
Promote an atmosphere of partnering and networking with four-year HBCUs statewide to provide a seamless transition for students transferring from a two-year to a four-year institution.	Increase collaborative communicative, transfer and planning efforts with four year HBCU's by 10%.	Professional development activities, campus visits, planning sessions.	Efforts in this area have increased by at least 10% this fiscal year.	Continual efforts are made to seek out partnerships and networking opportunities with four-year HBCUs statewide and on a national level via teleconferences and nationally sponsored HBCU conferences. The Valley Street Campus will continue its efforts to positively impact the transfer rates of students wishing to continue their education beyond this level. Networking with other HBCU

				institutions and providing various forms of information via one-on-one encounters and strategically placed information kiosks on campus have proven to be successful strategies in our efforts to continually inform students on this campus.
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 scheduled Valley Street programs' core curriculum to identify placement and availability options on campus.	This objective was not met. Collaborative efforts are still on-going in seeking ways to best offer more core courses on this campus. Ideas such as the placement of portable biology labs on this campus have been suggested in order to better serve students and to give them a more stable, streamlined and convenient educational product delivery for core courses such as BIO 201. Due to the planning stages and logistics issues regarding these scientific class offerings, we have not yet met the 10% increase we strive for in core course offerings.	Administration and Division Chairpersons will continue to collaborate in order to devise opportunities to place more core courses on the Valley Street Campus.

2011-2012 Veterans Upward Bound Program: Jimmy Johnson Cabinet Member: Valerie Richardson

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.	The objective was met with more than 120 veterans for the 2011-12 academic year. Of the 120 participants, 67% were low income and first generation also meeting that portion of the objective.	The results will be used to complete our Annual Performance Report
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 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.	Evaluate the results of the standardized test to determine the level of improvement in a participants academic skills as a result of their participation in the appropriate academic curriculum of their prescribed VUB educational program.	This objective was met. The level of student improvement was assessed by comparing their initial TABE results with the academic achievement levels accomplished during the 2011-12 year. As a result, 75% of our students have improved their academic skills.	We will continue to encourage VUB participants to utilize the online tutorials as well as our staff tutors to improve the level of academic skills.
Sixty-five percent (65%) of participants served by VUB each year will remain enrolled or complete their prescribed VUB educational 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	VUB staff will track the participants' level of success in remaining enrolled or completing their prescribed VUB educational program.	This objective was not met. At this point, we have identified 57% of the veterans served remained enrolled in their VUB program.	Additional follow-up will be conducted to ensure participants remain involved in program activities.

	educational program.			
Sixty percent (60%) of participants who enroll in postsecondary education each year will be enrolled for the fall term of the second academic year.	Participants receive services based on academic need with the goal of enrolling in postsecondary education and completing a degree or certificate program. As a result, 60% of participants served each year will enroll in a program of postsecondary education by the fall term of the second academic year.	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 staff will track the participants' level of success in meeting this objective.	This objective was not met. About 50% of our students are continuing on to complete degree programs at this time. A lot of our veterans are enrolled in certificate programs in order to secure employment to provide for their families. Once they obtain the certificates, they do not feel the need to continue education. This goal will need to be revisited at some point with the Department of Education. According to program regulations issued by the Department of Education, a certificate program is considered postsecondary education, but the new grant guidelines do not consider a certificate a postsecondary award. The VUB program is therefore unsure this year when the new guidelines are implemented how this will change the success in meeting this goal.	The VUB staff will be more focused on encouraging degree completion as opposed to completion of certificate programs in order to maintain program compliance.

2011-2012 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.	Ninety percent (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.	Seventy-seven percent (77%) (1170/1525) of embedded examination questions were answered correctly.	Student success rate improved from the prior year. It increased from 74% to 77%. Instructors will continue to implement instructional techniques to improve student success.
	Ninety percent (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 rubric.	Ninety-six percent (96%) of students successfully completed the project by rating "Satisfactory" or above on the project. (N=157)	The objective was met. Student success increased from 94% in the previous year to 96%. Instructors will continue to monitor student success.
Students will demonstrate the ability to journalize business transactions, adjustments and closing entries.	Ninety percent (90%) of embedded examination questions measuring the ability to journalize business transactions, adjustments, and closing entries will be answered correctly.	Seventy-three percent (73%) (1845/2529) of embedded examination questions were answered correctly.	The objective was not met. Student success in accounting courses requires students to spend a significant amount of time outside of class studying. Instructors concurred the majority of the students were not studying enough outside of class. Instructors have changed the homework assignments.
	Ninety percent (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 rubric.	Ninety-six percent (96%) of students successfully completed the project by rating "Satisfactory" or above on the comprehensive project. (N=157)	The objective was met. Instructors will monitor student success.
Students will demonstrate	Ninety percent (90%) of	(Eighty-four percent (84%) of	Student success rates have

knowledge of a typical payroll accounting system.	embedded test questions measuring ability to determine correct withholding and employer payroll liability will be answered correctly.	embedded questions were answered correctly.	increased for the second consecutive year. The student success rate was 78% in 2009-2010, 82% in 2010-2011, and 84% in 2011-2012. Instructors will continue to work toward the 90% objective.
	Ninety percent (90%) of students will successfully complete comprehensive payroll project. Student success will be determined by rubric.	One-hundred-percent (100%) of student satisfactorily completed the payroll project. (N = 4)	One student scored excellent, One student scored good and 2 students scored satisfactory. Students show some difficulty with tax ceilings. More exercises have been added to increase student success.
Students will demonstrate the ability to contrast the taxpayer profile for those eligible to file forms 1040EZ, 1040A, and 1040.	Ninety percent (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.	Eighty-four percent (84%) of embedded examination questions were answered correctly.	Student success rates have increased for the past two years. The rate was 77% in 2009-2010, 81% in 2010-2011, and 84% in 2011-2012. Instructors have increased emphasis on this content to increase student success rates.

2011-2012 Air Conditioning and Refrigeration:
Tommy Hartline, Frank Brady

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.	One-hundred percent (100%) of the students attempting the Environmental Protection Agency exam were successful in earning a certification.	Although, the goal was met, students seem to struggle with identifying refrigerant types in relation to their chemical composition. Additional lecture will be included to strengthen these concepts.
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.	The overall goal was met. Ninety-five percent (95%) (19/20) of students were proficient in demonstrating mastery of determining total output of an air conditioning system.	In an effort for continual improvement, students will be required to perform additional lab task related to total system analysis.
Graduates of the Air Conditioning and Refrigeration program will	At the end of their final term, 90% of graduates will score 85% or higher on a rubric	The overall goal was met. Ninety percent (90%) (18/20) of students were	Although the overall goal was met, although students were deficient in creating a

properly construct a technical portfolio.	scale in the construction of a technical portfolio.	proficient in constructing a technical portfolio.	professional resume. Students will be strongly encouraged to attend resume building workshops offered by GSCC.
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.	<u>Only 10% (2/20) of graduates</u> 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.

2011-2012 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.	Eighty percent (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 assessment rubric .	Sixty-seven percent (67%) of students responding to questions on the reading skills portion of the mid-term and final examinations received a 3 or higher as measured using the reading assessment rubric.	The textbook used during this period has been changed to more accurately match the goals of the course. In addition, the assessment tools will be re-evaluated. The lowest scores were in the inference skills measurement, so instruction and assessment in inference skills will be reevaluated.
Students completing the program will be able to write a multi-paragraph essay.	Eighty percent (80%) of students will demonstrate proficiency 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.	Seventy-eight percent (78%) of students responding to questions on the writing skills portion of the mid-term and final examinations received a 3 or higher as measured using the reading assessment rubric.	While this was an increase in percentage over the 2010-2011 results, measures can be taken to improve results. The textbook used during this period has been changed to more accurately match the goals of the course. In addition, the assessment tools will be re-evaluated. The lowest scores were in the inference skills measurement,

			so instruction and assessment in inference skills will be re-evaluated.
Students completing the program will demonstrate the ability to speak for an extended period on a single topic.	Eighty percent (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 rubric .	Sixty-eight percent (68%) of students demonstrated 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 rubric .	More assessments earlier in the semester should be added in order to properly prepare students for the conditions of the final assessments. In addition, the assessment tools will be re-evaluated, as will textbooks and classroom methods.
Students completing the program will demonstrate the ability to comprehend an American-style academic lecture in English.	Eighty percent (80%) of students will demonstrate the ability to comprehend an American-style academic lecture in English by taking adequate notes on an academic lecture by the end of the semester, resulting in a rating of 3 or higher as measured using a listening rubric .	Seventy-two percent (72%) of students demonstrated the ability to comprehend an American-style academic lecture in English by taking adequate notes on an academic lecture by the end of the semester, resulting in a rating of 3 or higher as measured using a listening rubric .	More assessments earlier in the semester should be added in order to properly prepare students for the conditions of the final assessments. In addition, the assessment tools will be re-evaluated, as will textbooks and classroom methods.

Cabinet Member: Jim Jolly

2011-2012 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).1112	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 will 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 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 overall performance evaluation for the course and a performance evaluation for	Greater than 90% of the students performed water chemistry at a “good” or “excellent” level. Water chemistry analysis for FHS 102 and FHS 114 were (out of 4 possible): pH 3.98, ammonia 3.95, nitrite 3.96, alkalinity 3.93, temperature 3.93, and dissolved oxygen 3.96. Students receive weekly practice in both FHS 102 and FHS 114 so good results are expected. Evaluations on file. (See Attachment)	This particular class was exceptional with water testing. They were not good with turbidity testing and some are still uncomfortable with assembling and calibrating the DO meters. They will get further practice in other courses in the curriculum.

	<p>each chemical test (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>Greater than 70% of the students in each course correctly answered embedded exam questions related to the 6 water chemistry parameters targeted for analysis. This was a very good group of students. (See Attachment)</p>	<p>After analysis of individual questions that had low scores, several questions were targeted for additional emphasis or editing for clarification. These questions were identified and will be changed.</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>At least 90% of the students in FHS 114 Spring 2012 successfully demonstrated skills to maintain and manage aquaculture production systems. Out of a possible 4 pts students scored: 3.78 for RAS management, 3.79 for pond management, 4.0 for cage management, and 3.84 for general management skills. Students struggled most notably with turbidity measurement and interpretation, FCR and SGR calculations. In Sp 2012 an assignment focused on feed calculations including FCR, SGR, and feed rates was added to the course. Seven out of nine students received excellent ratings (scoring greater than 90% on problems and calculations). One student scored at 76% correct and one student was not able to make the calculations at all. (See Attachment)</p>	<p>Starting in Spring 2013 term, students will be required to take a more active role in turbidity management, control, and interpretation in pond systems. Those students who cannot make calculations are requested to attend help sessions (offered internally) to straighten out difficulties.</p>
<p>Students will demonstrate the ability to accurately perform chemical treatments on aquaculture production systems.</p>	<p>Ninety percent of students who complete aquaculture courses will be able to accurately calculate chemical concentrations using dimensional analysis and</p>	<p>Seventy percent (70%) of students were able to score 90% (“excellent”) or better on an examination and take home assignment for dimensional analysis. Many</p>	<p>Dimensional analysis continues to be a focus for this curriculum. Students receive a great deal of individual practice and remediation at every</p>

perform appropriate treatments on aquaculture production systems.

were proficient and required very little or no assistance in making a wide variety of calculations. Three students required significant assistance in making calculations. Assessments included two different homework assignments (not graded but covered in class), a graded homework assignment, and a graded examination. ([See Attachment](#))

opportunity (weekly) including manipulations where the lives of fish depend directly on them making the correct calculation. This is a requirement of this occupation.

2011-2012 Auto Collision Repair : Karen Blythe Smith, 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.	Ninety percent (90%) of students completing Auto Collision Repair courses will competently identify and perform repairs on automotive plastics based on faculty-developed performance checklists. assessment rubric .	Overall students demonstrated 91% proficiency identifying and performing repairs on automotive plastic. The overall goal was met. Ninety-one percent (91%) (18/21) identify and perform repairs on automotive plastic.	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.
Students will demonstrate competency in making proper sheet metal repair.	Ninety percent (90%) of students completing Auto Collision Repair courses will demonstrate competency in sheet metal repairs based on faculty-developed performance checklists.	Overall, students demonstrated 92% proficiency in making proper sheet metal repair. The overall goal was met. Ninety-two percent (92%) (16/21) were proficient in proper sheet metal repair.	Although, the overall goal was met, additional labs have been created to further strengthen content areas related to sandpaper, stretched metal and metal with 1/8" tolerance.
Students will be competent in	Ninety percent (90%) of	The overall goal was met.	Since the overall goal was

the areas of spray gun and related equipment use, applying paint and final top coats.	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.	Ninety percent (90%) (16/21) of students completing the Auto Collision Repair program were proficient in demonstrating spray gun and related equipment use, applying paint and final top coats.	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.
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2011-2012 Automotive Manufacturing Technology : Cabinet Member: Tim Green
Tommy Hartline, Frank Brady

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.	One-hundred percent (<u>100%</u> of students (1/1) 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 through satisfactory completion of a research project.	The class that is used to evaluate this SLO is AUT 106 and it was not taught during the 2011-2012 school year	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.	The class that is used to evaluate this SLO is AUT 100 and it was not taught during the 2011-2012 school year.	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
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2011-2012 Automotive Service Technology : Karen Blythe Smith

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.	One-hundred percent (100% of the students assessed scored in the skilled to moderately skilled categories. Nine students were rated as skilled and nine students ranked moderately skilled.	Even though 100% ranked skilled or moderately skilled, Vernier calipers and outside micrometers usage were lowered than expected so more instruction time will be allocated and different teaching methods will be incorporated.
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.	Eighty-two percent (82%) of the students ranked skilled and moderately skilled. Three skilled and eleven moderately skilled with three needing more practice.	A deficiency in using a digital multimeter was noted and more on-line training as well as more classroom instruction will be added to the curriculum for Electrical one and electronics one classes.

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.	Ninety-two percent (<u>92%</u>) of <u>the students</u> ranked skilled or moderately skilled. Five achieved skilled and six moderately skilled with one needing more practice.	The goal of 90% was reached but additional training with vacuum testing and engine noises is needed and will be used in the next engine classes.
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Cabinet Member: Jim Jolly

2011-2012 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 <u>79% of students (Fall = 76%; Spring = 76%; Summer = 86%)</u> 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.
	Ninety percent (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 structures by accurate representations in the laboratory report.	Our results revealed that 92% of students who attended and participated in the macroscopic and microscopic examination of bacteria and protist demonstrated knowledge of morphology and structures by representations in the lab 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 will demonstrate knowledge of cell membranes and their transport processes.	Eighty percent (80%) of the students will correctly answer <u>laboratory practical questions</u> concerning cell membranes and their	Results for the year reveal that <u>72% of students (Fall = 69%; Spring 69%; Summer 65%)</u> correctly answered practical laboratory	During a Biology meeting, instructors were made aware of results and given an opportunity for input and discussion. Instructors will

transport processes.

questions concerning all membranes and their transport processes.

continue to address student understanding of all membrane transport by incorporating Cyber-Ed Interactive Computer Modules and intensive review of the subject.

Cabinet Member: Jim Jolly

2011-2012 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.	Ninety percent (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.	Seventy-seven percent (77%) (1170/1525) of embedded examination questions were answered correctly. (N = 224)	Student success rate improved from the prior year. It increased from 74% to 77%. Instructors will continue to implement instructional techniques to improve student success.
	Ninety percent (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 rubric.	Ninety-six percent (96%) of students successfully completed the project by rating "Satisfactory" or above on the project. (N=157)	The objective was met. Student success increased from 94% to 96%. Instructors will continue to monitor success.
Students will explain the role of the various sources of law including the Constitution, statutes, case law and administrative law.	Ninety percent (90%) of embedded examination questions measuring knowledge of Constitutional law, statutes, case law and administrative law will be answered correctly.	Eighty-four percent (84%) (1083/1286) of embedded examination questions were answered correctly. (N=47)	Student success rates are slightly lower in online classes. Instructors decided to add Wimba sessions to Blackboard to increase student success.
	Ninety percent (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.	Eighty-nine percent (89%) (33/37) of students scored Good or Excellent on the research-based project on a relevant legal issue.	Online students do not perform as well as students in traditional format classes. The instructor has implemented Wimba sessions to help improve success rates for online students.
Students will demonstrate	Ninety percent (90%) of	Eighty percent (80%)	There was a small decrease in

knowledge of basic statistical terminology.	embedded examination questions measuring knowledge of basic statistical terminology will be answered correctly.	(534/670) of embedded questions were answered correctly.	student success rates from the previous year. In 2010-2011, 83% of questions were answered correctly compared to 80% for 2011-2012. Instructors had optional quizzes in Blackboard. In an attempt to improve student success, instructors will now require the quizzes.
	Ninety percent (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.	Ninety-six percent (96%) of students scored Satisfactory or better on project 1. (N = 67) 92% of students scored Satisfactory or better on project 2. (N = 39)	The objective was met and student success will continue to be monitored.
Students will demonstrate knowledge of the law of supply and demand.	Ninety percent (90%) of embedded examination questions measuring knowledge of the law of supply and demand will be answered correctly.	Ninety-one percent (91%) (1439/1577) of embedded questions were answered correctly. (N = 323)	The objective was met. Students continue to struggle with graphing. Wimba sessions have been added to Blackboard to emphasize graphing concepts.

Cabinet Member: Tim Green

2011-2012 Carpentry: Karen Blythe Smith

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students completing introductory-level courses in Carpentry will demonstrate proficiency on preparation of construction materials.	Ninety percent (90%) of the students will demonstrate proficiency (rating of 3 or 4) on preparation of construction materials using the task list standards for NCCER Carpentry Fundamentals Level One.	Nine students demonstrated proficiency in preparing construction materials according to task list standards for NCCER Carpentry Fundamentals Level One. This is 100% of the students who were attending the course. Ten students were enrolled in the course but one of those students stopped attending early in the term.	Though the stated goal was exceeded, students' ability to properly prepare construction materials will continue to be assessed because of the importance of this skill to success in carpentry occupations.
Students completing introductory craft skills in Carpentry will demonstrate proficiency in framing a	Ninety percent (90%) of students will demonstrate proficiency on preparation of floor framing using the task	Nine students demonstrated proficiency in preparing floor framing according to NCCER Core Curriculum	Due to the importance of developing the skills needed to properly prepare sound floor framing, students'

floor opening.	list standards for NCCER Core Curriculum.	standards. This is 100% of the students who were assessed. Ten students were enrolled in the program at the time of assessment, but one student stopped attending early in the term.	proficiency will continue to be assessed.
Students completing introductory craft skills in Carpentry will demonstrate proficiency on wall framing.	Ninety percent (90%) of students will demonstrate proficiency on wall framing using the task list standards for NCCER Level One.	Of the seven students who were attending at this assessment point, 100% demonstrated proficiency in wall framing according to NCCER Level One standards. The remaining three students enrolled in the program were no longer attending.	The stated goal was achieved for all students who remained in attendance. However, student retention and persistence to program completion continue to be a barrier to the achievement of program goals.
	Ninety percent (90%) of Carpentry students completing the Carpentry certificate will satisfactorily demonstrate safe material handling procedures in the lab practical exam.		

2011-2012 Certified Nursing Assistant: Connie Meloun **Cabinet Member: Jim Jolly**

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will be successful in performing routine venipunctures using the proper equipment and techniques.	Ninety-five percent (95%) of students will meet the required minimum of 100 successful venipunctures on the Venipuncture Log sheet used in the clinic setting.	Ninety-seven percent (97%) or 29 out of 30 students met the minimum requirements of 100 successful venipunctures as documented on the venipuncture log sheet. One student did not complete her clinical assignment. she did not show up for clinicals and did not drop the HPS 117 class. This resulted in a failure.	The minimum course requirement for successful venipunctures is 100. Students will receive an incomplete in the HPS 117 phlebotomy course until this requirement is met. This is necessary to insure that students are proficient in performing a venipuncture and can enter the workforce as an entry level phlebotomist. Faculty will continue to monitor.
	Ninety-five percent (95%) of students will be evaluated as "Satisfactory" on each item of the Competency Checklist for the Venipuncture (Evacuated Tube Method) Form in lab.	Ninety-seven percent (97%) or 29 of 30 students were evaluated as "satisfactory" on each item of the Competency Checklist of the Venipuncture (Evacuated Tube Method) form. One	Students must be rated satisfactory on each component of the (evacuated Tube Method) checklist before they are allowed to perform a venipuncture on patients. Assessment

		student never attended her assigned clinical rotation for phlebotomy. She did not drop the HPS 117 class and this resulted in a failure.	method will be changed to 100% instead of 95%. This assessment tool is validation that the student can proceed in the clinical rotation as a student phlebotomist. Faculty will continue to monitor.
The student will demonstrate understanding of patient/resident rights and his/her role in protecting these rights.	Students will score "effective" (75% or above) on all clinical opportunities listed in Section VI -- Patient's Rights on the Clinical Evaluation Tool .	Students scored 98% and above on the clinical evaluation tool in regard to all clinical opportunities for protecting the patients' right to privacy.	Students will be observed closely in the clinical setting for protecting patients' rights.
	Students will score "effective" (75% or above) on all clinical opportunities listed in Section VI -- Patient's Rights on the Clinical Evaluation Tool .	Students scored 98% and above on the clinical evaluation tool in regard to all clinical opportunities for protecting the patients' right to privacy.	Students will be observed closely in the clinical setting for protecting patients' rights.
	Ninety percent (90%) of students' responses will be correct to questions assessing knowledge of patients' rights in the health care setting on unit and final exams.	One-hundred percent (100%) of the student responses were correct to questions on unit and final exams assessing knowledge of patients' rights in the health care setting	Patients rights will be stressed in the class lectures, labs and the clinical setting as this is a legal concern.
The student will provide a safe environment for the patient through recognition of potential hazards, standard precautions, and OSHA guidelines.	Ninety percent (90%) of students will score "effective" (75% or higher) on handwashing and non-sterile gloves.	Ninety-six percent (96% of the students) scored "effective" on the validation of hand washing and application of non-sterile gloves.	Emphasis is placed on infection control methods such as proper hand washing and application and use of non-sterile gloves.
	Ninety percent (90%) of students will score "effective" (75% or higher) on the Clinical Evaluation Tool Sections III-D -- Transfers, Section IV -- Infection Control, and Section VII -- Safety Practices.	Clinical Evaluation Tool:Section III-D: Students scored 100% on safe transfers . Section IV: 96% of the students scored effective on use of good infection control measures. Section VII: 99% of the students scored "effective" on Safety Practices.	Expectations of scores of 75% or greater on safety issues, transfers, and implementation of good infection control practices remain in place.
	Ninety percent (90%) of student responses will be correct on exams pertaining to safety, standard precautions, and OSHA guidelines.	Eighty-eight percent (88%) of the student responses were correct on exam questions pertaining to safety, standard precautions, and OSHA guidelines.	Emphasis will be placed on safety, standard precautions and OSHA guidelines in the classroom setting.

Cabinet Member: Jim Jolly

2011-2012 Chemistry: Shirley Colvin

Learning Outcome

Assessment Method

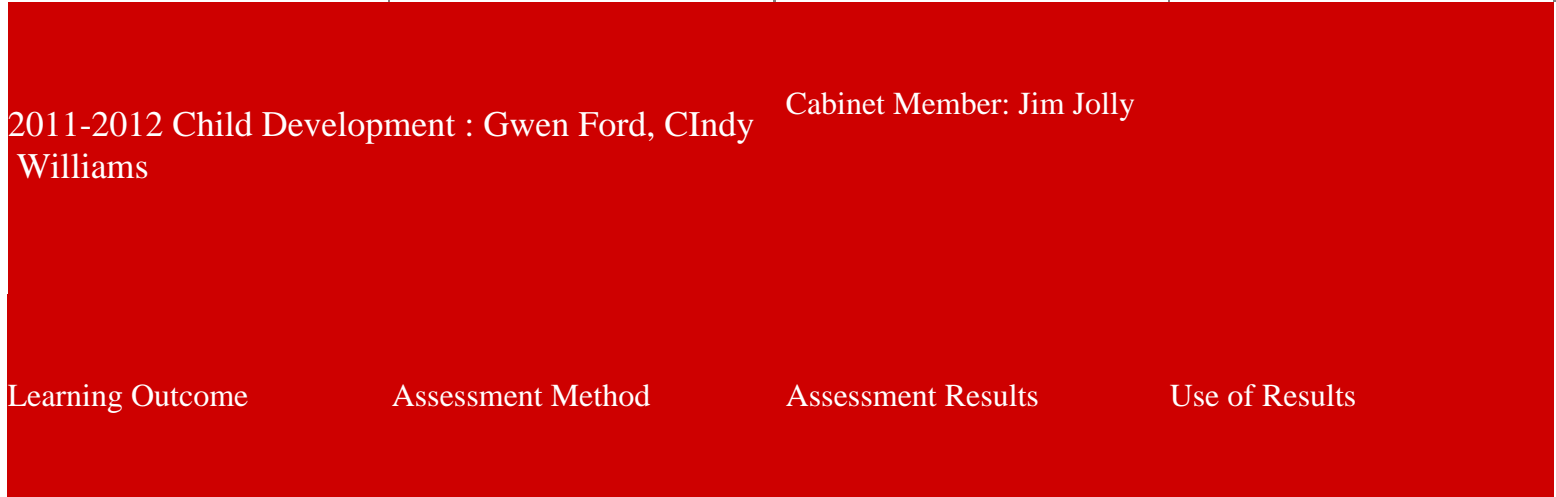
Assessment Results

Use of Results

<p>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.</p>	<p>Eighty percent (80%) of students will satisfactorily demonstrate the ability to calculate density assessed by embedded test question(s).</p>	<p>Overall, 90% of students correctly calculated density as assessed by embedded test questions, up from 84% last year and 82% the previous year. Ninety-eight percent (98%) (92 of 94) correctly calculated the density of a rectangular solid when given the mass and linear dimensions of the solid (99% last year). Ninety-two percent (92%) (92 of 100) correctly calculated the volume of a substance when given the mass and density of the substance, up from 81% last year and 59% the previous year. Eighty-one percent (81%) (74 of 102) correctly calculated the mass of a substance when given the volume and density of the substance, up from 73% last year but still below the 93% of the previous year. (See Attachment)</p>	<p>Quizzes were used to assess learning prior to testing followed by re-teaching as needed. Stressing dimensional analysis as a primary problem solving strategy appears to have contributed to improvements in the ability of students to apply concepts to practical problem solving.</p>
	<p>Eighty percent (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.</p>	<p>Overall, 96% of students satisfactorily (within a 10% statistical error) demonstrated the ability to determine density using experimentally measured data and experiment-based narrative, up from 93% last year and 92% the previous year. Ninety-eight percent (98%) of students (98 of 100) satisfactorily demonstrated the ability to determine density experimentally, up from 95% last year and matching the 98% of the previous year, while 88% (88 of 100) were able to correctly determine density, mass, or volume of an object when presented laboratory data in narrative form, up from 84% last year and 69% the previous year. (See Attachment)</p>	<p>Additional class time spent in laboratory preparation and lab-specific problem solving practice appears to help students apply what they have learned to real-life situations.</p>
<p>Students in general chemistry</p>	<p>Eighty percent (80%) of</p>	<p>Overall, 87% of students</p>	<p>The implementation of</p>

<p>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.</p>	<p>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).</p>	<p>satisfactorily answered embedded test questions related to the use of molar mass and mole-mass relationships, up from 83% last year and 84% the previous year. Ninety-six percent (96%) (88 of 92) used molar mass to correctly calculate mass of a substance when given moles of the substance, up from 86% last year and 95% the previous year. Eighty-four percent (84%) (76 of 91) used molar mass to correctly calculate moles of a substance when given mass of the substance, the same as last year and still down from 95% the previous year. Eighty-five percent (85%) (75 of 88) used molar mass and mole-mass relationships to correctly calculate percent yield, up from 73% last year but still below the 89% of the previous year. Ninety-five percent (95%) (80 of 84) used molar mass and mole-mass relationships to correctly calculate mass percent of a compound given only its formula, up from 89% last year and 77% the previous year. On embedded test items, 74% (59 of 80) used molar mass the empirical formula of a compound, down from 84% last year but up from the 62% of the previous year. (See Attachment)</p>	<p>concept-mapping reinforcing the textbook strategy-mapping presentations along with additional in-class cooperative problem solving has helped students attempt difficult problems in a supportive setting.</p>
<p>Students completing general chemistry courses will be able to identify basic laboratory equipment.</p>	<p>One-hundred percent (100%) of students will correctly identify basic lab equipment items assessed through a lab practical.</p>	<p>Overall, 97% of students were able to correctly identify the equipment item to be used for a specific function in two common laboratory procedures, the same as last year and still up from 88% the previous year. Ninety-nine percent (99%) of students (74 of 76) identified the correct equipment items</p>	<p>Applications to real life continue to be emphasized as students learn common laboratory procedures in an effort to create interest in learning procedures they could reasonably be expected to perform immediately after employment in most any lab.</p>

to be used in the various steps in preparation of a solution of given concentration, the same as last year and still up from 96% the previous year, while 94% (67 of 76) identified the correct items to be used in the various steps of standardization of a solution by acid-base titration, the same as last year and still up from 81% the previous year. ([See Attachment](#))



2011-2012 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.	Eighty percent (80%) of students will apply the principles of early childhood learning to plan and organize a thematic unit of study .	One-hundred percent (100%) of the students scored 80% or above in applying the principles of early childhood learning to plan and organize a thematic unit of study.	Overall goal was met. This objective will continue to be monitored and evaluated in future semesters.
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.	One-hundred percent (100%) of the students rated satisfactory or higher on 8 of the 16 areas evaluated. 96% of the students rated satisfactory or higher on 5 of the 16 areas evaluated. 92% of the students rated satisfactory or higher on 2 of the 16 areas evaluated.	Overall goal was met. This objective will continue to be monitored and evaluated in future semesters.
Child Development students	Ninety percent (90%) of	In the 13 embedded	Overall goal was met. This

will demonstrate knowledge of policies and guidelines as outlined by the Alabama Department of Human Resources Minimum Standards for Child Care Centers.	students will satisfactorily apply knowledge of the Alabama Department of Human Resources Minimum Standards for Child Care Centers on embedded examination questions .	examination questions, students scored 92% or higher on 9 questions, 87% or higher on 3 questions, and 81% or higher on 1 question.	objective will continue to be monitored and evaluated in future semesters.
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2011-2012 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.	Ninety-five percent (95%) of students evaluated will be rated "Proficient" on lab setup of survey grade total station using a rubric.	Thirty-five (35) of 36 assessments. Ninety-seven percent (97% of the 36 assessments) rated "Proficient".	Although the assessment outcome was 97%, the instructor will continue to monitor results and help improve the learning process.
Students who complete geometric and trigonometric components of the Civil Engineering program will demonstrate proficiency in geometric and trigonometric calculations.	Ninety percent (90%) of students who complete geometric and trigonometric components of the Civil Engineering program will demonstrate proficiency in calculating right angles and performing basic trigonometric functions on written examinations.	Nineteen (19) of 20 assessments. Ninety-five percent (95% of the 20 assessments) rated "Proficient".	Although the assessment outcome was 95%, the instructor has reevaluated the assessment in relation to the students growth and will assess students during a strategic development cycle.
Civil Engineering Technology students will demonstrate skills in precision computer-aided drawing.	Ninety percent (90%) of students completing computer-assisted drawing assignments will be rated "proficient" or higher based on a rubric.	Seventy-four (74) of 82 assessments. Ninety percent (90% of the 82 assessments) rated "Proficient".	Although the assessment outcome was 90%, the instructor will continue to monitor results and help improve the learning process.

<p>Graduates of the Civil Engineering Technology program will obtain employment in field within twelve months of graduation if they are seeking employment.</p>	<p>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.</p>	<p>Zero (0) of 1 assessments. Zero percent (0%) of the student responding to the Graduate Follow-up Survey, Question #6 responded "employment in field."</p>	<p>With the small sample response, an accurate assessment cannot be drawn. The instructor will stress to students the importance of responding to the graduate survey.</p>
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2011-2012 Clinical Laboratory Technician: Connie Meloun **Cabinet Member: Jim Jolly**

Learning Outcome	Assessment Method	Assessment Results	Use of Results
<p>Students will perform antigen antibody tests to confirm blood types and compatibility and to aid in the diagnosis of diseases or pathologic conditions.</p>	<p>Ninety percent (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.</p>	<p>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%. (See Attachment)</p>	<p>Faculty will increase the time spent on antibody identification. Faculty will also provide individual remediation to any student having difficulty.</p>
<p>Students will identify normal cells with the aid of a microscope.</p>	<p>Ninety percent (90%) of students will distinguish between normal and abnormal blood cells as assessed on the laboratory slide practical exams.</p>	<p>Eighty-nine percent (89%) (17/19) students distinguished between normal and abnormal blood cells on the laboratory slide practical exam. The two students who did meet the benchmark had frequent absenteeism.</p>	<p>Faculty will stress importance of attending lecture classes and laboratory classes. Laboratory classes can not be made up when missed. Students are allowed to come in and look at slides at other times but that does not substitute for performing the lab exercise. Faculty will give remediation to the two students who did not meet the benchmark. Before the students begin the clinical phase, faculty will review normal and abnormal blood smears.</p>
	<p>Ninety percent (90%) of students will be effective (75% or above) on practical exams: gram stain, wet preparation interpretation and protozoa identification.</p>	<p>Ninety percent (90%) (19/21) met the benchmark for gram stain, 80% (16/20) met the benchmark for wet preparation and protozoa identification. Students complained about the poor quality of the microscopes and this did affect the ability to focus on the features of the parasites. (See</p>	<p>Due to the state-wide curriculum changes, the amount of time for instruction of the examination and interpretation of parasites will be increased. Faculty will provide individual remediation to any student having difficulty. We have acquired some new</p>

		Attachment	microscopes which should help with identification.
Students will proficiently measure chemical substances in the blood.	Ninety percent (90%) of students will be rated proficient in measuring chemical substances in the blood in simulated laboratory exercises.	One-hundred percent (100%) (19/19) of students were proficient in measuring chemical substances in simulated laboratory exercises utilizing the spectrophotometer.	The spectrophotometer is the only instrumentation in the chemistry student laboratory. This same principle is used for each substance being measured. The acquisition of a semi-automated chemistry analyzer would expose students to different methodologies and automation that is now utilized in the clinical chemistry laboratory.
	Ninety percent (90%) of students will correctly answer questions related to chemical substances in the blood on lab worksheets.	Ninety-five percent (95%) (18/19) students correctly answered questions related to chemical substances 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 these lab worksheets in evaluating students' knowledge.
Students will be competent in laboratory safety knowledge and techniques.	Ninety percent (90%) of students will score at least 8 out of 10 on the safety section of the clinical performance evaluation for each clinical laboratory rotation.	One-hundred percent (100%) (18/18) scored at least 8 out of 10 on the safety section of the clinical performance evaluation for each clinical laboratory rotation.	Faculty will continue to monitor. Safety is a very important component of the student's clinical laboratory rotation.
	Ninety percent (90%) of freshmen students will demonstrate effective knowledge in providing a safe laboratory environment on the safety exam.	Ninety-four percent (94%) (17/18) freshmen students were component in laboratory safety.	Faculty will provide individual remediation to the students having difficulty. This exam is given the first week of classes. Safety rules and practices are taught as part of each course and review is given prior to the clinical rotation semester.
	Ninety percent (90%) of employers will report that graduates are "prepared" or "well prepared" on returned Employer Survey items related to laboratory safety practices and procedures.	One-hundred percent (100%) of employers reported that graduates were "prepared" or "well prepared" on items related to laboratory safety practices and procedures.	Faculty will continue to monitor survey responses and determine program implications. Only one employer survey was returned. CLT faculty will send employer survey online to make it easier for employer to complete and return.

Cabinet Member: Jim Jolly

2011-2012 Composition: Charles Hill

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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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 demonstrate competency in writing for 90% percent of students.	Rubric comparing early writing sample and final writing sample was used during 2011-2012. Data indicated mastery by an average of over 90% of students taking English 101. Specifically, the Structure rubric showed 90% success, Content showed 92%; Mechanics showed 93% success.	No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters.
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Cabinet Member: Jim Jolly

2011-2012 Computer Science: Sheila Lancaster

Learning Outcome	Assessment Method	Assessment Results	Use of Results
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Students will demonstrate knowledge of programming concepts, logic, design and problem solving techniques.	Ninety percent (90%) of students completing the computer science technology program will satisfactorily complete examinations, lab projects and a series of programming assignments.	<u>Overall 100% of students</u> obtained desired proficiency in the overall objectives for the year. On individual objectives; as the level of difficulty progressed, the proficiency dropped to 84%, for the objective of Sequential, Repetition and Selection structures.	Although the goals were met, faculty will incorporate more in-class assignments and increase emphasis on programming projects for reinforcement of this objective.
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.	Ninety percent (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 <u>100% of students met this goal</u> . Although the goal was met, students showed a weakness in properly completing the tasks assigned without instructor guidance and in the ability to read, comprehend and follow the assignment instructions. Students may “complete” the lab work but fail to successfully complete the class due to one of several reasons: * Failure to attend class/lab regularly.* 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.	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. The importance of working effectively with lab partners is stressed throughout. A goal is to add opportunities for students to gain more experience by working more with laptops, mobile devices and Apple products.
Students will gain foundation knowledge and application of web site development, web terminology, and web page authoring programs.	Ninety percent (90%) of students will successfully complete final projects that demonstrate the students overall ability to develop web sites.	One-hundred percent (<u>100% of students</u>) successfully demonstrated the ability to apply knowledge of website development. One-hundred percent (<u>100% of the students</u>) 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. Textbooks continue to lag behind the current technology, requiring instructors to search for supplemental material to assist students in learning. The instructors continue to utilize Blackboard to provide links and additional resources beyond the scope of the textbooks. Instructors intend to provide more open-ended

projects through-out the semester to increase proficiency on the final project. Completion of the individual projects reinforces the skills of the students and requires the students to learn to build on what they have mastered in order to put it into use in a final comprehensive project.

2011-2012 Cosmetology: Karen Blythe Smith, 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.	Ninety percent (90%) of Cosmetology students taking the state board exam will pass content area #1, setup--client protection, on the practical exam.	Twenty-eight (28 of the 29 (97%)) 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 the quarterly results from the Alabama Board of Cosmetology exam to ensure that completers of the program retain a high pass rate on content area #1.
	Ninety percent (90%) of Cosmetology students will be rated 3 (competent) or higher on safe station setup and client protection on the final comprehensive exam.	Eighty-five (85 of the 88 (97%)) Cosmetology students were rated 3 (competent) or higher on the safe station setup and client protection on the final comprehensive exam.	We will continue to rate safe station setup 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.	Ninety percent (90%) of Cosmetology students taking the state board exam will pass content #3, haircutting, of the practical exam.	Twenty-five (25 of the 25 (100%)) Cosmetology students who took the state board exam passed content area #3, haircutting, on the practical exam.	We will regularly monitor quarterly results from the Alabama Board of Cosmetology that completers of the program retain a high pass rate on content area #3.
	Ninety percent (90%) of Cosmetology students will be rated 3 (competent) or higher on the haircutting area of the practical exam.	Twenty-five (25 of the 25 (100%)) 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.	Ninety percent (90%) of Cosmetology students taking the state board exam will earn a passing score on content area #10, facial procedures, of the practical exam.	Fifteen (15 out of 15 (100%)) Cosmetology students who took the state board exam earned a passing score on content area #10, facial procedures, on the practical exam.	We will regularly monitor quarterly results form the Alabama Board of Cosmetology exam to ensure that completers of the program retain a high pass rate on content area #10.
	Ninety percent (90%) of Cosmetology students will be rated 3 (competent) or higher on basic facial procedures.	Fifteen (15 out of 15 (100%)) Cosmetology students were rated 3 (competent) or higher on basic facial procedures.	We continue to rate basic facial procedures on the final comprehension exam to ensure that 90% of students will be rated at least 3

			(competent).
Cosmetology students will demonstrate competency in manicuring.	Ninety percent (90%) of Cosmetology students taking the state board exam will pass content area #11, manicuring, of the practical exam.	Twelve (12 out of 12 (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 completers of the program retain a high pass rate on content area #11.
	Ninety percent (90%) of Cosmetology students will be rated 3 (competent) or higher on basic manicuring procedures.	Twelve (12 out of 12 (100%)) Cosmetology students were rated 3 (competent) or higher on the basic manicure procedures.	We continue to rate basic manicures procedures on the final comprehensive exams to ensure 90% of the students will be rated at least 3 competent.

Cabinet Member: Tim Green

2011-2012 Diesel : Melinda White

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Diesel Technology students will master and have the knowledge necessary to safely work in a heavy duty truck shop.	Ninety percent (90%) of students will be rated "satisfactory" (80%) or higher on industrial safety standard as determined using a written safety assessment.	Based on the last evaluation of students, 94% were rated "satisfactory" or higher. Based on an analysis of the test results in the assessment, there were no specific weaknesses that were shared by all of the students. (See Attachment - Fall) (See Attachment - Spring)	This Industrial Safety class was added to the program and was successful in providing additional safety information. The average score in the class was 92%. OSHA 10 and industrial powered truck certification is available to the students in the Diesel Technology Program by a certified instructor so that students can be certified in industrial safety. Continual weekly instruction and verbal reviews 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.
Diesel Technology students will master and demonstrate skills necessary to accurately use a multi-meter.	Ninety percent (90%) of students will be rated as satisfactory Eighty percent (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 89% of students were rated as "satisfactory" or higher. Seventy-five percent (75%) of the students scored "satisfactory" in the area of current measurement . Ninety-two percent (92%) of the students scored "satisfactory" in the area of resistance measurement .	An Electrical Simulator will be purchased for future training so that students can be evaluated in order to see and address weaknesses. Instructor continues to emphasize proficiency in this skill through individualized instruction and more opportunities for guided practice.

		One-hundred percent (100%) scored "satisfactory" in the area of voltage measurement . Some showed difficulties selecting the correct setting for the DMM when measuring current.	
Diesel Technology students will master and demonstrate skills necessary to accurately use micrometers to perform precise measurements.	Ninety percent (90%) of students will be rated as satisfactory Eighty percent (80%) or higher and will have demonstrated the ability to perform accurate measurement techniques using a micrometer.	Based on the last evaluation of students, 91% of students were rated "satisfactory" or higher in performing accurate measurement techniques using a micrometer.	No changes are needed since the percentage of students rated "satisfactory" increased. The current process will be continued. Additional instruction and labs have been added to ensure the students have additional time to learn precision measurements.

2011-2012 Drafting and Design Technology : Frank Brady 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 (CAD) skills.	Ninety percent (90%) of students will be evaluated "satisfactory" or higher in advanced-level CAD Skills based on a program-specific checklist.	One-hundred percent (100% of the students) surveyed scored satisfactory or higher in all areas.	*I will continue to change in the way the material is presented in different areas to help improve the program. Additionally, more time will be spent helping student develop good study habits.
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 a program-specific checklist.	One-hundred percent (100% of the students) surveyed scored satisfactory or higher all areas.	I will continue to change the way the material is presented in different areas to help improve the program. Additionally, more time will be spent helping student develop good study habits. I will continue to explore new teaching approaches to help support my students' current success.
Drafting and Design Technology students will demonstrate skill in the principles of industrial print reading.	Ninety percent (90%) of students completing Drafting and Design Technology will be evaluated "Satisfactory" or higher by reading and correctly answering exam questions while referencing an industrial blueprint.	One-hundred percent (100% of the students) surveyed scored satisfactory or better in all areas. The addition of prints gathered from local industry has helped improve print reading skills.	I will continue to search for additional industrial prints from local industry. This will help student advance to a higher level of print reading and will give them a look at prints from industries in the area.
Drafting and Design Technology students will be able to read and interpret basic residential architectural construction prints.	Ninety percent (90%) of students will be evaluated "satisfactory" or higher in reading and interpreting residential architectural	One-hundred percent (100% of the students) scored satisfactory or better in all areas. There have been higher test scores as a result	I will continue to spend more time in the math areas of print reading.

	construction prints by reading and correctly answering exam questions while referencing a residential architectural construction blueprint.	of adding additional prints for students to read. More time has been spent in the simple construction math area of print reading.	
Graduates of the Drafting and Design Technology program will obtain employment within twelve months of graduation if they are seeking employment.	Seventy-five percent (75%) of graduates will indicate employment within twelve months on the Follow-up Survey, Question #6: "What is your current employment status?"	Currently there has been a greater demand for my students in the area. One-hundred percent (100%) of my recent graduates have been placed in Drafting and Design related jobs. I have made new additions to my advisory committee that has helped place students in at local industries.	I will continue to contact local industries for help on my advisory committee. these members are important for helping place my students in positions at thier company.

Cabinet Member: Tim Green

2011-2012 Electrical Technology: Tommy Hartline, Keith Vaughn, Frank Brady

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Electrical Technology students will master and demonstrate skills necessary to determine if a conductor is energized (hot) using various meters such as a Wiggy (solenoid meter), Multi-meter, and Inductance Checker (tick).	Electrical Technology students will be evaluated in the laboratory portion of ELT wiring classes. Students evaluated will score 90% or higher on a performance task list for various meters.	Fifty-eight (58 out of 58 (100%) students) evaluated during the 2011-2012 year met the target criteria. During the evaluation process it was noted that usage of the Amp Clamp and Simpson Meter were weak areas. Some Students failed to wear proper Personal Protective Equipment (PPE) per OSHA requirements.	The performance Task Sheet will be modified to include PPE utilization methods. Additional laboratory time will be added for the Simpson and Amp-Clamp meters. Metering will also be introduced in the NCCR (ELT 183) class.
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.	Fifty-five (55 out of 55 (100%) students) evaluated during the 2011-2012 year met the criteria. During observation it was noted that identifying miscellaneous lock-out tag-out devices was a weakness (valve and S.O. cord devices) .	Faculty have determined that S.O.cord devices and valve lock-outs will need to be introduced in the AC DC Machine and Commercial Wiring Classes. A display board will be constructed with sample components presented for viewing.
Graduates of the Electrical Technology program will obtain employment within twelve months of graduation if they are seeking	Seventy-five percent (75%) of graduates will indicate employment on the Follow-up Survey, Question #6: "What is your current	Eleven (11 out of 15 (73%) graduates) indicated employment on the Follow-up survey.	The unemployment rate for this area is still very high. Placement rates, however, are beginning to rise. We are now communicating with

employment.	employment status?"		previous graduates via Facebook. When current positions are revealed, we are posting said positions immediately for the graduates to view. Many employers are also posting their available positions on the Electrical page. We have also had Elwood Staffing to visit and explain employment procedures and even give interview advice. In-house recruitment visits are also being scheduled.
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Cabinet Member: Tim Green

**2011-2012 Electronic Engineering Technology:
Tommy Hartline, Frank Brady**

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 of the 6 essential elements of multi-meter usage.	From the compiled check list results were as follows, Meter set up properly for resistance 95% (78 of 82), Resistance measured correctly 93% (76 of 82), Meter set up properly for voltage 94% (77 of 82), Voltage measured correctly 95% (78 of 82), Meter set up properly for current 91% (78 of 82), Current measured correctly 90% (74 of 82).	These assessments have shown consistent improvement during the last three assessment periods when monitored in entry level courses. They will be integrated into an assessment of more advanced lab work to assure the skills are being retained throughout the program.
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.	From the compiled check list results were as follows, Scope hooked to generator properly 91% (82 of 90), Scope set up to measure voltage properly 90% (81 of 90), Voltage measured properly 91 % (82 of 90), Scope set up to measure period properly 88% (79 of 90), Period measured properly 86% (77 of 90).	These assessments have shown consistent improvement during the last three assessment periods when monitored in entry level courses. They will be integrated into an assessment of more advanced lab work to assure the skills are being retained throughout the program.
Electronics Engineering Technology students will master and demonstrate skills necessary to accurately download and execute a program into a micro-controller.	Ninety percent (90%) of students will be evaluated at the proficient level using a standard checklist.	From the compiled check list results were as follows, Hardware and cable connected properly 89% (40 of 45), Correct program chosen 82% (37 of 45), Download to stamp correctly 91% (41 of 45), Program	On the correct program chosen section of the evaluation, the lab equipment vendors website contained confusing terminology on which program to use for each lab exercise. The company has

		executes properly 89% (40 of 41), program exits as required 91% (41 of 45).	been contacted and agreed to make changes to this set of instructions.
Graduates of the Electronics Engineering Technology program will obtain employment within twelve months of graduation if they are seeking employment.	Seventy-five percent (75%) of graduates will report employment on the Graduate Follow-up Survey, Question #6: "What is your current employment status?"	From question #6 on the Graduate Survey 70% (7of10) of those responding indicated they were employed.	To improve the number of responses the faculty is encouraging students to complete the Graduate Survey after they leave Gadsden State. The Electronics Engineering Technology faculty is continuing to foster and strengthen relationships with employers in the local area. These employers indicate with the improving economy more opportunities will be available in the near future for employment of graduates.

2011-2012 Emergency Medical Services Basic:
Connie Meloun

Cabinet Member: Jim Jolly

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will accurately obtain baseline vital signs on patients in varying age groups.	One-hundred percent (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 skill sheets .	One-hundred percent (100%) of students (110 of 110) successfully demonstrated the ability to obtain baseline vital signs during lab exercises within two attempts.	EMS will continue to monitor student success through the demonstration of base line vitals utilizing the NREMT 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	One-hundred percent (100%) of students (110 of 110) successfully performed vital sign procedures on patients of varying age groups during pre-hospital rotations. This is documented on the students Fisdap (clinical tracking) account.	The Clinical coordinator will continue to monitor student successes as it relates to pre-hospital experiences.

	clinical rotations.		
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%.	<u>100% of students (110 of 110)</u> successfully performed trauma assessments as described in the NREMT skill sheets	Each student will continue to be required to complete the NREMT trauma skill sheets without any area falling below 80%. The student will have ample practice time throughout the semester and will test at the end of each semester.

Cabinet Member: Jim Jolly

**2011-2012 Emergency Medical Services Paramedic:
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 interventions.	100% of students will successfully perform medical assessments in accordance with the National Registry of EMT's (NREMT) medical assessment skill sheet within two attempts. In addition, no item within the skill set shall fall below 80%.	<u>100 % (41 of 41) students</u> successfully performed medical assessments in accordance with the National Registry of EMT's medical assessment skill sheets. No item within fell below the 80% benchmark.	Students will continue to be required to successfully perform a medical assesment utilizing the skill sheets. In addition, each student will be required to complete a medical assesment using the high fidelity simulations lab (meti-man).
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%.	<u>100 % (41 of 41) students</u> successfully accessed venous circulation in accordance with the National Registry of EMT's medical assesment skill sheets. No item within fell below the 80% benchmark.	Students will continue to be required to successfully perform this skill prior to attending clinicals.
	100% of students will successfully access at least 50 venous circulations during clinical rotations.	<u>100 % of students (41 of 41)</u> successfully completed 50 or more venous accesses during clinical rotations	Students will continue to be monitored to ensure that the SLO and accreditation goal of at least 50 venous circulations have been met.

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%.	100 % (41 of 41) students successfully obtained patent airways in accordance with the National Registry of EMT's medical assesment skill sheets. No item within fell below the 80% benchmark.	Students will continue to be required to perform airway procedures in the lab setting prior to attending clinicals.
	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.	100 % (41 of 41) students successfully obtained patent airways in patients of varying ages during the hospital surgical rotations. Each procedure is documented on the student clinical rotation form .	Students will continue to attend surgical rotations and will be required to successfully obtain a patent airway in patients of varying ages and pathologies. Additional clinical sites have been added to help accomplish the goal.

Cabinet Member: Tim Green

2011-2012 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.		
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.		

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.		

2011-2012 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, physical education and pre-athletic training 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.	Ninety percent (90%) of students transferring to four year institutions will be successful in Pre-athletic training and HPR and related courses.	Eighty-six percent (86%) (6 out of 7) of students were successful in transferring to a four year institution to continue their education in obtaining an athletic training career.	Instructor will continue to monitor the progress of the students by contacting the various institutions that our students transferred to.
	Ninety percent (90%) of students who successfully complete courses in First Aid will earn CPR and First Aid certification cards from the American Red Cross.	Eighty-five percent (85%) (69 out of 81) of students who completed First Aid courses earned a one-year CPR certification card from the American Red Cross. Eighty-five percent (85%) of	Instructor will continue to use the skill sheet set to provide instruction and practice opportunities. The instructor will collect data from a revised scoring rubric assess competency in addressing

	<p>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.</p>	<p>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. The 90% was not met due to student either not mastering all of the objectives or leaving the course and not withdrawing leading to a failing grade.</p>
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Cabinet Member: Jim Jolly

2011-2012 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 psychosocial history of a human services case study.	Ninety percent (90%) of students will successfully complete a project designed to evaluate the development of skills needed to assess and complete psychosocial history of a human services case study. A checklist is used to score completed projects.	Eighty-seven point five percent (87.5% of students (n=32)) enrolled in HUS 102 spring 2012 successfully completed the psychosocial history 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.	The student outcome for this learning objective fell slightly short of being reached. This student outcome is 3.19% lower than the same student outcome for the last academic year. The faculty have identified the key concepts incorporated into this project and will utilize this for improvement in HUS 102 and other courses in future semesters.
Human Services students will master and demonstrate the skills necessary to perform effectively in the Human Services setting.	Human Services students will complete three clinical internships in the Human Services setting. Ninety percent (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. Also, 90% of students will receive	Eighty-nine point forty-seven percent (89.47% of students (n=19)) who completed internships in spring 2012 I(8), II(5), and III(6) (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. The same	The student outcome for this learning objective fell slightly short of being reached. The instructor for this course will enhance the orientation process in order to boost success in the first internship (HUS224). The internship courses are web enhanced with a Blackboard component for increased opportunity for communication as well as achieving the goal of

	satisfactory (agree or strongly agree) on the objective evaluation form.	students 89.47% received a satisfactory written letter of evaluation addressing areas of strengths and needs in the Human Services setting. It is notable that the two students who did not receive satisfactory evaluations were both enrolled in the first internship (HUS224).	connecting students with technology. Instructors will continue to utilize Blackboard to connect with students in the internship courses.
Human Services students will demonstrate knowledge of the history of Human Services.	Eighty percent (80%) of students will correctly answer exam questions assessing knowledge of the history of Human Services.	Eighty-nine percent (89%) of students (n=28) enrolled in the fall 2011 HUS 101 course correctly answered questions regarding the history of Human Services. This is a 10% increase from the HUS 101 class of fall 2010.	The objective for this student learning outcome was met. The instructor will continue to present a detailed presentation of the history of Human Services and emphasize its importance.

Cabinet Member: Jim Jolly

2011-2012 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 rubric 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 arts and humanities were used during 2011-1012. Data indicated mastery by an average of over 90% of students taking literature, humanities, and art classes.	No identified weaknesses/deficiencies or remedial action required. Data will continue to be compiled and compared against similar semesters. A cross watch will be kept on data to make sure that other objectives continue to be met.

<p>Students will demonstrate knowledge of the major events in history and demonstrate their relationship to the creative world.</p>	<p>A standardized rubric 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.</p>	<p>This rubric demonstrated 90% competency in the knowledge of major literary, arts, and humanities events.</p>	<p>Of the various rubrics, Language and Fine Arts feels that this is the least effective rubric in design, and the rubric will be refined and changed so that it is a better evaluative instrument.</p>
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2011-2012 Industrial Automation Technology :
Tommy Hartline, Frank Brady

Cabinet Member: Tim Green

Learning Outcome	Assessment Method	Assessment Results	Use of Results
<p>Industrial Automation Technology students will master and demonstrate skills necessary to properly install metal, PVC, and copper pipe.</p>	<p>Industrial Automation Technology students will be evaluated using a program-specific checklist. Ninety percent (90%) of students completing Pumping and Piping instruction will earn satisfactory or higher ratings on laboratory projects.</p>	<p>There was a total of thirty three students who completed the class. One-hundred percent (100%) of those students were able to complete the selected tasks.</p>	<p>We will continue with the improved efforts from the previous year with the hope that the students will have continued success in the completion of the tasks. Tasks will continue to be evaluated and adjustments made as needed.</p>
<p>Industrial Automation Technology students will master and demonstrate skills necessary to accurately align couplings and v-belts.</p>	<p>Industrial Automation Technology students will be evaluated in the laboratory on their ability to properly set up and align a coupling and v-belt. Ninety percent (90%) will score satisfactory or better using a program-specific task list based on industry standards.</p>	<p>There was a total of twenty eight students that completed the assigned tasks. All twenty eight were able to complete the tasks within the stated percentage.</p>	<p>One area (shim thickness) was noted to be difficult for two of the students. After further observation, their being absent from class contributed to their lack of full comprehension. Tasks will continue to be evaluated and adjustments made as needed.</p>

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. Ninety percent (90%) will score satisfactory or better using a program-specific task list.	There was a total of twenty five students that completed the assigned tasks. All of those completing the class were able to perform satisfactory (100%).	Matching the weaker students with some of the more advanced students seemed to help improve their understanding. With the improved results we will continue with the peer tutoring and make new adjustments as needed.
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2011-2012 Licensed Practical Nursing: Connie Meloun Cabinet Member: Jim Jolly

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will communicate effectively in the health care setting.	Students 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 109.	Documented results show that in NUR 109, spring semester 2012, all PN students (n=21) achieved a class mean of 830 in therapeutic communications on Version 1 of the comprehensive HESI exam. In NUR 109, summer semester 2012, PN students (n=40) achieved a class mean of 1025 (V2) in therapeutic communications on the comprehensive HESI exam. Cumulatively, the PN graduates of 2012 achieved a mean score of 927.5 on the therapeutic communication portion of the comprehensive HESI exam.	These results provide a reliable and valid assessment of PN student comprehension of therapeutic communication concepts. HESI results indicate that Practical Nursing students surpassed the desired mean of 850. These results will be utilized to continue current teaching methods and program emphasis of therapeutic communication.
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 , 86.3% of all PN students (1446 responses) were evaluated as satisfactory in the category "demonstrates the five rights of medication administration by preparing and administering medications correctly." Eleven point eighty-three percent (11.83%) were not observed	These results indicate that collectively, students fall below the desired standard/outcome for safe administration of medications or are not observed in this skill in some clinical settings. The percentage that indicates students were not observed in this skill is related to student:faculty ratios and

		and 1.8% were evaluated as "needs improvement" or "unsatisfactory". NUR 105 and NUR 107 were used for clinical evaluation. This data is cumulative for all PN campuses. Individual results by campus reveals the following as satisfactory in the demonstration of medication administration: Cherokee- 91.29% (7.2% not observed); McClellan - 98.35% (1.65% not observed); and Valley Street - 84.15% (10.43% not observed.	clinical time constraints and effects the overall collective result. Increased emphasis will be added to clinical rotations to provide repetition and increased opportunity to observe students administering medications. As clinical affiliates alter student participation in clinical sites in the area of medication administration, laboratory and simulation opportunities will increase. 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.	Ninety-five percent (95%) of students will achieve "satisfactory" on the Clinical Evaluation Tool on the "Assessing and Planning Care" section.	On the clinical evaluation tool , the assessment portion of the tool was utilized. Instructors evaluated assessment under the category, "collects subjective and objective data concerning the client". In NUR 105, responses (n=403) indicate that 97.52% of students were evaluated as satisfactory. In NUR 107, responses (n=336) indicate that 98.51% of students were evaluated by faculty as satisfactory. On the clinical evaluation tool , the planning portion of the tool was utilized. Instructors evaluated planning under the category, "begins to identify nursing diagnosis". In NUR 105, responses (n=403) indicate that 98.01% of students were evaluated as satisfactory. In NUR 107, responses (n=276) indicate that 96.74% of students were evaluated by faculty as satisfactory.	These results indicate that students are performing satisfactorily in assessing and planning patient care in the clinical setting. Continuous monitoring of students will be evaluated by faculty in the clinical setting and used for program effectiveness.
Students will be competent in performing nursing skills in providing patient care.	Ninety percent (90%) of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer	On the 6 Month Employer Post Graduation Survey (n=10) , 100% of employers indicated that all 2012 graduates (collectively)	These results indicate that students are prepared at a basic level to perform skills in the workplace after graduation from the practical

Survey items related to nursing skills.	were prepared, well prepared, or very well prepared under the category "demonstrates competence when performing skills". On the 1-Year Employer Survey (n=15), 84% of employers indicated that graduates were prepared, well-prepared, or very well-prepared.	nursing program. Continued emphasis on repetition and competence in basic nursing skills will be incorporated into nursing labs, simulation and clinical experiences.
95% of students will be evaluated as "satisfactory" on the Nursing Skills section of the Clinical Evaluation Tool.	On the clinical evaluation form , 98.01% of all PN students in NUR 105 (403 responses) were evaluated as satisfactory in the category "demonstrates competency when performing skills." 1.24% were not observed and .74% were evaluated as "needs improvement". On the clinical evaluation form, 99.28% of all PN students in NUR 107 (276 responses) were evaluated as satisfactory in the category demonstrates competency when performing skills." 0.36% were not observed and .36% were evaluated as "needs improvement". NUR 105 and NUR 107 were used for clinical evaluation. This data is cumulative for all PN campuses.	These results indicate that students are performing skills competently in the clinical setting. Present skill demonstration and validation methods will continue to be utilized in the Practical Nursing Program.

2011-2012 Machine Tool Technology : Tommy Hartline, Frank Brady

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.	Ninety percent (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 1683% Passed17% Needs Improvement	Need Improvement, (Correct Speed and Feeds) Place more importance on speed and feed calculations.

Machine Tool Technology students will perform basic calculations as they relate to machining occupations.	Ninety percent (90%) of students completing Machine Tool Technology will perform at a "satisfactory" or higher level on basic calculations on written exams.	Number of students, 1587% Passed13% Needs improvement	Area of Improvement (Complex right triangle applications) Allow more time in class for right triangle applications.
Machine Tool Technology students will perform basic machining operations which will include machine shop safety, measuring tools, lathes, and milling machines.	Ninety percent (90%) of Machine Tool Technology students will earn satisfactory or higher rating on safety, use of measuring tools, lathes, and milling machines based on a checklist.	Number of students, 1589% Passed11% Needs Improvement	Area of Improvement (Repeat Operations 6 Till Vise is Aligned to with in .001) Place more importance on accuracy
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?"	Employed in a field related to training, 85% Employed in a field not related to training, 8% Unemployed but actively seeking work, 8%	Have HR people from local industry visit the Machine Tool Class and inform students of available opportunities

Cabinet Member: Jim Jolly

2011-2012 Marketing and Management: Angie Waits

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

Eighty-eight percent (88%) of [embedded examination questions](#) measuring knowledge of capitalism and

Instructor will continue to monitor student success.

	entrepreneurship.	entrepreneurship were answered correctly. (N-16)	
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.	One-hundred percent (<u>100%</u>) (<u>7 of 7</u>) students successfully presented a sales presentation.	Instructor has begun to show demo's to the class to improve student success.
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.	Ninety-four percent (<u>94%</u>) of <u>embedded examination questions</u> measuring the knowledge of the four promotional techniques of the marketing mix were answered correctly. (N = 9)	Objective was met. More questions have been added to exams to better evaluate the students' success.

Cabinet Member: Tim Green

2011-2012 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 <u>checklist</u> . Ninety percent (90%) of students completing the masonry certificate will earn a performance rating of "satisfactory" or better on fireplace construction.	Out of the ten students that completed Masonry 252- Fireplace Construction during the reporting period, <u>one-hundred percent</u> completed their performance checklist with a satisfactory rating. Overall, students enrolled in fireplace construction demonstrated satisfactory levels of	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

		achievement in layout, prep, construction and safety.	instruction that will give them the job skills and proper communication skills needed in building today's energy efficient fireplaces.
Masonry students will learn to apply masonry mortar correctly on brick and block.	Masonry students will be evaluated on laboratory projects using a performance checklist . Ninety percent (90%) of students who complete the masonry certificate will earn a "satisfactory" or better rating.	Out of the eleven students that completed Masonry 121- Brick and Block Masonry during the reporting period, one-hundred percent 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 mortar to blocks and bricks.
Masonry students will master and demonstrate skills necessary to accurately lay out brick projects.	Ninety percent (90%) of students completing the masonry certificate will be rated as "satisfactory" or better on laying out brick projects. Evaluation will be done using a checklist.	Out of the eleven students that completed Masonry 253- Brick Arches Lab during the reporting period, one-hundred percent completed their performance checklist with a satisfactory rating.	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 dictates.

Cabinet Member: Jim Jolly

2011-2012 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.	Goal was met. Of the students taking the end of term exam in the designated math courses, the total mastery level was 84.36% for fall 2011 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, 82.31% for spring 2012 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective, and 84.74% for summer 2012. The total mastery level was 83.59% for combined fall	The mastery level increased 2.41% from the previous academic year from 81.18% 2010-2011 annual total to 83.59% for the 2011-2012. Please note there was a decrease of 0.35% in mastery level the prior year from 81.53% 2009-2010 annual total to 81.18% for the 2010-2011 annual total. Based on the above given data the instructors in the math division will continue monitoring the data for this objective.

		2011, spring 2012, and summer 2012 (combined 100, 112, and 116) on the embedded questions dealing with this math program objective. The spring 2012 mastery level was lower than fall 2011 and summer 2012 the reason is suspected based on lower enrollment for spring 2012. (See Attachment)	
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 88.0% for combined data for fall 2011, spring 2012, and summer 2012. Data from the previous year for 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. (See Attachment)	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%, the mastery level for this objective for the academic year 2010-2011 was 86.99% and the mastery level for this objective for the academic year 2011-2012 was 88.00%. The mastery level increased 1.01% from the academic year 2010-2011 to the academic year 2011-2012 and had a decrease of 0.97% from the academic year 2009-2010 to the academic year 2011-2012. The division will continue monitoring the data for this objective.
Students will demonstrate the ability to perform basic mathematical operations accurately.	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.	Goal was met. Of the students taking the final exam in the designated math course related to this outcome, the overall mastery level was 80.64% for combined data for fall 2011, spring 2012, and summer 2012. This goal was also met during the evaluation of the Student Learning Outcomes for 2010-2011. The data from the previous annual report revealed of the students taking the final exam in the designated math course related to this	The mastery level for this program objective for the academic year 2011-2012 was 80.64%, the mastery level for this objective for the academic year 2010-2011 was 77.84%, the mastery level for this objective for the academic year 2009-2010 was 79.70%, and the mastery level for this program objective for the academic year 2008-2009 was 78.31%. The mastery level data show an increase of 2.80% from the previous academic year 2010-2011 to

outcome, the overall mastery level was 77.84% for combined data for fall 2010, spring 2011, and summer 2011. ([See Attachment](#))

the academic year 2011-2012 and had an increase of 0.94% from the academic year 2009-2010 to the academic year 2011-2012; therefore, the division will continue monitoring the data.

Cabinet Member: Tim Green

2011-2012 Mechanical Design Technology : Tommy Hartline

Learning Outcome	Assessment Method	Assessment Results	Use of Results
<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 industry-standard AutoCAD software laboratory projects. Ninety percent (90%) of students completing the Mechanical Design program will earn a "proficient" or higher evaluation score on a checklist.</p>	<p>Eighty-six percent (86%) 56 of 65 students accessed earned a proficient or higher evaluation score.</p>	<p>More Lab assignments and individualized instruction. An emphasis on attendance will also be important because many of the students that did not meet a proficient or higher evaluation score also had poor attendance.</p>
<p>Mechanical Design Technology students will demonstrate the skill necessary to create a 2-D drawing blueprint with AutoCAD software.</p>	<p>Mechanical Design Technology students will be evaluated on industry-standard AutoCAD software laboratory projects. Ninety percent (90%) of students completing the Mechanical Design program will earn a "proficient" or higher evaluation score on a checklist.</p>	<p>Eighty-two percent (82%) 50 of 61 students accessed earned a proficient or higher evaluation score.</p>	<p>More Lab assignments and individualized instruction. An emphasis on attendance will also be important because many of the students that did not meet a proficient or higher evaluation score also had poor attendance.</p>
<p>Graduates of the Mechanical Design Technology program who seek employment will obtain employment within twelve months of graduation.</p>	<p>Seventy percent (70%) of graduates will report employment on the Follow-up Survey, Question #6: "What is your current</p>	<p>Fifty percent (50%) 1 of 2 students responding to Follow-up Survey Question #6: "What is your current employment status?"</p>	<p>The faculty continue to promote and encourage students to take advantage of college sponsored job fairs, resume and application</p>

employment status?"

workshops, and other employment related programs offered by the College.

Cabinet Member: Jim Jolly

2011-2012 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.	Ninety percent (90%) of students completing the OAD program will meet or exceed the established benchmark based on the Office Proficiency Assessment and Certification (OPAC) test.	Forty-three percent (43%). (25 of 58) students demonstrated the ability to key 45 words per minute at 80 percent accuracy on the OPAC test.	The objective was not met. There was a slight improvement from the previous year. The percentage of students meeting the objective went from 39% to 43%. Instructors have met to determine new methods to improve student success.
	Eighty percent (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).	Sixty percent (60%) (42/75) 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. Students continue to struggle with accuracy. More timed exercises will be given to increase student success.
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.	One-hundred percent (100%) (66 of 66) of students demonstrated the ability to file documents numerically with 80% accuracy on the OPAC test. Fifty-five percent (55%) (55 of 65) students demonstrated the ability to file documents alphabetically with 80% accuracy on the OPAC test.	The objective for numerical filing was met. The objective for filing alphabetically was not met. The alphabetical rules are more complex than the numerical rules and students struggle in this area. More assignments have been implemented to target the alphabetical rules.
	Students will demonstrate the ability to file documents alphabetically and numerically with 80% accuracy. Students will be assessed by exam.	Seventy percent (70%) (38 of 54) of students demonstrated the ability to file documents alphabetically and numerically with 80% of accuracy.	There was improvement in student success from the previous year. The success rate improved from 65% to 70%. Instructors will continue to implement instructional methods to increase student success.
Students will transcribe a business/medical document with 80 percent accuracy.	Ninety percent (90%) of students will meet the stated benchmark as determined by the OPAC test.	Ninety percent (90%) (60 of 67) students successfully transcribed a business/medical document with 80 percent accuracy.	The objective was met. Instructors will continue to monitor student success.
	Students in transcription	Ninety-two percent (92%) (97	The objective was met. There

classes will transcribe a business/medical document with 80 percent accuracy.

[of 106\) of students](#) transcribed a business/medical document with 80% accuracy.

was improvement from the previous year. The percentage of student success went from 87% to 92%. Instructors will continue to monitor student success.

Cabinet Member: Jim Jolly

2011-2012 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.	Ninety percent (90%) of students completing the Paralegal program will be rated "Satisfactory" on employer reported performance evaluation .	96% (24 of 25) students rated excellent or good.	Overall the results were good. 5 students were offered employment at the conclusion of their internships. Two interns were placed with judges. Although the interns had the opportunity to review many document, watch proceedings, and meet attorneys, they were determined not to be appropriate placements because they had little chance to do substantive work.
Students will apply legal ethical rules to paralegals including the unauthorized practice of law by non-lawyers, confidentiality, and conflicts of interest.	Overall students will correctly answer 90% of embedded end of term exam questions related to understanding of legal ethics.	87% (177/203) of embedded examination questions were answered correctly.	Data was used from entry and advanced courses. Students seem to better understand ethical issues as their knowledge of the law increases. Ethical situations will continue to be introduced in lower level classes and then re-addressed in higher level classes.
	Students will complete a practical assignment that requires legal research and preparation of legal memo regarding unauthorized practice of law.	86% of students rated either Excellent or Good on practical assignment. (N = 21)	Upon review of the rubric, the legal issues are being correctly identified but additional practice is needed to improve identification of all ethical issues. Writing assignments were added to each class.
	Students will complete an assignment in which they correctly locate the applicable rules of professional responsibility and properly include them in a systems folder.	85% (46/54) correctly identified the ethical rule and 82% (44/54) stated the correct response to the dilemma.	Students are better at identifying the ethical rule involved than to correctly describe the appropriate response. Videos of different ethical situations were added to Blackboard sections with the students being required to

			answer questions about the situations.
Students will perform legal research, utilizing both print and electronic sources, demonstrating an ability to use the proper form of citations.	Ninety percent (90%) of students will satisfactorily complete practical legal research assignments demonstrating proper form of citations .	80% (24/30) completed electronic treasure hunt with a score 85 or more.	The class then reviewed the questions to identify better queries and expedite process. All upper level classes require research but speed and accuracy needs additional attention.
	Students will complete a print research exercise, an electronic research exercise and a Bluebook exercise.	88% (194/220) of student responses were correct.	While students did well on Bluebook citation worksheet when sole issue is citation, good form slips when part of largest project. Rubrics for practical assignments have been modified to increase emphasis on correct citation format. All practical assignments are held to the Bluebook standard.
Students will draft legal documents including contracts, deeds, wills, pleadings, motions and discovery.	Ninety percent (90%) of students will satisfactorily demonstrate the ability to draft specific legal documents in practical assignments.	88% (14/16) of students scored Excellent or Good on practical assignment that required will preparation. 83% (20/24) of students scored Excellent or Good on practical assignment that required deed preparation. 84% (21/25) of students rated satisfactory or better on Systems Folder, a comprehensive assignment that required time management and organization skills, in addition to document preparation.	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 upon the work product of the students.

Cabinet Member: Jim Jolly

2011-2012 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.	Eighty percent (80%) of students will demonstrate knowledge of these atmospheric effects based on scoring of lab assignments using a rating instrument .	Fall 2011: 30/35 succeeded; 5/35 did not Spring 2012- Section 1: 10/14 succeeded; 4/14 did not Spring 2012- Section 2: 11/13 succeeded; 2/13 did not Summer 2012: 4/5 succeeded; 1/5 did not Overall 55/67 = 82% satisfactorily completed the outcome	We will monitor the outcome for additional changes necessary to keep the outcome relevant in the future.

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.	Eighty percent (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.	Fall 2011: 23/27 succeeded; 4/27 did not Spring 2012-- Section 1: 14/14 succeeded; 0/14 did not Spring 2012-- Section 2: 11/12 succeeded; 1/12 did not Summer 2012: was not administered this summer. New assessment in development for 2012-13 school year. Overall 48/53 = 90.5% satisfactorily completed the outcome	We will monitor the outcome for additional changes necessary to keep the outcome relevant in the future. This Lab experiment is changing in the future. Future assessments will have to be altered to accommodate the change in the lab experiments used for this outcome.
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.	Eighty percent (80%) of students will satisfactorily complete the Rock Identification Lab Practical.	Fall 2011: 19/27 succeeded; 8/27 did not Spring 2012-- Section 1: 8/11 succeeded; 3/11 did not Spring 2012-- Section 2: 11/12 succeeded; 1/12 did not Summer 2012: 3/4 succeeded; 1/4 did not Overall 41/54 = 75.9% satisfactorily completed the outcome	The Mineral hardness, breccias and conglomerate, and metamorphic rock portions of the lab exam continue to be a difficult assessment for the students. Continued focus on developing the lecture portion that covers these parts of the material, as well as continued modification of the lab exam itself are underway.
	Comparison of pre-test and embedded post-test question responses will be conducted to establish the benchmark for student performance.	Fall 2011: 30/35 succeeded; 5/35 did not Spring 2012-- Section 1: 10/14 succeeded; 4/14 did not Spring 2012-- Section 2: 11/13 succeeded; 2/13 did not Summer 2012: 4/5 succeeded; 1/5 did not Overall 55/67 = 82% satisfactorily completed the outcome	We will monitor the outcome for additional changes necessary to keep the outcome relevant in the future.

2011-2012 Public Safety Telecommunication: Cabinet Member: Jim Jolly
Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will utilize effective communication skills to appropriately route Emergency Medical Personnel.	Ninety percent (90%) of students will demonstrate effective communications skills on exam questions.	In Fall 2011 (N=13), Spring 2012 (N=5), Summer 2012 (N=0) 100% of students demonstrated effective (scored 70% or higher) communication skills necessary in routing Emergency Medical Personnel. (See attached) The item analysis showed the following weaknesses: Understanding	To strengthen identified student deficiencies related to communication skills, review sessions are provided to improve student performance.

		<p>intent to harm ranked at 23% of students were deficient in both Fall and Spring; 38% of students were deficient in understanding the 4 levels of consciousness in the Fall term, compared to a rise of 60% were deficient in Spring. Also, students were 46% deficient in understanding carbon dioxide in Fall, compared to a decline to 40% in the Spring. Additional weaknesses were noted for Fall 2011 and Spring 2012, but were different.</p>	
<p>Students will be competent in handling high risk calls.</p>	<p>Ninety percent (90%) of students will demonstrate proficiency in high risk calls on exam instruments.</p>	<p>In Fall 2011 (course not taught), Spring 2012 (N=9), Summer 2012 (N=4) 69% of students demonstrated effective (scored 70% or higher) proficiency on high risk calls on exam instruments. The item analysis showed the following weaknesses (See attached for detail): categorization of seize subjects (67% were deficient Spring 2012 during exam 1 and then declined to 50% during the midterm exam) which declined again during Summer 2012 (which stayed at a steady 50% during both exam 1 and the midterm exam), understanding the FBI Hostage Negotiation Program of 1973 (56% were insufficient during Spring 2012 at the first exam, and then declined due to review prior to the midterm exam to 38% and during the Summer 2012 term, declined again to 25% remaining constant during both exam 1 and the midterm), understanding the Adaptation/Negotiations goals stage of a crisis (Spring 2012 at 56% during exam 1, declining to 38% at the</p>	<p>To strengthen identified student deficiencies related to proficiency in high risk calls, 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. Comparing results from 2010-2011 to 2011-2012, a new edition of the course textbook was used therefore the course was revamped for the 2011-2012 school year.</p>

		midterm testing level) (Summer 2012 at 25% during exam 1 and then all students at 100% proficiency at the midterm level.	
Students will be competent in handling hazardous materials calls.	Ninety percent (90%) of students will demonstrate proficiency (70% or higher) in hazardous materials calls on exam instruments.	In Spring 2012 (N=6) 74% of students demonstrated proficiency in hazardous materials calls. Major notable areas of weakness was in Hazard Control Zones and Vapor dispersion (see attached). The course was only taught during FY2011-2012 during Spring. 67% of students were deficient in identifying Asphyxiants in exam 1, compared to 100% being competent when asked the same during the midterm exam after review sessions/conferences. 67% of students were deficient in fittings on cryogenics in exam 1, which declined to 33% on the midterm exam. 50% of students were deficient in Identification of Strychnine as a convulsant during Exam 1, which declined to 17% during the midterm exam. 50% of students were deficient in understanding SCBA (self-contained breathing apparatus) during exam 2, compared to a decline of 20% on the final exam due to study/review sessions. 50% of students were also deficient in understanding the nerve agent "Soman" which declined after the study/review session after exam 2, which was only 20% during the final exam.	To strengthen identified student deficiencies related to hazardous materials calls 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. Comparing results from 2010-2011 and 2011-2012, a new edition of the textbook was used; therefore the course was reviewed/revamped for the Spring 2012 semester. This course as not taught during Fall 2011 or Summer 2012.

Cabinet Member: Jim Jolly

2011-2012 Radiologic Technology: Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will use gonadal shielding in the radiographic positioning laboratory.	RAD 112 Radiographic Positioning Lab Evaluations (1st semester). All	Chest - 22/24 (92%) of students used gonadal shielding during	The chest procedure is the first procedure evaluated in the laboratory setting.

	evaluations for the chest and knee will indicate gonadal shielding was used.	performance of the chest procedure in the laboratory setting. Knee - 23/23 (100%) of students used gonadal shielding during performance of the knee procedure in the laboratory setting.	Improvement is noted during the course of the semester as students progress to the knee procedure. No changes will be made at this time.
	RAD 122 Radiographic Positioning Lab Evaluations (2nd semester). All evaluations for cervical spine and sinuses will indicate gonadal shielding was used.	Cervical Spine - 16/20 (80%) of students used gonadal shielding during performance of a cervical spine procedure in the laboratory setting. Sinuses - 19/20 (95%) of students used gonadal shielding during performance of a sinus procedure in the laboratory setting.	The cervical spine is the first procedure evaluated in the laboratory in the 2nd semester. The sinus procedure is evaluated later in the semester. Improvement is noted over the course of the semester. No changes will be made at this time.
Students will be clinically competent.	RAD 224 Clinical Education V (5th Semester). Students will score 90 or higher on the Final (Exit) Competencies.	The benchmark was lowered to a score of 85. 16/20 (65%) of the students scored 85 or higher.	Due to the low number of actual items evaluated (20), the score can drop significantly even if few errors are made. For this reason the benchmark was lowered. It was maintained at a level which is considered above average, which is the goal for performance of all students. The evaluations were very disappointing, especially with the lowering of the benchmark. Many of the errors related to less commonly performed exams. These areas will be more intensely reviewed with the next cohort.
Graduates will communicate effectively in the health care setting.	General Clinical Evaluation (GCE). RAD 134 (3rd Semester) - Question #22. RAD 224 (5th Semester) - Question #24 (end of each semester) An average score of 4.5 on a 5.0 scale will be achieved on the General Clinical Evaluation .	RAD 134 (3rd Semester) - Question #22 - average score 4.52 RAD 224 (5th Semester) - Question #25 (this form has been updated and the question # changed) - average score 4.6	Measuring effective communication in the clinical setting is very important. Faculty would like to see an improvement in these averages. Raising the expectation level in the laboratory should help. No change will be made in the evaluation tools, but increased emphasis on the importance of effective communication will be provided to the next cohort.

	An average score of 4.5 on a 5.0 scale will be achieved on the Employer Survey. (Survey question #3).	These results are from the surveys evaluating the class of 2011. Employer surveys are not distributed until at least six months post-graduation. An average of 4.71 was achieved.	Faculty is pleased with the results. No changes will be made at this time.
Students will produce radiographic images under trauma conditions in the laboratory.	RAD 214 (4th Semester)- All students will achieve a score of 80 or higher.	18/20 (90%) of the students scored 80 or higher on this assignment. The average score on the assignment was 88.1%.	This was the first time this assessment was utilized. Students will be given more opportunity to practice with the portable equipment prior to the lab demonstration. Faculty also feel completing a written scenario prior to the demonstration will allow students to think through the process without time constraints and pressure of observation. This will take place in the summer semester for the next cohort. No other changes will be made at this time.

Cabinet Member: Tim Green

2011-2012 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.	Ninety percent (90%) of Realtime Reporting Technology students will demonstrate satisfactory or higher knowledge of realtime theory principles on theory exams.	Ninety-seven percent (97%) of students assessed mastered theory principles with 96% or higher translation rates. (See Attachment)	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.	Ninety percent (90%) of Realtime Reporting Technology students will be evaluated satisfactory or higher on transcripts produced in class.	One-hundred percent (100%) of students were able to produce a transcript using correct format with fewer than 30 errors. One-hundred percent (100%) of students were able to proofread accurately. One-hundred percent (100%) of students exhibited knowledge of software applications and were successful at troubleshooting. (See Attachment)	Additional lab time with transcription production has helped to improve proofreading and the ability to use software programs.
Realtime Reporting Technology students will	Students completing a speedbuilding class will be	Ninety-three percent (93%) of students passed one timing	Students who did not meet the benchmark are counseled

demonstrate skills necessary to accurately realtime, produce transcripts, and prepare for certification examination.	assessed by passing one literary, one jury charge, and one question and answer timing with at least a one speedlevel improvement with 95% accuracy.	level in literary. Ninety-three percent (93%) of students passed one timing level in jury charge. Ninety-three percent (93%) of students passed one timing level in question and answer. (See Attachment)	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.	Seventy-five percent (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?"	Five graduates were surveyed and four graduates responded. (See Attachment) The survey reflects that 25% are employed in field; 50 % employed in an unrelated field; 0 % are in the military; 25% are seeking employment; and 25 % are not seeking employment. Follow-up calls were made to determine that one (25 %) of the five graduates are employed in the field.	Instructors will continue to network with freelance and CART (computer access realtime translation) providers so graduates have opportunites for job placement upon graduation.

Cabinet Member: Jim Jolly

2011-2012 Registered Nursing: Connie Meloun

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students will communicate effectively in the health care setting.	Students progressing in the RN program will achieve an aggregate mean score of 850 or higher on the therapeutic communication and core communication components of the Health Education Systems, Inc. (HESI) comprehensive course exam in NUR 105 and NUR 203.	On the comprehensive HESI assessment exam, RN graduates achieved a class mean of 762.4 (v1) and 752.6 (v2) on the NLNAC Accreditation Category of Therapeutic Communications .	These results indicate that students fall below the 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 required with remediation in an attempt to improve these scores. A live review will be required for students falling below the benchmark.
	Ninety percent (90%) of employers will report that graduates are "Prepared," "Well Prepared," or "Very Well Prepared" on Employer Survey items related to effective communication skills.	On the Employer Six-Month Graduate Survey , 92.16% of employers (n=51) indicated the graduates were "prepared", "well-prepared", or "very well-prepared" in the category "communicates effectively with clients,	These results indicate that the Associate Degree Registered Nursing Program meets the learning objective to adequately prepare students to communicate effectively in the healthcare environment. Faculty will

		families, significant others, and health team members". On the Employer Twelve-Month Graduate Survey , 95% of employers (n=40) 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".	use this data and continue to evaluate the program and each course.
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 will be used for assessment.	On the clinical evaluation form , 81.23% of RN students in spring 2012 semester in NUR 105 (16.42% were not observed) and 76.92% in NUR 203 (21.72% were not observed) were evaluated as satisfactory in the category "demonstrates the five rights of medication administration by preparing and administering medications correctly". Significant percentages were evaluated as "not observed" in these courses. Only 2.35% of NUR 105 students and 1.36% of NUR 203 students were evaluated as needing improvement in this area. Cumulatively, 79% of students were evaluated as satisfactory in the category "demonstrates the five rights of medication administration by preparing and administering medications correctly" while 19% were recorded as "not observed".	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 NUR 104 and be reviewed in NUR 105 in the diabetes lab.
Students will be competent in the application of the nursing process.	Ninety percent (90%) of students will be evaluated as satisfactory in the nursing process section of the clinical evaluation form.	On the clinical evaluation tool , 98.83% of students (n=341 responses) in NUR 105 and 99.77% of students(n=442 responses)in NUR 203, spring semester 2012 were evaluated as satisfactory (above 75%) in the assessment portion: "collects objective and	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

	<p>subjective data" . On the clinical evaluation tool, 98.83% of students in NUR 105 and 99.55% of students in NUR 203, spring semester were evaluated as satisfactory (above 75%) in the the planning portion: "formulates nursing diagnosis " . On the clinical evaluation tool, 97.95% of students in NUR 105 and 99.77% of students in NUR 203, spring semester were evaluated as satisfactory in the implementation portion: "adapts nursing care to assigned client's needs" (NUR 105) and "adapts nursing care as priorities change"(NUR 203). On the clinical evaluation tool, 94.43% of students (n=341responses) in NUR 105 and 99.77% of students (n=442)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).</p>	<p>nursing curriculum.</p>
<p>Eighty percent (80%) of students will score at least 850 on comprehensive end of program assessment exam on the first attempt.</p>	<p>On the comprehensive HESI assessment exam, 86/102 or 82.8% met the benchmark of 850 on the comprehensice HESI exam in two attempts. Graduates achieved a mean of 876.8 on Version 1 in the assessment category under nursing process; a mean of 861.6 in the planning category under nursing process; and a mean of 935 in the implementation category under nursing process.</p>	<p>The HESI evaluation reveals that students meet the expected benchmark of 850 and demonstrates the need for continued instruction and practice in the nursing process and individualized remediation for students. A part-time faculty member will be disignated to monitor student remediation and progress.</p>
<p>Ninety percent (90%) of employers will report that graduates are "Prepared," "Well Prepared," or "Very</p>	<p>On the Employer One-Year Survey, 100% of employer respondents (n=40) indicated that graduates were prepared</p>	<p>These results indicate that RN graduates are performing successfully in the workplace following graduation. The</p>

Well Prepared" on Employer Survey items related to therapeutic nursing interventions.	(15.0%), well prepared (32.5%), or very well prepared (52.5%) in performing therapeutic nursing interventions.	RN program will continue instruction and preparation of students and evaluate student performance thru clinical, laboratory, and faculty-written and standardized examinations.
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2011-2012 Social Science: George Terrell, Derrick Griffey
Cabinet Member: Jim Jolly

Learning Outcome	Assessment Method	Assessment Results	Use of Results
Students enrolled in history courses will be able 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.	The students will respond to five exam questions that 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.	Fall 2011: Knowledge 77%, Cause and Effect 84%, Timelines 81%, and Relevance 88%. Spring 2012: Knowledge 88%, Cause and Effect 94%, Timelines 92%, and Relevance 96%. (See Attachment)	In an attempt to further improve the assessment results, history instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. These strategies may include, but are not limited to, group activities, instructional videos, internet research assignments, and additional quizzes. More specifically, history instructors are using new assessment content that has been loaded into Blackboard that will allow students to have more opportunities to practice content. Additionally, a classroom response system has been implemented to give instructors and students instant feedback on in-class assessments.
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.	The students enrolled in psychology courses 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	Fall 2011: Environment 75%, Socialization 84%, Theory 72%, and Research 87%. Spring 2012: Environment 84%, Socialization 77%, Theory 85%, and Research 83%. (See Attachment)(See Attachment)	In an attempt to further improve the assessment results, psychology instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within the assessment rubric. These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes. Additionally, a

<p>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>classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. The behavioral science instructors (psychology and sociology) have also implemented new content within Blackboard giving students more opportunities to review the material. Within psychology, a program called "Connect" is being used that is aligned with both state objectives and intended student learning outcomes.</p>
<p>The students enrolled in sociology courses will respond to five exam questions corresponding to each 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>Fall 2011: Environment 80%, Socialization 85%, Theory 90%, and Research 94%. Spring 2012: Environment 89%, Socialization 89%, Theory 88%, and Research 95%. (See Attachment)</p>	<p>In an attempt to further improve the assessment results, sociology instructors will incorporate additional teaching strategies to reach our goal of 90% of all students earning a 3 or higher on each outcome within The assessment rubric. These strategies may include, but is not limited to, group activities, instructional videos, internet research assignments, and additional quizzes. Additionally, a classroom response system has been implemented to give instructors and students instant feedback on in-class assessments. The behavioral science instructors (psychology and sociology) have also implemented new content within Blackboard giving students more opportunities to review the material.</p>

Cabinet Member: Jim Jolly

2011-2012 Speech: Charles Hill

Learning Outcome

Assessment Method

Assessment Results

Use of Results

Students will demonstrate the ability to deliver a coherent speech acceptable in organization, eye contact and delivery.

A standardized [rubric](#) is used to demonstrate oral communication competency relating to structure, content, and mechanics. Rubric will demonstrate competency in oral communication for 90% percent of students.

[Rubric evaluating competency in oral communication](#) was utilized during 2011-2012. Data indicates that students demonstrated competency for more than 90% of the students in oral communication courses. Specifically, Organization showed a success rate of 93%; eye contact, 90%, delivery, 92%

No identified weaknesses/deficiencies or remedial action is required. Data will continue to be compiled and compared against similar semesters.

Cabinet Member: Jim Jolly

2011-2012 Surgical Technologist: Connie Meloun

Learning Outcome

Assessment Method

Assessment Results

Use of Results

Students will be able to proficiently demonstrate the principles of asepsis.

Ninety percent (90%) of students will demonstrate proficiency regarding principles of asepsis on a lab final.

All students (22/22) in Fall 2011 and Spring 2012 achieved a score of 93 or above on the final clinical evaluation. [An attached example of the clinical](#)

Benchmark will be raised to all students scoring a 90 or above on the final clinical evaluation.

	<p>evaluation form indicates those items on which one or more students scored an unsatisfactory.</p>	
<p>At least 90% of students will respond correctly on each of the six selected questions related to principles of asepsis on the Chapter 7 unit exam and the final exam.</p>	<p>As noted in the attached document related to the final exam in the Fall 2011 100% of students correctly answered five of the six selected questions and one student missed one of the questions (93%). On the final exam in the Spring 2012 100% of the students correctly answered four of the six selected questions. Two questions were missed by at least one student for a 93% correct response. Greater than 90% of student responses were correct on the six selected questions related to principles of asepsis on the final exam in the fall and spring semesters. The attached document also indicates that on the Chapter 7 Unit exam in Fall 2011 four of the six questions were correctly answered by at least 94% or above of students. One question was correctly answered by 15/17 students (88%) and one question was correctly answered by 7/17 students (41%). In the Spring 2012 five of the six questions were correctly answered by at least 94% or above of the students. One question was correctly answered by 6/18 (33%) of students. Students in the fall and spring groups had the greatest difficulty with the same question.</p>	<p>In reviewing the item analysis of the final exam for Fall 2011 and Spring 2012 questions related to principles of asepsis were answered with a greater than 90% accuracy. This information is the foundation of surgical asepsis and will continue to be monitored. However the item analysis of the Fall 2011 final exam indicated several questions on which less than 50% of students correctly answered specific questions. These test items were examined and the following results were noted: questions related to basic information r/t bacteria; anatomical terms, purpose of skin prep, liability and role of team members and safety issues r/t bovie and pre-op counting were frequently missed. In reviewing the item analysis of the final exam for Spring 2012, questions on which less than 50% of students answered correctly were examined and the following results were noted: questions related to basi terminology, basic information r/t bacterial (as with the Fall 2011 group of students), wound classification, cause of surgical infections, purpose of skin pres (as with the Fall 2011 group of students), instrumenttion, wound healing process, specifics of dressings, types of sutures and needles and role of team members. The exam questions are being reviewed for clarity and quality and the presentation of content is being evaluated as to the</p>

amount of time and better teaching modalities for the above mentioned topics. In reviewing the item analysis of the Chapter 7 unit exam for Fall 2011 and Spring 2012 not all questions related to principles of asepsis were answered with a greater than 90% accuracy. This information is the foundation of surgical asepsis and will continue to be monitored. However, the item analysis of the Fall 2011 Chapter 7 unit exam indicated several questions on which less than 50% of students correctly answered the question. These test items were examined and the following results were noted: questions related to wound classification, contamination, principle 3 of asepsis, decontamination of instruments including physical factors, process of sterilization including chemical factors were frequently missed. In reviewing the item analysis of the final exam for Spring 2012, questions on which less than 50% of students answered correctly were examined and the following results were noted: questions related to basic terminology, basic information r/t bacteria (as with the Fall group of students), wound classification, cause of surgical infections, purpose of skin prep (as with the Fall group of students), instrumentation, wound healing process, specifics of dressings, types of sutures and needles and the role of team members. The exam questions are being reviewed for clarity and quality and the presentation of content is

			being evaluated as to the amount of time and better teaching modalities for the above mentioned topics.
Students will be able to effectively demonstrate the role of the surgical technologist in the preoperative phase of the surgical occurrence.	On the preoperative case setup validation all students will achieve an overall "satisfactory" (five or fewer infractions recognized by student and corrected) or "satisfactory minus" (six to ten infractions recognized by the student and corrected). This validation includes the techniques of opening and preparing supplies and instruments needed for any operative procedure, with maintenance of asepsis at all times.	In the 2011-2012 academic year 38 students achieved an overall "satisfactory" rating and one student achieved an "satisfactory minus" rating. In analyzing the various procedural steps one student achieved an "unsatisfactory" on 2 procedural steps, but upon repeat validation achieved an overall satisfactory rating. Attachment notes specific steps that all students did not score a satisfactory.	Open lab time for students to practice with faculty supervision to assist students to be very proficient in the preoperative setup for a case as this is an imperative role for the surgical technologist. Instructor considering an "unsatisfactory" to be more than 5 infractions.
Students will be able to effectively apply safety measures to protect patients and the operating room team from injury.	When validating safe handling of sharps and needles (SUR Skill Assessment 10-3) all students will score "satisfactory" (five or fewer infractions recognized by the student and corrected) or "satisfactory minus" (six to ten infractions recognized by the student and corrected). Any student who does not recognize any infraction must review and repeat the validation.	In spring 2012 and summer 2012 all students had a "satisfactory" rating on validating safe handling of sharps and needles.	As safe handling of sharps and needles is such an important aspect in the role of a surgical technologist this specific lab validation continues to be an important aspect of the surgical lab course. The instructor is considering raising the benchmark so that any more than five recognized and corrected infractions would constitute an "unsatisfactory."

2011-2012 Therapeutic Massage Therapy: Connie Meloun

Cabinet Member: Jim Jolly

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	Ninety-five percent (95%) of students completed each clinical component at a 75% or higher on sections I (neatness) IV (Professional Interaction) V (personal interaction) and X (clerical accuracy)	Instructors will continue to monitor students progress.

	Evaluation.		
	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).	Ninety-six percent (96%) of students scored satisfactory (3 out of 5 or higher) on Sections IX (S.O.A.P. note charting) and X (Self Evaluation)	Instructors will continue to monitor student progress.
Students will provide a safe environment for the client through recognition of potential hazards and standard precautions.	On the Clinical Performance Evaluation, 90% of students will score satisfactory (75% or higher) on Sections III (Follows Protocol), VIII (Safety).	Ninety-six percent (96%) of students scored satisfactory (75% or higher) on sections III (follows protocols) and VIII (safety) on the clinical performance evaluation	Instructors will continue to monitor progress.
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.	Eighty-four percent (84%) of students scored satisfactory (3 or higher out of 5) on the first comprehensive hands on final.	Instructors will continue to monitor student progress.
	Students will score satisfactory (3 or higher out of 5) on all sections of the second comprehensive hands-on final exam.	Ninety-five percent (95%) of students scored satisfactory (3 out of 5) on all sections of the second comprehensive hands on final exam.	Instructors will continue to monitor students progress.

2011-2012 Welding: Karen Blythe Smith, 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.	94 of 103 or 91% of students scored satisfactory or higher on OFC Lab tasks.	The welding faculty did incorporate additional requirements related to the oxy-fuel lab tasks. Changes were made to the number of times a student is required to successfully complete each task. By increasing the number of repetitions the lab tasks have to be completed successfully, the student gained more practice and confidence while in the lab which results in higher

			<p>success rates. The faculty has noticed that the changes made did positively affect the success rate of students but when compared to the previous year SLO numbers/percentages it does not appear to show improvement. The faculty has noticed the importance of student retention and how it can affect SLO outcomes. Faculty will try to communicate with students who are not attending on a regular basis or not attending at all to advise the student on a plan of action. This will result in fewer student outcomes that negatively affect our SLO outcomes.</p>
<p>Welding Technology students will demonstrate the skills necessary to perform Gas Metal Arc Welding/Flux Core Arc Welding (GMAW/FCAW) welding procedures from flat, horizontal, vertical and overhead positions.</p>	<p>Welding Technology students will be evaluated using a rubric. 90% of students will score satisfactory or higher on the Gas Metal Arc Welding (GMAW)/Flux Core Arc Welding (FCAW)-required laboratory tasks.</p>	<p>221 of 242 or 91% of students scored satisfactory or higher on GMAW/FCAW lab tasks.</p>	<p>The welding faculty did incorporate additional requirements related to the GMAW/FCAW lab tasks. Changes were made to the number of times a student is required to successfully complete each task. By increasing the number of repetitions the lab tasks have to be completed successfully, the student gained more practice and confidence while in the lab which resulted in higher success rates. The faculty has noticed that the changes made did positively affect the success rate of students but when compared to the previous year SLO numbers/percentages it does not appear to show improvement. The faculty has noticed the importance of student retention and how it can affect SLO outcomes. Faculty will try to communicate with students who are not attending on a regular basis or not attending at all to advise the student on a plan of action. This will</p>

			result in fewer students outcomes that negatively affect our SLO outcomes.
Welding Technology students will demonstrate the skills necessary to perform Gas Tungsten Arc Welding (GTAW) welding processes from flat, horizontal, vertical and overhead positions.	Welding Technology students will be evaluated using a rubric. 90% of students will be rated satisfactory or higher on the GTAW-required laboratory tasks.	133 of 142 or 94% of students scored satisfactory or higher on GTAW lab tasks.	The welding faculty did incorporate additional requirements related to the GTAW lab tasks. Changes were made to the number of times a student is required to successfully complete each task. By increasing the number of repetitions the lab tasks have to be completed successfully, the student gained more practice and confidence while in the lab which resulted in higher success rates. The faculty has noticed that the changes made did positively affect the success rate of students but when compared to the previous year SLO numbers/percentages it does not appear to show improvement. The faculty has noticed the importance of student retention and how it can affect SLO outcomes. Faculty will try to communicate with students who are not attending on a regular basis or not attending at all to advise the student on a plan of action. This will result in fewer students outcomes that negatively affect our SLO outcomes.
Welding Technology students will demonstrate the skills necessary to perform Shielded Metal Arc Welding (SMAW) welding processes from flat, horizontal, vertical and overhead positions.	Welding Technology students will be evaluated using a rubric. 90% of students will be rated satisfactory or higher on the SMAW-required laboratory tasks.	351 of 396 or 89% of students scored satisfactory or higher on SMAW lab tasks.	The welding faculty did incorporate additional requirements related to the SMAW lab tasks. Changes were made to the number of times a student is required to successfully complete each task. By increasing the number of repetitions the lab tasks have to be completed successfully, the student gained more practice and confidence while in the lab which resulted in higher success rates. The faculty has

noticed that the changes made did positively affect the success rate of students but when compared to the previous year SLO numbers/percentages it does not appear to show improvement. The faculty has noticed the importance of student retention and how it can affect SLO outcomes. Faculty will try to communicate with students who are not attending on a regular basis or not attending at all to advise the student on a plan of action. This will result in fewer students outcomes that negatively affect our SLO outcomes.