

**GADSDEN STATE
COMMUNITY
COLLEGE**



**2002-2003
Institutional Effectiveness
Report**

October 22, 2003

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PART I

REPORT ON PERFORMANCE MEASURES FOR INSTITUTIONAL GOALS

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

Measure- Number and percentage of students who score a C or higher in communications, humanities, social sciences, mathematics/natural sciences, and computer skills.

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

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

FALL SEMESTER, 2002

AREA	TOTAL GRADES ASSIGNED	% Of C's or HIGHER
Communications	3,295	64%
Computer Science	1,113	76%
Humanities	891	76%
Math/Natural Sciences	3,099	65%
Social Sciences	2,666	69%

SPRING SEMESTER, 2003

AREA	TOTAL GRADES ASSIGNED	% Of C's or HIGHER
Communications	3,243	74%
Computer Science	1,028	70%
Humanities	901	71%
Math/Natural Sciences	3,082	65%
Social Sciences	2,650	69%

SUMMER SEMESTER, 2003

AREA	TOTAL GRADES ASSIGNED	% Of C's or HIGHER
Communications	1,566	78%
Computer Science	501	73%
Humanities	300	75%
Math/Natural Sciences	1,944	72%
Social Sciences	1,266	73%

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

Measure -Percentage of transfer students who earn a 2.0 grade point average (GPA) or higher in their first term at the senior institution

-Comparisons of GPAs of GSCC transfer students with the GPAs of other college transfer students and native university students

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

Academic Performance reports from universities to which GSCC students typically transfer are incomplete at the time of report preparation. Only Jacksonville State University, the college to which a majority of students transfer, has provided academic performance data for 2002-2003 on GSCC transfers. Presented below is a summary of the academic performance of GSCC transfers to Jacksonville State University for students who were enrolled at JSU in Fall Semester 2003.

JACKSONVILLE STATE UNIVERSITY CURRENTLY ENROLLED UNDERGRADUATES FALL 2003									
Junior College Transfers from Gadsden State									
AVERAGE OVERALL STUDENT STATISTICS								JSU NATIVE STUDENTS	
TOTAL HOURS EARNED	16-32 HRS ATTEMPTED AT JC			33 & ABOVE HRS ATTEMPTED AT JC			NUMBER OF STUDENTS	OVERALL GPA	
	NUMBER OF STUDENTS	JC GPA	JSU GPA	NUMBER OF STUDENTS	JC GPA	JSU GPA			
16-31	5	2.50	2.12	0	.00	.00	505	2.28	
32-63	54	2.82	2.22	66	2.67	2.08	638	2.50	
64-95	62	2.97	2.57	230	3.00	2.48	455	2.62	
96→	86	3.01	2.75	440	2.99	2.81	406	2.67	
AVERAGE ENGLISH COURSES STATISTICS									
16-31	4	1.77	2.00	0	.00	.00	468	2.43	
32-63	54	2.95	2.32	65	2.80	2.04	619	2.53	
64-95	60	3.03	2.44	230	3.02	2.38	451	2.63	
96→	81	3.16	2.56	440	3.04	2.49	405	2.54	
AVERAGE MATH COURSES STATISTICS									
16-31	2	2.49	.00	0	.00	.00	386	1.80	
32-63	43	2.76	1.89	58	2.56	1.23	557	2.09	
64-95	46	2.95	1.72	217	2.92	2.10	428	2.17	
96→	70	2.85	1.84	421	2.86	1.89	388	2.13	
AVERAGE SCIENCE COURSES STATISTICS									
16-31	2	2.27	.00	0	.00	.00	277	1.93	
32-63	46	2.54	1.57	61	2.64	1.43	484	2.26	
64-95	50	2.90	2.16	224	2.88	2.18	414	2.34	
96→	80	2.97	2.35	432	2.93	2.32	393	2.43	

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

Measure -Number and percentage of students who complete their program and are employed in their field of study or related field

Measure -Number and percentage of alternate completers who are employed in their field of study or related field without graduating

Measure -Number and percentage of employers who give an overall favorable rating of employee training received at Gadsden State

As reported in the Placement Summary of the 2002 Graduate Survey, of the 451 total respondents, 265 graduates (58.8%) were employed in a field related to training, 81 (18%) were employed in a field unrelated to training, 1 (0.2%) was in military service, 36 (8%) were unemployed—seeking work, and 64 (14.2%) were unemployed—not seeking work. Of the unemployed graduates who were seeking work, only 2.7% could not find a job in the field without relocating and 1.6% said they were unable to find a job in the field anywhere. Also, only 1.3% felt their skills were inadequate for entry-level employment in the field, while 4.2% said there were “other reasons” that they were not working in the field. The 2002 Graduate Survey Placement Summary is attached.

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

PROGRAM COMPLETION DATA FOR STUDENTS ENROLLED IN APPLIED SCIENCE DEGREE AND CERTIFICATE PROGRAMS				
Summer/Fall IPEDS Graduate Rate Survey Cohort of First-Time, Full-Time Students (Program Completion Data Through Summer, 2003)				
Program	Number in 2001 Cohort	Graduates in 2001 Cohort	Completion % For 2001 Cohort	Comparative Completion % for 2000 Cohort
AC/Refrigeration	11	0	0	67
Alcohol/Drug Rehab	10	2	20	60
Auto Body	11	2	18	42
Auto Mechanics	12	2	17	50
Carpentry	67	53	79	57
Civil Engineering	14	9	64	56
Chemical Lab Tech	7	1	14	13
Clerical Tech	5	5	100	79
Computer Tech	20	8	40	13
Cosmetology	20	3	15	9
Elec. Eng. Tech.	15	2	13	28
Electricity	12	1	8	30
Emergency Med. Ser	8	0	8	13
Furniture Refinish.	8	4	50	46
Industrial Maint.	11	1	9	0
Building/Apt. Maint.	6	6	100	86
JC Carpentry	4	4	100	80
JC Computer	3	2	67	100
JC Nurs Asst	6	5	83	100

PROGRAM COMPLETION DATA FOR STUDENTS ENROLLED IN APPLIED SCIENCE DEGREE AND CERTIFICATE PROGRAMS				
Summer/Fall IPEDS Graduate Rate Survey Cohort of First-Time, Full-Time Students (Program Completion Data Through Summer, 2003)				
Program	Number in 2001 Cohort	Graduates in 2001 Cohort	Completion % For 2001 Cohort	Comparative Completion % for 2000 Cohort
Machine Tool	7	1	14	20
Masonry	7	2	29	60
Mech. Design	7	2	29	50
Medical Sec	9	2	22	11
Medical Trans	4	3	75	-
Nursing-RN	32	0	0	20
Office Admin	3	0	0	50
Paralegal	9	0	0	100
Practical Nursing	8	4	50	30
Radiologic Tech	14	1	7	5
Realtor Reporting	5	0	0	25
Small Eng. Repair	26	13	50	100
Social Work	3	0	0	0
Telecommunications	11	1	9	27
Upholstery	11	5	45	100
Welding	28	1	4	25
Totals	434	145	33%	36%

Note: Time frame for reporting is 2 years. Under IPEDS guidelines, 150% of time required for graduation is basis of analysis.

For purposes of comparisons, presented below is the IPEDS Graduation Rate Survey completer percentages for all students in the Summer/Fall Cohorts of 1996 through 1999.

May 2003 IPEDS Graduation Rate Survey Report					
Four-Year Average Completer and Transfer Rates					
Reported below are the program completion and transfer out rates for the Summer/Fall Cohorts of full-time, first-time freshmen who are degree or certificate-seeking students. Students completing their programs within 150% of the normal completion time are counted as completers. Students who transfer to other colleges within 150% of the completion time but do not graduate from Gadsden State are counted as transfers.					
	1996	1997	1998	1999	4-Year Totals
Total in Cohort	804	1093	979	798	3674
Total Completers	116	176	211	142	645
Total Transfers	98	103	211	241	653
Annual Completion Percentage	14.4	16.1	21.6	17.8	--
Annual Transfer Percentage	12.2	9.42	21.6	30.2	--
4-Year Average Completion Rate					17.6%
4-Year Average Transfer Rate					17.8%

An "Alternate Completer" is a student who completed a significant number of credits in his/her program and was employed full-time in his/her field of study without earning an academic award. Presented below are alternate completers by program for 2002-2003. These students were not necessarily a part of the IPEDS GRS Cohorts described above.

**Report of Alternate Completers
2002-2003**

Program	Number of Alternate Completers
Air Conditioning/Refrigeration	14
Auto Body	10
Carpentry	5
Civil Engineering	8
Clinical Lab Technology	1
Computer Science Technology	8
Cosmetology	11
Court Reporting/RealTime	7
Early Childhood	18
Electricity	17
Electronics	12
Emergency Medical Services	25
Industrial Maintenance	7
Licensed Practical Nursing	3
Machine Tool	13
Marketing Management	5
Mechanical Design	6
Office Administration*	20
Paralegal	4
Radiology	13
Registered Nursing	3
Telecommunications	5
Upholstery	1
Welding	8
*Includes Legal Secretary, Medical Secretary, Medical Transcriptionist, Office Administration, Secretarial Science Technology, Word Processing Specialist	

Although not identified as a performance measure for Institutional Goal #3, another valuable assessment measurement regarding institutional effectiveness is the performance of graduates in health sciences on licensure/certification exams. Outlined below are the certification exam test scores for 2001-2002 and 2002-2003.

PROGRAM	YEAR	PASS RATE
Registered Nursing	2001-2002	93%
	2002-2003	96%
Emergency Medical Service-Paramedic	2001-2002	59%
	2002-2003	59%
Practical Nursing	2001-2002	70%
	2002-2003	96%
Radiologic Technology	2001-2002	100%
	2002-2003	96%
Clinical Laboratory Science	2001-2002	93%
	2002-2003	100%

There were 81 employers who responded to the 2002 Graduates Employer Survey. The results of the Employer Survey are attached. The results clearly indicate a favorable evaluation of training provided to graduates. Item #4 on page 2 of the survey addresses the performance measure for Institutional Goal #3.

Thirty-two or 40% of employers gave an "excellent" overall rating to training provided at GSCC. Twenty-six employees or 32% assigned a "good" rating to employee training provided by the College. Only 8% assigned "fair" or "poor" ratings. Twenty percent of respondents omitted this item.

PLACEMENT SUMMARY

Source: 2002 Graduate Survey

Major	# Surveyed	# Responding	% Responding	Employed						Unemployed							
				In-Field/Related		Unrelated Field		Military		Total # Employed		Not Seeking Work		Seeking Work			
				#	%	#	%	#	%	#	%	#	%	#	%		
Air-Cond./Refrigeration	7	7	100%	4	57.1%	1	14.3%	-	-	-	-	5	71.4%	2	28.6%	-	-
Auto Mechanics	11	10	91%	8	80.0%	1	10.0%	-	-	-	-	9	90.0%	1	10.0%	-	-
Business Administration	37	32	86%	18	56.3%	6	18.8%	-	-	-	-	24	75.0%	7	21.9%	1	3.1%
Carpentry	82	48	59%	12	25.0%	7	14.6%	-	-	-	-	19	39.6%	16	33.3%	13	27.1%
Civil Engineering Tech	8	8	100%	6	75.0%	2	25.0%	-	-	-	-	8	100.0%	-	-	-	-
Clinical Lab Tech	11	11	100%	9	81.8%	1	9.1%	-	-	-	-	10	90.9%	1	9.1%	-	-
Computer Science	4	4	100%	0	0.0%	2	50.0%	-	-	-	-	2	50.0%	1	25.0%	1	25.0%
Computer Science Technology	17	16	94%	10	62.5%	3	18.8%	-	-	-	-	13	81.3%	1	6.3%	2	12.5%
Cosmetology	10	8	80%	6	75.0%	1	12.5%	-	-	-	-	7	87.5%	1	12.5%	-	-
Criminal Justice	6	5	83%	2	40.0%	2	40.0%	-	-	-	-	4	80.0%	-	-	1	20.0%
Early Childhood Education	9	8	89%	6	75.0%	-	-	-	-	-	-	6	75.0%	1	12.5%	1	12.5%
Electrical Technology	20	20	100%	17	85.0%	1	5.0%	-	-	-	-	18	90.0%	1	5.0%	1	5.0%
Electronic Engineering Tech.	19	19	100%	8	42.1%	9	47.4%	-	-	-	-	17	89.5%	2	10.5%	-	-
*General Course (Transfer)	56	40	71%	5	12.5%	17	42.5%	-	-	-	-	22	55.0%	12	30.0%	3	7.5%
Human Services	10	9	90%	5	55.6%	2	22.2%	-	-	-	-	7	77.8%	1	11.1%	1	11.1%
Industrial Maintenance	9	9	100%	6	66.7%	2	22.2%	-	-	-	-	8	88.9%	1	11.1%	-	-
Licensed Practical Nursing	40	33	83%	28	84.8%	2	6.1%	-	-	-	-	30	90.9%	1	3.0%	1	3.0%
Marketing Management	8	7	88%	2	28.6%	3	42.9%	-	-	-	-	5	71.4%	2	28.6%	-	-
Mechanical Design Tech.	11	11	100%	5	45.5%	2	18.2%	1	9.09%	-	-	8	72.7%	-	-	3	27.3%
**Miscellaneous Tech.	15	14	93%	12	85.7%	-	-	-	-	-	-	12	85.7%	2	14.3%	-	-
***Office Administration	33	29	88%	15	51.7%	9	31.0%	-	-	-	-	24	82.8%	2	6.9%	3	10.3%
Paralegal	13	12	92%	8	66.7%	2	16.7%	-	-	-	-	10	83.3%	2	16.7%	-	-
Radiologic Technology	24	24	100%	23	95.8%	-	-	-	-	-	-	23	95.8%	-	-	1	4.2%
Registered Nursing	46	46	100%	44	95.7%	0	0.0%	-	-	-	-	44	95.7%	2	4.3%	-	-
Small Engine Repair	18	8	44%	0	0.0%	3	37.5%	-	-	-	-	3	37.5%	3	37.5%	2	25.0%
Telecommunications	6	6	100%	2	33.3%	3	50.0%	-	-	-	-	5	83.3%	-	-	1	16.7%
Upholstery	10	7	70%	4	57.1%	-	-	-	-	-	-	4	57.1%	2	28.6%	1	14.3%
TOTALS	540	451	84%	265	58.8%	81	18.0%	1	0.2%	1	0.2%	347	76.9%	64	14.2%	36	8.0%

NOTE: Technical summaries include AAS and Certificate programs.

* Includes all General Course graduates as well as A.S. Degree programs with fewer than 4 respondents.

** Includes Technical/Two-Year degree programs with fewer than 4 respondents.

***Includes Legal/Medical Secretary, Medical Transcription, Office Administration, Secretarial Science, and Word Processing certificates and degrees.

GADSDEN STATE COMMUNITY COLLEGE

2002 Graduates - Employer Survey

81 Respondents

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

Choice	Percent
1 He/she is a current employee.	63%
2 He/she is a former employee.	27%
3 He/she has never been employed by this company	0%
Omits	10%
Multi-Marked	0%

2. The job assignment of this employee is

Choice	Percent
1 in his/her field of study	72%
2 not in his/her field of study but is closely related	10%
3 in an unrelated field	1%
Omits	17%
Multi-Marked	0%

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

A. Written communication skills

Choice	Percent
1 Excellent	48%
2 Good	32%
3 Fair	10%
4 Poor	2%
5 No Opinion	4%
Omits	4%
Multi-Marked	0%

B. Oral communication skills

Choice	Percent
1 Excellent	44%
2 Good	36%
3 Fair	12%
4 Poor	1%
5 No Opinion	1%
Omits	5%
Multi-Marked	0%

C. Math Skills

Choice	Percent
1 Excellent	36%
2 Good	30%
3 Fair	12%
4 Poor	0%
5 No Opinion	15%
Omits	7%
Multi-Marked	0%

D. Computer Skills

Choice	Percent
1 Excellent	36%
2 Good	35%
3 Fair	6%
4 Poor	1%
5 No Opinion	15%
Omits	7%
Multi-Marked	0%

E. Technical Knowledge

Choice	Percent
1 Excellent	46%
2 Good	36%
3 Fair	9%
4 Poor	2%
5 No Opinion	2%
Omits	5%
Multi-Marked	0%

F. Expertise in equipment operations

Choice	Percent
1 Excellent	36%
2 Good	37%
3 Fair	9%
4 Poor	4%
5 No Opinion	7%
Omits	7%
Multi-Marked	0%

GADSDEN STATE COMMUNITY COLLEGE 2002 Graduates - Employer Survey

81 Respondents

G. Problem solving skills

Choice		Percent
1	Excellent	38%
2	Good	40%
3	Fair	9%
4	Poor	6%
5	No Opinion	2%
	Omits	5%
	Multi-Marked	0%

H. Human relation skills

Choice		Percent
1	Excellent	42%
2	Good	37%
3	Fair	6%
4	Poor	7%
5	No Opinion	1%
	Omits	6%
	Multi-Marked	0%

I. Ability to follow directions

Choice		Percent
1	Excellent	49%
2	Good	33%
3	Fair	10%
4	Poor	2%
5	No Opinion	0%
	Omits	5%
	Multi-Marked	0%

J. Work Quality

Choice		Percent
1	Excellent	53%
2	Good	30%
3	Fair	4%
4	Poor	9%
5	No Opinion	0%
	Omits	5%
	Multi-Marked	0%

K. Quantity of work

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

L. Work attitude

Choice		Percent
1	Excellent	51%
2	Good	27%
3	Fair	9%
4	Poor	6%
5	No Opinion	0%
	Omits	7%
	Multi-Marked	0%

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

Choice		Percent
1	Excellent	40%
2	Good	32%
3	Fair	7%
4	Poor	1%
	Omits	20%
	Multi-Marked	0%

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

Choice		Percent
1	Excellent	43%
2	Good	37%
3	Fair	14%
4	Poor	2%
	Omits	4%
	Multi-Marked	0%

GADSDEN STATE COMMUNITY COLLEGE

2002 Graduates - Employer Survey

81 Respondents

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

Choice		Percent
1	Yes	35%
2	No	37%
3	No basis for opinion	21%
	Omits	7%
	Multi-Marked	0%

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

Choice		Percent
1	The Gadsden State graduate is better prepared	38%
2	Employees trained elsewhere are better prepared	4%
3	There is no significant difference in preparation	20%
4	No basis for comparison	36%
	Omits	2%
	Multi-Marked	0%

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

Choice		Percent
1	Under \$10,000	2%
2	\$10,000-15,000	10%
3	\$15,000-20,000	36%
4	Over \$20,000	47%
	Omits	5%
	Multi-Marked	0%

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

Choice		Percent
1	Yes	86%
2	No	0%
3	No basis for opinion	9%
	Omits	5%
	Multi-Marked	0%

Goal #4 -To provide continuing education and personal enrichment opportunities that support life-long learning and the civic, social, and cultural quality of life.

Measure -Number of continuing education and personal enrichment opportunities that support life-long learning and the civic, social, and cultural quality of life

Measure -Number of students who participated in continuing education and personal enrichment programs

During 2002-2003 a total of 1,067 adults attended continuing education/community service classes at the College. This number is exclusive of students enrolled in non-credit courses in Adult Education Skills Training, and Training for Business and Industry. There were 104 classes taught in continuing education/community services for adults in 2002-2003. The number of adults taught and classes scheduled for adults increased by 5% during 2002-2003. Nine new courses for 120 students were taught at the Anniston and Cherokee County Centers. For children there were 60 "Kid's College" classes that were taught for 150 children. This number represents an approximate decline in participants of 5%.

Goal #5 -To provide business and industry training that meets employer needs.

Measure -Number of employers served, courses provided, and students attending training programs

Measure -Percentage of overall favorable ratings of the training programs as revealed on the employer response forms

Presented below is a summary of Training for Business and Industry Activity for 2002-2003.

• Number of employers for whom training classes were provided	131
• Number of different courses provided	101
• Number of classes conducted	332
• Number of employees enrolled	3579

The activity described represents the following increase in business training activity from 2001-2002 to 2002-2003.

• Employers served:	58% increase
• Difference courses provided:	No Change
• Class conducted:	188% increase
• Employees served:	120% increase

The Training for Business and Industry Survey for 2002-2003 had not been completed at the time of report preparation. However, the results of the October 31, 2002, Training for Business and Industry Survey reflected the following:

- 99% of respondents agreed that training programs offered to business and industry were adequate to meet current industry needs.
- 93% of respondents agreed that Gadsden State has demonstrated a commitment to serve the business community.

Goal #6 -To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals.

Measure -Percentage of students who give favorable evaluation ratings in assessment surveys for instructional and support services

Measure -Number of students who are served through and participate in student support service programs

As indicated in the summary of the 2003 Student Services and Facilities Survey that is attached, favorable student evaluations were given to student support services' functions. Listed below are student service functions with the percentage of student assessments that students "strongly agree" or "agree" as being satisfactory.

	<u>2002-03 Survey</u>	<u>2001-02 Survey</u>
• Admissions-----	87% favorable	61% favorable
• Placement Testing-----	76% favorable	62% favorable
• On-site Registration-----	75% favorable	63% favorable
• Internet Registration-----	79% favorable	74% favorable

There were no significant negative assessments by students regarding student services. The following functions were assigned favorable ratings but with high "No Opinion" responses:

Student Service	Favorable	No Opinion
Student Orientation	43%	49%
Telephone Registration	51%	45%
Scholarship Office	53%	38%
Financial Aid	46%	40%
Career Planning	57%	32%
Job Placement	48%	49%
Academic Advising	50%	43%
Personal Counseling	32%	61%
Student Leadership	45%	48%
Student Activities	59%	33%

During 2002-2003, not including admissions and registration, there were 27,077 student contacts reported by student services staff members as compared to 25,817 in 2001-2002.

GSCC - Combined Campus Report

128 Respondents
08/26/2003 3:00:09 PM

GADSDEN STATE COMMUNITY COLLEGE Student Services & Facilities Survey

1. The admission procedure was easy to follow.

Choice	Count	Percent
1 Strongly Agree	58	45%
2 Agree	63	49%
3 Disagree	3	2%
4 Strongly Disagree	2	2%
5 No Opinion	2	2%
Omits	0	0%
Multi-Marked	0	0%
Mean	2.65	

2. Services provided by the Admissions/Success Center were satisfactory.

Choice	Count	Percent
1 Strongly Agree	52	41%
2 Agree	65	51%
3 Disagree	7	5%
4 Strongly Disagree	0	0%
5 No Opinion	3	2%
Omits	1	1%
Multi-Marked	0	0%
Mean	2.2	

3. The procedures for placement testing were satisfactory.

Choice	Count	Percent
1 Strongly Agree	41	32%
2 Agree	53	41%
3 Disagree	5	4%
4 Strongly Disagree	1	1%
5 No Opinion	25	20%
Omits	2	2%
Multi-Marked	1	1%
Mean	2.3	

4. The placement testing environment was satisfactory.

Choice	Count	Percent
1 Strongly Agree	40	31%
2 Agree	47	37%
3 Disagree	2	2%
4 Strongly Disagree	3	2%
5 No Opinion	33	26%
Omits	2	2%
Multi-Marked	1	1%
Mean	2.2	

5. Student orientation was helpful to me.

Choice	Count	Percent
1 Strongly Agree	25	20%
2 Agree	27	21%
3 Disagree	5	4%
4 Strongly Disagree	2	2%
5 No Opinion	67	52%
Omits	2	2%
Multi-Marked	0	0%
Mean	2.57	

6. The on-site registration procedure is easy to follow.

Choice	Count	Percent
1 Strongly Agree	48	38%
2 Agree	43	34%
3 Disagree	7	5%
4 Strongly Disagree	1	1%
5 No Opinion	27	21%
Omits	2	2%
Multi-Marked	0	0%
Mean	2.55	

7. The telephone registration procedure is easy to follow.

Choice	Count	Percent
1 Strongly Agree	33	26%
2 Agree	25	20%
3 Disagree	2	2%
4 Strongly Disagree	1	1%
5 No Opinion	64	50%
Omits	2	2%
Multi-Marked	1	1%
Mean	2.30	

8. The internet registration procedure is easy to follow.

Choice	Count	Percent
1 Strongly Agree	62	48%
2 Agree	38	30%
3 Disagree	5	4%
4 Strongly Disagree	0	0%
5 No Opinion	18	14%
Omits	5	4%
Multi-Marked	0	0%
Mean	2.08	

GSCC - Combined Campus Report

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9. The service and information provided by the Financial Aid Office are satisfactory.

Choice	Count	Percent
1 Strongly Agree	27	21%
2 Agree	27	21%
3 Disagree	9	7%
4 Strongly Disagree	3	2%
5 No Opinion	61	48%
Omits	1	1%
Multi-Marked	0	0%
Mean	3.35	

10. Services for vocational guidance/career planning provided by The Career Center are satisfactory.

Choice	Count	Percent
1 Strongly Agree	37	29%
2 Agree	37	29%
3 Disagree	9	7%
4 Strongly Disagree	4	3%
5 No Opinion	40	31%
Omits	1	1%
Multi-Marked	0	0%
Mean	2.79	

11. Academic advising services on campus are satisfactory.

Choice	Count	Percent
1 Strongly Agree	27	21%
2 Agree	23	18%
3 Disagree	3	2%
4 Strongly Disagree	3	2%
5 No Opinion	70	55%
Omits	2	2%
Multi-Marked	0	0%
Mean	2.52	

12. Personal counseling services on campus are satisfactory.

Choice	Count	Percent
1 Strongly Agree	14	11%
2 Agree	15	12%
3 Disagree	2	2%
4 Strongly Disagree	3	2%
5 No Opinion	89	70%
Omits	5	4%
Multi-Marked	0	0%
Mean	2.2	

13. College-sponsored social activities are satisfactory.

Choice	Count	Percent
1 Strongly Agree	40	31%
2 Agree	41	32%
3 Disagree	7	5%
4 Strongly Disagree	2	2%
5 No Opinion	35	27%
Omits	3	2%
Multi-Marked	0	0%
Mean	2.6	

14. Opportunities for cultural growth sponsored by the College are satisfactory.

Choice	Count	Percent
1 Strongly Agree	24	19%
2 Agree	25	20%
3 Disagree	3	2%
4 Strongly Disagree	7	5%
5 No Opinion	66	52%
Omits	3	2%
Multi-Marked	0	0%
Mean	3.33	

15. Opportunities for personal involvement and leadership in college activities are satisfactory.

Choice	Count	Percent
1 Strongly Agree	24	19%
2 Agree	27	21%
3 Disagree	7	5%
4 Strongly Disagree	1	1%
5 No Opinion	67	52%
Omits	2	2%
Multi-Marked	0	0%
Mean	2.6	

16. The rules governing student conduct are satisfactory.

Choice	Count	Percent
1 Strongly Agree	29	23%
2 Agree	30	23%
3 Disagree	7	5%
4 Strongly Disagree	1	1%
5 No Opinion	61	48%
Omits	0	0%
Multi-Marked	0	0%
Mean	2.2	

GSCC - Combined Campus Report

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17. Personal safety/security at this College is satisfactory.

Choice	Count	Percent
1 Strongly Agree	27	21%
2 Agree	34	27%
3 Disagree	6	5%
4 Strongly Disagree	1	1%
5 No Opinion	59	46%
Omits	1	1%
Multi-Marked	0	0%
Mean	2.24	

18. The classroom environment is adequate with regard to lighting.

Choice	Count	Percent
1 Strongly Agree	45	35%
2 Agree	55	43%
3 Disagree	4	3%
4 Strongly Disagree	0	0%
5 No Opinion	21	16%
Omits	3	2%
Multi-Marked	0	0%
Mean	2.18	

19. The classroom environment is satisfactory with regard to temperature.

Choice	Count	Percent
1 Strongly Agree	55	43%
2 Agree	55	43%
3 Disagree	4	3%
4 Strongly Disagree	5	4%
5 No Opinion	7	5%
Omits	2	2%
Multi-Marked	0	0%
Mean		

20. The classroom environment is satisfactory with regard to desk size and comfort.

Choice	Count	Percent
1 Strongly Agree	57	45%
2 Agree	54	42%
3 Disagree	9	7%
4 Strongly Disagree	3	2%
5 No Opinion	4	3%
Omits	1	1%
Multi-Marked	0	0%
Mean	1.6	

21. The classroom environment is satisfactory with regard to noise control.

Choice	Count	Percent
1 Strongly Agree	41	32%
2 Agree	38	30%
3 Disagree	23	18%
4 Strongly Disagree	21	16%
5 No Opinion	5	4%
Omits	0	0%
Multi-Marked	0	0%
Mean	2.0	

22. There is adequate parking available on campus.

Choice	Count	Percent
1 Strongly Agree	43	34%
2 Agree	54	42%
3 Disagree	12	9%
4 Strongly Disagree	14	11%
5 No Opinion	4	3%
Omits	0	0%
Multi-Marked	1	1%
Mean	2.07	

23. The lighting outside of the buildings is adequate.

Choice	Count	Percent
1 Strongly Agree	47	37%
2 Agree	55	43%
3 Disagree	11	9%
4 Strongly Disagree	10	8%
5 No Opinion	3	2%
Omits	1	1%
Multi-Marked	1	1%
Mean		

24. The lighting in the parking lot is adequate.

Choice	Count	Percent
1 Strongly Agree	31	24%
2 Agree	44	34%
3 Disagree	19	15%
4 Strongly Disagree	28	22%
5 No Opinion	6	5%
Omits	0	0%
Multi-Marked	0	0%
Mean	2.5	

GSCC - Combined Campus Report

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25. The number of bathrooms are adequate.

Choice	Count	Percent
1 Strongly Agree	29	23%
2 Agree	51	40%
3 Disagree	14	11%
4 Strongly Disagree	10	8%
5 No Opinion	23	18%
Omits	1	1%
Multi-Marked	0	0%
Mean	2.58	

26. The condition of bathrooms is satisfactory.

Choice	Count	Percent
1 Strongly Agree	29	23%
2 Agree	46	36%
3 Disagree	21	16%
4 Strongly Disagree	22	17%
5 No Opinion	8	6%
Omits	2	2%
Multi-Marked	0	0%
Mean	2.48	

27. College facilities provide accessibility to disabled students.

Choice	Count	Percent
1 Strongly Agree	29	23%
2 Agree	47	37%
3 Disagree	6	5%
4 Strongly Disagree	3	2%
5 No Opinion	42	33%
Omits	1	1%
Multi-Marked	0	0%
Mean	2.36	

28. College facilities are clean and well-maintained.

Choice	Count	Percent
1 Strongly Agree	38	30%
2 Agree	53	41%
3 Disagree	15	12%
4 Strongly Disagree	15	12%
5 No Opinion	7	5%
Omits	0	0%
Multi-Marked	0	0%
Mean	2.22	

29. Recreational facilities are adequate and accessible for student use.

Choice	Count	Percent
1 Strongly Agree	26	20%
2 Agree	37	29%
3 Disagree	7	5%
4 Strongly Disagree	7	5%
5 No Opinion	49	38%
Omits	2	2%
Multi-Marked	0	0%
Mean	2.35	

- Goal #7** -To establish and maintain partnerships to respond to the needs of special populations within the community.
- Measure** -Number of partnerships with community entities that are designed to deliver educational options and supportive services
- Measure** -Number of agencies who give favorable survey responses to college efforts in providing educational support services

Listed below are the College partnerships with community entities that were created or maintained in 2002-2003 to deliver educational options and supportive services to community populations.

- | | |
|--|---------------------------------------|
| Alabama Department of Rehabilitation | *Habitat for Humanity |
| *American Red Cross | Head Start |
| Attalla City School System | *Homebuyers Association |
| Bevill Center for Manufacturing Technology | Industrial Development Authority |
| Boys and Girls Club of Northeast Alabama | Jackson Development Authority |
| Chamber of Commerce | Jacksonville State University |
| Cherokee County School System | Marshall County Medical Center |
| Council on Aging | *Master Gardeners Association |
| Dekalb County School System | Mountain View Hospital |
| East Alabama Regional Planning and Development | Pell City Humane Society |
| Economic Development Partnership of Alabama | *Quality of Life Health Service, Inc. |
| Etowah Baptist Mission Center | Riverview Regional Hospital |
| Etowah County School System | Senior Citizens Ctr.(Jacksonville,AL) |
| Etowah County Sheriff Department | Smeltzer Education Center |
| Etowah Pregnancy Testing Center | The Bridge, Inc. |
| Even Start | Thirteenth Place, Inc. |
| Family Success Center | United Way |
| Fort Payne City School System | Women's Healthcare Professionals |
| Gadsden City Police Department | YMCA |
| Gadsden City School System | *New Agency affiliates for 2002-2003 |
| Gadsden Water Works & Sewer Board | |

The number of partnership affiliations for 2002-2003 was 40.

**EDUCATIONAL
PROGRAMS**

**2002-2003
UNIT EVALUATIONS**

2002-2003 Program/Area Evaluations

Organizational Unit: Clinical Laboratory Technology Program
Person Responsible: Connie Meloun/Sunita Graves
Date Submitted: August 21, 2003

Part I

Statement of Goal # 1

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

Evaluation Method for Goal # 1

- A. Clinical Technical Component Grades:** 85% of students will score 80% or higher on the technical component grade of each technical area of the laboratory.
- B. Employer Survey:**
- C. Institutional Graduate Survey**

Evaluation Findings for Goal # 1:

- A.** Statistical evaluation of the clinical technical grade reveals that 100 % of the students scored 80% or higher in the Chemistry, Microbiology, VP and Hematology areas, while 15% of the students scored below 80% in the blood bank area of the laboratory.
- B.** Review of the employer surveys of the graduates of the program has led to the conclusion that employers are very satisfied with the GSCC CLT graduates. Verbal communication with the laboratory managers has also reaffirmed this finding.

Remedial Action:

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

Statement of Goal # 2

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

Evaluation Method for Goal # 2

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

Evaluation Findings for Goal # 2

A total of 46 students have been enrolled in the CLT program during the 2002-2003 academic years. Nine of these students are no longer in the program. 6 students withdrew from the program for personal reasons. 1 student did not return to the program because of personal problems. 1 student withdrew due to poor grades. Another student received "F"s in 2 CLT courses as she failed to take her final exams. Every attempt was made to contact this student with no response from the student. Attrition due to failure is 2% which is below the benchmark.

Remedial Action:

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

Statement of Goal # 3

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

Evaluation Method for Goal # 3

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

B. Course Evaluations

Evaluation Findings for Goal # 3

A. This evaluation method has just been introduced. During the 2002-2003 academic year all CLT courses had a completion rate better than 80%, except for CLT 131 and 181 that had a completion rate of 79%. One student did not take their final exam in both these courses and had an "I" in both courses. If that student was not included, the completion rate for those courses would be 81%.

B. Course summary evaluations reveal that over 80% of the students are satisfied with the CLT courses evaluated during the 2002-2003 academic year.

Remedial Action:

Every effort has been made and will continue to help students succeed in their courses. Board scores have improved recently and students are doing better in their courses, because of the increased use of software programs in the computer labs on campus and access to a licensed internet program subscribed to by the college.

Statement of Goal # 4

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

Evaluation Method for Goal # 4

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

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

Evaluation Findings for Goal # 4

A. Thirteen (13) students graduated from the CLT program in 2002-2003. Twelve of these graduates have taken their Board exams and have passed the exams. Pass Rate is 100 %. The last graduate will be taking the Board exams within the next 3-4 weeks. The CLT program is pleased to announce that the highest Board score (820) in the history of this program was scored during this academic year. Less than 0.5 % of the first timers score in this range. The maximum possible Board score is 1100.

4 of the thirteen graduates took their Board exams during the January-March 2003 testing cycle. Review of the Board of Registry Program Performance Report Summary reveals that the GSCC CLT program means scaled score was 591 as compared to the National score of 479. The mean scaled scores by subtest (area) showed that the program subtest scores were higher than the national scores in all areas.

The Board of Registry Program Performance Report Summary for the July-September 2003 cycle for the remaining 9 graduates will not be available until October 2003, at which time an update will be sent to Ms. Connie Meloun.

Remedial Action:

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

Statement of Goal # 5

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

Evaluation Method for Goal # 5

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

Evaluation Findings for Goal # 5

Twelve of the thirteen CLT 2002-2003 graduates are working currently in doctors' offices, hospital laboratories and emergency clinics. The last non-working graduate just graduated from the program, has a 4-month old baby and is actively seeking employment opportunities in the Birmingham area. The placement rate for this year is 92% which is above the benchmark for this objective.

Remedial Action:

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

Part II

Objective # 1: to provide the CLT students with daily and easy accessibility to computers and Software, in order to teach new concepts, instrumentation etc. and to improve their Board scores

	Proposed Completion	Date Completed
Strategic Plan # 1:		
Purchase software		
1.1 Communicate with other program directors to determine the best Software available in this field.	<u>July 03</u>	<u>July 03</u>
1.2 Work with the other CLT faculty to evaluate resources available through the Internet.	<u>July 03</u>	<u>July 03</u>
		This effort is on-going
1.3 Purchase the license to use Internet available software (allows use by both students and faculty)	<u>July 03</u>	<u>Sept 02</u>

Objective # 2: to get input from the CLT graduates to improve the program.

Strategic Initiatives for Objective # 2:

Send out surveys to the CLT graduates within 3-6 months post graduation.

1.1 Develop a program graduate survey form.	<u>July 02</u>	<u>Aug. 02</u>
1.2 Send out graduate survey forms to graduates over the past two years and to new graduates.	<u>July 03</u>	<u>July 03 & Being continued</u>

Objective # 3: To provide students with the most current CLT information available.

Strategic Initiatives for Objective # 3: Faculty should be active in continuing education.

1.1 Faculty should attend professional seminars at the local and state levels.	<u>July 03</u>	<u>July 03</u>
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Evaluation: One of the CLT faculties was able to attend two seminars toward the end of the academic. Greater effort will be made to assure that all CLT faculty members attend professional seminars during the 2003-04 academic years.

1.2 Recruit CLT professionals to share their expertise with the students and faculty.	<u>July 03</u>	<u>Not Met</u>
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Evaluation: The program director has been in contact with several professionals, but was unable to schedule any meetings due to time restraints. Every effort is being made to expose students to the concept of continuing education. At the present time a visit to the Red Cross in Birmingham is being planned.

2002-2003 Program/Area Evaluations

Organizational Unit: Correctional Education, St. Clair

Person Responsible: Keith Vaughn

Date Submitted: August 19, 2003

Statement of Standing Goal #1:

To educate prisoners in vocational trades to meet the apprentice requirements for employment.

Evaluation Method for Goal #1:

- A.) All vocational programs at the St. Clair campus will maintain at least seventy-five (75) percent graduation rate each year.
- B.) Each student must complete seventy-five (75) percent of all construction tasks in a hands-on environment.

Evaluation Findings for Goal #1:

Each program at St. Clair met or exceeded this seventy-five (75) percent rate.

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

None noted.

2002-2003 Program/Area Evaluations

Organizational Unit: Correctional Education, St. Clair

Person Responsible: Keith Vaughn

Date Submitted: August 19, 2003

Statement of Standing Goal #2:

To update and construct a more comprehensive computer lab.

Evaluation Method for Goal #2:

Survey industry and business needs for up to date revisions no less than once per year.

Evaluation Findings for Goal #2:

Software was updated during the school year 2002-2003. Survey indicated that yearly revisions were sufficient.

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

The weakness for this standing goal is yearly budget for obtaining yearly updates. The remedial action to correct this problem would be to add a budget just for software updates and ensure sufficient funds are placed in it.

2002-2003 Program/Area Evaluations

Organizational Unit: Correctional Education, St. Clair

Person Responsible: Keith Vaughn

Date Submitted: August 19, 2003

Statement of Standing Goal #3:

To maintain recruitment of students.

Evaluation Method for Goal #3:

Each class shall have no less than twelve (12) students.

Evaluation Findings for Goal #3:

Each program at St. Clair met or exceeded this twelve (12) student per class rate.

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

None noted.

2002-2003 Program/Area Evaluations

Organizational Unit: Correctional Education, St. Clair

Person Responsible: Keith Vaughn

Date Submitted: August 19, 2003

Statement of Standing Goal #4:

To help students develop math and communication skills required in all trades.

Evaluation Method for Goal #4:

Eighty (80) percent of all students would maintain at least a seventy (70) percent average in math and communication areas.

Evaluation Findings for Goal #4:

Each program at St. Clair met or exceeded this seventy (70) percent rate.

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

None noted.

2002-2003 Program/Area Evaluations

Organizational Unit: Correctional Education, St. Clair

Person Responsible: Keith Vaughn

Date Submitted: August 19, 2003

Statement of Standing Goal #5:

To maintain a retention rate of eighty (80) percent until students complete the required number of hours in all trade areas.

Evaluation Method for Goal #5:

Each trade will be monitored for graduation rate versus enrollment rate.

Evaluation Findings for Goal #5:

Most programs at St. Clair did not meet this goal.

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

The retention rate should be dropped from eighty (80) percent to sixty-five (65) percent.

2002-2003 Program/Area Evaluations

Organizational Unit: Correctional Education, St. Clair

Person Responsible: Keith Vaughn

Date Submitted: August 19, 2003

Statement of Standing Goal #6:

Stabilize pass rate of students who are enrolled in the ADL program who are candidates for the GED test in all areas.

Evaluation Method for Goal #6:

The passing rate of students taking the GED test will be compared to the GED tests of other students taking the GED test at other correctional campuses in Alabama.

Evaluation Findings for Goal #6:

The GED program at St. Clair was rated as the best in the state during the 2002-2003 school year.

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

None noted.

Program Area Evaluations for 2002-2003

Statement of 2002-2003 Objective #1:

Improve instructional programs.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
1.1 Provide PowerPoint training to all instructors	Oct 2002	Oct 2002
1.2 Purchase projectors and screens	Feb 2003	Feb 2003
1.3 Update software	Oct 2002	Dec 2002
Strategic Initiative #2 for Objective #1		
2.1 Survey Craft Committee for industry	Sept 2002	Sept 2002
2.2 Survey funds available	Oct 2002	Oct 2002
2.3 Consult textbooks publisher	Nov 2002	Nov 2002
2.4 Purchase textbooks	Jan 2003	Dec 2002

Program Area Evaluations for 2002-2003

Statement of 2002-2003 Objective #2:

Insure one-hundred (100) percent of students who fail the GED exam have weak areas identified for special training.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiative#1 for Objective #2:		
1.1 Separate failed student by subjects	Oct 2002	Oct 2002
1.2 Schedule class time tutoring sessions	30 days from test	Oct 2002
1.3 Retake pretest	every 30 days	Oct 2002
Strategic Initiative #2 for Objective #2:		
2.1 Install new software	Sept 2002	Oct 2002
2.2 Retrain tutors	Sept 2002	Sept 2002

Program Area Evaluations for 2002-2003

Statement of 2002-2003 Objective #3:

Insure shop safety program that provides a safe learning environment for students.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiative for Objective #3:		
1.1 Survey safety problems	Oct 2002	Oct 2002
1.2 Implement a shop safety committee of students and instructors	Sept 2002	Oct 2002
1.3 Have craft committee members and inspect each shop	Oct 2002	Mar 2003
1.4 Correct problems and post reminders in lab and work area.	Oct 2002	Nov 2002
1.5 Issue students safety equipment	Sept 2002	Sept 2002

Program Area Evaluations for 2002-2003

Statement of 2002-2003 Objective #4:

Improve communications with Department of Corrections (DOC).

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiative #1 for Objective #4:		
1.1 Improve working relationship with	Sept 2002	Sept 2002
1.2 Meet with board members every 90 days	Aug 2002	Aug 2002
1.3 Show need for referrals from board	Aug 2002	Aug 2002
1.4 Give them student feedback each semester	Oct 2002	Oct 2002 Feb 2003 June 2003
Strategic Initiative #2 for Objective #4:		
2.1 Communicate more effectively with warden/assistant warden	Sept 2002	Sept 2002
2.2 Meet with wardens every month	Sept 2002	Sept 2002
2.3 Meet with captains every month	Sept 2002	Sept 2002
2.4 Furnish wardens and captains feedback on student performance and Job Board each semester	Jan 2003	Jan 2003

2002 - 2003 PROGRAM/AREA EVALUATION

Organizational Unit: Distance Learning

Date: 8/20/03

Person Responsible: Jane Radcliffe

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PART I :

Statement of Standing Goal #1 :

To advertise our courses to the interested target markets and ensure that the general public is aware of the course offered through distance learning.

Evaluation Method for Goal #1:

Has GSCC advertised our distance learning courses to the interested target markets? Did we ensure that the general public is aware of the courses offered through distance learning?

Evaluation Findings for Goal #1:

Yes, GSCC advertised the distance learning online and video courses in the semester schedules each semester.

Jane Radcliffe personally visited the counselors at all the local high schools in the Etowah, St. Clair, and Cherokee counties. At these visits, the high school counselors were given information about dual enrollment and how GSCC will work with them to provide dual enrollment classes to their students. (See attached form.) Through the high school counselors, letters were sent to the parents of 10th, 11th, and incoming 12th graders explaining dual enrollment and what GSCC had to offer their students. Since only the schools in Etowah County had been contacted in the past, then this effort in advertising our dual enrollment program resulted in a 100% increase in advertising.

Dual enrollment courses were also advertised through a session on GSCC's Campus Clips and a radio interview conducted by Dave Fitz where Jane Radcliffe explained to the general public what dual enrollment is and the opportunities GSCC offers. This effort constitutes a 100% in advertising to the general public.

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

No deficiencies identified.

Statement of Standing Goal #2 :

To provide the level of instruction that is equal to traditional credit courses.

Evaluation Method for Goal #2:

Has GSCC accomplished the following goals?

- 1) Performance Measure #1 - 50% response from distance learning students will be received showing that they received the same level of services provided to traditional credit courses.
- 2) Performance Measure #2 - 10% more students will successfully complete distance learning courses this year.
- 3) Performance Measure #3 - Of the students who did not successfully complete distance learning courses, 25% will be counseled and advised so they will be successful in the future.

Evaluation Findings for Goal #2:

Unknown.

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

Procedures were outlined to SACS and given to the Distance Learning Committee to evaluate and design performance measures to provide this information. It is unknown if this has been done or not.

Statement of Standing Goal #3 :

To continue to evaluate the distance learning courses, including instructor evaluations by students, instructor evaluation by supervisor, method of delivery of courses, supporting services available to nontraditional students, and quality of instruction of nontraditional courses.

Evaluation Method for Goal #3:

Has GSCC accomplished the following goals:

- 1) Performance Measure #1 – 50% of instructor evaluations received from distance learning students will show favorable responses from students.
- 2) Performance Measure #2 – 100% of distance learning instructors will be evaluated by their supervisors.
- 3) Performance Measure #3 – 50% of the problems found as the result of the distance learning surveys concerning supporting services will be corrected.
- 4) Performance Measure #4 – 50% of the problems found as the result of the distance learning surveys concerning quality of instruction of nontraditional courses will be corrected.

Evaluation Findings for Goal #3:

Instructors evaluations were completed by the division chairs for those divisions, evaluations of distance learning instructors were completed by their supervisors, and problems found as a result of the surveys concerning supporting services and quality of instruction of nontraditional courses were corrected. The survey results and instructor evaluations are kept in the Human Resource office. The evaluation of these results were sent to the Dean of Instruction.

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

No deficiencies identified.

Statement of Standing Goal #4 :

To continue to target students who are a part of the Going-the-Distance program and provide advisement for these students.

Evaluation Method for Goal #4:

Has GSCC accomplished the following goals:

- 1) Performance Measure #1 – 100% of the Going-the-Distance students will be identified.
- 2) Performance Measure #2 – 75% of the Going-the-Distance students will be personally contacted and advised about the program.
- 3) Performance Measure #3 – 75% of the Going-the-Distance students will be advised as to their options and their graduation plans.

Evaluation Findings for Goal #4:

Yes, GSCC has completed the above goals.

Jane Radcliffe received a report from the Computer Center at the end of each semester showing the students who qualified to be a Going-the-Distance student. This report identified 100% of the Going-the-Distance students.

100% of the students identified was sent a letter by Jane Radcliffe informing them that they qualified to be a member of the Going-the-Distance program.

75% of the students identified were called by Jane Radcliffe and advised them about the program and their options concerning graduation. Of the students contacted, many had already graduated or transferred to a four year university.

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

100% of the students identified could not be contacted due to changes of address or changes in telephone numbers.
No remedial action suggested.

Statement of Standing Goal #5 :

To continue to work with PBS and the colleges that are members of the Alabama PBS Consortium.

Evaluation Method for Goal #5:

Has GSCC accomplished the following goals:

- 1) Performance Measure #1 – 80% of the Alabama colleges interested in the Alabama PBS Consortium are members.
- 2) Performance Measure #2 – 50% of the new opportunities and/or discounts have been received since the creation of the Alabama PBS Consortium.
- 3) Performance Measure #3 – 50% of other opportunities with other agencies presented are investigated.

Evaluation Findings for Goal #5:

100% of the Alabama colleges interested in the Alabama PBS Consortium are members.

100% of the new opportunities and discounts offered by PBS have been received by all the member colleges.

100% of the new opportunities with other agencies presented were investigated and offered to all the member colleges.

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

No deficiencies identified.

PART II:

Strategic Initiatives for Objective #1

	<u>Projected Date</u>	<u>Completed Date</u>
A. Objective #1: Meet with the Distance Learning Committee that evaluates video and Internet classes for content, level of instruction, and evaluation of effectiveness.		
1. Strategic Initiative #1 – Formulate plans to correct problems found by the committee.	10/2002	11/2002
2. Strategic Initiative #2 – Coordinate changes in textbooks, video tapes, etc. with PBS to correct any problems that have surfaced.	11/2002	Unknown
B. Objective #2: Meet with the Distance Learning committee that evaluates video and Internet classes for content, level of instruction, and evaluation of effectiveness.		
1. Strategic Initiative #1 – Formulate plans to correct problems found by committee.	10/2002	Unknown
2. Strategic Initiative #2 – Coordinate changes in textbooks, video tapes, etc., with PBS to correct any problems that have surfaced.	11/2002	11/2002 – 4/2003

C. **Objective #3:** Work with the nontraditional locations where dual enrollment and distance learning courses are taught to streamline the admissions, registration, payment, and textbook acquisition processes.

1. **Strategic Initiative #1 –**

Formulate a plan to streamline the admissions, registration, payment and textbook acquisition processes for dual enrollment and distance learning students.

10/2002 10/2002

2. **Strategic Initiative #2 –**

Provide this plan to all instructors, counselors, high school counselors, and advisors that work with dual enrollment and distance learning students.

11/2002 11/2002

3. **Strategic Initiative #3 –**

Call a meeting of the principals, counselors, and superintendents of the area schools to explain the dual enrollment process and provide them with the necessary forms required.

12/2002 11/2002–1/2003

4. **Strategic Initiative #4 –**

Coordinate the dual enrollment contacts through the Distance Learning Office.

9/2002 9/2002

D. **Objective #4:** Continue to evaluate the student services provided to Distance Learning students to find ways to enhance services and suggest improvements.

1. **Strategic Initiative #1 –**

From the results of the surveys, formulate plans with the help of the Student Services to correct problems found.

11/2002 Unknown

2. **Strategic Initiative #2 –**

From the evaluations of the Distance Learning Committee, formulate plans with the help of Student Services to correct any problems found.

12/2002 Unknown

PART III:

In the spaces below, list all deficiencies, problems, or weaknesses identified in the program evaluation, state what will be needed to address the problems, and project expenditures for the remedial actions.

Weaknesses, Deficiencies or Problems

Remedial Actions Needed

Estimated Costs

Goal #2 – Results Unknown

Goal #3 – Results Unknown

2002-2003 Program/Area Evaluations

Organizational Unit: Emergency Medical Services Program

Person Responsible: John E. Blue, II / Connie Meloun

Date Submitted: August 21, 2003

Part I

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

Evaluation Method for Goal #1: Survey of current students.

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

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

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

Evaluation Method for Goal #2: Accreditation has been maintained as evidenced by acceptance of Annual Report by CoAEMSP.

Evaluation Findings for Goal #2: The Annual Report is submitted each year that CoAEMSP does not visit the site. Acceptance of the Annual Report is evidence that accreditation has been maintained.

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

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

Evaluation Method for Goal #3: Survey of graduates of the EMS Program.

Evaluation Findings for Goal #3: 100% of the students surveyed either agreed or strongly agreed that the EMS Program faculty were "dedicated to learning and development, and were effective in their teaching/learning activities". Several new part time faculty members have been added during academic year 2002-2003.

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

2002-2003 Program/Area Evaluations

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

Evaluation Method for Goal #4: Analysis of students who completed requirements for a Paramedic certificate.

Evaluation Findings for Goal #4: 95.7% of the students initially enrolled in the Paramedic class of 2002-2003 completed the program and received their Paramedic certificate.

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

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

Evaluation Method for Goal #5: Survey of current students.

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

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

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

Evaluation Method for Goal #6: Analysis of National Registry Pass Rates as compared to previous classes.

Evaluation Findings for Goal #6: 59.1% of the students passed the National Registry Examination on the first attempt in 2002-2003. The class of 2001-2002 first time pass rate was 59.25%. The historic first time pass rate is 63.67%.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The weaknesses/deficiencies that are noted are the first time pass rate. The historic retest pass rate is 91.01%. The EMS Program is working to improve the first time pass rate. We are in the process of attempting to hire two additional full time faculty members and analyzing the new curriculum that is currently being taught but we have not yet had a graduating class test the new curriculum. After the next class graduates in December of 2003, we should have a better idea of remedial action to take.

2002-2003 Program/Area Evaluations
Page Three

Statement of Standing Goal #7: Insure that the Emergency Medical Services Program Advisory Committee convenes in the Fall/Spring or Summer Semester to provide a forum from the committees of interest for planning and evaluation.

Evaluation Method for Goal #7: Review of minutes for the Advisory Committee. The Committee last met in Summer Semester 2002.

Evaluation Findings for Goal #7: An Advisory Committee meeting will be set during Fall Semester 2003.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The weaknesses/deficiencies that are noted are that the Advisory Committee needs to meet. The Committee members are involved in the Program and are kept informed on a regular basis without a formal meeting being held.

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

Evaluation Method for Goal #8: Survey of faculty members to insure that they are involved in planning, evaluation and the CQI process.

Evaluation Findings for Goal #8: Formal surveys of the faculty were not conducted but each faculty member was asked to report weekly on student attendance, grades, program needs, equipment needs, and other problems or comments. All faculty members report weekly. The computer lab has been upgraded, the video library has been upgraded and equipment has been purchased , based on faulty recommendations.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted.

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

Evaluation Method for Goal #9: Review of meetings between the EMS Program Director and the Medical Director/Associate Medical Director as well as analysis of number of times the Medical Director/Associate Medical Director visited the campus and taught or observed classes.

Evaluation Findings for Goal #9: Formal meetings were not held with the Medical Director/Associate Medical Director but the EMS Program Director met with them a minimum of 24 times during this academic year and the Medical Director/Associate Medical Director visited the class a minimum of three times each semester.

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Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted.

PART II

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

Statement of 2002-2003 Objective #1: To produce a competent entry level paramedic.

Strategic Initiatives for Objective #1

Strategic Initiative #1: Students will demonstrate the ability to comprehend, analyze, and evaluate information relevant to their role as an entry level EMT-Paramedic.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Administer practical/written exams pertinent to the initiative	<u>05/08/03</u>	<u>05/08/03</u>
1.2 Analyze the practical/written exams pertinent to the initiative	<u>05/09/03</u>	<u>05/09/03</u>
1.3 Analyze the results of the National Registry in comparison to the practical/written exam given by the instructor	<u>06/30/03</u>	<u>07/30/03</u>
1.4 Analyze the results of the Employer Survey which is administered after program completion	<u>03/30/03</u>	<u>07/30/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Strategic Initiative #2: The student will demonstrate technical proficiency in all skills necessary to fulfill the role of entry level EMT-Paramedics.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
2.1 Administer practical exams pertinent to the initiative.	<u>05/08/03</u>	<u>05/08/03</u>
2.2 Analyze the practical exams pertinent to the initiative.	<u>05/09/03</u>	<u>05/09/03</u>
2.3 Analyze the results of the National Registry in comparison to the practical exam given by the instructor	<u>06/30/03</u>	<u>07/30/03</u>
2.4 Analyze the results of the Employer Survey which is administered after program completion	<u>07/30/03</u>	<u>07/30/03</u>

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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Strategic Initiative #3: The student will demonstrate personal behaviors consistent with professional and employer expectations for entry level EMT-Paramedics.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
3.1 Program faculty should evaluate student's personal behavior	<u>05/08/03</u>	<u>05/08/03</u>
3.2 Program administration should evaluate student's personal behavior	<u>05/09/03</u>	<u>05/09/03</u>
3.3 Analyze the results of the Employers Survey in comparison to the evaluations done by the instructor/administration	<u>07/30/03</u>	<u>07/03/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #2: Initiate capital improvements to Jarvis Hall.

Strategic Initiatives for Objective #2

Strategic Initiative #1: To renovate interior finishes in Jarvis Hall Level 300 consistent with improvements on Level 100 and 200.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Determine scope of improvements to be done	<u>03/31/03</u>	<u>03/31/03</u>
1.2 Determine if project to be bid or if it should be done internally	<u>04/30/03</u>	<u>04/30/03</u>
1.3 Do purchase order	<u>05/02/03</u>	<u>05/28/03</u>
1.4 Evaluate work for final payment	<u>07/31/03</u>	<u>06/24/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2002-2003 Program/Area Evaluations

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Statement of 2002-2003 Objective #3: Evaluate the current inventory control system for the EMS Program.

Strategic Initiatives for Objective #3

Strategic Initiative #1: Review and maintain our inventory control system consistent with college and State Board policies.

	Projected Completion Date	Actual Completion Date
1.1 Review current inventory system	<u>10/30/02</u>	<u>10/30/02</u>
1.2 Conduct a physical inventory	<u>11/22/02</u>	<u>11/22/02</u>
1.3 Evaluate physical inventory	<u>12/13/02</u>	<u>12/13/02</u>
1.4 Maintain physical inventory	<u>01/31/03</u>	<u>08/04/03</u>

Statement of 2002-2003 Objective #4: Evaluate equipment needs for purchase for use in EMS courses.

Strategic Initiatives for Objective #4

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

	Projected Completion Date	Actual Completion Date
1.1 Evaluate the internal inventory	<u>10/30/02</u>	<u>10/30/02</u>
1.2 Determine items needed	<u>11/22/02</u>	<u>04/30/03</u>
1.3 Do purchase order	<u>12/13/02</u>	<u>08/01/03</u>
1.4 Receive ordered items into inventory	<u>01/31/02</u>	<u>Awaiting items</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #5: Evaluate computer lab utilization and equipment needed to improve computer lab utilization by the students.

Strategic Initiatives for Objective #5

Strategic Initiative #1: Evaluate the computer lab.

	Projected Completion Date	Actual Completion Date
1.1 Evaluate computer lab usage	<u>11/22/02</u>	<u>11/22/02</u>
1.2 Determine items needed	<u>12/13/02</u>	<u>03/30/02</u>
1.3 Do purchase order	<u>01/31/03</u>	<u>05/21/03</u>
1.4 Receive ordered items into inventory	<u>02/28/03</u>	<u>06/24/03</u>
1.5 Re-evaluate computer lab usage	<u>04/30/02</u>	<u>07/30/03</u>

2002-2003 Program/Area Evaluations

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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #6: Increase contact with clinical affiliates and preceptors.

Strategic Initiatives for Objective #6

Strategic Initiative #1: Host a preceptor orientation program for clinical affiliates.

	Projected Completion Date	Actual Completion Date
1.1 Evaluate feasibility of program(s)	<u>10/30/02</u>	<u>10/30/02</u>
1.2 Determine budget for program(s)	<u>10/30/02</u>	_____
1.3 Set date/time/location of program(s)	<u>11/15/02</u>	_____
1.4 Invite the clinical preceptors	<u>11/22/02</u>	_____
1.5 Conduct the programs(s)	<u>12/13/02</u>	_____
1.6 Evaluate effectiveness of program(s)	<u>04/30/02</u>	_____

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

After evaluating the feasibility of the program, it was determined that a minimum of three workshops would have to be held to accommodate all the preceptors work schedules. It was determined that this was not feasible. Therefore, two additional clinical instructors were hired to assist with clinical rounds and meeting with the clinical preceptors. This has met the goal of increase contact with the clinical affiliates and preceptors, although it was with a different initiative than previously proposed.

Strategic Initiative #2: Host an appreciation luncheon and one day workshop for clinical affiliates i.e. Nurse Managers, EMS Directors, Chiefs and Coordinators.

	Projected Completion Date	Actual Completion Date
2.1 Evaluate feasibility of program(s)	<u>10/30/02</u>	<u>10/30/02</u>
2.2 Determine budget for program(s)	<u>10/30/02</u>	_____
2.3 Set date/time/location of program(s)	<u>11/22/02</u>	_____
2.4 Invite the clinical affiliates	<u>01/17/03</u>	_____
2.5 Conduct the programs(s)	<u>03/21/03</u>	_____
2.6 Evaluate effectiveness of program(s)	<u>04/30/02</u>	_____

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

After evaluating the feasibility of the program and based on attendance at the Advisory Committee meeting, it was determined that most of the major clinical affiliates i.e. Nurse Managers, EMS Directors, Chiefs and Coordinators are on the Advisory Committee and they met and had lunch at the last Advisory Committee meeting during Summer Semester 2002.

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Strategic Initiative #3: Evaluate the need for increased continuing education courses in EMS, Allied Health and other health sciences disciplines.

Strategic Initiative #1: Evaluate and formulate a plan for uniform delivery of continuing medical education for Emergency Medical Services, Allied Health and other Health Sciences disciplines.

	Projected Completion Date	Actual Completion Date
1.1 Evaluate the need for continuing ed course(s)	<u>10/30/02</u>	<u>01/30/03</u>
1.2 Determine the course(s) needed	<u>11/22/02</u>	<u>02/28/03</u>
1.3 Formulate a plan to deliver needed course(s)	<u>12/13/02</u>	<u>None needed</u>
1.4 Conduct the course	<u>03/21/03</u>	<u>NA</u>
1.5 Evaluate the course(s)	<u>03/21/03</u>	<u>NA</u>
1.6 Evaluate the effectiveness of the plan	<u>04/30/03</u>	<u>NA</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

After evaluating the need for continuing education courses, i.e. ACLS, BTLs, PALS, etc., it was determined that sufficient numbers of health professional needing continuing education do not exist at the present time. Most health care professionals are doing continuing education classes in house if it is required or they call and want it within a couple of days. We do provide CPR to health care professionals on a regular basis. We offer 4 courses each semester, if sufficient numbers of students register for these courses. We will continue to evaluate the need for continuing education classes for health care professionals and provide these courses as needed.

2002-2003 Program/Area Evaluations

Organizational Unit: Engineering Technologies

Person Responsible: Tommy Hartline

Date Submitted: August 28, 2003 Revised October 27, 2003

Part I

Statement of Standing Goal #1:

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

Evaluation Method for Goal #1:

Performance Measures for Goal #1

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

Evaluation Findings for Goal #1:

Performance Measures for Goal #1

- a. Measure # 1 – From the employer survey, 89% of the respondents expressing an opinion responded good or excellent to the question: As a result of observing the work behavior of this employee, what is your overall rating of the training provided in his/her field of study at Gadsden State Community College?
- b. Measure # 2 – From the graduate survey, 81.25% of the respondents responded good or excellent to the question: The quality of instruction for courses in your major was:

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

Measure # 1 - None identified.

Measure # 2 - None identified.

Statement of Standing Goal #2:

Empower and assist students to achieve their stated objective of attending GSCC.

Evaluation Method for Goal #2:

Performance Measures for Goal #2

- a. Performance Measure #1 – Maintain 75% positive rating of Engineering Technology students reaching their stated objective of attending GSCC.

Evaluation Findings for Goal #2:

Performance Measures for Goal #2

- a. Measure # 2 – From the graduate survey, 78.75% of the respondents responded yes to the question: Did you reach your objective?

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

None identified.

Statement of Standing Goal #3:

Provide area employers with skilled graduates ready for employment.

Evaluation Method for Goal #3:

Performance Measures for Goal #3

- a. Performance Measure #1 - Maintain 75% good or excellent rating of acquired computer, math, and technical skills by graduates.
- b. Performance Measure #2 – Maintain 75% good or excellent rating of students possessing problem-solving skills and expertise in equipment operations.

Evaluation Findings for Goal #3:

Performance Measures for Goal #3

- a. Measure # 1 – From the employer survey, those respondents expressing an opinion responded good or excellent as indicated to the question: As indicated by his/her job performance rate the training that this employee received for each of the work qualities listed below: Math Skills 77%, Technical Knowledge 84%, and Computer Skills 83%.
- b. Measure # 2 - From the employer survey, those respondents expressing an opinion responded good or excellent as indicated to the question: As indicated by his/her job performance rate the training that this employee received for each of the work qualities listed below: Problem Solving Skills 81%, Expertise in Equipment Operations 84%.

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

Measure # 1- Due to the non-availability of the employer survey, this area will need to be addressed when the employer survey is completed.

Measure # 2- Due to the non-availability of the employer survey, this area will need to be addressed when the employer survey is completed.

Statement of Standing Goal #4:

Establish partnerships and articulation agreements with all secondary career/technical programs in GSCC's service area.

Evaluation Method for Goal #4:

Performance Measures for Goal #4

- a. Performance Measure #1 - Confirm existing articulation agreements annually.
- b. Performance Measure #2 - Revise agreements concurrent with curricula changes.
- c. Performance Measure #3 - Establish agreements with new secondary career/technical programs as appropriate.

Evaluation Findings for Goal #4:

Performance Measures for Goal #4

- a. Measure # 1 All articulation agreements have been reviewed by each program within the Engineering Technologies Division for 2002 – 2003.
- b. Measure # 2 All articulation agreements have been standardized and new curricula has been included.
- c. Measure # 3 New articulation agreements have established with the secondary programs in the Harry M. Ayers service area.

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

Measure # 1 None identified.

Measure # 2 None identified.

Measure # 3 None identified.

Statement of Standing Goal #5:

Assist students in securing employment upon graduation or through co-operative education opportunities.

Evaluation Method for Goal #5:

Performance Measures for Goal #5

- a. Performance Measure #1 - The percentage of employed graduates to be 70% or greater within six months of graduation.
- b. Performance Measure #2 - Provide more Co-operative education opportunities for students by building stronger partnerships with employers.

Evaluation Findings for Goal #5:

Performance Measures for Goal #5

- a. Measure # 1- 85% of the respondents to the graduate survey indicated they were employed.
- b. The Gadsden Technical Division (Engineering Technologies & Applied Technologies) have entered into a Co-operative education agreement with Anniston Army Depot.

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

Measure # 1 None identified.

Measure # 2 None identified.

Part 2

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

Statement of 2002-2003 Objective #1:

Improve and update method of instructional delivery in all technical programs.

	Projected Completion Date	Actual Completion Date
Strategic Initiatives for Objective #1	9/30/03	8/25/03

Strategic Initiative #1: Provide resources, equipment, and training to faculty to establish multimedia classroom and laboratory instruction.

- 1.1 Provide projectors, screens, and software to delivery presentations.
- 1.2 Provide instruction and training using appropriate presentation software.
- 1.3 Integrate multimedia presentations into existing course instruction

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The addition of the Harry M. Ayers campus will necessitate the purchase of additional equipment for programs on that campus. The equipment and training for Engineering Technologies at this campus have been included in the 2003-2004 request for Technology Funds and Perkins Funds.

Statement of 2002-2003 Objective #2:

Provide technical students on East Broad Street Campus with access to a centrally located computer lab.

	Projected Completion Date	Actual Completion Date
Strategic Initiatives for Objective #2	9/30/03	8/22/03

Strategic Initiative #1: Establish an "open computer lab" environment on the East Broad Street Campus for students from the various technical programs to use.

- 1.1 Locate open-lab in the Building Construction Trades building.
- 1.2 Provide the full "Office" suite of software for student use.
- 1.3 Provide Cad software for engineering technology students.
- 1.4 Provide other program specific software as needed.
- 1.5 Provide access to students for online advisement and registration.

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #3:

Objective #3: Provide Electronics Engineering students with options within their major.

		Projected Completion Date	Actual Completion Date
Strategic Initiatives for Objective #3	#1	9/30/03	8/19/03
	#2	9/30/03	5/01/03

Strategic Initiative #1: Bring the A+ computer lab up-to-date.

- 1.1 Provide equipment comparable to that used in industry today.
- 1.2 Provide operating systems currently used in industry.
- 1.3 Increase the number of student workstations in lab by 50%.

Strategic Initiative #2: Establish an instrumentation and calibration lab for students seeking that specialty in electronics.

- 2.1 Provide adequate facilities for lab environment.
- 2.2 Provide all necessary equipment and software for training.
- 2.3 Provide instructors with professional training

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #4:

Incorporate simulated industrial settings to improve instruction in the Industrial Maintenance program and Mechanical, Electrical, and Electronic Engineering Technology programs.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #4	12/15/02	11/13/03

Strategic Initiative #1 Provide and integrate computer simulated electrical circuits, hydraulics, pneumatics, and PLC ladder logic lab exercises into the existing curriculum of four Engineering Technology programs by May 2003.

- 1.1 Provide simulated hydraulic software instruction.
- 1.2 Provide simulated pneumatics software instruction.
- 1.3 Provide simulated PLC operation instruction.

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2002-2003 PROGRAM/AREA EVALUATIONS

Organizational Unit: Health, Physical Education, and Recreation

Person Responsible: Riley Whitaker

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1: Provide instruction in community health and first aid.

Evaluation Method for Goal #1:

- (a) Grade reports for students enrolled in community health and/or first aid will reflect 75% receiving a grade of "C" or above.
- (b) End-of-semester program survey results will indicate that 75% of respondents agree that (1) courses were offered at a time to meet students' needs, (2) courses were offered that meet requirements for transfer to a four-year institution, and (3) course objectives were met.
- (c) Response to instructor evaluations will show that 75% of respondents agree in all areas to instructor performance.

Evaluation Findings for Goal #1:

- (a) Grade reports show that 83.7% of students enrolled in community health and/or first aid successfully completed the course ("C" or above).
- (b) End-of-semester program survey results reflect that (1) 100% of respondents "agree" or "strongly agree" that course was offered at time convenient to students; (2) 94% "agree" or "strongly agree" the course met requirements for transfer to four-year institution; and (3) 98% "agree" or "strongly agree" that course objectives were met.
- (c) Instructor evaluations were not available for health and/or first aid.

Identified weaknesses/deficiencies and remedial actions to address weaknesses/deficiencies for Standing Goal #1: Instructor evaluations were not completed for the instructor who taught this class. The HPR academic director will ensure that instructor evaluations are administered at the end of each course during 2003-2004.

Statement of Standing Goal #2: Provide instruction in personal fitness and wellness.

Evaluation Method for Goal #2:

- (a) Grade reports for students enrolled in personal fitness and wellness will reflect 75% receiving a grade of "C" or above.
- (b) End-of-semester program survey results will indicate that 75% of respondents agree that courses were offered at a time to meet students' needs and that course objectives were met.
- (c) Response to instructor evaluations will show that 75% of respondents agree in all areas to instructor performance.

Evaluation Findings for Goal #2:

- (a) 94.8% of students enrolled in personal fitness and wellness successfully completed the course ("C" or above).
- (b) End-of-semester program survey results reflect that 100% of respondents "agree" or "strongly agree" that the course was offered at a convenient time and that the objectives for the course were met.
- (c) 93.2% of respondents agreed in all areas related to instructor performance.

Identified weaknesses/deficiencies and remedial actions to address weaknesses/deficiencies for Standing Goal #2: None

Statement of Standing Goal #3: Provide instruction in competitive sports activities.

Evaluation Method for Goal #3:

- (a) Grade reports will reflect that 90% of students enrolled in competitive sports activities will complete the course successfully ("C" or above).
- (b) End-of-semester program survey results will show that 75% of respondents will "agree" or "strongly agree" that (1) courses were offered at a time to meet students' needs, (2) course objectives were met, and (3) facilities and equipment were adequate for the course.
- (c) Instructor evaluation results will indicate that at least 75% of respondents agree in all areas related to instructor performance.

Evaluation Findings for Goal #3:

- (a) 95.2% of students enrolled in competitive sports activities successfully completed the course ("C" or above).
- (b) End-of-semester program survey results reflect that (1) 100% of respondents "agree" or "strongly agree" that the course was offered at a convenient time; (2) 98% "agree" or "strongly agree" that the course objectives were met; and (3) 96% "agree" or "strongly agree" that the facilities and equipment were adequate for the course.
- (c) 87.9% of respondents agreed in all areas related to instructor performance for competitive sports activities.

Identified weaknesses/deficiencies and remedial actions to address weaknesses/deficiencies for Standing Goal #3: Based on student response to instructor evaluations, some instructors did not provide a course syllabus. The HPR academic director will caution all instructors to provide students with a course syllabus the first day of class.

Statement of Standing Goal #4: Foster desire for commitment to lifelong fitness, health and wellness.

Evaluation Method for Goal #4:

- (a) End-of-semester program surveys will reflect that 50% of respondents are taking courses not required for transfer.
- (b) End-of-semester program surveys will indicate that 80% of respondents believe they have benefited in the areas of fitness/wellness.
- (c) End-of-semester program surveys will show that 50% of respondents plan to enroll for another course to improve fitness/wellness.

Evaluation Findings for Goal #4:

- (a) End-of-semester program survey results show that 94% of respondents were taking courses not required for transfer.
- (b) End-of-semester program survey results show that 96% of respondents believe the course benefited them in the areas of fitness/wellness.
- (c) End-of-semester program survey results reflect that 91% of respondents plan to enroll for another course to improve fitness/wellness.

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

Statement of Standing Goal #5: Provide continuing education and services for members of the community.

Evaluation Method for Goal #5:

- (a) End-of-semester program surveys will allow respondents to indicate desired continuing education courses.
- (b) Evaluation of end-of-semester program surveys will take into consideration classes desired by students, availability of qualified instructors, and necessary equipment/facilities.
- (c) End-of-semester program surveys will indicate that 75% of respondents felt equipment/facilities were suitable for the course.

Evaluation Findings for Goal #5:

No continuing education classes were offered in 2002-2003 in the HPR division; therefore, no end-of-semester program surveys were administered.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: End-of-semester program surveys were not administered because no continuing education classes were offered in HPR in 2002-2003. Clinics were offered for youth in some sports (not through continuing education department), but surveys were not conducted. The HPR academic director will work with the Director of Continuing Education to offer continuing education classes as needed in 2003-2004.

Part II

Statement of 2002-2003 Objective #1: Offer quality swimming programs for students, faculty, staff, and members of the community.

	Projected Completion Date	Actual Completion Date
Strategic Initiative #1: Renovate facilities for swimming programs.		
1.1 Renovate pool	<u>1 year</u>	<u>8/2003</u>
1.2 Renovate dressing rooms including heating & air	<u>1 year</u>	<u>8/2003</u>
1.3 Maintenance of pool	<u>1 year</u>	<u>Incomplete</u>
Strategic Initiative #2: Develop and implement quality swimming programs.		
1.1 Implement a needs assessment of community members, students, faculty, staff as to type of programs/classes, times, etc.	<u>1-2 years</u>	<u>Incomplete</u>

- | | | |
|---|------------------|-------------------|
| 1.2 Obtain qualified water safety instructors | <u>1-2 years</u> | <u>Incomplete</u> |
| 1.3 Procure grants for scholarships for students enrolled in water safety/lifeguard classes/courses | <u>1-2 years</u> | <u>Incomplete</u> |

Strategic Initiative #3: Advertisement of swimming program and facilities

1.1 Work with public relations department:

- | | | |
|--|------------------|-------------------|
| 1.11 conducting an open-house event for community members, students, faculty and staff | <u>1 year</u> | <u>Incomplete</u> |
| 1.12 developing print materials regarding swimming programs | <u>1-2 years</u> | <u>Incomplete</u> |

Describe barriers or problems encountered and plans to complete Initiative #1, #2, and #3 for Objective #1: Renovations to the pool and dressing rooms are complete.

Development of a maintenance policy/schedule is in progress. The HPR academic director, in conjunction with the instructional dean and public relations director, will conduct a needs assessment during the fall semester 2003. The instructional dean is in charge of hiring qualified water safety instructors. Once those instructors are hired, the HPR academic director will assist them in procuring grants for scholarships. Plans for an open house event for the renovated facility will be held September 22, 2003. The HPR academic director is working with the public relations director and others to host the open house and to develop print materials for swimming programs.

Statement of 2002-2003 Objective #2: Improve tennis facilities to meet needs of students, faculty, staff, and community members.

Strategic Initiative #1: Renovate tennis facilities

- | | | |
|---|------------------|-------------------|
| 1.1 Tennis courts resurfaced, including resetting of fence posts. | <u>1-2 years</u> | <u>Incomplete</u> |
|---|------------------|-------------------|

Strategic Initiative #2: Install lights for tennis courts	<u>1-2 years</u>	<u>Incomplete</u>
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Strategic Initiative #3: Install proper landscaping	<u>1-2 years</u>	<u>Incomplete</u>
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Describe barriers or problems encountered and plans to complete Initiative #1, #2, and #3 for Objective #2: Lack of funding prohibited the completion of all three initiatives for Objective #2. Improvements to tennis facilities are badly needed and will be pursued again in 2003-2004. Facilities are in such poor condition that matches for the Gadsden State tennis team are currently being held at Snead State Community College.

Statement of 2002-2003 Objective #3: Promote fitness, health and wellness among students, faculty, and community members.

Strategic Initiative #1: Offer state-of-the-art equipment for assessing fitness level, and planning and implementing individual programs.

- | | | |
|---|------------------|-------------------|
| 1.1 Provide free fitness level assessment of every GSCC student, faculty, and staff member. | <u>1-2 years</u> | <u>Incomplete</u> |
| 1.2 Offer community workshops for fitness level assessment. | <u>1-2 years</u> | <u>Incomplete</u> |
| 1.3 Provide individual fitness program to above. | <u>1-2 years</u> | <u>Incomplete</u> |

Describe barriers or problems encountered and plans to complete Initiative #1 for Objective #3: Insufficient staff to provide the services for Objective #3 was a problem as well as a lack of funding for purchase of recommended equipment. The HPR instructor primarily responsible for fitness/wellness did not return this year. A new full time instructor with specialized training in fitness/wellness should be hired. Also needed is an hourly employee to monitor the weight rooms (sign people in to use equipment, be available as needed to assist those working out, insure that equipment is used properly, and keep equipment clean and sanitized).

**2002-2003 Program/Area Evaluations of
Organizational Strategic Plan**

Organizational Unit: Information Technology
Person Responsible: Sheila Lancaster, Chairperson *Sheila Lancaster*
Date Submitted: August 29, 2003

Part I

Standing Goal #1

Provide the foundation for AS degree students in the areas of Information Technology. Success in this goal will prepare students who transfer to senior institutions.

Evaluation method for Goal #1

- a. Direct coordination with the colleges (JSU, Auburn, Univ. of Alabama, UAB, and UAH) on an annual basis by members of the Computer Science faculty. Topics of coordination will include:
 - a.1. Computer Science Program content.
 - a.2. Comparison of specific course syllabi.
 - a.3. Identification of software and hardware trends and long-range planning implications.
 - a.4. Performance data on a sampling of prior GSCC students.
 - a.5. In addition, STARS data will be reviewed regularly for accuracy.
- b. Academic Performance Reports on transfer students
- c. Graduate Follow-up Surveys

Evaluation findings for Goal #1

- a. As a result of phone contacts, site visits, and consultations with advisors within the Computer Science departments at JSU, University of Alabama at Tuscaloosa, and UAB, some modifications were made to strengthen the content of the foundation courses in order to better prepare the students for transfer. The trend at the higher institutions is to move higher level content down to the lower level classes, but only accept 200 level courses when courses transfer.

Course numbers and content will continue to be carefully monitored to reflect the courses approved on the STARS articulation agreements.

The Department of Post Secondary is attempting to unify content among the technical areas, but it is uncertain at this point if it will help unify the curriculum across the state, at the freshman sophomore level.

- b. No data was pertinent to Computer Science in the JSU Academic Performance Reports.

The UAB report showed 5 transfers. One of which had 77 hours of approved transferred courses. It cannot be determined that these hours were from the area of Computer Science, but it does appear favorable that they accepted that many hours. The average was about 50 hours.

In their first term, the GSCC transfer student performed better, with a higher GPA, than native UAB students in the same courses. Not many courses were listed that would suggest a transfer of pre-requisite CIS courses. Many of the courses are the same courses that would be taken at the 100 level at GSCC.

No other Performance Reports have been received from other schools at this point.

- c. From the Graduate Follow-up surveys of 4 AS degree students, the following results were found:

50% reached their stated objective in coming to school.

100% felt the quality of instruction in their major was Good or Excellent.

75% felt that the program prepared them for current employment.

This degree is not intended to prepare them for employment, but to provide transfer foundations.

75% are currently pursuing more education.

**2002-2003 Program/Area Evaluations of
Organizational Strategic Plan**

Organizational Unit: Information Technology
Person Responsible: Sheila Lancaster, Chairperson
Date Submitted: August 29, 2003

Standing Goal #2

Provide a comprehensive AAS Computer Science Technology program. Success in this goal will prepare graduates for immediate employment and retrain workers in Information Technology.

Evaluation method for Goal #2:

- a. Employer Surveys
- b. Graduate Follow-up Surveys
- c. Applications Reports
- d. Reports of Graduates by degree

Evaluation findings for Goal #2

- a. No Employer Surveys have been received at this point.
- b. From the Graduate Follow-up surveys of 16 AAS degree students, the following results were found:
 - 75% said they achieved their primary objective of preparing for a new job or improving skills
 - 81.25% said instruction in their major was good to excellent.
 - 81.25% said instructor dedication was good to excellent.
 - 81.25% said facilities and equipment used in their training was good to excellent.
 - 68.75% said their overall perception was that their program prepared them for employment.
 - 62.5% are now employed in a field related to training.
 - 25% were employed as a result of training.
 - 25% responded they make \$10.00 to 14.00 per hour. (75% did not respond at all)
 - Opinions of graduates included desire for internships and opportunities for real world experience.

Standing Goal #3

Maintain a current foundation level course that meets the requirements for all majors at Gadsden State Community College and serves as the required computer literacy transfer course for all AS degree programs. Success in this goal will ensure our transfer and transient students get a course that will continue their progress toward degree completion.

Evaluation method for Goal #3:

- a. Articulation agreements will be monitored.
- b. Direct coordination with advisors at receiving institutions.

Evaluation findings for Goal #3

- a. All current articulation agreements still reflect CIS 146 as the primary course desired for all majors other than Computer Science.
- b. Contacts with advisors and participation in higher education groups such as ACBSP and AAHEB have indicated that some changes may be forthcoming in the foundation level course desired for Business students. As stated above, for Computer Science students, the trend is to increase the content in foundation courses for native courses at Universities, so the goal of the IT Division is to match this content and enforce pre-requisites, such as math, to ensure their ability to comparably perform.

**2002-2003 Program/Area Evaluations of
Organizational Strategic Plan**

Organizational Unit: Information Technology
Person Responsible: Sheila Lancaster, Chairperson
Date Submitted: August 29, 2003

Part II

		Projected Completion	Date Completed
Objective 1:	Maintain ACBSP accreditation.		
Initiatives			
1.	Coordinate with ACBSP to verify compliance in programs that qualify for this accreditation.	2003	08/2003
	The Self Study was performed this year, in anticipation of Reaffirmation.		
Objective 2:	Continue development of Network Administration option in AAS degree.		
Initiatives			
1.	Planned expanded course offerings for electives in network administration.		
a.	CIS 197 M - Fundamentals of Unix (changed to 3 credit hour course)	Fall 2002	Fa 2003
b.	CIS 197 J - Information Systems Security I	Summer 2002	Su 2002
c.	CIS 197 K - Designing CISCO Networks	Summer 2002	Su 2002
d.	CIS 161, 162, 163, 164 entered into the ACS Common course directory will replace CIS 197T, 197U, 197V, and 197W in GSCC course listing. This will make courses more universally recognized across the state.	Fall 2002	Fa 2002
e.	Evening sections of CISCO series will be moved to "late" hours of 2 nd and 3 rd time slots for evening. This will allow students to take another class on the same evenings, in order to work towards degree completion.	Fall 2002	Fa 2002
Objective 3:	Integrate Dual Enrollment courses for high school students.		
Initiatives			
1.	Offer courses in convenient time formats for students who wish to Dual Enroll.		
a.	CIS 146 will be offered at 11:30, rather than typical 11:00 time frame will allow a student to take this course during 3 rd block.	Fall 2002	Fa 2002/ Sp 2003
b.	CIS 161 Networking Fundamentals (Semester 1 of CISCO) will be offered in Fall term, at 7:45 to 9:00 to allow a student to take this course during 1 st block.	Fall 2002	Fa 2002
c.	CIS 162 Router Theory / Technology (Semester 2 of CISCO) will be offered in Spring term, at 7:45 to 9:00 to allow a student to take this course during 1 st block.	Spring 2003	Sp 2003
	Cisco was piloted. Enrollment was not sufficient to continue in 2003.		

**2002-2003 Program/Area Evaluations of
Organizational Strategic Plan**

Organizational Unit: Information Technology
Person Responsible: Sheila Lancaster, Chairperson
Date Submitted: August 29, 2003

		Projected Completion	Date Completed
Objective 4:	Increase lab availability for students.		
Initiatives			
1.	Consolidate classes in larger labs of Allen Hall, 200A, 200B, and 205 to leave lab 202 free for "open" lab time. Students may walk-in to use lab at almost any time. Students have access to all software in at least one lab at any time of day.	Fall 2002	Fa 2002
2.	Whenever site licenses allow, install software from other departments on machines in 202 to offer more available assisted lab time.	Fall 2002	Fa 2002
Objective 5:	Increase lab contact time for students in advanced CISCO series.		
Initiatives			
1.	CIS 196P will be introduced as a co-requisite for 196T (Semester 5) to allow students more time to complete required lab assignments.	Fall 2002	Fa 2002
Objective 6:	Offer additional courses in off-campus sites or in non-traditional formats.		
Initiatives			
1.	CIS 190 will be offered on the Anniston campus. This course did not have sufficient enrollment.	Fall 2002	Not Completed
2.	CIS 146 will be offered on the Centre campus. This course did not have sufficient enrollment until Summer.	Spring 2003	Su 2003
3.	CIS 146 and 147 will be offered in Distance Learning format.	Fall 2002	Fa 2002
Objective 7:	Introduce new courses in Programming and e-Commerce.		
Initiatives			
1.	CIS 197N and 197O - Seminars in e-Commerce Infrastructure I and II These courses did not have sufficient enrollment.	Fall 2002	
2.	CIS 197S - Database Technologies for e-Commerce These courses did not have sufficient enrollment.	Summer 2002	
3.	CIS 212 and 285 will change to Visual Basic .NET programming language.	Fall 2002	Fa 2002
4.	CIS 197F will change to Microsoft SQL programming language and DBMS.	Fall 2002	Fa 2002

**2002-2003 Program/Area Evaluations of
Organizational Strategic Plan**

Organizational Unit: Information Technology
Person Responsible: Sheila Lancaster, Chairperson
Date Submitted: August 29, 2003

Objective 8:	Maintain current content of primary transfer course for Computer Science majors.	Projected Completion	Date Completed
Initiatives			
1.	Coordination with all major receiving institutions that use CIS 191 as their pre-requisite course in Computer Science and Engineering.	Fall 2002	Fa 2002 And ongoing
2.	Change CIS courses to reflect course number sequence that will match STARS and receiving institutions. CIS 191 will be offered as 251 because 100 level courses currently not recognized by UAB.	Fall 2002	Fa 2002
3.	CIS 192, currently not being accepted, will be replaced with CIS 255 to assure JAVA language is the course content, as expected of the senior institutions.	Spring 2002	Sp 2002
<p>The articulation agreements now reflect 285 as this course. Java will be taught in this class from now on.</p>			
Objective 9:	Replace computer equipment, furniture, and networking support equipment in a cycle so that we may continue to provide current equipment on which to teach technology and provide a safe environment for the students to work in.		
Initiatives			
1.	Replace broken and worn-out chairs in labs 200A and 200B.	2003	Not completed
<p>Chairs were repaired as well as possible or thrown out. No funds exist to replace.</p>			
2.	Replace computers in lab 205 so that full upgrade to Windows XP will be possible. Current machines do not support this operating system.	2003	Sp 2003
3.	Replace 5 hubs with switches to produce faster through-put of network to accommodate increase network traffic.	2003	Sp 2003
<p>Not all could be purchased with current budget. More will be replaced in coming year.</p>			
4.	Continue plan of routing network cabling overhead to correct safety problems with wiring on floors and provide all labs and instructors with full network access.		Ongoing
5.	Replace tables in 200B and 205 with computer tables to correct safety problems and wiring problems.		Not completed
<p>No funds exist in this budget, to replace tables.</p>			

2002-2003 Program/Area Evaluations

Organizational Unit: Office of Instructional Services

Person Responsible: Dr. James Jolly

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1: To provide instructional services for all students, traditional and non-traditional.

Evaluation Method of Goal #1: Survey of students

Evaluation Findings for Goal #1: A majority of students surveyed indicated that instructional services are satisfactory

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Students indicated that more evening classes need to be offered.

Statement of Standing Goal #2: To confer with division heads and directors about preparing standing goals that specify educational results.

Evaluation Method of Goal #2: Program goals were requested from all divisions

Evaluation Findings for Goal #2: Not all divisions have completed.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Division chairs/directors not completing this task must do so.

Statement of Standing Goal #3: To provide a schedule of classes and a College Catalog Handbook in a timely manner.

Evaluation Method of Goal #3: When catalog and schedule is published on line and in print.

Evaluation Findings for Goal #3: On-line schedule is basically published one year ahead. Publishing of catalog was late this year

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Publishing of catalog was late this year due to merger with

Ayers, the need for a combined catalog, and programmatic approval needed from post-secondary and ACHE.

Statement of Standing Goal #4: To ensure flexibility of scheduling to meet the needs of a diverse student population.

Evaluation of Method of Goal #4: Informal Student Surveys

Evaluation Findings for Goal #4: More evening/weekend schedules have been requested.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: Insufficient interest to support weekend program

Standing Goal #5: To have the facilities and technology necessary for an effective instructional program.

Evaluation of Method of Goal #5: Technology requests from various divisions

Evaluation Findings for Goal #5: All requests were met

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted

PART II

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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Statement of 2002-2003 Objective #1: To establish a year-long instructional class schedule	Spring 2003	Spring 2003
1. Strategic Initiative #1: Solicit schedules from Academic Directors/Division Chairs	Nov. 2002	Nov. 2002
1.1. Coordinate classes for students' ease of Registration	Nov 2002	Nov 2002
1.2. Compare schedules to those of previous years	Nov 2002	Nov 2002

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2. Strategic Initiative #2: Publish schedule on the web site.	June 2003	June 2003
2.1. Look for student-friendly formats	Feb 2003	Feb 2003
2.2. Design schedule layout	Mar 2003	Mar 2003

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #2: To design and implement a five-year instructional evaluation process whereby 20% of the instructional programs are evaluated each year.	June 2003	Sept 2003
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1. Strategic Initiative #1: Set up five-year schedule of programs to be evaluated.	Aug 2002	Aug 2002
1.1. Consult with division chairs/academic directors to schedule evaluation process	Aug 2002	Aug 2002
1.2. Develop evaluation team membership to include outside consultant	Oct 2002	not completed
1.3. Compare syllabi to those of other colleges	Jan 2003	Jan 2003
1.4. Compare exams, reports, and other assignments to those of other colleges for consistency and similarity	Jan 2003	not completed
1.5. Evaluate use of consultant	June 2003	not completed
1.6. Compare program evaluation process to that of other similar institutions	June 2003	not completed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Various components of the above strategy were not completed due to the time and efforts involved in the process of merging of Ayers and Gadsden State.

2002-2003 Program/Area Evaluations

Organizational Unit: Language, Fine Arts, and Humanities

Person Responsible: Charles Hill

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1:

Goal Statement—To provide general education that includes basic knowledge of communications, humanities, social sciences [mathematics / natural sciences, and computer skills] as required for certificate and degree programs.

Evaluation Method for Goal #1:

- a. 100% of programs will be checked to assure that general education courses in Area of Languages, Fine Arts, and Humanities are provided.
- b. 75% of students enrolled in each "support" area (English, history, psychology, art, music, political science, foreign languages, religion, humanities, philosophy, etc.) will receive a grade of "C" or better.

Evaluation Findings for Goal #1:

- a. 100% of programs have been checked, and 100% of programs include necessary courses in the Area of Languages, Fine Arts, and Humanities in their curricula.
- b. More than 75% (79%-94%) of students enrolled in each "support area (English, history, psychology, art, music, political science, foreign languages, religion, humanities, philosophy, etc.) received a grade of "C" or better.

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

No weakness/deficiencies perceived.

Statement of Standing Goal #2:

To prepare students who transfer to perform successfully at senior institutions.

Evaluation Method for Goal #2:

Data from senior institutions will indicate that Gadsden State transfer students, grades and graduation rates are within 10% of senior institutions' native students in general education courses in the Area of Languages, Fine Arts, and Humanities.

Evaluation Findings for Goal #2:

Data from senior institutions indicates that Gadsden State transfer students, grades and graduation rates are within 10% of senior institutions' native students in general education courses in the Area of Languages, Fine Arts, and Humanities. Jacksonville State University (where the majority of our transfers go) indicates that Gadsden State students do slightly better in terms of grades and graduation rates than native students.

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

No weakness/deficiencies perceived.

Statement of Standing Goal #3:

To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force development initiatives in Radio/Television and Early Childhood non-transfer majors.

Evaluation Method for Goal #3:

Job placement data will indicate that a minimum of nine students per program have "positive" exit placement, and that a minimum of 75% of graduates are placed in related jobs.

Evaluation Findings for Goal #3:

Job placement data indicates that a minimum of nine students in Early Childhood Education have "positive" exit placement, and that a minimum of 75% of graduates were placed in related jobs.

Job placement data indicates fewer than the minimum of nine students in Radio/Television Broadcasting have "positive" exit placement, and that fewer than 75% of graduates were placed in related jobs.

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

No weakness/deficiencies perceived in Early Childhood Education

Radio/Television Broadcasting is being phased out this year because of a lack of viability.

Statement of Standing Goal #4:

To provide quality instruction in the Alabama Language Institute so that students are successful on TOEFL (Test of English as a Foreign Language)

Evaluation Method for Goal #4:

At least 60% of students enrolled in the Alabama Language Institute who take the TOEFL will achieve a score of 450.

Evaluation Findings for Goal #4:

More than 60% (70%-81%) of students enrolled in the Alabama Language Institute who take the TOEFL will achieve a score of 450.

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

No weaknesses/deficiencies perceived.

Statement of Standing Goal #5:

To provide students with written and oral communication skills to support individual academic programs and careers

Evaluation Method for Goal #5:

- a. 70% of students will be able to express themselves in written communication as evidenced by earning a grade of "C" or better in a written communications course.
- b. 70% of students will be able to express themselves orally as evidence by earning a grade of "C" or better in an oral communications course.

Evaluation Findings for Goal #5:

- a. More than 70% of students were able to express themselves in written communication as evidenced by earning a grade of "C" or better in a written communications course.
- b. More than 70% of students were able to express themselves orally as evidence by earning a grade of "C" or better in an oral communications course.

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

No weaknesses/deficiencies perceived.

Statement of Standing Goal #6:

To provide students with basic knowledge in the humanities and social sciences

Evaluation Method for Goal #6:

70% of students will be earn a grade of "C" or better in humanities and/or social science courses.

Evaluation Findings for Goal #6:

More than 70% of students earned a grade of "C" or better in humanities and/or social science courses

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

No weaknesses/deficiencies perceived.

Statement of Standing Goal #7:

To provide students with basic knowledge in the fine arts

Evaluation Method for Goal #7:

All students in transfer courses and designated non-transfer courses will take and successfully complete at least one fine arts/humanities course with a grade of "C" or better.

Evaluation Findings for Goal #7:

As a requirement for a degree, all students in transfer courses and designated non-transfer courses take and successfully complete at least one fine arts/humanities course with a grade of "C" or better.

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

No weaknesses/deficiencies perceived.

PART II

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

Statement of 2002-2003 Objective #1:

To increase awareness of Alabama Language Institute among potential student population.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
Strategic Initiative: Advertisement campaign conducted by International Student Office		
1.1 Place adds in recruitment literature for at least two student areas.	12/01/02	12/01/02
1.2 Develop web-based recruiting effort by developing existing web site and by linking to other agencies.	05/30/03	05/30/03
1.3 Develop a 5-10-minute media presentation featuring Alabama Language Institute	08/30/03	not accompl.
1.4 Increase international alumni contact to provide better word-of mouth recruitment.	08/30/03	08/30/03

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

- 1.3 Media presentation has not been accomplished. Efforts will be made in 2003-2004 to work with media specialists to accomplish media presentation to be used in recruiting.

Statement of 2002-2003 Objective #2:

To develop the Social Science Department as an Organizational Unit outside of the Area of Language, Fine Arts, and Humanities

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #2

1.1 Select Social Science Department Head	09/01/2002	09/01/2002
1.2 Transfer operations, budget, and personnel responsibilities to Social Science Department Head	09/01/2002	09/01/2002

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

No barriers or problems encountered.

Statement of 2002-2003 Objective #3:

To redirect Radio/television program to serve student and local needs

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #3

1.1 Perform needs analysis for student and local needs	06/30/2003	see below
1.2 Revise curriculum to respond to	06/30/2003	see below

- student and local needs
 1.3 Revise radio program format to
 respond to student and local needs

06/30/2003

see below

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Because of non-viability as determined by ACHE, the Radio/Television Broadcasting program is being eliminated. Items 1.1 and 1.3 will be revisited during the 2004-2004 year.

Statement of 2002-2003 Objective #4:

To develop web presence for Area

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #4		
Strategic Initiative: Develop web presence beginning with departments, and adding faculty, and eventually courses		
1.1 Develop web page for each department or unit within the Area of Language, Fine Arts, and Humanities	08/30/2003	08/30/2003
1.2 Develop web page for each faculty member within each department or unit	08/30/2003	see below
1.3 Develop course specific web pages for each course within area.	08/30/2003	partial see below

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Lack of web-design personnel has slowed this initiative. Progress has been made, but more personnel and time is necessary to implement the initiative.

2002-2003 Program/Area Evaluations

Organizational Unit: Learning Resources/Library Services

Person Responsible: Mary D. Cooper

Date Submitted: August 2003

Part I

Statement of Standing Goal #1:

To provide the quality and types of library materials necessary to support the instructional program of the College.

Evaluation Method for Goal #1:

1. The Association of College and Research Libraries (ACRL) requires a minimum of 80,000 volumes in a library serving a college the size of Gadsden State. The number of volumes in campus libraries will meet or exceed this number.
2. Library staff will utilize CREW (Continuous Review, Evaluation, & Weeding) to removed outdated or damaged items and promote quality and usability in the collection.
3. Library staff, guided by standard bibliographic resources and faculty suggestions, will add 750 volumes annually to support college programs and courses.

Evaluation Findings for Goal #1:

1. Library Annual Report for FY 2002 showed 105, 532 volumes
2. CREW was used to evaluate the collection and items removed as necessary. 131 items were removed from the collection.
3. 455 volumes have been added through July 2003 and perhaps 75 more volumes anticipated (outstanding orders and uncataloged items).

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

The book budget (code 701) has been severely affected by budget constraints. Additional funds will be requested in the next budget year.

2002-2003 Program/Area Evaluations

Organizational Unit: Learning Resources/Library Services

Person Responsible: Mary D. Cooper

Date Submitted: August 2003

Part I

Statement of Standing Goal #2:

To provide students with guidance and assistance in their use of library and resource resources.

Evaluation Method for Goal #2:

1. The number of professional librarians will meet or exceed ACRL standards. The ACRL standard for Gadsden State is a minimum of one administrator and five professionals.
2. The number of paraprofessional library staff will meet or exceed ACRL standards. The ACRL standard for Gadsden State is a minimum of five paraprofessional staff.
3. Library staff will maintain or exceed the current number of staff development, training and professional organization endeavors.

Evaluation Findings for Goal #2:

1. GSCC Library staff includes one department head (administrator) and two professional librarians in the Wallace Drive campus library. Adjunct library professionals work approximately 18 hours weekly.
2. GSCC library staff includes 4 support personnel (paraprofessionals).
3. The number of professional development endeavors was consistent with past years. In addition to campus training and workshops delivered to all employees, library staff attended training sessions developed for the Alabama Virtual Library and the Library Management Network. Also, one librarian (Melinda Harvey) obtained funds through the college professional development committee and attended a SOLINET workshop on web design and training.

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

Librarians need to be added to college staff. Not only will this allow alignment with professional standards, but the anticipated addition of a larger and more complex library at the McClellan campus make this issue a more pressing one.

2002-2003 Program/Area Evaluations

Organizational Unit: Learning Resources/Library Services
Person Responsible: Mary D. Cooper
Date Submitted: August 2003

Part I

Statement of Standing Goal #3:

To make materials accessible by controlling them bibliographically, organizing them into collections, and maintaining the means of access to them.

Evaluation Method for Goal #3:

1. Utilize cataloging, circulation and public access functions provided by the Library Management Network.
2. Maintain current number of catalog workstations in campus libraries and on the web.
3. Maintain or exceed current circulation and reference usage and service measures.
4. Maintain or exceed current AVL and web usage measures.

Evaluation Findings for Goal #3:

1. LMN continues to provide cataloging, circulation and public access library functions.
2. Since the catalog is now web-based, any web-connected computer can serve as a catalog, but seven workstations (6 at the Meadows Library and 1 at the Anniston Center library) are dedicated to catalog use.
3. Circulation figures and reference usage statistics appear to be consistent with those of previous years. Complete FY 2003 figures will not be available until October 2003.
4. AVL and web usage measures have not been collected this year.

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

Library staff will move toward gathering data at times more in line with institutional research needs. We will also explore getting more and different types of usage statistics from AVL vendors and possibly use reports generated by a counter on library web page.

2002-2003 Program/Area Evaluations

Organizational Unit: Learning Resources/Library Services
Person Responsible: Mary D. Cooper
Date Submitted: August 2003

Part I

Statement of Standing Goal #4:

To make library collections and other resources available to library users in appropriate facilities and with the technology necessary for effective use of such resources.

Evaluation Method for Goal #4:

1. Maintain/exceed the current number of catalog workstations in campus libraries. [7]
2. Maintain or exceed the current number of web-connected workstations in campus libraries. [18]
3. Maintain the current number of staff workstations in campus libraries. [8]
4. Maintain or expand the resources of the library web page.

Evaluation Findings for Goal #4:

1. Since the catalog is now web-based, any web-connected computer can serve as a catalog, but seven workstations (6 at the Meadows Library and 1 at the Anniston Center library) are dedicated to catalog use.
2. The number of web-connected student workstations in campus libraries has been increased to 22.
3. The number of web-connected staff workstations has been increased to 10.
4. Links have been added to the library web page. Certain documents created to assist student and faculty have been converted to PDF, allowing them to load more consistently and be read by a free, popular web tool, Adobe Acrobat Reader.

PART II

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

Statement of 2002-2003 Objective #1:

To upgrade computer workstations, web connections, and other technology for students and library staff.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
Establish a replacement program to upgrade workstations every three years.		
Replace two staff machines	5/2003	5/2003
Replace four student machines	5/2003	5/2003
Use superceded machines to replace PAC and e-mail station machines	5/2003	5/2003

Acquire new microformat copying equipment.

Investigate microformat equipment options.	12/2002	n/a
Request technology funds and purchase.	01/2003	n/a

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The University of Alabama donated microformat copying equipment during FY2003.

PART II

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

Statement of 2002-2003 Objective #2:

Incorporate new technologies and expand existing technologies essential to library support of college mission and programs.

Strategic Initiatives for Objective #2

Maintain and expand library web page.

	<u>Projected</u>	<u>Date Completed</u>
Revise and maintain current web links and documents	03/2003	5/2003
Add instruction and course support modules to web page - in order to assist distance education students	05/2003	6/2003

Increase integration of presentation technologies into library instruction sessions.

	<u>Projected</u>	<u>Date Completed</u>
Use power point software in sessions	12/2002	12/02
Use web screen captures, CD-ROMs, etc in sessions	12/2002	12/02

Continue to publicize and support the Alabama Virtual Library (AVL) and other electronic resources.

	<u>Projected</u>	<u>Date Completed</u>
Encourage faculty and students to use the resources of the AVL.	05/2003	05/2003
Maintain and expand access to electronic databases in addition and complementary to the AVL.	03/2003	06/2003

Migrate from the older DRA library automation system to the newer Sirsi Unicorn system.

Have library staff attend Unicorn training sessions	10/2002	delayed
Plan training sessions for college staff and students	01/2003	delayed
Hold new system workshops for faculty	03/2003	delayed

Incorporate new system into all user
training

06/2003

delayed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Migration to a new system has been delayed. All these initiatives will be moved to FY 2004.

PART II

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

Statement of 2002-2003 Objective #3:

Improve faculty understanding of how libraries and librarians can support teaching and learning.

Strategic Initiatives for Objective #3:

Increase the role and activities of the Learning Resource Committee.

	<u>Projected</u>	<u>Date Completed</u>
Appoint librarian to serve on Committee	09/2002	09/2002
Involve Committee in Library projects and activities.	05/2003	12/2002

Increase cooperation between faculty and Library staff.

Assign each librarian a segment of college	11/2002	delayed
Appoint faculty liaisons to the library in college programs and departments.	03/2003	delayed

Revise the Faculty/Staff Guide to the Library.

Submit Guide to LRC Committee for suggestions.	01/2003	01/2003
Revise Guide and post on web page	03/2003	delayed

Assist faculty with programs up for review or accreditation.

Schedule evaluation of specific subject collection and resources.	05/2003	delayed
Implement needed refinements to library resources as appropriate and feasible	05/2003	delayed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The merger with Ayers Technical College has delayed the revision of the Faculty Staff Guide to Learning Resources. We should complete a *Guide to Campus Libraries* during

FY2004. Insufficient library staff and funding have prevented some of the initiatives designed to promote faculty involvement. The tasks are still important, but will take longer to complete.

PART II

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

Statement of 2002-2003 Objective #4:

Increase student use of the library and research resources.

Strategic Initiatives for Objective #4:

Identify library services essential to support student achievement and expand upon these as appropriate and feasible.

	<u>Projected</u>	<u>Date Completed</u>
- Consult ACRL standards	10/2002	10/02
Use student & faculty opinion survey results	06/2003	delay
Use focus groups to collect data	06/2003	delay
Use instruction session survey results	05/2003	delay
Collect material usage statistics.	06/2003	09/03

Continue and expand publicity efforts to insure student awareness of library services and resources.

Move library newsletter to the web page	03/2003	delay
Continue to distribute library information via the catalog, schedule, flyers and other instructional/promotional materials.	05/2003	07/03
Distribute library information to new students in orientation packets and mail-outs.	07/2003	07/03

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The survey projects were delayed due to backlogs and technical problems. Other ways of data gathering will need to be examined before the large student survey can be done in 2005. No focus groups were set up this year due to lack of time.

PART II

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

Statement of 2002-2003 Objective #5:

Maintain or increase library staffing levels to assist with new and expanded library services.

Strategic Initiatives for Objective #5:

	<u>Projected</u>	<u>Date Completed</u>
Fill position opening created by retirement of librarian in Anniston.		
Post and fill position	10/2002	delay
Train and orient new hire	12/2002	delay
Increase paraprofessional and professional staff.		
Investigate funding and cooperative hiring	12/2002	delay
Request posting during planning for 2003-2004	04/2003	delay

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

A temporary support level job was created for the Anniston Center Library for FY2003. A continuing status support level position was posted in July 2003. Additional professional and paraprofessional staff will be needed in campus libraries to deliver more than minimal library and learning resource services at three separate campuses.

2002 - 2003 PROGRAM/AREA EVALUATION

Organizational Unit: Lifelong Learning

Date: 8/25/03

Person Responsible: Jane Radcliffe

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PART I :

Statement of Standing Goal #1 :

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

Evaluation Method for Goal #1:

Has the Lifelong Learning Center increased the number of classes by 5% over the previous year? Has the number of students increased by 5% over the previous year?

Evaluation Findings for Goal #1:

Yes, the Lifelong Learning Center has increased the number of classes and students by 5% over the previous year.

We moved the Lifelong Learning Center from Allen Hall on the George Wallace Drive campus to Brown Hall on the East Broad campus. We feared that our students would not be able to find us and our enrollment during the Spring and Summer semesters would fall. Instead our enrollment increased once the students found that there is more parking at our new location, and registration and classes are all in the same building.

Our Kids College program was expanded to include 5 different grade levels, but our total number of students fell this year due to increased competition in the community. The Gadsden City Board of Education received a grant that offered parents full time summer care for \$45.00 per week and the YMCA decreased the price of their summer program \$20.00 per week.

Our Kids College program is still the best in the area using elementary school teachers to teach the classes and supervise the students and providing snacks and lunch all for one price, unlike the YMCA that hires teens to be counselors and babysit the children all day long and the YMCA and Gadsden City Board of Education programs that require the children bring their own lunch and snacks or money for supplemental activities such as roller skating and bowling. Our prices include lunch, two snacks and all the activities.

Even though our Kids College program increased the number of classes but decreased the number of students attending these classes, our adult and youth offerings and attendance throughout the rest of the year increased by 5%. We expanded our offerings to the Anniston and Cherokee County campuses and in turn increased our classes that were offered and made by 9 classes and 120 students in the past year at just these two campuses. This expansion included driver's education classes in Cherokee County. The Cherokee County Board of Education stopped offering driver's education in their high schools and requested that GSCC fulfill this need in their county. Their support has included leasing us their vehicle and providing textbooks for us to us.

In 2002 - 2003 we had 104 of our adult classes to make and provided instruction to 1,067 adult students. 100% of our 60 Kids College classes made and we served over 150 children. We had over 25 students in our Kids College program that stayed all day long all summer long with us!

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

Increased competition reduced our number of students attending Kids College, but with the move to Brown Hall this may have been a blessing in disguise. The lower numbers allowed us to get settled in Brown Hall and still offer a Kids College program. Due to the timing of the move, we did not know whether we could have a Kids College program this year. Next year we will reduce our prices to be competitive with the other programs and continue to provide a quality program.

We are constantly looking for additional class ideas for our adults. This next year we will continue to try different time slots and days to offer classes. We will also increase advertising to get the word out to more students.

Statement of Standing Goal #2 :

To provide more community service activities, services, and low-cost or free workshops.

Evaluation Method for Goal #2:

Has the Lifelong Learning Center increased the number of community service activities, services and low-cost or free workshops and students served by 5% over the previous year?

Evaluation Findings for Goal #2:

No, the Lifelong Learning Center did not increase the number of community service activities, services and low-cost or free workshops or students served by 5% over the previous year. This year we did not provide WETOC free workshops in the Spring and Summer semesters. This decreased the number of community service classes we offered this year.

In years past we have provided free or low-cost community service workshops for the general public in conjunction with our Nursing CEU workshops. This year our Nursing CEU provider number expired and we have not been able to provide some of the community service workshops that we would normally offer. We have reapplied for the provider number and are awaiting approval.

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

The WETOC class was a duplication of services that we provided to the community. The Skills Training Division offers a "Career Orientation Training Assistance" (COTA) class geared toward the same students. The COTA class takes the students a step forward and provides job shadowing and information about the Skills Training Division.

We feel confident that we will receive the Nursing CEU provider number and be able to continue the community service workshops for the community.

Statement of Standing Goal #3 :

To advertise courses to the interested target markets and ensure that the general public is aware of the courses offered by Lifelong Learning through mail-outs, flyers, classified ads, and other advertising as needed.

Evaluation Method for Goal #3:

Has the Lifelong Learning Center provided mail-outs and flyers to all the students on the database and pay to have four ads in the area newspaper of upcoming classes? Has the Lifelong Learning Center increased the outside advertising by 1% over the previous year?

Evaluation Findings for Goal #3:

Yes, the Lifelong Learning Center has provided mail-outs and flyers to all the students on the database and we have paid for four ads in the area newspapers of upcoming classes. We also increased advertising by 1% over the previous year by placing ads in the Anniston and Cherokee County newspapers and placing racks in strategic locations and providing course booklets to the general public. The racks were placed in location in Gadsden, Anniston, and Cherokee County during this last year.

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

No deficiencies identified.

Statement of Standing Goal #4 :

To maintain an orderly office opened till 6 p.m. two nights a week, communicate with instructors and students, and maintain files and computerized records.

Evaluation Method for Goal #4:

Has the Lifelong Learning Center maintained late hours two nights a week throughout the year for at least 50% of the time? Has the student files, admissions records, and computerized records maintained 100% of the time? Has communication with instructors provided in a timely manner 50% of the time?

Evaluation Findings for Goal #4:

Yes, the Lifelong Learning Center completed the above goal.

Jackie Neville stayed late two nights a week when the classes were in session. The student files, admissions records, and computerized records have been maintained 100% of the time. An audit by Donna Howington in June 2003 showed no discrepancies in our accounting records.

Communication with our instructors has been provided in a timely manner over 50% of the time. We have developed a schedule to provide the instructors and students with complete information about class offering and status. The instructors are contacted before the schedules are made out for the following semester and the instructors and students are contacted at the same time informing them of the status of their classes.

In June 2003, Jackie Neville, our fulltime secretary was reassigned and not replaced. I continued to maintain the records and keep the office open late at night during the Summer semester, even though some hardship was endured.

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

I will not be able to maintain this schedule without clerical support. The Lifelong Learning Center may have to adjust our office hours, so I can be here during the day and late on two nights a week.

Statement of Standing Goal #5 :

To research continuing education and professional development classes.

Evaluation Method for Goal #5:

Has the Lifelong Learning Center increased the number of classes offered 5% over the previous year? Has the Lifelong Learning Center increased the number of professional development classes 5% over the previous year?

Evaluation Findings for Goal #5:

Yes, the Lifelong Learning Center has increased the number of classes offered by 5% over the previous year. These offerings include classes at the Anniston and Cherokee County campuses and expanding the Kids College program.

No, the Lifelong Learning Center did not increase the number of professional development classes offered by 5% over the previous year. We have increased the number of CPR classes and HVAC professional development classes that we offered in the previous year, but due to the loss of Nursing professional development workshops we were not able to have because of the expiration of the CEU provider number we did not increase the percentage to 5% over what we offered in the past.

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

Once the Nursing CEU provider number is reassigned, we will continue to provide workshops for nurses.

Statement of Standing Goal #6 :

To coordinate services with the CCAMPIS and COPC grants, providing the matching budget for the CCAMPIS grant, and services for other grants as needed.

Evaluation Method for Goal #6:

Has the Lifelong Learning Center been instrumental in increasing the number of students served by the CCAMPIS grant by 5% over the previous year? Has the Lifelong Learning Center increased the number of classes and workshops by 1% over the previous year?

Evaluation Findings for Goal #6:

Yes, the Lifelong Learning Center was instrumental in increasing the number of students served by the CCAMPIS grant by 5% over the previous year. During the first year of the CCAMPIS grant, we established a childcare center and recruited children for the childcare center. Because the grant didn't become effective until October 2001, we spent most of the first year developing the program. During 2001 - 2002, we provided Kids College to 17 students during the Summer semester and evening care of 5 children during the Spring semester. This year we provided day time care and evening care to over 40 children and Kids College to 7 children.

The Lifelong Learning Center did not increase the classes or workshops by 1% for the CCAMPIS and COPC programs. These programs provided their own free workshops using funds from the grants. The Lifelong Learning Center was not called upon to provide these workshops and classes for them.

Last year we provided Kids College opportunities to the Neighborhood Network (HBCU/HUD) grant. This year the Neighborhood Network did not provide scholarships for their children to attend Kids College, instead they provided their own two week program for their children.

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

The Lifelong Learning Center will provide classes and workshops as requested by the different grant programs. The CCAMPIS grant is no longer connected to the Lifelong Learning Center and do not require support from other departments as it did when it was first received.

PART II:

Strategic Initiatives for Objective #1

	<u>Projected Date</u>	<u>Completed Date</u>
A. Objective #1: Develop a wider range of courses for senior citizens during the day throughout the year.		
1. <i>Strategic Initiative #1</i> – Survey the senior citizen groups in area and determine what type of classes they would like to attend and a reasonable cost for these classes.	10/2002	10/02 – 3/03
2. <i>Strategic Initiative #2</i> – Provide a few test classes to see if we receive the same amount of response that the surveys reflected.	01/2003	01/03 – 06/03
B. Objective #2: Move to Brown Hall after renovations and re-establish our location with the general public.		
1. <i>Strategic Initiative #1</i> – Send out "We Have Moved" postcards to our database of students.	12/2002	1/2003
** NOTE: We did not send out postcards, but we did advertise in our schedule booklet showing a map and promoting our new location to all of our students.		

2. **Strategic Initiative #2** –

Have an Open House in the Fall and the Spring and invite our students.

12/2002 & 1/2003 03/2003

**** NOTE:** We did not have an Open House in the Fall because we did not move into Brown Hall until mid-January. We did have an open house for our students in March during our week of registration and we moved our January/February classes to Brown Hall the last couple of weeks of class!

3. **Strategic Initiative #3** –

Change all the flyers, schedules, and publications to reflect our new location and a map to help our students find us.

10/2002

01/2003

C. **Objective #3:** Develop a wider range of courses for business professionals.

1. **Strategic Initiative #1** –

Provide computer-related classes for the business community.

08/2002

01/2003

2. **Strategic Initiative #2** –

Create a business community database of businesses in our area.

08/2002

10/2002

3. **Strategic Initiative #3** –

Send flyers to businesses of upcoming computer-related classes.

08/2002

10/02 – 06/03

4. **Strategic Initiative #4** –

Survey the business community to determine what classes that would interest them.

10/2002

Did not complete!

5. **Strategic Initiative #5** –

Ensure that we provide the perfect instructor to teach these classes, the software that they need, and a value added outlook to our classes that provides the business community more than they expected.

01/2003

01/03 – 06/03

D. **Objective #4:** Provide a quality Kids College program in the new location.

1. **Strategic Initiative #1** –

Evaluate the Kids College program to find weak areas and work on these.

12/2002

12/2002

2. **Strategic Initiative #2** –

If the GSCC Pool is available, write it into the Kids College schedule for next year.

2/2003

Pool not available!

3. **Strategic Initiative #3** –
Restructure the Kids College program to provide smaller classes for the younger age groups. 2/2003 3/2003
4. **Strategic Initiative #4** –
Hire a full-time person to coordinate Kids College. 4/2003 4/2003

PART III:

In the spaces below, list all deficiencies, problems, or weaknesses identified in the program evaluation, state what will be needed to address the problems, and project expenditures for the remedial actions.

Weaknesses, Deficiencies or Problems	Remedial Actions Needed	Estimated Costs
Goal #2 – Did not increase community service offerings 5%.	Offer more free or low-cost workshops.	Depends on classes.
Goal #5 – Did not increase professional development offerings 5%.	Nursing CEU provider number.	\$300.00 per year.
Objective #3 – We did not complete the survey Of the business course interests.	Develop a survey for industry.	Postage to mail surveys.

2002-2003 Program/Area Evaluations

Organizational Unit: Math and Engineering

Person Responsible: Susan Williams Brown/Tammy Potter/Lynette King

Date Submitted: August 25, 2003

Part I

Statement of Standing Goal #1: Provide developmental courses to help students acquire the competencies necessary for success in college-level courses.

Evaluation Method for Goal #1:

Performance Measure #1: Analyze grades to assure that 70% of developmental students enrolled after final withdrawal date will achieve a grade of "C" or higher ("S" if taken pass/fail) in their developmental mathematics courses.

Performance Measure #2: Analyze grades to assure that 60% of developmental students who subsequently enrolled in a transferable math course achieve a grade of "C" or higher in these math courses.

Performance Measure #3: Analyze grade to assure that 65% of the students that complete developmental courses will succeed with a "C" or higher in the courses if taken in correct sequence and consecutively.

Evaluation Findings for Goal #1:

Performance Measure #1: As shown on the attachment, for the year 2002-2003 there were 71.5% of the MTH 090 students that achieved an "S" (75 or higher), but only 66.5 % of the MTH 098 students that achieved a grade of an "S." These classes only had a combined rate of 68.5%. The results of this data also showed that MTH 098 and MTH 090 experienced a high withdrawal rate. MTH 098 had a withdrawal rate of 26.8% and MTH 090 had a withdrawal rate of 19.3%.

Performance Measure #2 The information in performance measure #2 was request from the Computer Science Center. Due to the work schedule of this department brought about by the merger with Ayers, this information was unattainable at this time.

Performance Measure #3 The information in performance measure #3 was request from the Computer Science Center. Due to the work schedule of this department brought about by the merger with Ayers, this information was unattainable at this time.

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

The Goal #1 Performance Measure #1 was not met.

The results of the data show that the MTH 090 students met the performance measure but the MTH 098 students did not and both courses experienced a high withdrawal rate. The department feels that the goal was not met due to overloaded class-size, limited use of math/lab tutor hours, inability to use Internet access in the developmental lab and incorrect advisement. A proposed

remedy would be to increase the departmental budget so that: (1) more full-time and part-time faculty could be hired to help reduce the class-size, (2) more student math/lab tutors could be hired so that students would have more access to immediate help, (3) a computer lab technician could be hired to keep the labs up-to-date and fix any technical problems and (4) more up-to-date computers with faster internet access could be purchased for the developmental lab. It would also be beneficial to the department to have an updated host session that would automatically block students out of courses in which that do not have the prerequisites.

Statement of Standing Goal #2: Offer courses that prepare transfer students to successfully compete with native students as respective colleges and universities.

Evaluation Method for Goal #2:

Performance Measure #1: Of the total math classes offered at Gadsden State Community College, 50% of the classes meet the mathematics component for transfer to upper division college programs.

Performance Measure #2: Document with the transfer guides of various institutions that mathematics courses offered at Gadsden State Community College do transfer to those institutions and count toward Baccalaureate degrees.

Performance Measure #3: Conduct a survey of a random sample of Calculus students to ensure that 50% of those returning surveys complete a follow-up math or engineering course with a "C" or higher at a college or university.

Evaluation Findings for Goal #2:

Performance Measure #1: After checking the total number of math classes taught during the Fall 2002, Spring 2003, and Summer 2003 semesters (187), 103 classes (55%) meet the mathematics component for transfer to upper division college programs.

Performance Measure #2: Checking the STARS program (Statewide Transfer and Articulation System), math courses at Gadsden State Community College do transfer to institutions offering BS degrees. The STARS program is valuable in the advertisement of students during registration, orientation, and etc.

Performance Measure #3: A survey was given to a class of Calculus III students asking them to return the survey when they completed a follow-up math or engineering course at a college or university. Of the returned surveys, 100% of the students did complete a follow-up math/engineering course with a "C" or higher.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:
The Goal #2 Performance Measure #1 was marginally met.

Results of the data shows that more classes need to be offered that transfer to upper division college programs. Data also shows that Engineering classes need to be added to the schedule. The goal was marginally met due to budget constraints and class size requirements. A proposed remedy would be to increase the departmental budget. This would allow more money for

funding additional full-time and part-time faculty positions. This would allow more money for funding overload contracts.

The Goal #2 Performance Measure #2 was met.

However, higher-level Math/Engineering classes such as Differential Equations, Linear Algebra, and Calculus III are not being offered as often as requested by students. This is mainly due to budget constraints, class size requirements, and availability of full-time faculty. A proposed remedy would be to increase the departmental budget. This would allow for funding of release time for faculty to spend on advisement and would allow more faculty to teach overload classes.

Goal #2 Performance Measure #3 was met.

Higher-level courses such as Differential Equations, Linear Algebra, etc. are not being offered as often as requested by students due to budget constraints and class size requirements. As a result, more students are taking these classes at other 2-year or 4-year institutions. A proposed remedy would be to increase funding for the department so that the department could offer more of the upper level Math/Engineering courses.

Statement of Standing Goal #3: Offer courses that will enable students to complete the math requirements for technical/training for business and industry occupational students in degree/certificate programs.

Evaluation Method for Goal #3:

Performance Measure #1: Examine class offerings to show that 10% of the mathematics courses offered per year are MAH 101 and MTH 116.

Performance Measure #2: Analyze the completion rates of students enrolled in MAH 101 and MTH 116 to ensure that 70% complete the course with a "C" or higher after the final withdrawal date.

Evaluation Findings for Goal #3:

Performance Measure #1: Upon examination of the 2002-2003 course offerings, it was found that 31 of the 187 math classes offered were either MTH 116 or MAH 101. Thereby, providing 17% of the mathematics courses offered per year in the area of math for technical/training for business and industry and degree/certificate programs.

Performance Measure #2: As shown in the attachment, for the year 2002-2003 there were at least 70% of the MAH 101 and MTH116 students that achieved a "C" or higher.

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

Statement of Standing Goal #4: Offer courses, which permit students to successfully complete the mathematics requirements associated with the two-year college AS and AAS degrees.

Evaluation Method for Goal #4: Performance Measure #1: Examine class offerings to show that 70% of the mathematics courses offered per year meet the requirements for the AS and AAS degrees.

Evaluation Findings for Goal #4: Performance Measure #1: After checking the total number of math classes (187) taught during the Fall 2002, Spring 2003, and Summer 2003 semesters, 129 classes (69%) meet the requirements for the AS and AAS degrees.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:
The Goal #4 Performance Measure #1 was not met.

The results of the data show that more classes that meet the requirements for the AS and AAS degrees need to be offered. The goal was not met due to budget constraints and class-size requirements. A proposed remedy would be to increase the departmental budget so that more full-time and part-time faculty could be hired. If funding were increased more faculty could teach overload classes.

Part II

Statement of 2002-2003 Objective #1: Provide the highest degree of up-to-date information and instructional technology in the teaching and learning process.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #1</u>		
Strategic Initiative #1: Furnish mathematics teachers with laptop computers and other up-to-date instructional technology.		
1.1 Purchase laptop computer for Departmental use	<u>Sp03</u>	<u>Sp03</u>
1.2 Purchase license for Microsoft Office	<u>Sp03</u>	<u>Obtained through school site license</u>
Strategic Initiative #2: Evaluate current computer software and equipment in offices and labs.		
2.1 Examine current software to determine if it is appropriate and adequate	<u>Fa02</u>	<u>Su03</u>
2.2 Purchase updates for office computers such as:		
a. Mathtype	<u>Fa02</u>	<u>No new version</u>
b. Classmaster (Grading Program)	<u>Su02</u>	
2.3 Purchase software updates for lab computers	<u>Fa03</u>	<u>Sp03</u>
2.4 Maintain computer equipment and purchase updated hardware as needed	<u>Fa02/Sp03</u>	<u>Sp03/Su03</u>
2.5 Purchase one faculty workstation	<u>Fa02</u>	<u>Fa02/Sp03</u>
2.6 Purchase license for Microsoft Office	<u>Fa02</u>	<u>Obtained through school site license</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #2: To develop a plan to utilize Distance Learning.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #2</u>		
Strategic Initiative #1: To pilot an internet course in mathematics.		
1.1 Implement a MTH 100 Internet course in Fall 2002	<u>Fa02</u>	<u>Fa02/Sp03</u>
1.2 Conduct Random survey of MTH 100 students to determine their interest in taking Internet courses	<u>Fa02</u>	<u>Sp03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #3: To promote Professional Development.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #3</u>		
Strategic Initiative #1: Provide on campus Professional development demonstrating the use of new technology in mathematics.		
1.1 Faculty will attend professional development activities involving the use of new technology with Addison Wesley books and My Math Lab	<u>Sp03</u>	<u>Unable to schedule</u>
1.2 Faculty will attend professional development activities involving the use of the Houghton Mifflin software	<u>Sp03</u>	<u>Unable to schedule</u>
1.3 Faculty will conduct Sharing workshops in house	<u>Sp03</u>	<u>Sp03/Su03</u>
1.4 Faculty will communicate with GSCC Physics, Engineering, or Technical faculty to improve course content	<u>Sp03</u>	<u>Fa02/Sp03</u>

Strategic Initiative #2: Encourage participation in off campus professional development activities.

- | | | |
|---|------------------|-------------|
| 2.1 Teachers will attend conferences to obtain up-to-date information on the math curriculum and standards | <u>Fa02/Sp03</u> | <u>Sp03</u> |
| 2.2 Teachers will network with faculty members from other two and four-year colleges to compare syllabi and resources | <u>Sp03</u> | <u>Sp03</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Faculty Schedules were very hectic this past year due to the Consolidation and Merger. Many of mathematics faculty was assigned to several different committees charged with facilitating the merger and writing portions of the SAC's consolidation report. Because of this added work it was not possible to schedule the professional development activities involving the use of the textbook software.

Due to budget constraints less than 50% of the full-time faculty were able to attend off campus Professional Development activities.

Semester	Course No. and Section	Instructor	Total Students on first Official Class Roster	Total Students Enrolled at end of Semester	Students with C or better (75 or above in MTH 090/098)	Students with D or F	Incompletes	Total Withdrawals or Drops
Fall 2002	090		303	240	180	60	0	63
Spring 2003	090		204	172	103	69	0	32
Sum 2003	090		80	62	56	6	0	18
		Totals	587	474	339 71.5%	135 28.5%	0 0%	113 19.3%
Fall 2002	098		359	253	164	89	0	106
Spring 2003	098		281	213	147	66	0	68
Sum 2003	098		132	99	65	34	0	33
		Totals	772	565	376 66.5%	189 33.5%	0 0%	207 26.8%
Fall 2002	100		439	313	234	78	1	126
Spring 2003	100		406	312	235	74	3	94
Sum 2003	100		211	180	154	25	1	31
		Totals	1056	805	623 77.4%	177 22%	5 0.6%	251 23.8%
Fall 2002	112		270	193	165	28	0	77
Spring 2003	112		286	205	163	42	0	81
Sum 2003	112		187	137	111	25	1	50
		Totals	743	535	439 82%	95 17.8%	1 0.2%	208 28%
Fall 2002	101							
Spring 2003	101		52	50	41	7	2	2
Sum 2003	101							
		Totals	52	50	41 82%	7 14%	2 4%	2 3.8%
Fall 2002	116		284	234	198	36	0	50
Spring 2003	116		259	204	159	45	0	55
Sum 2003	116		174	156	145	9	2	18
		Totals	717	594	502 84.5%	90 15.2%	2 0.3%	123 17.2%

2002-2003 Program/Areas Evaluations

UNIT: Practical Nursing Program
Person responsible: Connie Meloun/Evelyn Woods
Date Submitted: August 25, 2003

I. **Standing Goals:** The goals for the Practical Nursing Program are to:

A. Goal #1

1. **Statement:** Prepare students for licensure and successful practice as licensed practical nurses.
2. **Evaluation Method for Goal#1**
 - a. Analysis of the NCLEX-PN results for graduates of the program will be analyzed for the pass rate in relation to the criteria for percent passing and in relation to the state and national average pass rate for the same time period and will indicate the following:
 1. At least 90% of the graduates who take the NCLEX-PN examination within one year post-graduation will pass the examination on the first attempt.
 2. The pass 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.
 - b. Analysis of the graduating students' End of Program Student Satisfaction Survey will indicate at least 75% of the graduating students will express an "agree" or "strongly agree" level of satisfaction with the effectiveness of individual nursing courses.
 - c. Analysis of Six-Month and One-Year Post Graduation Surveys of graduates will indicate that at least 75% of the respondents:
 1. who seek employment will be employed in nursing within six months post-graduation in their own geographic area.
 2. who are employed will have full-time employment if desired.
 3. will have salaries consistent with the area and type of employing agency.
 4. will report advancement in their positions consistent with their education and experience.

Evaluation Findings for Goal # 1:

- a. 1. The NCLEX-PN pass rate for graduates on the first attempt for the year Oct.2001-Sept.2002 is 93%.
- b. The NCLEX-PN pass rate for the 2002 graduates is 96% which exceeds the state and national averages.

- c. 2. The End of Program Student Satisfaction Surveys and the Six-Month and One-Year Post graduation Surveys are being analyzed at this time.

B. Goal #2

1. **Statement:** Maintain Alabama Board of Nursing approval.
2. **Evaluation Method for Goal # 2:** Alabama Board of Nursing approval through 2002. (Site visit scheduled for this year.) Continue to maintain approval.
3. **Evaluation Finding for Goal # 2:** The Practical Nursing program has maintained Alabama Board of Nursing approval.

C. Goal #3

1. **Statement:** Maintain pass rates on NCLEX-PN at or above the State and National levels.
2. **Evaluation Method for Goal # 3:** Analysis of the NCLEX-PN results for graduates of the program will be analyzed for the pass rate in relation to the state and national average pass rate for the same time period and will indicate the pass 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. **Evaluation Findings for Goal # 3:** The NCLEX-PN rate for 2002 graduates on the first attempt is 96% which exceeds the state and national averages.

D. Goal #4

1. **Statement:** Achieve high job placement rates for students completing the Practical Nursing Program.
2. **Evaluation Method for Goal # 4:** Six Month Post-Graduation Survey of graduates will indicate that of those graduates who respond to the survey, at least 75% who seek employment will be employed in nursing within six months post-graduation in their own geographic area; and will have full-time employment, if desired.
3. **Evaluation Findings for Goal # 4:** The Six-Month Post-Graduation Surveys of graduates are currently being analyzed.

E. Goal #5

1. **Statement:** Ensure that the graduate of the nursing program is competent to function in the capacity of providing basic bedside nursing in the areas of assessing, planning, implementing, and evaluating client care.
2. **Evaluation Method for Goal # 5:**
 - a. Analysis of six month employer survey will indicate that of those employers of GSCC PN graduates who respond to a 6 month survey regarding the beginning competencies of the

GSCC PN, at least 75% will express a "well prepared" or "very well prepared" level of satisfaction.

b. Analysis of twelve month employer follow-up survey will indicate that of those employers who respond to a 12 month follow-up survey regarding the development of competencies of the GSCC PN after 6 months or more of practice, at least 75% will express a "well prepared" or "very well prepared" level of satisfaction.

3. **Evaluation Findings for Goal # 5:** The six month and twelve month employer surveys are currently being analyzed.

F. Goal #6

1. **Statement:** Foster in students the desire for continuing growth, civic awareness, self-direction, self-awareness of aptitudes and limitations, and the development of personal, professional and civic characteristics consistent with the individual's role in society.

2. **Evaluation Method for Goal # 6:** Six month and one year post Graduation Survey will be revised so that respondents can indicate as to how they have met this goal. 75% of respondents will indicate having met this goal.

3. **Evaluation Method for Goal # 6:** Six month and one year post graduation surveys are currently being analyzed.

G. Goal #7

1. **Statement:** Provide for continuing education, professional development, and personal enrichment for program graduates, health care professionals and others in the community.

2. **Evaluation Method for Goal # 7:** In conjunction with the GSCC's Center for Lifelong Learning, and the Associate Degree Registered Nursing program, the Practical Nursing Program will offer at least two continuing education activities during the year to health care professionals. Evaluations of each continuing education activity will show that 75% of respondents indicate that the activity meets their need(s).

3. **Evaluation Findings for Goal # 7:** The GSCC Center for Lifelong Learning submitted an application to the Alabama Board of Nursing for a Continuing Education Provider number in July 2003. The Division of Nursing will assist with the planning, implementation, and evaluation of three programs planned for the fall of 2003.

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

4. The data for the Six-Month and One Year surveys have been received but not completely analyzed.

5. The Continuing Education Application had expired but has been resubmitted to the Alabama Board of Nursing for approval.

II. 2002-2003 Objectives

Objective #1: Obtain additional clinical sites for students' learning experiences.	Projected Completion	Date Completed
1. Strategic Initiative #1: Evaluate clinical agencies in the surrounding area.		
1.1 Visit agencies	<u>07/02</u>	<u>09/02</u>
1.2 Meet with agency representatives to discuss school's and agency's responsibilities in providing clinical site.	<u>07/02</u>	<u>09/02</u>
1.3 Determine suitability for students' clinical experiences	<u>07/02</u>	<u>09/02</u>
1.31. Location of site		
1.32. Patient census		
1.33. Types of patients' diagnoses		
1.34. Agency staff attitudes regarding nursing students.		
1.35. Use by other schools of nursing		
1.3. Acquire Alabama Board of Nursing Approval	<u>08/02</u>	<u>02/03</u>
1.4. Enter into contractual agreement with agency(ies).		
2. Strategic Initiative #2: Evaluate effectiveness of agency(ies) to meet students' learning needs.		
1.1. Students' evaluations of clinical site at end of clinical rotation.	<u>08/03</u>	<u>08/03</u>
1.2. Clinical instructors' evaluations of clinical sites.	<u>08/03</u>	<u>12/03</u>
1.3. End of course evaluation by faculty	<u>08/03</u>	<u>12/03</u>

Objective #2. Offer continuing education activities in conjunction with GSCC's Center for Lifelong Learning, and the Associate Degree Registered Nursing Program.

1. Strategic Initiative #1: Develop plan for continuing education offerings throughout the year.
 - 1.1. Analyze responses of participants from previous continuing education activities

as to recommendations for future programs.	<u>09/02</u>	<u>12/03</u>
Plan program	<u>09/02</u>	<u>9/03</u>
1.21. Subject matter		
1.22. Presenters		
1.23. Dates		
2. Strategic Initiative #2: Publicize event		
2.1. Center for Lifelong Learning for Mailouts	<u>10/02</u>	<u>10/03</u>
2.2. GSCC's Public Relations Office	<u>10/02</u>	<u>10/03</u>
2.3. Local health care agencies	<u>10/02</u>	<u>10/03</u>
Objective #3: Evaluate equipment needs for purchase for use in PN courses.		
1. Strategic Initiative #1: Evaluate the present inventory of media resources equipment, and supplies for priority purchase consideration.		
1.1. Evaluate the present inventory	<u>12/02</u>	<u>09/02</u>
1.2. Determine items needed	<u>12/02</u>	<u>10/02</u>
1.3. Do purchase orders	<u>01/03</u>	<u>12/02</u>
1.4. Receive ordered items into inventory	<u>04/03</u>	<u>01/03</u>
1.5. Implement the use into course Offerings	<u>05/03</u>	<u>01/03</u>
C. Objective #4. Develop an aggressive recruitment/retention plan.		
1. Strategic Initiative #1: Evaluate the current recruiting practices	<u>10/02</u>	<u>09/02</u>
2. Survey local schools to determine students' areas of interest	<u>12/02</u>	<u>04/03</u>
3. Attend area schools' recruitment functions	<u>05/02</u>	<u>08/03</u>
4. Strongly encourage students to take math and English requirements as well as LPN 113 Body Structure and Function prior to first semester of Clinical nursing courses	<u>07/03</u>	<u>05/03</u>
D. Objective #5: To provide students with A variety of scholarship opportunities to Improve students' chances for successful program completion		
1. Strategic Initiative #1: Apply for grants to secure additional financial funds	<u>08/03</u>	<u>Not Done</u>

- | | | |
|--|--------------|-----------------|
| 2. Strategic Initiative #2: Seek financial assistance from the community in pursuit of this objective. | <u>08/03</u> | <u>Not Done</u> |
| 2.1. Local business donations | | |
| 2.2. TV & radio ads | | |
| 2.3. Newspapers | | |
| 2.4. Religious & senior groups | | |
| 2.5. GSCC faculty and staff | | |
| 2.6. Medical community | | |

Objective #5 was not completed. We do not have a grant writer in the nursing education department. We did not seek financial assistance from the community to help sponsor scholarships for nursing students.

Plans: We plan to contact the grant writer for the college (when hired) and discuss the possibility of writing a grant to help fund scholarships for nursing students. Nursing students often participate in fund raising activities in the community and in conjunction with SNA.

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|---|--------------|--------------|
| E. Objective #6: To provide a "critical thinking college lab setting" that better resembles "life in the hospital." | | |
| 1. Strategic Initiative #1: Purchase and install new hospital equipment. | <u>08/03</u> | <u>08/03</u> |
| 2. Simulate critical thinking situations for student interactions. | <u>08/03</u> | <u>09/03</u> |
| F. Objective #7: Implement "Strategic Plan for Improving Student's Performance on NCLEX-PN" | | |
| 1. Strategic Initiative #1: Review current curriculum to ascertain if all areas of NCLEX-PN plan are included | | |
| 1.1. Faculty will assess content of each course to ensure that all areas of the NCLEX-PN test plan are not only included, but also re-emphasized in a simple-to-complex manner throughout the program curriculum. | <u>11/02</u> | <u>01/03</u> |
| 2. Strategic Initiative #2: Review NCLEX-PN Candidate Diagnostic Profiles for first time students not passing NCLEX for Summer 2000 graduates through Summer 2002 graduates. | | |
| 2.2. Review individual student | | |

profiles to identify lower levels of performance in the individual categories of the NCLEX-PN Test Plan.

12/02

03/03

3. Strategic Initiative #3: Assess the current curriculum as to the use of critical thinking activities in each course.

3.1. Faculty will review each course to determine if and what type of critical thinking activities are/will be utilized.

12/02

02/03

4. Strategic Initiative #4: Compare student profiles of graduates from Summer 2000 through Summer 2002.

12/02

02/03

4.1. GPA

4.2. Placement scores

4.3. Fulfillment of admission requirements

4.4. When academic courses taken

4.5. Course grades

4.6. Course failures

2002-2003 ORGANIZATIONAL UNIT STRATEGIC PLAN

UNIT: Associate Degree Registered Nursing Program
Person responsible: Connie Meloun / Phyllis Waits
Date Submitted: August 25, 2003

I. **Standing Goals:** The goals for the Associate Degree Registered Nursing Program are to:

A. Goal #1

1. **Statement:** Prepare students for licensure and successful practice as registered nurses.
2. **Evaluation Method for Goal #1:**
 - a. Analysis of the NCLEX-RN results for graduates of the program will be analyzed for the pass rate in relation to the criteria for percent passing and in relation to the state and national average pass rate for the same time period and will indicate the following:
 1. At least 90% of the graduates who take the NCLEX-RN examination within one year post-graduation will pass the examination on the first attempt.
 2. The pass rate for graduates who pass the NCLEX-RN examination on the first attempt within one year post-graduation will meet or exceed the state and national averages.
 - b. Analysis of the graduating students' End of Program Student Satisfaction Survey will indicate at least 75% of the graduating students will express an "agree" or "strongly agree" level of satisfaction with the effectiveness of individual nursing courses.
 - c. Analysis of Six-Month and Three-Year Post Graduation Surveys of graduates will indicate that at least 75% of the graduates:
 1. who seek employment will be employed in nursing within six months post-graduation in their own geographic area.
 2. who are employed will have full-time employment if desired.
 3. will have salaries consistent with the area and type of employing agency.
 4. will report advancement in their positions consistent with their education and experience.
3. **Evaluation Findings for Goal #1:**
 - a. 1. The NCLEX-RN pass rate for graduates on the first attempt for the year Oct 2001 – Sept.2002 is 96%.
 2. The NCLEX-RN pass rate for graduates of 96% is above the Alabama State Average of 86.40 and the

National Average of 86.30 during the year Oct 2001- Sept 2002.

b. At least 93% of the students expressed an "agree" or "strongly agree" level of satisfaction with the effectiveness of individual nursing courses.

c. Analysis of the Six-Month and Three-Year Post Graduation Surveys of graduates indicated the following:

1. Six Month – 88% of graduates responding to the survey are employed in nursing in their own geographic area

Three-Year – 89% of graduates responding to the survey are employed in nursing in their own geographic area.

2. Six Month- 94% of graduates responding to the survey are employed full-time in nursing.

Three-Year – 94% of graduates responding to the survey are employed full-time in nursing.

3. Six Month – 88% of graduates responding to the survey believe that their salaries are consistent with the area and type of employing agency.

Three-Year – 94% of the graduates responding to the survey believe that their salaries are consistent with the area and type of employing agency.

4. Three-Year – 89% of graduates responding to the survey report advancement in their positions consistent with their education and experience.

B. Goal #2

1. **Statement:** Maintain Alabama Board of Nursing approval and National League for Nursing accreditation.
2. **Evaluation Method for Goal #2:** Alabama Board of Nursing approval through 2005; NLNAC approval/accreditation through 2008. Continue to maintain approval/accreditation.
3. **Evaluation Finding for Goal #2:** The Associate Degree Nursing Program has maintained Alabama Board of Nursing approval through 2005. The Program has maintained accreditation by NLNAC and will be revisited in 2005.

C. Goal #3

1. **Statement:** Maintain pass rates on the NCLEX-RN at or above the State and National levels.
2. **Evaluation Method for Goal #3:** Analysis of the NCLEX-RN results for graduates of the program will be analyzed for the pass rate in relation to the state and

national average pass rate for the same time period and will indicate the pass rate for graduates who pass the NCLEX-RN examination on the first attempt within one year post-graduation will meet or exceed the state and national averages.

3. Evaluation Findings for Goal #3:

The NCLEX-RN pass rate for graduates on the first attempt is 96% and above the Alabama State Average of 86.40 and the National Average of 86.30 during the year Oct 2001- Sept 2002.

D. Goal #4

1. **Statement:** Achieve high job placement rates for students completing the Associate Degree Registered Nursing Program.

2. **Evaluation Method for Goal #4:** Six Month Post-Graduation Survey of graduates will indicate that of those graduates who respond to the survey, at least 75% who seek employment will be employed in nursing within six months post-graduation in their own geographic area; and will have full-time employment, if desired.

3. Evaluation Findings for Goal #4:

Six Month – 88% of graduates responding to the survey are employed in nursing in their own geographic area

Six Month- 94% of graduates responding to the survey are employed full-time in nursing.

E. Goal #5

1. **Statement:** Foster in students the desire for continuing growth, civic awareness, self-direction, self-awareness of aptitudes and limitations, and the development of personal, professional and civic characteristics consistent with the individual's role in society.

2. **Evaluation Method for Goal #5:** Six Month and Three Year Post-Graduation Survey will be revised so that respondents can indicate as to how they have met this goal. 75% of respondents will indicate having met this goal.

3. Evaluation Findings for Goal #5:

The survey tools were not revised, therefore we could not collect this data.

F. Goal #6

1. **Statement:** Provide for continuing education, professional development, and personal enrichment for program graduates, health care professionals and others in the community.
2. **Evaluation Method for Goal #6:** In conjunction with the GSCC's Center for Lifelong Learning, and the Practical Nursing Program, the Associate Degree Registered Nursing program will offer at least two continuing education activities during the year to health care professionals. Evaluations of each continuing education activity will show that 75% of respondents indicate that the activity meets their need(s).
3. **Evaluation Findings for Goal #6:** The Nursing Education Department had to submit a new application for continuing education in August of 2003. We plan to present at least two continuing education program before January 1, 2004. We will evaluate the participates responses following the programs.

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

1. The Six Month and Three-Year surveys were not revised so that respondents could indicate as to how they have met Goal #5.
Action: The Six Month survey will be revised this year so that respondents can indicate as to how they have met Goal #5. We are considering discontinuing the Three-Year graduate survey due to the poor response rate.
2. The Continuing Education Application had expired.
Action: The Continuing Education Application has been resubmitted to the Alabama Board of Nursing. Two continuing education programs are planned to be held before January 1, 2004.

Part II: 2002-2003 Objectives**Projected
Completion****Date
Completed**

- A. Objective #1: Acquire BSN prepared lab/clinical supervisor.
1. Strategic Initiative #1: Present a proposal to the Coordinator of Health Sciences and to the Dean of Instruction as to the feasibility of this position. 03/03 01/03
Note: This initiative was presented early due to the resignation of a full-time faculty member in December, 2002
- B. Objective #2: Acquire a MSN prepared Psychiatric-Mental Health Nursing Instructor.
1. Strategic Initiative #1: Present a Proposal to the Coordinator of Health Sciences and Dean of Instruction as to the need of this Position. 10/02 12/02
 2. Strategic Initiative #2: Propose a budget solution to the cost of advertising locally and nationally for the above position. 10/02 02/03
 3. Strategic Initiative #3: Assist with developing a job description. 10/02 03/03
 4. Hire full or part-time instructor 01/03 08/03
- B. Objective #3: Evaluate equipment needs for purchase for use in RN courses.
1. Strategic Initiative #1: Evaluate the present inventory of media resources equipment, and supplies for priority purchase consideration.
 - 1.1. Evaluate the present inventory 09/02 09/02
 - 1.2. Determine items needed 10/02 10/02
 - 1.3. Do purchase orders 12/02 01/03
 - 1.4. Receive ordered items into inventory 02/03 05/03&07/03
 - 1.5. Implement the use into course Offerings 08/03 06/03&08/03

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| C. Objective #4. Develop an aggressive recruitment/retention plan. | | |
| 1. Strategic Initiative #1: Evaluate the current recruiting practices | <u>10/02</u> | <u>09/02</u> |
| 2. Survey local schools to determine students' areas of interest | <u>12/02</u> | <u>04/03</u> |
| 3. Evaluate NUR 201B students compared to those without course as it relates to program success | <u>08/03</u> | <u>08/03</u> |
| D. Objective #5: To provide students with A variety of scholarship opportunities to Improve students' chances for successful program completion | | |
| 1. Strategic Initiative #1: Apply for grants to secure additional financial funds | <u>12/02</u> | <u>Not Done</u> |
| 2. Strategic Initiative #2: Seek financial assistance from the community in pursuit of this objective. | <u>08/03</u> | <u>Not Done</u> |
| 2.1. Local business donations | | |
| 2.2. TV & radio ads | | |
| 2.3. Newspapers | | |
| 2.4. Religious & senior groups | | |
| 2.5. GSCC faculty and staff | | |
| 2.6. Medical community | | |
| E. Objective #6: To provide a "critical thinking college lab setting" that better resembles "life in the hospital." | | |
| 1. Strategic Initiative #1: Purchase and Install new hospital equipment. | <u>05/03</u> | <u>07/03</u> |
| 2. Simulate critical thinking situations for student interactions. | <u>05/03</u> | <u>08/03</u> |

Objective #5 was not completed. We do not have a grant writer in the nursing education department. We did not seek financial assistance from the community to help sponsor scholarships for nursing students.

Plans: We plan to contact the grant writer for the college (when hired) and discuss the possibility of writing a grant to help fund some scholarships for nursing students. The current SNA sponsor, Amanda Morgan, is very active in helping the SNA to formulate ideas to raise money for nursing students scholarships.

2002-2003 Program/Area Evaluations

Organizational Unit: Public Safety Telecommunications

Person Responsible: Christina Dilges / Connie Meloun

Date Submitted: August 22, 2003

Part I

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

Evaluation Method for Goal #1: Survey of current students.

Evaluation Findings for Goal #1: PST courses have been taught in partnership with Jacksonville State University and the Institute for Emergency Preparedness. Assessment instruments administered have been uniformly positive.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted.

Statement of Standing Goal #2: To recruit, employ and maintain a highly specialized faculty in Public Safety Telecommunications.

Evaluation Method for Goal #2: Survey of current students.

Evaluation Findings for Goal #2: PST courses have been taught in partnership with Jacksonville State University and the Institute for Emergency Preparedness. Assessment instruments administered have been uniformly positive.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted.

Statement of Standing Goal #3: To provide students with the instructional resources, and state-of-the-art education through distance learning in the Public Safety Telecommunications discipline.

Evaluation Method for Goal #3: Analysis of students who completed requirements for an Associate's degree.

Evaluation Findings for Goal #3: Four students have been awarded Associates degrees to date.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted.

2002-2003 Program/Area Evaluations
Page Two

Statement of Standing Goal #4: To maintain the standards as set forth by the Institute of Emergency Preparedness and the Association of Public Safety Communications Officials, Inc.

Evaluation Method for Goal #4: Evaluate students for award of a Basic APCO certificate and an Advanced APCO certificate.

Evaluation Findings for Goal #4: 37 students have been awarded APCO certificates and 37 have been awarded work experience credit at GSCC.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None noted.

PART II

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

Statement of 2002-2003 Objective #1: To fully staff the PST Program

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #1

Strategic Initiative #1: Hire a full time instructor for the PST faculty position.

1.1 Develop a Job Description	<u>05/30/03</u>	<u>11/01/02</u>
1.2 Announce the job	<u>06/30/03</u>	<u>12/02/02</u>
1.3 Hire the full time instructor	<u>08/11/03</u>	<u>02/13/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2002-2003 Program/Area Evaluations
Page Three

Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
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Strategic Initiatives for Objective #1

Strategic Initiative #2: Contract with instructors for on-line course delivery of the PST courses.

2.1 Identify the instructors	<u>11/22/02</u>	On-going
2.2 Complete contracts	<u>01/08/03</u>	_____

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable. Contracts have not yet been completed as courses have not yet been taught. Courses are scheduled to be taught in 2003-2004 and contracts should be completed at that time.

Statement of 2002-2003 Objective #2: To advocate for on-line required academic courses

Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
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Strategic Initiatives for Objective #2

Strategic Initiative #1: Work with the Dean of Instructional Services to insure that the required academic courses for a degree in PST are offered on-line.

1.1 Determine which courses are on-line	<u>10/30/02</u>	<u>03/30/03</u>
1.2 Determine which courses need to be on-line	<u>11/22/02</u>	<u>03/30/03</u>
1.3 Monitor to insure all required courses are offered on a regular and recurring basis	<u>04/30/02</u>	<u>08/07/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2002-2003 Program/Area Evaluations
Page Four

Statement of 2002-2003 Objective #3: Evaluate space requirements for the PST Program

Projected Completion Date	Actual Completion Date
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Strategic Initiatives for Objective #3

Strategic Initiative #1: Work with the Dean of Instructional Services to insure that office space is available for the PST Program Instructors.

1.1 Evaluate space requirements (FTE/PTE)	<u>09/30/02</u>	<u>02/28/03</u>
1.2 Evaluate storage/filing requirements	<u>10/18/02</u>	<u>03/30/03</u>
1.3 Monitor to determine if space is adequate.	<u>11/22/02</u>	<u>04/30/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz / Connie Meloun

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #1:

Provide students with knowledge and skills to competently and safely perform radiologic procedures as entry level radiographers upon graduation.

Evaluation Method for Goal #1:

Post Graduate Surveys
Employer Surveys
Graduate Exit questionnaire
Annual Advisory Committee Meetings

Evaluation Findings for Goal #1:

Results from the post graduate survey, employer surveys, and graduate exit questionnaires report reflect that this goal is being met. Members of the advisory committee report that this goal is being met.

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

This goal is currently being met and the program will continue to monitor these areas. The employer survey is going to be revised to assess additional and more specific areas of graduate performance. The post graduate survey is also being revised so that additional information can be evaluated.

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

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #2:

Produce graduates who will provide an optimal level of patient care.

Evaluation Method for Goal #2:

Post Graduate Surveys

Employer Surveys

Annual Advisory Committee Meetings

Clinical Instructor Meetings

Evaluation Findings for Goal #2:

Results from post graduate and employer surveys reflect that this goal is being met. The feedback received from members of the advisory committee and clinical instructors reflect that this goal is being met.

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

This goal is currently being met and the program will continue to monitor and assess the level of patient care being given by students and graduates. Both the employer survey and the post graduate survey are being revised to further assess performance in specific patient care areas. By asking more specific questions of employers and graduates we can determine any areas of weakness.

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

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #3:

Produce graduates who will maintain professional conduct as determined by the ASRT Code of Ethics.

Evaluation Method for Goal #3:

Post Graduate Surveys
Employer Surveys
Annual Advisory Committee Meeting

Evaluation Findings for Goal #3:

Employers reported that graduates were very well prepared or well prepared in this area. All graduates reported that their preparation in this area was more than adequate or adequate.

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

This goal is being met and the program will continue to monitor and assess this area of professional conduct. One employer stated that the Program needed to emphasize not discussing personal issues in front of the patient. The Program certainly does this but will continue to stress the importance of professional conduct.

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

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #4:

Achieve a program completion rate (retention rate) of 90%, excluding non-academic reasons for non-completion of the program over a five year period.

Evaluation Method for Goal #4:

Area Academic Reports (completed at the end of each semester)

Evaluation Findings for Goal #4:

Class of 1999	75% retention rate
Class of 2000	90.6% retention rate
Class of 2001	78% retention rate
Class of 2002	86.6% retention rate
Class of 2003	83.3% retention rate

The average of these five years is 82.7%

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

The Program makes every effort to ensure that the prospective student is aware of the duties and responsibilities of a radiography student, both academically and clinically. Applicants are required to do two four hour visits to radiology departments as part of their admission requirements so they might be better informed about the daily job responsibilities and duties of a radiographer. In 2001 the Program implemented a mandatory applicant information session in which the current radiography students speak to the applicants about the study requirements and commitment to the program and what it takes to be successful in the Program. It is the belief of the faculty that the better informed the applicant is about the rigors of the profession and the Program the better prepared they are to do what is necessary to be successful. The faculty will continue to evaluate the admissions process to determine if modifications need to be made in the selection process of students and how to better inform the student about the program and its requirements.

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

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #5:

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

Evaluation Method for Goal #5:

Area Academic Reports. (complete at the end of each semester)

Evaluation Findings for Goal #5:

The majority of students who did not complete the program for academic reasons were unsuccessful in the Radiographic Anatomy and Positioning courses, with the greater number of failures occurring in the first positioning course, RAD 127.

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

The positioning courses, RAD 127 and 128, are taught in the first and second semesters of the Program. Although the Program feels the student selection process is adequate, it is continuously evolving and improving. Many students are not prepared to dedicate the time and effort necessary for success and it is difficult at best to explain this to incoming students. The positioning courses also differ greatly from other college courses to which students have been exposed. Most students have not been tested in a way which combines both the cognitive and psychomotor domains. Many students have difficulty with this assimilation. To improve laboratory scores, the laboratory area has been opened for student practice in the morning prior to class and the afternoons after class and both faculty members are available to help the students when requested. It is felt that the first two semesters of any program would be the most likely time for students to determine their level of dedication and discover more fully the necessary career requirements. This will ultimately relate to the student's capacity for success.

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

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #6:

Prepare and qualify students to sit for the American Registry of Radiologic Technologists (ARRT) certification examination in Radiography and establish an average credentialing exam pass rate of 80% over a five year period.

Evaluation Method for Goal #6:

ARRT Examination Reports

Evaluation Findings for Goal #6:

1998	89% pass rate
1999	79% pass rate
2000	90.4% pass rate
2001	100% pass rate
2002	100% pass rate

The five year average is 91.6%

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

The ARRT pass rates have improved during the past five years. The Program carefully monitors section scores from the ARRT exam and has increased the number of mock registry exams required in the review seminar course to include more exams being administered via on the computer. The Program could always benefit from the purchase of additional computer software to use for student teaching. The above pass rates reflect that graduates from that class have passed the registry but do not represent first time pass rates. The national accrediting agency now requires programs to report first time pass rates so the Program has revised its goal to evaluate first time attempts on the exam and this goal will be reported out next year.
(Evaluation should include elements shown above for all standing goals)

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #7:

Achieve a job placement rate of not less than 90% within six months of graduation over a five year period.

Evaluation Method for Goal #7:

Graduate Exit Questionnaire
Post Graduate Surveys

Evaluation Findings for Goal #7:

The class being evaluated for this goal is the 2003 graduating class. Even though this report is submitted prior to six months post graduation, this class reports a 95% job placement rate and this meets the goal. Graduation rates from the previous four years were always 90% or higher so the Program meets this goal.

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

Currently the job market is very good for graduates and they do not report difficulty in securing employment. The Program will continue to monitor the job market for radiologic technologists.

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

2002-2003 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: August 22, 2003

Part I

Statement of Standing Goal #8:

Achieve a graduation rate that reflects a student graduating within 150% of the published program length from the date of matriculation.

Evaluation Method for Goal #8:

Area Academic Reports (completed at the end of each semester)

Evaluation Findings for Goal #8:

The Program meets this goal, based on area academic reports.

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

Any student who is readmitted into the program completes the program within a three year period.

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

Part II

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

Statement of 2002-2003 Objective #1:

Objective # 1: To improve the laboratory component of the Radiologic Technology Program.

	Projected Completion Date	Actual Completion Date
Strategic Initiatives for Objective #1		
1. Strategic Initiative # 1: Purchase digital radiography room	August 2003	July 2003
1.1 Visit clinical sites that have this type equipment and determine specifications for this equipment		
1.2 Procure funds to purchase equipment		
2. Strategic Initiative # 2: Purchase monitors and software for image-analysis course	August, 2003	Not completed
2.1 Visit clinical sites that have this type equipment and determine specifications for this equipment		
2.2 Procure funds to purchase equipment		

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

See Objective # 2 for discussion of non-completion of Strategic Initiative # 2.

Part II

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

Statement of 2002-2003 Objective #2:

To provide students with access to computer lab with high resolution monitors for evaluation of radiographic images.

Strategic Initiatives for Objective #2

1. Join with other programs in the health sciences division to purchase aforementioned computer monitors health sciences division to purchase aforementioned computer monitors
 - 1.1 Apply for grants to secure funds to purchase additional computer monitors
 - 1.2 Seek financial assistance from the community in pursuit of this objective

**Projected
Completion
Date
August
2003**

**Actual
Completion
Date
Requested
with CLT
Program
funding
from Tech
Fees, June
2003**

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The Program would benefit from a computer lab that would be shared with the CLT Program. The computers would be used in several radiologic technology courses and also used for students to do tutorials in several areas and in preparation for taking the national registry examination. It is the hope of the Program that funding will be available so that a computer lab will be a reality for the RAD and CLT Programs.

Part II

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

Statement of 2002-2003 Objective #3:

To provide students with the most current information concerning medical imaging procedures and practices.

Strategic Initiatives for Objective #3

- 1. Strategic Initiative # 1: Faculty to participate in professional updates in medical imaging procedures and practices.
 - 1.1 Faculty attending seminars sponsored by equipment manufacturers and local, state and national organizations
 - 1.2 Invite experts in various areas of medical imaging to speak to students

**Projected
Completion
Date
August,
2003**

**Actual
Completion
Date
Ongoing;
To date,
faculty have
participated
in several
continuing
education
seminars
that provide
updates in
medical
imaging
procedures
and
practices.
Experts in
various
areas of
medical
imaging
have
spoken with
the
students.**

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

2002-2003 Program/Area Evaluations

Organizational Unit: Division of Science

Person Responsible: Dr. L. Neal Tharp, Chairman, Division of Science

Date Submitted: August 18, 2003

Part I

Statement of Standing Goal #1:

1. To provide quality science courses to support the requirements of many degree and certificate programs at the College and to assure that all students enrolling in science courses will achieve at least a basic knowledge of these sciences.
2. **GSCC's mission statement** calls upon the College to offer a broad spectrum of programs and provide all students opportunities for educational, personal and professional advancement.
3. **Performance Measures for Goal #1**
 - a. Ensure that the full range of courses are offered and staffed in a logical schedule that makes these educational opportunities available to GSCC students. A questionnaire will be designed to assess student satisfaction with the scheduling process.
 - b. 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 regular attend science classes will complete the courses without dropping and with a grade of "C" or better.

Evaluation Method for Goal #1:

1. Review schedules to ensure that the full range of courses are offered and staffed following a suitable schedule.
2. Review grade records to ensure that students are generally not dropping and are completing the courses with satisfactory grade performance.

Evaluation Findings for Goal # I:

1. Every effort was made to have a highly varied schedule with courses scheduled during morning, afternoon, early evening and night hours. The courses scheduled at these times were rotated to give students an opportunity to access these science courses at a wide variety of times.
2. As noted in the table below, for the major science classes, the percentage of students scoring a grade of "C" or above is 76.6%. Also note that the retention rate in these classes is 85.7%. These statistics indicate that students are generally getting a good

exposure to the material in their science classes and the retention rate is quite good considering that the 14.3% withdrawal rate includes significantly students who withdraw at the first of the semester lacking pre-requisites or deciding to drop and take some other course instead. This means that the true problem of students dropping the course due to inability to keep up or failing for some other reason is much smaller than the quoted percentage.

Statement of Standing Goal #2:

1. To offer excellence in science courses that transfer to four-year colleges to prepare GSCC students to succeed upon their transfer and to maintain acceptable grade performance levels at the senior institutions.
2. GSCC's mission statement states that the College will provide a wide range of academic courses to prepare students to transfer successfully to four-year institutions.
3. **Performance Measures for Goal # 2**
 - a. Ensure that the full range of transfer science courses are offered in a logical reasonable schedule to facilitate the transfer process for students. A questionnaire will be designed to assess student satisfaction with the schedule process.
 - b. Transfer data provided by four-year schools will be examined periodically to ensure that GSCC students are making the transfer and performing with grade levels equivalent to those of the native senior institution students.

Evaluation Method for Goal # 2:

1. Similar to Goal # 1, review schedules to ensure that the full range of courses are offered and staffed following a suitable schedule.
2. Also, review grade records to ensure that students are generally not dropping and are completing the courses with satisfactory grade performance

Evaluation Findings for Goal # 2:

1. The courses that have been evaluated in the attached table are primarily courses that are part of the transfer curriculum. The schedule was varied with courses scheduled during morning, afternoon, early evening and night hours to ensure students an opportunity to schedule courses necessary for their transfer to a four-year senior institution. The courses scheduled at these times were rotated to give students an opportunity to access these science courses at a wide variety of times.
2. It is important to note in the table below, for these major science classes, the percentage of students scoring a grade of "C" or above is 76.6%. Also note that the retention rate in these classes is 85.7%. These statistics indicate that students are generally getting a good exposure to the material in their science classes and the retention rate is quite good considering that the 14.3% withdrawal rate includes significantly students who withdraw at the first of the semester lacking pre-requisites

or deciding to drop and take some other course instead. This means that the true problem of students dropping the course due to inability to keep up or failing for some other reason is much smaller than the quoted percentage

3. It is also critical to note from the grade distribution that the range of grades with high percentages of "B" and "C" grades suggests that there has not been grade inflation to assist students to be accepted to transfer to four-year colleges.

Statement of Standing Goal #3:

1. To expand the degree and certificate offerings in the Aquatic Science area including fishery science and water quality and wastewater management technology.
2. **GSCC's Mission Statement** calls upon the College to provide technical programs to equip students to master certain skills as well as to utilize them through job entry.
3. **Performance Measures for Goal #3**
 - a. Obtain authorization from Alabama Department of Post Secondary Education and Alabama Commission of Higher Education to expand the certificate/degree offerings in the Aquatic Science areas.
 - b. Collect and maintain data relative to program starts, completions and successful entry into the job force.

Evaluation Method for Goal #3:

1. Work with Alabama's Department of Post Secondary Education and the Alabama Commission of Higher Education to expand the certificate/degree offerings in the Aquatic Science areas.
2. Develop programs and recruit students into these programs.

Evaluation Findings for Goal #3:

1. Proposals were developed and submitted through Alabama's Department of Post Secondary Education for an Associate of Applied Science Degree in Water Quality/Wastewater Management along with a Full Certificate and a Short Certificate. Additionally, an Associate in Science Degree in Aquatic Biology was developed and is currently in the School's Catalog.
2. Recruitment for students in these areas is underway and growth in these areas is being achieved.

Identified Weaknesses:

The only weakness observed relates to the numbers of students, especially in the Water Quality/Wastewater Management program. Efforts to recruit students, especially minority and female students need to be continued and, in fact, redoubled.

Part II

Statement of 2002-2003 Objective #1:

To expand the offering of biology courses in a mega-class format with separately taught labs.

Strategic Initiative #1: Renovations to Science Lecture Hall Room 106.

- 1.1 Install Ceiling Mount projection system. Initially a single projector. Later a dual projection system.
- 1.2 Design and install a sound system for the projection system with FM microphones for speaker.
- 1.3 Install a computer system to facilitate power point and other multimedia presentations.

Projected Completion: September 2002

Date Completed: March 2003

Note that the funds to renovate this room are apparently not going to be available, so the current plans are to install a second projector and screen so that the entire auditorium can see information projected on the screens.

Strategic Initiative #2: To hire a qualified biology lab instructor/ supervisor.

A Biology Lab Supervisor was hired to start August 1, 2002

Statement of 2002-2003 Objective #2:

To improve the assessment process for the major science courses, especially biology and chemistry.

1. Strategic Initiative # 1: Improve the collection of grade data for major science courses to identify levels of grade performance.
2. Strategic Initiative # 2: Analyze data to ensure there is no grade inflation.
3. Strategic Initiative # 3: Improve utilization of transfer grade data provided by four-year schools.
4. Strategic Initiative # 4: Develop plans for class improvements in areas where grade data and transfer data indicate deficiencies.
5. Strategic Initiative # 5: Begin a process of identifying essential course outcomes for major science courses and develop a system of measures to assure that these course outcomes are being achieved.

Projected Completion: May 2003

Date Completed: In Process

1. Grade data has been collected for major science courses, especially courses that transfer to senior institutions. Grade performance, as shown in the chart below demonstrate that a majority of students in these courses are doing well, remaining in the course and nearly 77% are making grade "C" or better.
2. The spread of grades shows a significant number of grades in the "C" range which clearly suggests that there is no grade inflation.
3. The transfer reports from four-year colleges are difficult to obtain and generally are not timely. They have not proven to be an effective resource as hoped.
4. The failure of Strategic Initiative #3 has made impossible Strategic Initiative #4 since the requisite data are not regularly available.
5. Due to personal long-term illness during the 2002-2003 Academic year, plans to work toward development of methods to assure desired student learning outcomes have been post poned until the 2003-2004 Academic year.

2002—2003 Grade Distributions									
Fall 2002									
Course	A's	B's	C's	W's	Total				
Bio	257	269	198	147	996				
Chm	68	45	30	32	184				
Phs	12	6	8	1	31				
Phy	13	18	10	14	59				
Totals	350	338	246	194	1270				
Spring 2003									
Course	A's	B's	C's	W's	Total				
Bio	261	300	236	175	1084				
Chm	48	50	25	26	166				
Phs	11	14	10	3	45				
Phy	43	31	10	7	91				
Totals	363	395	281	211	1386				
Summer 2002									
Course	A's	B's	C's	W's	Total				
Bio	261	204	86	74	657				
Chm	42	37	22	10	116				
Phs	7	3	1	2	13				
Phy	14	15	4	7	41				
Totals	324	259	113	93	827				
Grand Totals	1037	992	640	498	3483				

Percent of "C" or greater = 76.6%

Percent of Withdrawals = 14.3%
Retention Rate = 85.7%

Submitted by: Dr. L. Neal Tharp, Chairman Division of Science
Date: August 22, 2003

**GADSDEN STATE COMMUNITY COLLEGE
2002-2003 EVALUATION OF UNIT STRATEGIC PLAN**

UNIT: Training for Business & Industry

Person Responsible: Bob Baker

Standing Goal #1:

To provide quality academic and technical training at times and locations that are responsive to the changing needs of business and industry.

Performance Measures:

To measure whether or not Training for Business and Industry has met its goal a survey of the businesses and industries served by GSCC is conducted annually.

Assessment of Findings:

99.99% of survey respondents agreed that the training programs offered to business and industry are adequate to meet current industry needs.

Standing Goal #2:

To provide training at a reasonable cost to business and industry

Performance Measures:

To measure whether or not Training for Business and Industry has met its goal a survey of the businesses and industries served by GSCC is conducted annually.

Assessment of Findings:

93.33% of survey respondents agreed that courses were provided by the College at a reasonable cost.

6.66% of survey respondents disagreed that courses were provided at a reasonable cost.

Standing Goal #3:

To develop and coordinate effective training programs utilizing the resources of the academic and technical divisions of Gadsden State Community College, The Center for Life Long Learning, The Bevill Manufacturing Technology Center, the Bevill Manufacturing Technology Center, and the Economic Development Consortium.

Performance Measures:

To measure whether or not Training for Business and Industry has met its goal a survey of the businesses and industries served by GSCC is conducted annually.

Assessment of Findings:

93.33% of businesses surveyed agreed that in offering employee development programs, Gadsden State has demonstrated a commitment to serve the business community.

6.66% answered they have no basis for opinion.

2002-2003 Objectives	Projected Completion	Date Completed
A. Objective #1: Develop the OSHA Standards and Compliance Certification course	<u>May, 2003</u>	<u>March, 2002</u>
1. Strategic Initiative #1: Determine the requirements for OSHA Standards.	<u>Sept, 2002</u>	<u>Sept, 2002</u>
1.1 Develop training program	<u>April, 2003</u>	<u>March, 2003</u>
B. Objective #2: Develop a new TBI Brochure	<u>May, 2003</u>	<u>April, 2003</u>
1. Strategic Initiative #1	<u>May, 2003</u>	<u>April, 2003</u>
1.1 Collect new photographs	<u>Sept, 2002</u>	<u>April, 2003</u>
1.2 Write new copy	<u>Oct, 2002</u>	<u>April, 2003</u>
1.3 Assemble the brochure	<u>Dec, 2002</u>	<u>April, 2003</u>
1.4 Send to printer	<u>April, 2003</u>	N/A
C. Objective #3: Incorporate instructional technology into classes taught off campus.	<u>Feb, 2003</u>	<u>Feb, 2003</u>
1. Strategic Initiative #1	<u>April, 2003</u>	<u>April, 2003</u>
1.1 Determine what instructional technology is most appropriate for TBI	<u>Oct, 2002</u>	<u>Oct, 2002</u>
1.2 Obtain input from the Instructional Staff	<u>Dec, 2002</u>	<u>Dec, 2003</u>
1.3 Appropriate the funding	<u>Jan, 2003</u>	<u>Feb, 2003</u>
1.4 Make the purchase	<u>Feb, 2003</u>	<u>April/May 2003</u>

2002-2003 ORGANIZATIONAL UNIT STRATEGIC PLAN

UNIT: Business Division

Person Responsible: Karen Blythe-Smith

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

II. **Standing Goals**

A. **Goal #1**

1. **Goal Statement** – 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.
2. **Relationship to Institutional Mission/Goals** – To provide general education that includes basic knowledge of communications, humanities, social sciences, mathematics/natural sciences, and computer skills as required for certificate and degree programs. (Institutional Goal #1)
To prepare students who transfer to perform successfully at senior institutions. (Institutional Goal #2)
3. **Performance Measures for Goal #1**
 - a. 90% or more of the course content specified on the syllabi for GSCC courses offered through the Business Division will be the same as the content of equivalent courses from other two-year colleges and from senior institutions as determined by a comparison of course syllabi from selected postsecondary institutions.

Evaluation:

Through discussion with representatives from Alabama Association of Higher Education in Business member institutions, it was determined that there are no significant differences in the course content and expected student learning outcomes in the accounting, statistics, business, and economics courses offered by

GSCC and the equivalent courses offered by other AAHEB institutions.

b. 90% or more of the freshman and sophomore courses necessary to satisfy degree requirements at senior institutions are the same as those required for the equivalent GSCC program of study offered by the Business Division.

Evaluation:

The program outlines for business majors at various senior institutions to which GSCC students transfer were reviewed to determine whether required courses were comparable to those required for business administration majors at GSCC. The STARS transfer guide was also reviewed for consistency. The program requirements for business majors were found to be completely consistent with the courses required for business majors at the typical transfer target institutions.

B. Goal #2

1. Goal Statement – To offer principles or foundation courses that adequately prepare transfer students to successfully complete related advanced courses.
2. Relationship to Institutional Mission/Goals – To prepare students who transfer to perform successfully at senior institutions. (Institutional Goal #2)
3. Performance Measures for Goal #2
 - a. Document with STARS transfer guides that the principles or foundation business courses offered by GSCC (Area V) will transfer to satisfy the equivalent degree requirements of other Alabama public postsecondary schools.

Evaluation:

A review of the STARS transfer guide revealed that Area V foundation business courses offered at GSCC are completely consistent with the transfer guide course requirements in Area V for business majors.

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

Evaluation

Twelve students transferred from Gadsden State to the University of Alabama at Birmingham between Summer 2002 and Spring 2003. The average grade point average for those students on

GSCC transferred hours was 2.85. In their first term at UAB, the average grade point average of those students was 2.2. Those students completed 11 advanced classes in business disciplines. The average grade in these advanced classes was 2.5. The average grade in these classes achieved by all UAB students is 2.88. 100% of the advanced courses taken by former GSCC students were completed with a "C" or better. Eight former GSCC students graduated from UAB Summer 2001 – Spring 2002 with a degree in a business discipline. The average grade point average of those eight graduates was 3.07. Follow up data on GSCC transfer students has not yet been provided for the current reporting period from other senior institutions.

C. Goal #3

1. Goal Statement – To provide courses and/or programs of study in business, court reporting, 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.
2. Relationship to Institutional Mission/Goals – To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force development initiatives. (Institutional Goal #3)
To provide business and industry training that meets employer needs. (Institutional Goal #5)
3. Performance Measures for Goal #3
 - a. Review the supervisor evaluations of program interns to ensure that 90% or more of student interns have obtained the knowledge and skills necessary to perform successfully in the workplace.

Evaluation:

Internships are most common during the Spring semester of each academic year.

During Spring 2003, three employers/supervisors of interns in the Marketing Management program were completed. Each evaluator rated the intern's quality of work excellent. Evaluators rated the intern's overall job performance outstanding.

Six employers/supervisors of office administration students enrolled in co-op or internship completed an evaluation of the students. Students were rated using a 1-10 scale on the following twelve criteria:

Criteria	Rating of 10	Rating of 9	Rating of 8	Mean Rating
Quality of work; accuracy, neatness	6	0	0	10.0
Quantity of work	4	1	1	9.5
Ability to follow directions	6	0	0	10.0
Conscientiousness	6	0	0	10.0
Use of judgment and imagination where required	4	1	1	9.5
Initiative and responsibility	5	0	1	9.67
Attitude toward work	5	0	1	9.67
Promptness	6	0	0	10.0
Response to supervision and instruction	4	1	1	9.5
Courtesy and cooperation	6	0	0	10.0
Attitude toward public, visitors, customers	6	0	0	10.0
Appearance	6	0	0	10.0
*Note: 1=lowest rating, 10=highest rating				

The data indicate that office administration co-op and internship students are demonstrating excellent job performance and the ability to utilize skills developed through their educational experience in the workplace.

b. Review program placement data to ensure that 75% or more of program graduates who seek employment in the field for which training was obtained are employed in that field or in a field related to their program of study.

Evaluation:

The 2002 Graduate Survey provided the following data:

Program Graduates

Business Administration – 75% of 32 respondents employed (56.3% in field), 21.9% not seeking work, 3.1% seeking work

Criminal Justice – 80% of 5 respondents employed (40% in field), 20% seeking work.

Marketing Management – 71.4% of 7 respondents employed (28.6% in field), 28.6 % were not seeking work.

Office Administration – 82.8% of 29 respondents employed (51.7% in field), 6.9% were not seeking work, 10.3% seeking work.

Paralegal – 83.3% of 12 respondents employed (66.7% in field), 16.7 % were not seeking work.

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

c. Review data from graduate surveys to determine that 90% or more of program graduates have obtained training that prepared them for employment in their field of study and/or met their professional development or personal enrichment needs.

Evaluation:

Of the 32 business administration graduates who responded to the survey, 30 (93.75%) rated the quality of instruction for courses in their major excellent or good. The remaining two respondents (6.25%) did not respond to this question. 29 respondents (90.62%) indicated that they reached their primary objective in attending GSCC. Two respondents (6.25%) omitted this question and one respondent (3.12%) indicated that they did not reach their primary objective in attending GSCC.

Of the five criminal justice graduates who responded to the survey, 3 (60%) rated the quality of instruction for courses in their major excellent. One respondent (20%) did not respond to this question and one respondent (20%) rated the quality of instruction for major courses poor. Three respondents (60%) indicated that they reached their primary objective in attending GSCC. Two respondents (40%) omitted this question.

Of the seven marketing management graduates who responded to the survey, six (85.71%) rated the quality of instruction for courses in their major excellent or good. One respondent (14.28%) rated the quality of instruction in major courses fair. Four respondents (57.14%) indicated that they reached their primary objective in attending GSCC. One respondent (14.28%) omitted this question and two respondents (28.57%) indicated that they did not reach their primary objective in attending GSCC.

Of the 29 office administration graduates who responded to the survey, 23 (79.3%) rated the quality of instruction for courses in their major excellent or good. The remaining six respondents (20.68%) did not respond to this question. 19 respondents (65.51%) indicated that they reached their primary objective in attending GSCC. Eight respondents (27.58%) omitted this question and two respondents (6.89%) indicated that they did not reach their primary objective in attending GSCC.

Of the 12 paralegal graduates who responded to the survey, 11 (91.66%) rated the quality of instruction for courses in their major excellent or good. One respondent (8.33%) did not respond to this question. Ten respondents (83.33%) indicated that they reached their primary objective in attending GSCC. Two respondents (16.66%) omitted this question.

d. Review data from graduates' employer surveys to determine that 90% or more of employers of program graduates express satisfaction with the knowledge and skills of their employees who are program graduates.

Evaluation:

Feedback from employers of graduates is not yet available for the current reporting period. However, the ratings given to interns and co-op students by their supervisors or employers indicates a very high level of satisfaction with the knowledge and skills demonstrated by students nearing program completion.

D. Goal #4

1. Goal Statement – To continue to satisfy the requirements to maintain program accreditation/approval by the Association of Collegiate Business Schools and Programs (ACBSP), the American Bar Association (ABA), and the National Court Reporters Association (NCRA) for those programs of study to which these standards apply.
2. Relationship to Institutional Mission/Goals – To prepare students who transfer to perform successfully at senior institutions. (Institutional Goal #2)
To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force development initiatives. (Institutional Goal #3)
3. Performance Measures for Goal #4
 - a. Review the standards for ACBSP accreditation to ensure that the business, marketing management, and office administration programs are complying with 100% of accreditation requirements.

Evaluation:

In preparing the ACBSP Quality Assurance Report submitted August 2003 and reviewing the current guidelines for ACBSP self-study being conducted in the 2003-2004 academic year, no deficiencies were found in the program compliance with accreditation requirements.

b. Review the requirements for ABA approval to ensure that the paralegal program is complying with 100% of program approval requirements.

Evaluation:

The interim report to the American Bar Association is currently being prepared. No deficiencies have been identified in program requirements and the program approval standards of ABA.

c. Review the standards of the NCRA Council on Approved Student Education to ensure that the court reporting program is complying with 100% of the requirements for program approval.

Evaluation:

All graduation requirements for the court reporting (realtime reporting) program meet or exceed NCRA requirements.

III. Long Range Goals

- A. Purchase the latest versions of computer software being used to provide students experience with using technology comparable to that found in the workplace.
- B. Replace or upgrade computers to meet software system requirements.
- C. Increase the integration of technology into Program instruction.
- D. Provide opportunities for faculty members to enhance their knowledge, skills and abilities through professional development.

IV 2002-2003 Objectives	Projected Completion	Date Completed
A. Objective #1: To increase the awareness of the Business Division programs and courses among prospective student groups.		
1. Strategic Initiative #1: Provide		

	current information on programs and courses		
	1.1 Update brochures for each program area to ensure that content is accurate	01/03	08/03 Delayed due to merger
	1.2 Create a web page for the Business Division to provide online information that is constantly accessible to prospective students	01/03	Delayed due to merger
	1.3 Provide information to the GSCC Public Relations office about new courses and programs offered by the Business Division	08/02	08/02 courses in Medical Coding featured
2.	Strategic Initiative #2: Promote the Business Division courses and programs within the service area of the College		
	1.1 Participate in career fairs sponsored by various organizations to enhance recruitment efforts	04/03	10/04/02 Participated in College Career Day in Beck Gym
	1.2 Program instructors will visit high schools within the College service area and be available to speak to student organizations about the opportunities available at GSCC	04/03	Presented Scholarships to prospective students Gaston High School Awards Day 5/15/03 Spring Garden High School 5/23/03
	B. Objective #2: To address identified needs within the job market by providing necessary training		
1.	Strategic Initiative #1: Develop a better knowledge of local employment opportunities		

1.1 Review available information from job announcements and placement data	01/03	Ongoing
1.2 Obtain feedback from program advisory boards	02/03	Program Advisory Committee meetings PRL 2/7/03 OAD 2/7/03 MKT 2/7/03 CRP 4/4/03
2. Strategic Initiative #2: Modify program and/or course offerings to address current job market opportunities		
- 1.1 Incorporate classes in Medical Coding in the office administration curriculum	08/02	08/02
1.2 Increase the use of automated accounting systems in the principles of accounting classes	01/03	08/02
1.3 Expand the court reporting program to include reporting in specialized career paths such as judicial, CART, broadcast captioning, and reporting to the Internet.	05/03	08/02 added broadcast captioning

**STUDENT
SERVICES**

**2002-2003
UNIT EVALUATIONS**

2002-2003 Program/Area Evaluations

Organizational Unit: Admissions Office

Person Responsible: Cynthia Whisenhunt

Date Submitted: August 28, 2003

Part I

Statement of Standing Goal #1:

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

Evaluation Method of Goal #1

- A. At least 25 students were surveyed each registration period on the Admissions Office Student Services Response Survey.**
- B. Quality of admissions services will be assessed at an 80% satisfaction rate on the Admissions Office Student Services Response Survey.**

Evaluation Findings for Goal #1:

A. This evaluation method was implemented December 2002 due the time factor of gathering the questions for the survey card and the approval from the dean of student services. The survey cards were counted to determine the satisfaction of admission services. Sixty-seven (67) survey cards were received, sixty-six (66) were favorable and one (1) was not favorable.

B. From the Admissions Office Student Services Response Survey, the quality of admissions services was assessed at a 98% satisfaction rate.

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

No known weaknesses

Statement of Standing Goal #2

To provide scholarship and other support services to assist students in meeting their career and educational goals.

Evaluation Method for Goal #2:

A. At least 25 students will be surveyed each registration period on the Admissions Office Student Services Response Survey.

B. Quality of scholarship and other services will be assessed at an 80% satisfaction rate on the Admission Office Student Services Response Survey.

Evaluation Findings for Goal #2:

A. Sixty-seven (67) students were surveyed, of these forty-eight (48) identified scholarship to address the quality of services .Of the forty-eight (48) students who identified scholarship on the Admissions Office Student Services Response Survey cards, two (2) comments were not favorable.

B. Therefore, from the Student Services Response Survey, the quality of scholarship and other services were assessed at 96% satisfaction.

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

No known weaknesses

Statement of Standing Goal #3:

To facilitate and expedite student enrollment by processing applications daily

Evaluation Method of Goal #3:

1. Among admissions staff at least four man-hours daily will be dedicated to processing applications.

Evaluation Findings for Goal #3:

From the Bi-Monthly Applications Report submitted by the Office of Institutional Research, admissions applications received from January 1, 2003 through July 31, 2003 were 2226. There were 28 weeks or 140 days for this time period. Two point five (2.5) employees are processing 12.7 applications per four man-hours daily. The remaining hours are devoted to the other duties required for maintaining the Admissions Office.

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

No Known Weaknesses

Statement of Standing Goals #4:

To ensure that the State Board of Education admissions policies are followed.

Evaluation Method for Goal #4:

- A. The state auditors will find no incidents of non-compliance to state board policies in their annual review of admissions records.**
- B. A total of 20 files will be reviewed biannually by the admissions director and the administrative assistant for consistency and accuracy.**
- C. The Admissions Committee will offer at least one suggestion per year for improving adherence to state board policy.**

Evaluation Findings for Goal #4:

- A. The auditors did not find any incidents of non-compliance to state board policies in their annual review of admissions records.**
- B. Twenty files were reviewed biannually by the admissions director and the administrative assistant for consistency and accuracy. Of these forty files reviewed, all applications were signed, high school (dually enrolled) students had required documents in files, all required males had checked selective service status. All but two students transcripts were received on time. One student whose transcript was not received by the end of the first semester only attended for one term and returned a year later. We received transcript prior to second semester registration. The other student whose transcript was not received on time, the computer program allowed the student to register for the second term prior to the issuance of the first semester grades. This problem has been corrected by the Admissions Office manually blocking students whose transcripts have not been received by the mid point of the first term of enrollment. This allows compliance with the state board policies on admission.**

Evaluation Findings for Goal #4 (continued)

C. The Admissions Committee's suggestion for the 2002-03 year is that the Admissions Director be placed on the Admissions Committee as an ex-officio member in reference to residency. The Admissions Director will present reasons the decision were made regarding residency and allow the committee to decide on the appeal. Kim Carter will be temporarily placed on the committee if appeals are filed relative to residency issues.

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

No known weaknesses

PART II

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

Statement of 2002-2003 Objective #1:

A. Objective #1: To provide a more efficient and effective means of processing admissions applications.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
To work with the Gadsden State Computer Center in developing an interactive admissions application.		
1.1 Schedule appointment with the computer programmer	9-30-02	9-27-02
1.2 Design a format for the interactive application.	9-10-02	9-15-02
1.3 Conduct a trial implementation.	6-30-03	9-30-02
1.4 Access performance of draft instrument to ensure data transmits securely, and to guarantee that the new system integrates with the current database structure.	8-30-03	10-25-02

Strategic Initiatives for Objective #2

To streamline the admissions and re-admissions of high school students.

2.1 Contact high school counselors in Gadsden State's service area in order to inform them of the new procedures.	8-15-02	8-8-02
2.2 Develop a new accelerated approval form.	7-30-02	7-30-02
2.3 Place the accelerated certification form on the Gadsden State's web page.	10-15-02	10-30-02

Statement of 2002-2003 Objective #2

B. To improve the productivity of admissions services by collecting ACT and SAT scores of selected students who apply to GSCC.

Strategic Initiatives for Objectives #1

To work with the Gadsden State Computer Center in developing numeric fields to key in ACT or SAT scores and dates

1.1 Schedule appointment with the computer programmer.

10-30-02

11-6-02

1.2 Design a format for placing the ACT and SAT scores on the admissions screen

9-30-02

1.3 Access performance of draft instrument to ensure data transmits securely, and to guarantee that the new system integrates with the current database structure.

01-30-03

The initiatives 1.2 and 1.3 were not achieved due an agreement with the Computer Center staff, the Registrar and the Admissions Director. The agreement was that since the transcripts and ACT and SAT scores were imaged on the ApplicationXtender, there was not a need to develop a numeric field for ACT and SAT scores on the admissions screen. The admissions staff have access to the Xtender and can readily view scores. Therefore, objective #2 is achieved by viewing the scores on the Xtender.

2002-2003 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly, Director of Counseling

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1: To recruit and provide counseling and advisement services (including admissions, counseling, career counseling, college transfer advisement, retention counseling, re-entry counseling for dropouts, schedule planning assistance, placement testing/advisement, and scholarship advisement) to students in the Gadsden State Community College service area.

Evaluation Method for Goal #1: To compare the number of students contacted and counseled annually using the monthly student contact forms.

Evaluation Findings for Goal #1: The total number of students contacted for the year 2002- 2003 were 25,817. Total contacts for the year 2003-2003 were 27,077, which is a 4.8% increase over last year's numbers.

Identified weaknesses/deficiencies and remedial action to address weaknesses/ deficiencies: None discernable at this time.

2002-2003 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly, Director of Counseling

Date Submitted: _____

Part I

Statement of Standing Goal #2: To facilitate self-awareness and individual growth through counseling in both individual and group settings.

Evaluation Method for Goal #2: Compare responses to questions #6, #9 and #10 (related to student self-awareness and individual growth as a result of counseling services) of the annual Counseling Student Satisfaction Survey, and achieve at least a 75% rating on these items.

Findings for Goal #2: Of the evaluation forms returned, 100% gave favorable responses to questions #6, #9, and #10 (see attached survey).

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None discernable at this time.

2002-2003 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly, Director of Counseling

Date Submitted: _____

Part I

Statement of Standing Goal #3: To provide an orientation program which assists new and potential students in experiencing a successful entry or a successful first semester to Gadsden State Community College.

Evaluation Method for Goal #3: To compare the positive responses on the Orientation Evaluation yearly.

Findings for Goal #3: On the 2003 orientation evaluation, 75.14% responded favorably to the summer orientation program. 23.68% were not able to be tabulated due to leaving the bubble blank or not marking the bubble correctly.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The counseling staff is trying new procedures and different publicity methods to enhance the orientation program. We will try to explain to the students the importance of filling the survey out correctly so that in the future, there will not be as many ineligible answers.

2002-2003 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly, Director of Counseling

Date Submitted: _____

Part I

Statement of Standing Goal #4: To assist students in developing appropriate objectives to achieve their goals and in developing a specific plan of success.

Evaluation Method for Goal #4: Evaluate responses to questions #6, #9, and #10 (related to student self-awareness and individual growth as a result of counseling services) of the annual Counseling Student Satisfaction Survey.

Findings for Goal #4: The evaluation forms returned showed a 100% favorable response to questions #6, #9, and #10 on the Counseling Student Satisfaction Survey (see attached survey).

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The counseling staff needs to increase usage of the Counseling Student Satisfaction Survey.

Part II

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

Statement of 2002-2003 Objective #1: To increase the number of Gadsden State Community College students and prospective students who receive counseling by two percent.

	<u>Projected Completion Date:</u>	<u>Actual Completion Date:</u>
Strategic Initiatives for Objective #1:		
To increase the awareness of GSCC's Counseling Services.		
1.1 Initiate recruiting effort directed at personnel other than counselors at schools in service area.	Aug 2003	May 2003
1.2 Offer GSCC presentation services to more schools and organizations not previously contacted.	Aug 2003	June 2003
1.3 Involve more GSCC personnel in distributing GSCC brochures and promotional literature.	Aug 2003	not completed
1.4 Increase contacts with businesses, social service Organizations, etc., by deliberate recruiting Contacts and direct mail recruiting.	Aug 2003	July 2003

If the initiatives were not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

We have initiated a Faculty Staff Liaison program that will involve more GSCC personnel in distributing GSCC brochures, promotional literature, etc. We will know the effect of this initiative by September, 2004.

Part II

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

Statement of 2002-2003 Objective #2: To increase the number of students and parents attending orientation each summer.

	Projected Completion Date:	Actual Completion Date:
Strategic Initiatives for Objective #2:		
To increase the awareness of GSCC's student orientation sessions.		
1.1 Send e-mail and print notices to student services personnel reminding them at each contact to extend an invitation to students and parents to attend all orientation sessions and to pass the information along to other students and parents, as well.	Aug 2003	July 2003
1.2 Publish advertisements in local newspaper before orientation dates.	Aug 2003	July 2003
1.3 Put up signs promoting orientation in the Testing Center and other strategic locations across campus, reminding students to attend orientation sessions.	June 2003	June 2003
1.4 Before the close of high school year, send a letter to counselors in service area schools providing GSCC orientation information to notify high school students.	June 2003	May 2003

If the initiatives were not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The counseling staff completed all new initiatives, but will still develop new strategies to increase the number of parents and students.

PART II

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

Statement of 2002-2003 Objective #4: To enhance student satisfaction with student orientation.

	<u>Projected Completion Date:</u>	<u>Actual Completion Date:</u>
Strategic Initiatives for Objective #4:		
To add a variety of speakers and visual aids to heighten students' and parents' interest in orientation.		
1.1 Give an award to the staff member who the students have indicated on the Orientation Evaluation Survey was the most enthusiastic.	Aug 2003	July 2003
1.2 Create opportunities for students to participate during orientation.	Aug 2003	July 2003
1.3 Develop skits to relate information about campus life.	Aug 2003	not complete
1.4 Use evaluation responses as ideas for change to orientation program.	Aug 2003	Aug 2003

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives 2003-2004, if applicable.

The counseling staff was unable to obtain a video skit or students to perform a live skit. We will continue to work toward implementing Initiative 1.3.

2002-2003 Program/Area Evaluations

Organizational Unit: Financial Aid
Person responsible: Kim Carter
Date Submitted: 8/29/2003

I. Part I: Standing Goals

A. Statement of Standing Goal #1:

To eliminate delays in the awarding and disbursement of aid.

Evaluation Method for Goal #1.1:

Student Service survey results will be used to determine if financial aid policies and procedures need to be changed should be improved. If 15% or more of the respondents are dissatisfied, the Coordinator and staff will review policies and processes for revision.

Evaluation Findings for Goal #1.1:

The student satisfaction survey for 2002-03 indicated a 42% satisfaction rating and a 48% rating of "no opinion." This results in a 90% rating of respondents who expressed no dissatisfaction with the services and information provided by the Financial Aid Office.

Evaluation Method for #1.2:

A student focus group of 8-12 students will be held by the end of April each year to ask if financial aid policies and procedures are satisfactory, efficient, and effective. The Coordinator and Dean will examine the feedback and responses of the focus group to determine if at least one suggestion can be implemented.

Evaluation Findings for #1.2:

A student focus group was not able to be implemented in Spring of 2003 because merger events commanded staff energies and time.

Evaluation Method for #1.3:

During registration, an incidental, random-sample survey will be completed by at least 20 walk-in clients will reveal a satisfaction rating of at least 70%.

Evaluation Findings for #1.3:

Random evaluations were offered to walk-in students. A copy of the evaluation card is included in the attachment. Eighty percent of the surveys returned contained favorable responses.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies for Goal 1:

The Financial Aid Office is staffed very leanly, and it is difficult to have the additional task of on-going evaluation of student satisfaction. The random evaluation of walk-in clients should be continued, and the idea of the focus group of students should be brought to fruition in the coming year.

B. Statement of Standing Goal #2:

To automate awarding, posting, and disbursement processes to ensure prompt and efficient services are provided to students.

Evaluation Method of Goal #2:

A student focus group of 8-12 students will be held by the end of April each year to ask if awarding, posting, and disbursement processes are satisfactory, efficient, and effective. At least one suggestion will be implemented.

Evaluation Findings of Goal #2:

A student focus group was not able to be implemented in Spring of 2003 because merger events commanded staff energies and time.

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

Awarding, posting, and the disbursement process is as automated as possible. It is difficult to construct any mechanism for make faster, more efficient awards. However, it may be

possible to influence student perception in a positive way. In this regard, it is desirable for the student focus group to be completed during the coming year.

C. Statement of Standing Goal #3:

To begin mailing financial aid award notifications no later than June 15th each year to ensure questions regarding aid amounts and educational expenses are answered quickly.

Evaluation Method of Goal #3:

A student focus group of 8-12 will be held by the end of April each year to ask if June 15th is a satisfactory, efficient, and effective date to begin mailing award notices.

Evaluation Findings of Goal #3:

A student focus group was not able to be implemented in Spring of 2003 because merger events commanded staff energies and time.

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

Award letters were mailed by the June 15th deadline, though no evaluation was completed to investigate student responses to the date of the mailout.

II. Part II: 2002-2003 Objectives

	Project Completed	Date Completed
A. Objective #1: To expand the Federal Work Study America Reads - Program.		
1. Strategic Initiative #1: Public awareness campaign will be conducted by Financial Aid Office.	<u>2/1/03</u>	<u>8/1/02</u>
1.1 Collaborate with appropriate academic departments/divisions to promote the program and identify prospective tutors.	<u>10/1/02</u>	<u>8/1/02</u>
1.2 Contact at least three elementary schools to make them aware of the America Reads Program and the availability of Federal Work Study funds that may be utilized to hire tutors.	<u>12/1/02</u>	<u>4/1/02</u>
1.3 Place announcements on bulletin boards in Fowler Hall and Inzer Student Center.	<u>10/15/02</u>	<u>8/1/02</u>
1.4 Conduct needs assessment survey among local elementary schools.	<u>1/15/03</u>	<u>Not Completed</u>
2. Strategic Initiative #2: To partner with local elementary schools to establish a citywide tutorial program.	<u>5/1/03</u>	<u>Not Completed</u>
2.1 Work collaboratively with at least three local elementary schools to develop a training program for America Reads tutors that will incorporate and support the teaching methods used in schools.	<u>4/1/03</u>	<u>Not Completed</u>
2.2 Work with local superintendents to identify schools that are most in need of tutorial programs.	<u>2/15/03</u>	<u>Not Completed</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The America Reads Program proved a successful partnership with Gadsden City Schools; however, the citywide tutorial program did not receive the support necessary to make it successful. The program must have a commitment from both Gadsden City Schools as well as the College.

B. Objective #2: To improve the perception of the Financial Aid Office.

1. Strategic Initiative #1: To improve financial aid counseling services.	<u>5/1/03</u>	<u>12/1/02</u>
1.1 Use brochures to educate students and parents about the financial aid process.	<u>2/1/03</u>	<u>12/1/02</u>

- | | | | |
|-----|---|---------------|----------------------|
| 1.2 | Develop an instrument for students and parents to use to present concerns and questions regarding Student Financial Aid, Veterans Affairs, TRA, and WIA programs. | <u>3/1/03</u> | <u>12/1/02</u> |
| 2. | Strategic Initiative #3: To efficiently utilize office space and arrangements to enhance the functions of the office. | <u>5/1/03</u> | <u>Not Completed</u> |
| 1.1 | Make provisions for privacy during student-employee conferences to ensure confidentiality. | <u>7/1/03</u> | <u>Not Completed</u> |
| | Separate the reception and general office work areas to improve efficiency. | <u>7/1/03</u> | <u>Not Completed</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

College resources were not available for restructuring the offices or offering any additional space. The merger activities took precedence. It is hoped that this objective can be revisited in the future.

2002-2003 AREA/UNIT EVALUATION

UNIT: Job Placement Person Responsible: Judy Hill

I. Mission Statement

The primary mission of Job Placement is to assist students and graduates of various backgrounds and abilities in obtaining necessary tools and skills for job readiness, job search, and job placement, and to work with community employers to develop and perpetuate these opportunities for students and graduates. A wide range of support services is offered to assist and enable students to function in the collegiate and employment settings.

II. Standing Goals

A. Goal #1

1. **Goal Statement:** To assist in the "in field" placements for GSCC graduate career entry programs.
2. **Performance Measures for Goal #1:**
 - a. **Performance Measure #1:** To achieve a response rate of at least 60% of the graduate and complete survey.
Measured Performance: Of the 540 graduates tracked, a total of 451 responded for a response rate of 84%.
 - b. **Performance Measure #2:** To obtain up to date placement information on 75% of the graduates in each career-entry program.
Measured Performance: Of the 437 career entry program graduates surveyed, a total of 370 responded, for a response rate of 85%.
 - c. **Performance Measure #3:** To achieve an overall placement rate of 70% for students in career-entry programs who are seeking employment, with at least 45% of those employed place in their field of training or a related field.
Measured Performance: Overall placement rate of 326 graduates who were seeking employment (out of 370 who responded to the graduate survey), a total of 294 were employed; for a response rate of 90.18%. Of the 326 graduates seeking employment, 240 responded as employed in their field of training for an in-field placement rate of 73.6%.

B. Goal #2

1. **Goal Statement:** To offer job search, interview, and resume assistance to students seeking support.
2. **Performance Measures for Goal #2:**
 - a. **Performance Measure #1:** Offer Job Placement support services to at least 100 clients during the academic year.
Measured Performance: During the academic year of 2002-2003, a total of 284 students registered for placement services via erecruiting.com.
 - b. **Performance Measure #2:** Achieve an 80% satisfaction rating from students randomly surveyed about Job Placement services.
Measured Performance: No written assessments were completed, but verbal communications with students reveal at least 80% satisfaction of services offered.

C. Goal #3

1. **Goal Statement:** To introduce opportunities for communication between potential employers and Job Placement Clients.
2. **Performance Measures for Goal #3:**
 - a. **Performance Measure #1:** Host four job fairs.
Measured Performance: Hosted two and co-hosted two job fairs servicing over a total of 100 employers and over 600 students and community members.
 - b. **Performance Measure #2:** Maintain and post a weekly job list.
Measured Performance: Job listing is printed bi-weekly, but always posted for students. Students are contacted about new jobs not on the current listing.
 - c. **Performance Measure #3:** Add at least 10 employers to the database.
Measured Performance: A total of 79 new employers were added to the database.
 - d. **Performance Measure #4:** Add at least 25 clients to the job seekers database each semester.
Measured Performance: A total of 284 clients were added to the job seekers database.

III. 2002-2003 Objectives

		Projected Completed	Date Completed
A.	Objective #1: Create a computer lab for resume and letter writing as well as Internet job searches.		
1.	Strategic Initiative #1: Obtain donated computers.		
1.1	Contact Mr. Hartline about computers.	<u>9/1/02</u>	<u>3/15/03</u>
1.2	Arrange for furniture for computers.	<u>10/1/02</u>	<u>4/15/03</u>
1.2	Arrange for delivery of computers.	<u>10/15/02</u>	<u>5/1/03</u>
1.3	Seek networking hardware and appropriate software for lab.	<u>12/1/02</u>	<u>6/1/03</u>
2.	Strategic Initiative #2: Promote new resume and cover letter lab.		
2.1	Create a flier about lab.	<u>1/10/03</u>	<u>6/1/03</u>
2.2	Distribute flier about lab.	<u>1/10/03</u>	<u>6/1/03</u>
2.3	Send allemp about lab.	<u>1/10/03</u>	<u>7/24/03</u>
3.	Strategic Initiative #3: Produce a workshop on writing cover letters and creating resumes, and interviewing skills at least once each semester.		
2.1	Seek presenters for each topic.	<u>10/1/03</u>	<u>3/15/03</u>
2.2	Schedule and publicize workshops.	<u>10/15/03</u>	<u>3/15/03</u>
2.3	Have implemented workshops.	<u>5/1/03</u>	<u>5/15/03</u>
2.4	Evaluate the student satisfaction with the workshops.	<u>Each session</u>	<u>Per Session</u>
3.5	Seek other demonstrations that the workshops are effective.	<u>5/1/03</u>	<u>5/15/03</u>
B.	Objective #2: Create a "Interview Closet" of clothes for students who need assistance with appropriate clothing for job interviews.		
1.	Strategic Initiative #1: Arrange appropriate clothing items.		
1.1	Designate space.	<u>10/1/02</u>	<u>6/1/03</u>
1.2	Seek donations of clothing.	<u>12/1/02</u>	<u>6/1/03</u>
1.3	Determine sizing and display method.	<u>12/1/02</u>	<u>6/1/03</u>
2.	Strategic Initiative #2: Implement the Interview "Closet."		
2.1	Determine an eligibility/use system.	<u>12/1/02</u>	<u>6/1/03</u>
2.2	Create a log of use.	<u>12/1/02</u>	<u>Ongoing</u>
2.4	Track success of clients.	<u>5/1/03</u>	<u>Pending</u>
3.	Strategic Initiative #3: Promote "Closet."		
3.1	Create a flier.	<u>12/1/02</u>	<u>6/1/03</u>
3.2	Send an allemp notice.	<u>12/1/02</u>	<u>6/1/03</u>
3.3	Suggest the service to Job Placement clients.	<u>Spring</u>	<u>Continual</u>

2002-2003 Program/Area Evaluations

Organizational Unit: Placement Testing

Person Responsible: Theresa Gilley

Date Submitted: September 3, 2003

Part I

Statement of Standing Goal #1:

To provide a quality testing program.

Evaluation Method for Goal #1:

To have at least an 80% satisfaction rating on responses to statements #3 (The procedures for placement testing were satisfactory) and #4 (The placement testing environment was satisfactory) from the Student Services and Facility Survey that is normally done each April.

Evaluation Findings for Goal #1:

Responses of student satisfaction related to procedures (item #3) revealed a 93.8% satisfaction rate. Responses of student satisfaction related to environment (item #4) revealed a 93.4% satisfaction rate.

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

Although objective has been met, walk-in testing has been initiated, Monday through Friday instead of limiting testing days and requiring appointments. Also, twelve new computers for testing are available for use creating no waiting time and allowing peak testing periods to be handled in one location.

Statement of Standing Goal #2:

To keep abreast of changes related to all tests provided.

Evaluation Method for Goal #2:

At least one Testing Center staff attended conferences/workshops, etc., to obtain current information regarding testing programs used at Gadsden State.

Evaluation Findings for Goal #2:

Testing personnel participated in various testing workshops throughout the year.

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

Objective met, but as funds are available, testing personnel will continue to attend training sessions specifically related to testing.

PART II

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

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Statement of 2002-2003 Objective #1:

To coordinate with staff and faculty regarding placement testing.

Strategic Initiatives for Objective #1

1. Strategic Initiative #1: To receive feedback from faculty in academic departments regarding placement testing.

- | | | |
|---|------------------|--------|
| 1.1 Schedule mid-year meeting with English, reading, and math departments to discuss placement testing. | <u>June 2003</u> | 5/1/03 |
| 1.2 Schedule year-end meeting with English, reading, and math departments to discuss placement testing. | <u>Jan 2004</u> | 5/1/03 |

2. Strategic Initiative #2: To provide testing information to Gadsden State staff and faculty.

- | | | |
|--|------------------|--------------------|
| 2.1 Send out by e-mail testing schedule for each semester as soon as available. | <u>Aug. 2003</u> | <u>by semester</u> |
| 2.2 Send out by e-mail updates or changes pertaining to testing on an as-needed basis. | <u>Dec. 2003</u> | <u>as needed</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Both objectives were appropriately met. The process of communicating with faculty and updating procedures should be continued in the coming year.

Statement of 2002-2003 Objective #2:

Testing Personnel attend COMPASS state workshop.

<u>Nov. 2003</u>	3/17/03
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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Objective met, but as funds are available, testing personnel will continue to attend training sessions specifically related to testing.

Statement of 2002-2003 Objective #3:

Testing Personnel attend CLEP state workshop.

<u>Dec. 2003</u>	10/2002
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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Objective met, but as funds are available, testing personnel will continue to attend training sessions specifically related to testing.

2002-2003 Program/Area Evaluations

Organizational Unit: Records Office

Person Responsible: Teresa Rhea

Date Submitted: August 1, 2003

Part I

Statement of Standing Goal #1: Provide students with secure and efficient method of registration for classes.

Evaluation Method for Goal #1: Confirmation List will indicate at least 75% of students complete initial registration via the GSCC On-line Registration Services.

Evaluation Findings for Goal #1: Analysis of Confirmation Reports produced by the GSCC Computer Center show that for both Fall 2002 and Spring 2003 terms, 90% of students who registered and confirmed at least one class used the online/telephone registration system.

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

Weakness/deficiencies:

Statement of Standing Goal #2: Maintain accurate records and reports and ensure prompt response to requests for information.

Evaluation Method for Goal #2: Acceptance of State Report by the Department of Post Secondary for each academic term.

Successful submission of Integrated Post-Secondary Educational Data Set (IPEDS) per published NCES schedule.

Evaluation Findings for Goal #2: Fall, Spring and Summer State Reports Accepted and confirmed by Department of Postsecondary Education.

Fall and Spring IPEDS reports accepted by the National Center for Educational Statistics, U. S. Department of Education.

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

Statement of Standing Goal #2: Implementation of current data storage, processing and retrieval technology to the greatest extent possible.

Evaluation Method for Goal #2: Installation of one significant improvement in technology or software with respect to records maintenance management
Conversion of two shelves of hard copy records to optical storage media.

Evaluation Findings for Goal #2: Installation of second records scanning station.
Two shelves of hard copy records converted to optical storage media

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

Insufficient staff time available to increase the rate at which records are converted to optical media. Realignment of Admissions and Records staff to improve scanning and record conversion rate.

PART II

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

Statement of 2002-2003 Objective #1: To Modernize and upgrade Records Storage and Retrieval System

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
1. <u>Strategic Initiative #1: To continue implementation and conversion of records storage and backup format from hard copy and microfilm records to digital document imaging system</u>		
1.1 Install additional high volume scanner to accommodate volume of current records to be scanned and continuation of conversion of archived records		November 2002
2. <u>Strategic Initiative #2: Archive scanned and indexed records in secure location</u>		
2.1 Develop and implement plan for storage of infrequently used grade rosters (1965-1995) in a secure location		November 2002
2.2 Develop and implement plan to store optically scanned student record files (1965 – present) in a secure location		Not Completed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Initiative was not completed due to merger of Harry M. Ayers State Technical College and Gadsden State Community College. Plans are currently being made to facilitate centralized storage of records as recommended by the Merger Committee. Long range plans involving re-design of Records Office will include a records storage component.

Statement of 2002-2003 Objective #2: To Improve Faculty Access to Degree Audit and Advisory Data

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
1. <u>Strategic Initiative #1: To provide faculty and administration with current and timely data for use in student advisement and faculty-initiated degree audits</u>		
1.1 Develop electronic link between advising process and the student academic record	Summer Term 2003	Spring Term 2003
1.2 Develop faculty and staff training workshop for use with implementation of audit/advisement program	Summer Term 2003	Spring & Summer Terms 2003

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Complete

Statement of 2002-2003 Objective #3: To improve accuracy and efficiency of grade reporting at the end of each term by replacing Scantron Grade Sheets with remote, key-in system

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
1. <u>Strategic Initiative #1: Provide faculty with fast, accurate method of grade entry in order to lessen the time required to perform routine clerical tasks such as grade entry</u>		
1.1 Evaluate pilot program tested during Spring / Summer 2002	Fall 2002	Fall 2002
1.2. Survey faculty for information on program piloted during Spring/Summer 2002	Fall 2002	Fall 2002

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Complete

Statement of 2002-2003 Objective #4: To Establish partnerships with other colleges and universities for the purposes of electronic data interchange

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. <u>Strategic Initiative #1: Provide students and alumni with efficient, secure transcript service via electronic data transmission between schools that is compliant with guidelines established by the American Association of Collegiate Registrars and Admissions Officers</u>		
1.1 Establish connection with University of Texas - Austin server that has been made available to facilitate transmission of data	Spring 2003	Not Completed
1.2 Purchase software or program modules necessary to maximize use of Texas—Austin Server	Summer 2003	Not Completed
1.3 Develop presentation for use at individual schools, workshops and professional meetings (SACRAO 2003)	Spring 2003	Spring 2003

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Initiative was not completed due to merger of Harry M. Ayers State Technical College and Gadsden State Community College and time constraints placed on the Records Office and Computer Center as a result of the additional workload required by the merger activities. Plans are currently being made to implement this objective for the 2003-2004 academic year.

2002-2003 Program/Area Evaluation

Organizational Unit: Residence Life

Person Responsible: Judy Hill/Valerie Richardson

Date Submitted: August 29, 2003

I. Standing Goals

A. Goal #1

To achieve overall satisfaction of residents with the residence hall and its programs.

Evaluation Method for Goal #1.1:

Have no more than 5 negative written comments on exit papers from residents regarding the maintenance of the building.

Evaluation Findings for Goal #1.1:

There was one negative comment written out of 121 exit forms for 2002-03.

Evaluation Method for Goal #1.2:

Obtain at least an 80% return rate on a survey of residents' ideas for improving Fowler Hall and its programs.

Evaluation Findings for Goal #1.2:

Only 45 surveys out of 80 residents were returned for the interest survey. This is a return rate of 56%, therefore, the goal was not met.

Evaluation Method for Goal #1.3:

Respond to or implement at least one programming idea and one facility idea offered on the survey by Spring Break.

Evaluation Findings for Goal #1.3:

A cookout/dance was held in Spring semester in response to suggestions from the resident interest survey. Over 50 people attended the cookout, and only 12 attended the dance. (It was rained out to an inside location, and residents did not make the transition.)

Evaluation Method for Goal # 1.4:

On exit papers, have no more than 30% residents who indicate that they are seeking other housing rather than not returning for other reasons.

Evaluation Findings for Goal #1.4:

Twenty-seven out of 121 exit papers filed indicated that students were seeking other housing locations other than graduation/transfer/withdrawal. This is 22% of students, by self-report, who chose other forms of housing rather than campus residency.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies related to Goal #1:

The exit papers alone are not sufficient for gathering resident responses. Residents are not motivated to return the interest surveys that have been sponsored by the Residence Hall Council. It is important to continue asking residents for input, and a system of incentives should be offered for students who do respond.

B. Goal #2
To increase occupancy to 90% overall.

Evaluation Method for Goal #2:

Have at least 99 residents at Fowler Hall.

Evaluation Findings for Goal #2:

Residency for Fall 2002 was 76% and for Spring 2003 was 85%. Neither of these semesters reached the goals of 90% residency.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies related to Goal #2:

Weaknesses and deficiencies for residency may have many sources. An over-riding source has not been identified. Remedial action, however, may be easily addressed by strengthening the market campaign and keeping residence hall costs as low as possible.

C. Goal #3
To improve professionalism of hall staff.

Evaluation Method for Goal #3.1:

Receive 75% positive comments from residents about the professionalism of the Residence Hall Director, Receptionist, and Desk Workers.

Evaluation Findings for Goal #3.1:

There were no negative written comments related to staff professionalism on exit forms.

Evaluation Method for Goal #3.2:

Have no more than 5 complaints/problems involving negative staff interaction with residents.

Evaluation Findings for Goal #3.2:

There were no negative written comments related to staff interaction on exit forms.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies related to Goal #3:

Though the exit form gives residents an opportunity to give feedback related to staff performance, it does not require feedback. A more formal evaluation mechanism for residence hall staff, (e.g. desk workers, assistant, and residence hall manager) should be offered.

III. 2002-2003 Objectives

Projected Date
Completed Completed

- A. **Objective #1:** To complete renovations underway in fall semester with minimal inconvenience to residents.
1. **Strategic Initiative #1:** Cooperate with contractor.
 - 1.1 Attend semi-monthly information meetings with architect and contractor. 2/month 8/31/02__
 - 1.2 Keep residents informed of progress. Monthly 9/9 & 10/02
 2. **Strategic Initiative #2:** Encourage additional maintenance improvements.
 - 2.1 Try to paint throughout. 10/1/02 9/13/02__
 - 2.2 Ask for ceiling tile replacement for stained tiles. 10/1/02 Replaced

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

This initiative was completed, and it is imperative that the good condition of the facility be maintained.

- B. **Objective #2:** Increase the professional attitude of RHD and Discipline Process.
1. **Strategic Initiative #1:** Encourage the RHD to attend SEAHO.
 - 1.1 Receive and share SEAHO information. 2/15/02 2/27/03__
 - 1.2 Participate in ALAHO. 12/1/02 3/19/03__
 - 1.3 Make travel plans for RHD and Dean to attend SEAHO. 2/1/03 RHD 2/24/03
 2. **Strategic Initiative #2:** Work with RHD to decrease the number of judicial cases that are referred to the Disciplinary Committee.
 - 2.1 Encourage RHD to have more administrative hearings. 9/1/02 3/15/03__
 - 2.2 Invite students to resolve disciplinary cases through administrative hearings. Per case 3/15/03__

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The RHD (recently renamed Residence Hall Manager {RHM}) participated in a regional conference, and several students participated in the state organization, with two students even participating in the national student organization. This type of networking will benefit GSCC by bringing new ideas to the residence life program.

C. **Objective #3:** Improve marketing strategies of the residence hall.

1. **Strategic Initiative #1:** Create a marketing brochure for Fowler Hall.

1.1	Draft copy.	<u>12/1/02</u>	6/9/03_
1.2	Take photos.	<u>12/1/02</u>	6/18/03_
1.3	Draft brochure.	<u>2/1/03</u>	6/20/03_
1.4	Submit to Publications Committee.	<u>3/1/03</u>	_No__
1.5	Participate in printing bid.	<u>5/1/03</u>	_No__

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Though a formal marketing brochure was not completed, an informational flier was printed for the orientation packets. It is an excellent beginning for a promotional flier for the residence hall.

2002-2003 AREA/UNIT EVALUATION

UNIT: Student Activities Person Responsible: Judy Hill

I. Mission Statement

The primary mission of Student Activities is to implement a system of College, SGA, and club sponsored events that will provide a wide array of special interests, social opportunities, developmental growth, and cultural diversity for the student body.

II. Standing Goals

A. Goal #1

1. **Goal Statement:** Support a strong, active SGA.
2. **Performance Measures for Goal #1:**
 - a. **Performance Measure #1:** Have at least two SGA meetings per month throughout the school year.
Measured Performance: SGA did not meet regularly throughout the year. Semi-monthly meetings were scheduled, but several meetings were so poorly attended that the meetings were dismissed with no business being conducted.
 - b. **Performance Measure #2:** Have a voter turnout of at least 125 students for SGA elections and Homecoming elections.
Measured Performance: Voter turnouts for SGA elections and Homecoming elections were good. Over 200 students voted in SGA elections, and about 140 voted in Homecoming elections.
 - c. **Performance Measure #3:** Encourage SGA to be involved or sponsor at least one event that is service or policy oriented.
Measured Performance: SGA sponsored the Student Leadership Luncheon which inquired of student leaders their ideas for improvements to school services and policies.

B. Goal #2

1. **Goal Statement:** Lend support to and receive support from clubs and organizations on-campus through the Inter-Club Council.
2. **Performance Measures for Goal #2:**
 - a. **Performance Measure #1:** Have at least 3 meetings of the Inter-Club Council, two fall and one spring.
Measured Performance: SGA sponsored three Inter-Club Council meetings in the Fall semester and two in the Spring semester.

- b. **Performance Measure #2:** Host at least 40 representatives at the Leadership Luncheon for organizational representatives.
Measured Performance: Fifty-three lunches were provided at the Student Leadership Luncheon.

C. **Goal #3**

1. **Goal Statement:** Implement a variety of traditional events throughout the academic year.
2. **Performance Measures for Goal #3:**
- a. **Performance Measure #1:** Collaborate with SGA, Inter- Club Council, and other student organizations and campus initiatives to provide a generous spectrum (at least one campus-wide program monthly) of social activities and events which each have an attendance of not less than 25 participants.
Measured Performance: Get on Board Day (1000), Movie Night (75), Blood Drive (60+), Oxygen Bar (126), Halloween Dance (200), Tie-One-On (300+), Movie Night (60), Skillet Concert (300), Christmas Parade Float (10), Homecoming (500), Talent Show (100), G-Day (800).

D. **Goal #4**

1. **Goal Statement:** Implement a variety of developmental, educational, and/or cultural diversity programs.
2. **Performance Measures for Goal #4:**
- a. **Performance Measure #1:** Implement at least two campus-wide programs/projects that promote personal growth and self-awareness which each have an attendance of not less than 10 participants.
Measured Performance: (1) Memorial Ceremony to Remember the Victims and Heroes of 9-11 (1500); (2) Exhibit for Americorp in breezeway (visitors not tallied).
- b. **Performance Measure #2:** Implement at least two campus-wide programs/projects that promote cultural diversity which each have an attendance of not less than 10 participants.
Measured Performance: (1) Black History Month Artist Exhibits (4 Artists exhibited, participants were not counted); (2) Sign Birmingham Pledge Promotion (98).
- c. **Performance Measure #3:** Implement at least two campus-wide programs/projects that promote health and safety which each have an attendance of not less than 10 participants.
Measured Performance: (1) Tie-One-On promoted alcohol awareness during the holiday season. Over 300 students, faculty, and staff signed pledges to avoid driving while under the influence. (2) The SGA Blood Drive resulted in 42 pints of donated blood from students, faculty, and staff.

III. 2002-2003 Objectives

**Projected
Completed Date
Completed**

**A. Objective #1: Increase attention of alcohol
and drug awareness among students.**

**1. Strategic Initiative #1: Participate in
National Alcohol Awareness Week.**

- | | | | |
|-----|--|-----------------|------------|
| 1.1 | Alcohol and Drug Awareness Committee
will plan an event for the Week. | <u>10/1/02</u> | 10/21/03__ |
| 1.2 | BACCHUS will plan an event. | <u>10/1/02</u> | 10/21/03__ |
| 1.3 | Both organizations will sponsor
a Red Ribbon drive. | <u>10/30/02</u> | 10/24/03__ |
| 1.4 | Both organizations will implement
the planned events during the Week. | <u>10/30/02</u> | 10/24/03__ |
| 1.5 | Fowler Hall will have at least one
alcohol/drug awareness program | <u>3/1/03</u> | __No__ |

**B. Objective #2: Sponsor a February event that will
be better attended than the Mardi Gras Party.**

**1. Strategic Initiative #1: SGA will replace the
Mardi Gras Party with an event that will appeal
more to the student body.**

- | | | | |
|-----|---|---------------|-----------|
| 1.1 | SGA will determine the theme,
date, and location of the event. | <u>9/1/02</u> | 12/1/02__ |
| 1.2 | Publicity will begin 3 weeks prior
to the event. | <u>2/1/03</u> | 1/9/03__ |
| 1.3 | SGA will evaluate after the event
to determine if students enjoyed
the replacement event more than
the Mardi Gras theme. | <u>3/1/03</u> | 2/21/03__ |

C. Objective #3: Sponsor a new event for Black History Month.

**1. Strategic Initiative #1: SGA will sponsor
Gospel Explosion on 2/13/03.**

- | | | | |
|-----|---------------------------|-----------------|---------------|
| 1.1 | SGA will seek performers. | <u>12/1/02</u> | 11/15/02 |
| 1.2 | SGA will promote event. | <u>2/1/03</u> | 1/15/03__ |
| 1.3 | SGA will host rehearsal. | <u>12/11/03</u> | __Cancelled__ |
| 1.4 | SGA will work the event. | <u>2/13/03</u> | __Cancelled__ |

2002-2003 Program/Area Evaluations

Organizational Unit: Dean of Student Services

Person Responsible: Judy Hill (2002-03)/Bridget Burney (2003/2004)

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1:

To provide admission, registration, counseling, and other support services to meet students' needs for access to the institution including appropriate accommodations for students with documented disabilities.

Evaluation Method for Goal #1.1:

To survey a sample of students in at least two class times, one day and one evening, regarding their satisfaction of student services.

Evaluation Findings for Goal #1.1:

Students in randomly selected classes were requested to complete a student satisfaction survey on student services and facilities. The survey this year was completed in August 2003.

Evaluation Method for Goal #1.2:

To obtain at least an 80% satisfaction rating in each of the student services included in the survey.

Evaluation Findings for Goal #1.2:

The following responses were gathered in the 2002-03 Student Satisfaction Survey for Student Services and Facilities:

Admissions: 94.6% strongly agreed, agreed, or expressed no negative opinion
Placement Testing: 93.7% strongly agreed, agreed, or expressed no negative opinion
Orientation: 87.8% strongly agreed, agreed, or expressed no negative opinion
On-Site Registration: 92.5% strongly agreed, agreed, or expressed no negative opinion
Telephone Registration: 93% strongly agreed, agreed, or expressed no negative opinion
On-Line Registration: 95.3% strongly agreed, agreed, or expressed no negative opinion
Scholarship: 86.9% strongly agreed, agreed, or expressed no negative opinion
Financial Aid: 79.1% strongly agreed, agreed, or expressed no negative opinion
Career Services: 87% strongly agreed, agreed, or expressed no negative opinion
Academic Advising: 90.4% strongly agreed, agreed, or expressed no negative opinion
Job Placement: 94% strongly agreed, agreed, or expressed no negative opinion
Counseling: 89.6% strongly agreed, agreed, or expressed no negative opinion
Social Events: 89.2% strongly agreed, agreed, or expressed no negative opinion
Cultural Opportunities: 85.2% strongly agreed, agreed, or expressed no negative opinion
Leadership/Involvement: 88.3% strongly agreed, agreed, or expressed no negative opinion

Student Conduct: 88.5% strongly agreed, agreed, or expressed no negative opinion
Safety: 90.9% strongly agreed, agreed, or expressed no negative opinion

Results: Only one item in Student Services, Financial Aid has less than 80% satisfaction rating, and that rating was at 79.1%.

Evaluation Method for Goal #1.3:

To conduct a focus group of 8-12 students to determine suggestions and ideas related to services that apply to all students (i.e. activities, counseling, admissions, records, and financial aid).

Evaluation Findings for Goal #1.3:

This performance measure was not completed due to time constraints related to merger and reorganization. The focus group was not held.

Evaluation Method for Goal #1.4:

To sponsor an evaluation instrument at least once per year for each area of Student Services achieving at least an 80% satisfaction rating from students.

Evaluation Findings for Goal #1.4:

In-office evaluations are completed by admissions, records, counseling, and financial aid. (Copies of these instruments are attached.) (1) Counseling reports that 100% of respondents indicated favorable responses to items inquiring about assistance and information from counselors as well as 100% indication that students would seek assistance from the Counseling Services if needed in the future. (2) Records reports 100% of students responding to the in-office survey were satisfied with the service delivered by that office staff. (3) Admissions reports a satisfaction rating of 98% from respondents and a satisfaction rating of 96% directly related to scholarship services. (4) Financial Aid reports that approximately 80% of clients responding to the in-office survey were satisfied with the services they received in the Financial Aid Office.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies related to Goal #1:

Standing Goal #1 was successfully accomplished except for the hosting of a student focus group. Student perception of services offered and services rendered appears to be satisfactory. It is desirable for the focus group and the individual office surveys to be continued in the coming year.

Statement of Standing Goal #2:

To assist in creating an environment which is conducive to student development, self-awareness, diversity, and health and safety.

Evaluation Method for Goal #2.1:

Implement at least two campus-wide programs/projects that promote personal growth and self-awareness which each have an attendance of not less than 10 participants.

Evaluation Findings for Goal #2.1:

- (1) Memorial Ceremony to Remember the Victims and Heroes of 9-11 (1500);
- (2) Exhibit for Americorp in breezeway (visitors not tallied).

Evaluation Method for Goal 2.2:

Implement at least two campus-wide programs/projects that promote cultural diversity which each have an attendance of not less than 10 participants.

Evaluation Findings for Goal 2.2:

- (1) Black History Month Artist Exhibits (4 Artists exhibited, participants were not counted);
- (2) Sign Birmingham Pledge Promotion (98 pledges returned).

Evaluation Method for Goal 2.3:

Implement at least two campus-wide programs/projects that promote health and safety which each have an attendance of not less than 10 participants.

Evaluation Findings for Goal 2.3:

- (1) Tie-One-On promoted alcohol awareness during the holiday season. Over 300 students, faculty, and staff signed pledges to avoid driving while under the influence.
- (2) The SGA Blood Drive resulted in 42 pints of donated blood from students, faculty, and staff.

Evaluation Method for Goal 2.4:

Collaborate with SGA, Inter-Club Council, and other student organizations and campus initiatives to provide a generous spectrum (at least one campus-wide program monthly) of social activities and events which each have an attendance of not less than 25 participants.

Evaluation Findings for Goal 2.4:

The following campus-wide events were sponsored by SGA in conjunction with Inter-Club Council: Get on Board Day (1000), Movie Night (75), Blood Drive (60+), Oxygen Bar (126), Halloween Dance (200), Tie-One-On (300+), Movie Night (60), Skillet Concert (300), Christmas Parade Float (10), Homecoming (500), Talent Show (100), G-Day (800).

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies related to Goal #2:

Standing Goal #2 was successfully accomplished. Traditional events with creative new additions will continue to be offered.

Statement of Standing Goal #3:

To provide services which facilitate the successful movement of the student through the educational process to completion of his/her identified goals.

Evaluation Method for Goal #3.1:

To survey a sample of students in at least two class times, one day and one evening, regarding their satisfaction of student services.

Evaluation Findings for Goal #3.1:

Students in randomly selected classes were requested to complete a student satisfaction survey on student services and facilities. The survey this year was completed in August 2003.

Evaluation Method for Goal #3.2:

To obtain at least an 80% satisfaction rating in each of the student services included in the survey.

Evaluation Findings for Goal #3.2:

Findings reported in #1.2.

Evaluation Method for Goal #3.3:

To conduct a focus group of 8-12 students to determine suggestions and ideas related to services that apply to all students (i.e. activities, counseling, admissions, records, and financial aid).

Evaluation Findings for Goal #3.3:

Due to time constraints related to the merger and reorganization, this performance measure was not completed.

Evaluation Method for Goal #3.4:

To sponsor an evaluation instrument at least once per year for each area of Student Services achieving at least an 80% satisfaction rating from students.

Evaluation Findings for Goal #3.4:

Findings reported in #1.4.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies for Goal #3:

Standing Goal #3 was successfully met. The procedures for evaluating achievement of this goal will continue to be examined for more appropriate measures.

Statement of Standing Goal #4:

To provide institutional leadership in the development and implementation of marketing strategies, including recruitment and retention activities.

Evaluation Method for Goal #4.1:

Have a recruitment counselor visit each high school in the service area at least once each semester.

Evaluation Findings for Goal #4.1:

In most cases this objective was completed successfully. For various reasons, a few schools were visited one semester and not the other. These reasons were not due to the recruitment staff but rather to school requests and scheduling.

Evaluation Method for Goal #4.2:

Invite all high school counselors in the service area to visit campus, and meet with at least 25 on campus for both fall and spring semesters.

Evaluation Findings for Goal #4.2:

- (1) Etowah County Counselors meet on campus annually to plan the college fair. About 25 professionals attended the 2002 meeting.
- (2) Area counselor meetings were instituted Fall 2002 to try to encourage attendance. The Cherokee and DeKalb County meetings were very successful. Hopefully, additional counties in the service area can be added in the future.
- (3) The Spring Counseling Region V meeting is hosted by GSCC, and about 100 counselors attended.

Evaluation Method for Goal #4.3:

Include at least one suggestion related to recruitment or retention in the initial faculty meeting for each semester.

Evaluation Findings for Goal #4.3:

Presentation by Dean of Student Services at Fall meeting (i.e. "Reasons Why You Need an ID Badge"). Presentation by Dean of Student Services at Spring meeting (i.e. "Retention is Everyone's Job").

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies for Goal #4:

Standing Goal #4 was successfully met during the 2002-2003 school year.

Statement of Standing Goal # 5:

To participate in the governing system of the college, particularly in the areas of long-range planning, fiscal management, policy regulation, curriculum development, due process in student discipline, and student life.

Evaluation Method for Goal #5.1:

Meet all College deadlines related to Institutional Effectiveness.

Evaluation Findings for Goal #5.1:

Institutional Effectiveness reports were completed satisfactorily.

Evaluation Method for Goal #5.2:

Have no negative budget balances.

Evaluation Findings for Goal #5.2:

No negative balances. Shortfalls in Financial Aid and Counseling were made up from other Student Services budgets as appropriate.

Evaluation Method for Goal #5.3:

Have no injuries related to negligence, building safety, or student events.

Evaluation Findings for Goal #5.3:

The Dean received no complaints or reports of injuries related to negligence, building safety, or student events.

Evaluation Method for Goal #5.4:

Have no non-compliance issues with regard to state policies.

Evaluation Findings for Goal #5.4:

The Dean of Student Services (Judy Hill) was cited by the state auditors as being out of compliance with record keeping related to Residence Hall fee assessment. The auditors also recommended keeping a signed requests of prospective and returning students who wish to keep their housing deposits on account. These two findings were the only non-compliance issues in Student Services.

Evaluation Method for Goal #5.5:

Have no civil litigation related to lack of due process or violation of FERPA.

Evaluation Findings for Goal #5.5:

There were no litigation situations related to lack of due process or violation of FERPA, though one student appealed a Student Discipline Committee decision based on a "due process" argument and won the appeal. The case was heard by an appointed Student Discipline Committee *de nova*.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies for Goal #5:

Compliance was appropriate in all areas of Student Services, successfully meeting this objective except in the two instances cited.

- (1) Regarding Residence Life, an administrator with excellent organizational and record keeping skills was assigned the responsibilities of oversight of Residence Life.
- (2) Regarding the Student Discipline Committee responsibilities, the College President, an attorney, had an open workshop on Student Due Process for faculty/staff in administrative positions and on the Student Discipline Committee. Several student leaders were also invited to attend. The Dean and the Special Assistant to the President also met with a private attorney to discuss disciplinary procedures and conduct. Many procedures were refined as a result of that information.

PART II

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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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**Statement of 2002-2003 Objective #1:
To update a retention plan for campus.**

Strategic Initiatives for Objective #1

Reestablish an ad hoc Retention Committee.

1.1	Determine appropriate committee mix.	<u>9/15/02</u>	<u>No</u>
1.2	Conduct an organizational meeting.	<u>9/30/02</u>	<u>No</u>
1.3	Make assignments to research retention strategies.	<u>9/30/02</u>	<u>No</u>
1.4	Explore implementation of new retention strategies.	<u>11/15/02</u>	<u>11/20/02</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The Dean decided to wait until after attending a Noel-Levitz conference in November with the Director of Counseling and the primary recruiting counselor before moving ahead with this objective. After the conference, the merger was announced, and this objective had to be sacrificed for more immediate challenges.

Strategic Initiative #2 for Objective #1:

Promote any innovations in recruiting and retention to Academic Directors and the President's Cabinet to educate faculty and staff about efforts.

2.1	Inform faculty of retention strategies at the initial Semester meeting.	<u>1/5/03</u>	<u>1/2/03</u>
2.2	Inform Cabinet of changes in philosophy or strategy regarding retention.	<u>1/5/03</u>	<u>No</u>
2.2	Create a new philosophy and strategy statement for retention on campus.	<u>5/5/03</u>	<u>4/15/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The merger process basically accomplished the spirit of this objective by causing the mission of the College to be re-examined along with various practices and procedures.

Statement of 2002-2003 Objective #2:

Improve ADA services.

Strategic Initiative #1 for Objective #2:

To create an ADA policy brochure.

1.1	Study policy statements of several other campuses.	<u>10/1/02</u>	<u>2/1/02</u>
1.2	Attend at least one professional meeting on ADA policies.	<u>12/1/02</u>	<u>2/12 & 5/7/03</u>
1.3	Draft brochure.	<u>3/1/03</u>	<u>No</u>
1.4	Seek professional review of draft.	<u>4/1/03</u>	<u>No</u>
1.5	Submit to the publications Committee.	<u>5/1/03</u>	<u>No</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The appointment of a new Disability Compliance Officer was intended to address these initiatives; however, the new officer had a variety of responsibilities to address, and this particular initiative was not completed. It is advisable for the College to have a formal brochure introducing services and procedures related to ADA and disability compliance.

Strategic Initiative #2 for Objective #2:

To create a filing system for semester tracking of each student requesting ADA accommodations through the Dean's Office.

2.1	Inquire about filing systems of several other ADA officers.	<u>10/1/02</u>	<u>12/1/02</u>
2.3	Attend at least one professional meeting on ADA policies.	<u>12/1/02</u>	<u>2/12 & 5/7/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

The Disability Compliance Officer came to the College in October. By the end of fall semester, he had established a filing system to organize record keeping for students who had requested accommodations who were not being served by Student Support Services.

**COMMUNITY OUTREACH
AND
ECONOMIC DEVELOPMENT**

**2002-2003
UNIT EVALUATIONS**

2002 – 2003 PROGRAM EVALUATION

Organizational Unit: **Arledge Center for Adult Learners**
Person Responsible: **Pamela Clough**
Date Submitted: **August 28, 2003**

PART I:

GOAL 1:

Statement of Standing Goal #1: Recruit potential adult students and familiarize them with the collegiate environment and process.

Evaluation Method for Goal #1:

The Arledge Center calendar of events, activities folder, database of businesses, organizations, and community agencies, and computer-generated reports

Evaluation Findings for Goal #1:

Potential adult students were recruited via various recruitment activities including Get on Board Day, College Fest, orientation, flyers, distribution of brochures and bookmarks.

Identified Weaknesses/ Deficiencies: There are no apparent weaknesses. Recruitment strategies are bringing in adult students. This year, we served 228 students.

Remedial Action: Although what we are doing currently seems to be working effectively, we do plan on incorporating new promotional items into our recruitment strategies.

GOAL 2:

Statement of Standing Goal #2: Provide guidance for clients as they explore possible educational/ career opportunities.

Evaluation Method for Goal #2: A physical count of the Arledge Center files and review of the counseling log in these files.

Evaluation Findings for Goal #2: There were 228 adult students served via the Arledge Center and the programs offered here. Files indicate that all services were offered and received.

Identified Weaknesses / Deficiencies: There was a slight drop in the number of students served due to the relocation process.

Remedial Action: Complete the relocation of the tutoring / computer lab

GOAL 3:

Statement of Standing Goal #3: Continue to develop and offer both individualized and comprehensive services which are designed to help non-traditional students overcome obstacles that often lead to drop out (e.g. childcare, book loan, tutoring, etc.).

Evaluation Method for Goal #3: Questionnaires and surveys

Evaluation Findings for Goal #3: Questionnaires and surveys completed by adult students/participants and returned to the center indicated an 86% satisfaction with services that are offered.

Identified Weaknesses / Deficiencies: Although 86% satisfaction is great, we would like to be at 100% satisfaction. The areas where students are not satisfied are book-loan program and hours

Remedial Action: We need to increase the number of textbooks in our book loan program and extend our hours. Neither of these actions are possible without an increase in the budget.

GOAL 4:

Statement of Standing Goal #4: Conduct retention activities including life skills seminars on topics that affect adult learners.

Evaluation Methods for Goal #4: Arledge Center Calendar of events, sign-in sheets, and evaluation surveys.

Evaluation Findings for Goal #4: Retention activities were performed on an individual basis during the 2002 – 2003 year, seminars were not held.

Identified Weaknesses / Deficiencies: Due to problems associated with relocation, we were unable to hold seminars; however, we increased our individual retention activities.

Remedial Action: None needed, the relocation is completed and seminars should resume as scheduled.

GOAL #5:

Statement of Standing Goal #5: Increase the role and activities of the Arledge Center by vigorously promoting our services to GSCC personnel and nontraditional students in order to increase recruitment for and participation in the benefits offered through the Center.

Evaluation Methods for Goal #5: Distribution points and databases

Evaluation Findings for Goal #5: Services were vigorously promoted to GSCC personnel via emails, flyers, and classroom visits. Distribution points for promotional materials were kept stocked and databases reflect current mailing lists.

Identified Weaknesses / Deficiencies: None goal is being reached as expected

Remedial Action: None

2002 – 2003 PROGRAM EVALUATION

Organizational Unit: **Arledge Center for Adult Learners**
 Person Responsible: **Pamela Clough**
 Date Submitted: **August 28, 2003**

PART II:

Objective #1: Relocate the Arledge Center to Brown Hall on East Broad Campus.

	Projected Completion	Date Completed
1. Strategic Initiative #1: Participate in the renovation plans of Brown Hall to ensure space is utilized effectively to meet our needs.	<u>1/10/03</u>	<u>1/15/03</u>
1.1 Draw floor plans to include classrooms and offices.	<u>9/1/02</u>	<u>9/01/02</u>
1.2 Work closely with the Coordinator of Maintenance and Business Services to determine lighting, electrical, and telephone line needs.	<u>Ongoing</u>	<u>Yes</u>
2. Strategic Initiative #2: Move Arledge Center signs, furniture, and other belongings when building is completed.	<u>1/10/03</u>	<u>1/15/03</u>
3. Strategic Initiative #3: Set up office space and work area to include 2 desks, 2 personal computers, printer, copier, fax machine, and filing cabinets.	<u>2/1/03</u>	<u>2/15/02</u>
3.1 Order any needed furniture, equipment, and/or supplies.	<u>11/1/02</u>	<u>2/05/03</u>
3.2 Check with surplus for any available items.	<u>11/1/02</u>	<u>11/1/02</u>
3.3 Relocate Arledge Center furniture and/or equipment.	<u>2/1/03</u>	<u>2/15/02</u>
4. Strategic Initiative #4: Set up tutoring room to include tables and chairs, computers, resources, and tutor desk.	<u>2/1/03</u>	<u>n/a</u>
4.1 Order any needed supplies.	<u>11/1/02</u>	<u>n/a</u>
4.2 Check with surplus for any available items.	<u>11/1/02</u>	<u>n/a</u>
4.3 Relocate Arledge Center furniture and/or equipment.	<u>2/1/03</u>	<u>n/a</u>
5. Strategic Initiative #5: Set up reception area to include comfortable seating, conversational tables, and television.	<u>2/1/03</u>	<u>2/15/03</u>
5.1 Order any needed supplies.	<u>11/1/02</u>	<u>3/15/03</u>
5.2 Check with surplus for any available items.	<u>11/1/02</u>	<u>1/15/03</u>
5.3 Relocate Arledge Center furniture and/or equipment.	<u>2/1/03</u>	<u>2/15/03</u>

Barriers to completing strategic initiative #4 : Due to the merger and decisions which affected VUB and eventually GED, we did not relocate the tutoring room. These decisions have been made and the tutoring lab should be relocated as soon as GED is moved back to Ralls Hall.

Objective # 2: Replace the administrative assistant with a part-time clerk.

	Projected Completion	Actual Completion
1. Strategic Initiative #1: Arledge Center budget for 2002 – 2003 should show a reduction in Line Item 505 (Salary Schedule E) and an increase in Line Item 506 (Hourly Wages).	<u>2/1/03</u>	<u>2/1/03</u>
1.1 Request the funds to budget a 15-hour part-time clerk.	<u>10/1/02</u>	<u>10/1/02</u>
1.2 Advertise the position and hire a clerk.	<u>1/10/03</u>	<u>1/10/03</u>

Objective #3: Offer activities/seminars which will take the Arledge Center staff into the community and bring the community to our campuses in an effort to recruit potential adult students.

	Projected Completion	Actual Completion
1. Strategic Initiative #1: Establish an Arledge Center advisory committee that will aid in planning activities and seminars.	<u>11/1/02</u>	<u>11/1/02</u>
1.1 Request three key community members and three adult students to join the Arledge Center staff and the Dean of Student Services in forming an advisory committee.	<u>9/1/02</u>	<u>9/1/02</u>
1.2 Hold quarterly meetings to plan and schedule various activities/seminars that will be held on and off campus.	<u>Ongoing</u>	<u>Yes</u>
2. Strategic Initiative #2: Implement the activities that are approved by the Advisory Committee.	<u>Ongoing</u>	<u>Yes</u>

Objective #4: Increase tutoring/counseling services for non-traditional students in an effort to increase retention levels.

	Projected Completion	Actual Completion
1. Strategic Initiative # 1: Promote the tutoring / counseling services available for adult students.	<u>Ongoing</u>	<u>Yes</u>
1.1 Post flyers on campus to advertise these services.	<u>9/1/02</u>	<u>9/1/02</u>
1.2 Email GSCC employees as a reminder to refer students.	<u>Semesterly</u>	<u>Yes</u>
2. Strategic Initiative # 2: Contact students who have not utilized the center in the last semester.	<u>Ongoing</u>	<u>Yes</u>
2.1 Call, write, or email students to ask about their educational and personal progress.	<u>10/02 & 2/03</u>	<u>10/02&2/03</u>
2.2 Do follow-up contact within six weeks.	<u>12/02 & 4/03</u>	<u>12/02&4/03</u>

Objective #5: Promote the Arledge Center via *The Connecting Point*, a Fall and Spring newsletter.

	Projected Completion	Actual Completion
1. Strategic Initiative # 1: Publish the newsletter.	<u>11/02 & 4/03</u>	<u>n/a</u>
1.1 Gather articles and information that will aid adult learners and those who serve adult learners.	<u>Ongoing</u>	<u>n/a</u>
1.2 Organize, design and print the newsletter.	<u>11/02 & 4/03</u>	<u>n/a</u>
1.3 Distribute the newsletter to GSCC faculty, administration, community entities, and adult students.	<u>11/02 & 4/03</u>	<u>n/a</u>

Barriers to completing strategic initiative #1: The Arledge Center was located in a "transitional" location for several months. Equipment for the newsletter was stored during this time. When relocation was finally completed and supplies were evaluated, paper needed to be ordered before we could print. A newsletter should be published Fall 2004.

**GADSDEN STATE COMMUNITY COLLEGE
PROGRAM/AREA EVALUATION
2002-2003**

PROGRAM/AREA: Gadsden GEAR-UP Partnership

DATE: August 25, 2003

PERSON COMPLETING EVALUTION: Carl C. Byers, Jr.

REVIEWED AND APPROVED BY SUPERVISOR:

Organizational Unit Gadsden GEAR-UP Partnership

Date: August 25, 2003

Person Completing Evaluation: Carl C. Byers, Jr.

Page # 1

Objective #1:

To establish and maintain the Gadsden GEAR-UP Partnership and related volunteer services.

Method of Evaluation:

Personal contacts have been made to establish and maintain volunteer services. Several contacts have been made through the local media, speaking engagements, steering committee, advisory council meetings and direct contact with other school officials (i.e. JSU, Service Learning and local high schools). A tally of services and volunteers are being maintained.

Summary of Results:

Through personal contacts GEAR-UP has been able to locate and identify volunteer tutors and mentors. We have also started receiving computers from governmental agencies, in particular Redstone Arsenal in Huntsville, Alabama, to supply our "Computers in the Homes" incentive.

Anticipated use of Results:

The goal of the Gadsden GEAR-UP Partnership is to develop and maintain a strong and significant presence in the academic community, always striving to develop creative ways to assist, enhance and reach our cohort group and their families.

Objective #2:

To offer GEAR-UP services that directly promote equal access to higher education to a cohort of 400 students who receive services from the 7th to the 12th grade.

Method of Evaluation:

Staff completes demographic profiles and electronic career assessments on each student and offers academic and motivational services that would benefit each student.

Summary of Results:

Utilizing the information that we have collected from our students, along with progress reports and report cards, we try to focus mainly on the subjects that the students have the most problems with and offer tutoring and other academic services to assist in their deficits.

Anticipated Use of Results:

The Gadsden GEAR-UP Partnership plans to use these results to help increase the grades and retention rates of our students. It is also our hope that we will be able to make a positive and direct impact on our students' graduation exam results.

Objective #3:

To increase parental knowledge and involvement in planning for their children's future, especially with regard to encouraging their children to prepare for college.

Method of Evaluation:

Sign – in, and evaluation forms from workshops are maintained as a method of evaluating parental participation in GEAR-UP activities. Newsletters and other information packets will also be used to make parents aware of student activities. We also offer parents the opportunity to accompany us on college and cultural field-trips.

Summary of Results:

The parents who actually participate in our activities have expressed a heightened sense of awareness about college entrance requirements, college costs and types of subjects required for particular majors.

Anticipated Use of Results:

Distributing college, financial and career information, providing workshops and having general discussions on these topics will allow the parents a better sense of accuracy when assisting their children in making decisions about their futures.

Organizational Unit Gadsden GEAR-UP Partnership

Date: August 25, 2003

Person Completing Evaluation: Carl C. Byers, Jr.

Page # 4

Objective #4:

To increase student motivation to attend college.

Method of Evaluation:

GEAR-UP offers college campus visits, field trips, cultural, and academic activities and mentoring. Facilitators administer career interest inventories to all students. Documentation of services and contacts are maintained.

Summary of Results:

Students have been extremely receptive to all of our trips. They are somewhat inquisitive during the tours and they all seem to be very excited and sometimes even overwhelmed when faced with the reality of college life. Working with tutors and mentors who have college backgrounds also gives the students a frame of reference when inquiring about life on a college campus.

Anticipated Use of Results:

We expect that by giving our students a first hand look at college life and allowing them to tour campuses and ask questions, they will become more interested in going to college and thus be able to make wiser decisions when choosing a college.

Organizational Unit Gadsden GEAR-UP Partnership

Date: August 25, 2003

Person Completing Evaluation: Carl C. Byers, Jr.

Page # 5

Objective #5:

To increase students' academic achievement so that they have the skills and academic background needed to attend college.

Method of Evaluation:

Transcripts, grade reports and standardized test scores are monitored to determine each student's progress. Tutorial services, remedial software and computerized resource labs with Internet access are available to students who have deficiencies. We have also recently added ACT Software to our resource labs to help our students better prepare for the ACT Exam and the graduation exams.

Summary of Results:

The Gadsden GEAR-UP Partnership has identified a noticeable increase in the overall grades of our cohort group based on standardized test scores and report cards. Although a gradual increase, we are excited that things seem to be moving in the right direction as a result of our interaction.

Anticipated Use of Results:

The results that we acquire will hopefully allow us to find new and better ways to serve our students' academic needs.

Objective #6:

To increase student behaviors and course selection correlated to college attendance.

Method of Evaluation:

Through mentoring, advisement, in-class assistance and personal observations the GEAR-UP staff will encourage students to select rigorous academic courses.

Summary of Results:

The GEAR-UP staff has tried to encourage parents to take a major role in their child's course selections for high schools. We have made every effort to talk with them at different school gatherings and we have offered workshops, with very little participation, to inform and enlighten parents and students of the need to make wise choices in their selections.

Anticipated Use of Results:

If the parents and students take heed to the information that we try to relay to them, this may very well assist them in making the best choices for their educational futures.

Organizational Unit Gadsden GEAR-UP Partnership

Date: August 25, 2003

Person Completing Evaluation: Carl C. Byers, Jr.

Page # 7

Objective #7:

To enhance the school climate, curriculum, learning systems, and teacher/counselor capacity in order to yield improved student performance and to increase expectations of college attendance.

Method of Evaluation:

The entire school system will be enriched due to the professional development workshops sponsored by the GEAR-UP program and other institutions of higher learning. GEAR-UP also attempts to meet this objective by offering in-class assistance activities.

Summary of Results:

The Gadsden GEAR-UP Partnership is planning professional development workshops for instructors from each of our cohort schools. We are presently collecting information from the instructors regarding topics they would like to see presented in a professional development format.

Anticipated Use of Results:

These workshops will hopefully enhance the instructors' effectiveness with our students therefore giving them a greater and more well rounded learning experience.

Objective #8:

To extend the impact of GEAR-UP to the entire school system (system change).

Method of Evaluation:

It is hoped that the new concepts implemented by GEAR-UP will be continued in order to benefit students in the future.

Summary of Results:

The Gadsden GEAR-UP Partnership has observed a noticeable increase in our cohort students taking higher-level mathematics and other advanced classes.

Anticipated Use of Results:

GEAR-UP anticipates that as a result of our interventions our students will gain confidence and self-esteem and experience higher levels of success in their high school and college courses.

2002-2003 ORGANIZATIONAL UNIT STRATEGIC PLAN

Organizational Unit: HUD/Neighborhood Network
Person Responsible: Sharon McGruder
Date Submitted: August 27, 2003

Part I

Statement of Standing Goal #1: To administer the Community Development Center and Community Development Corporation.

Evaluation Method for Goal #1:

Performance Measure #1 – NNCDC open daily, 8:00 a.m.- 5:00 p.m. (Monday – Thursday) and 8:00 a. m. - 12:00 p.m. (Friday).

Performance Measure #2 – GSCC designee assigned to chair Advisory Board and serve on the CDC.

Performance Measure #3 – Quarterly meetings of the Community Development Corporation to discuss program issues.

Performance Measure #4 – Semi-annual meetings of the Advisory Board to discuss program issues.

Identified Weaknesses/ Deficiencies and Action Taken: This goal has been accomplished, but with one exception. The participation from the public housing residents has not been one of consistent participation. The CDC is structured with a majority of the members coming from housing, considering this the board will be restructured with members that are able to attend the meetings more frequently.

Statement of Standing Goal #2: To administer an Economic Development and Revitalization Program.

Evaluation Method for Goal #2:

Performance Measure #1 – The design and presentation of an entrepreneurial workshop.

Performance Measure #2 – The completion of a community landscaping project, within public housing.

Identified Weaknesses/ Deficiencies and Action Taken: These goals were accomplished. Our first entrepreneurial workshop was for the youth. There were only 10 to participate in the workshop, we expected more. We targeted all of the youth in public housing (12-18 years-old). We will meet with these youth monthly to monitor their progress, with success stories we may be able to increase our numbers with the next workshop.

Statement of Standing Goal #3: To provide a Community-Based Education Support Service.

Evaluation Method for Goal #3:

Performance Measure #1 – Each semester, distribution door-to-door of flyer announcing the upcoming Continuing Education classes to the residents of public housing and the surrounding communities.

Performance Measure #2 – Increased public awareness, as indicated by media promotion for each NNCCDC activity/program.

PART II

2002-2003 Objectives

Projected Completion Date Completed

Objective #1: To meet with representatives of the City of Gadsden, the Greater Gadsden Housing Authority, and service agencies, along with residents of the target housing communities and community representatives to review/evaluate NNCCDC goals and objectives.

Strategic Initiative #1:

Meetings will be held to discuss program goals and objectives to assure continuity in the provision of service as well as developing a positive working relationship.

Appoint an advisory board with representation from the partners, the target housing communities, and community representatives.

10/02 10/02

Schedule regular advisory board meetings, semi-annual for program input.

9/03 10/02

Strategic Initiative #2:

GSCC designee will chair the Neighborhood Network Advisory Board and serve on the CDC Board to assure that the goals, objectives, and plans as outlined are met.

In working with the Advisory Board, create sub-groups according to interest in meeting the goals of the program.

9/03 Pending
(9/03)

Develop an Interest Inventory for the Advisory Board members to survey the program area of interest to assist in group assignments.

9/03 Pending
(9/03)

Pending: Awaiting Advisory Board Meeting scheduled for September 11, 2003.

Objective #2: To create a Community Development Corporation Board from the Advisory Board membership.

Strategic Initiative#1:

Establish CDC Board training to define the duties and responsibilities of the CDC Board.

Design/develop a training schedule for the CDC Board training. 10/02 Pending (9/03)

Conduct a needs assessment among the Board members as to the development of the training needs sessions. 10/02 Pending (9/03)

Pending: Awaiting Advisory Board Meeting scheduled for September 11, 2003

Strategic Initiative #2:

The CDC will take on the role of addressing fair housing issues in the NNCDC activities.

Distribution of Fair Housing information at Homebuyer's Workshops. 7/03 8/03
News Article – Fair Housing Month. 4/03 Not Accomplished
Public Service Announcement – Fair Housing Month. 4/03 Not Accomplished

Development of a Fair Housing Handbook for Homebuyer's Workshop and to be used in Board Training. 9/03 8/03

Not Accomplished: Focus was placed on developing a Newsletter for the HUD/COPC Activities, which came out in June during the National Homebuyer's Campaign. Fair Housing Issues will be discussed at all Homebuyer Workshop Activities.

Objective #3: To continue to present program services and expand the service area of the Neighborhood Network Community Development Center.

Strategic Initiative #1: Increase promotion of NNCDC program services, program activities, and increased partner involvement. Educate the community concerning the available services.

Extend services to all 7 communities (presently serving 5) and the surrounding communities. 9/03 1/03

Develop a semi-annual door-to-door flyer campaign

in public housing and with the Community Resources (a Neighborhood Network program services flyer). 9/03 10/02

Coordinate with Public Relations in developing a public awareness campaign that increases present media exposure. 9/03 10/02

Develop flyers for distribution in public housing of the featured events that include our partners providing services in public housing. 9/03 10/02

Purchase an updated United Way/ Community Resource Directory, as a first step to expanding the number of community partners. 10/02 10/02

Strategic Initiative #2: Promotion of After-School Tutorial and Continuing Ed Classes.

Develop flyers for distribution door-to-door in public housing, surrounding communities, and community resource providers to advertise these programs. Continuing Education information will be distributed as the college semester dictates. 9/03 10/02

Coordinate with Public Relations in developing a public awareness campaign. 9/03 10/02

Solicit more parental involvement in the After-School Tutorial activities by designing a program involving parental participation. 9/03 10/02

Survey of the After-School Tutorial participants to assess program successes and weaknesses. 9/03 5/03

Objective #4: To continue the Personal Empowerment Seminar Series, which includes Homebuyer's Workshops. Design and conduct an economic development activity, "How to Start Your Own Business" which will encourage entrepreneurship.

Strategic Initiative #1: Promote/distribute the Seminar Series information and the development of the entrepreneurship activity.

Coordinate with Public Relations in developing a public awareness campaign that focuses on the homebuyer's workshops and the entrepreneurship activities. 9/03 10/02

Develop Flyers for distribution door-to-door in public housing and with area community resources. 9/03 10/02

Advertise in newspapers and other media resources.	9/03	10/02
Involve the assigned Board members in recruiting group participants.	9/03	Pending (9/03)

Pending: Awaiting Advisory Board Meeting scheduled for September, 11, 2003

Strategic Initiative #2: Develop an entrepreneurial workshop to encourage entrepreneurship, "How To Start Your Own Business."

Research/locate possible workshop resource providers.	10/02	10/02
Recruit a possible partner from relationships already initiated.	10/02	4/03
Include interested CDC/Advisory Board members in the development of the workshop.	10/02	4/03

Objective #5: To design and implement landscaping initiative in the public housing communities.

Strategic Initiative #1: Coordinate the design of the plan with the Master Gardeners and service learning volunteers.

Communicate with the Master Gardeners.	10/02	10/02
Work with Service Learning Coordinator to recruit students.	10/02	10/02
Design the plan.	12/02	10/02
Completion of the project.	9/03	10/02

2002-2003 Program/Area Evaluations

Organizational Unit: Institutional Advancement & Community Services

Person Responsible: Brenda Crowe

Date Submitted: 8/27/03

Part I

Statement of Standing Goal #1: To promote the interest of the College in the community and keep the community aware of its programs and services.

Evaluation Methods for Goal #1: (1) Determine the increase of additional staff, staff time, public relations activities, and production of media coverage, including videos that feature more of the College's programs and services.

Evaluation Findings for Goal #1: Though additional staff were not hired, the hours of the part-time employee were increased. In addition, media coverage was increased, through the addition of videos and radio spots.

Statement of Standing Goal #2: To identify, pursue, implement, and monitor Federal/state programs.

Evaluation Methods for Goals #2: Verification that the College has achieved a clear audit of all Federal/state grant programs and that existing Federal/state grant programs scheduled for renewal have been re-funded.

Evaluation Findings for Goal #2: All Federal and state grant programs received a clear audit for 2001-2002. In addition, Veterans Upward Bound and Upward Bound scheduled for renewal were re-funded for 2003-2007.

Statement of Standing Goal #3: To plan, implement, and evaluate the Foundation's fund-raising initiatives.

Evaluation Methods for Goal #3: Determine the success of fund-raising efforts, both as to revenue and the number of efforts scheduled.

Evaluation Findings for Goal #3: Though two fund-raising efforts were the goal, only one was held. The revenue from the Golf Tournament was record-setting in the amount of \$10,790.

Statement of Standing Goal #4: To monitor all of the College's fund-raising efforts.

Evaluation Methods for Goal #4: Maintain a file of permits and evaluations to conduct fund-raisers, complete with an individual evaluation of each fund-raiser. Each permit is approved by the four deans.

Evaluation Findings for Goal #4: Approved permits for all fund-raisers are on file in the office of the Dean of Institutional Advancement.

Statement of Standing Goal #5: To determine and meet life-long learning needs within the GSCC service area.

Evaluation Methods for Goal #5: Verification of the number of new Life-Long Learning programs that were developed and implemented and that they met needs within the College's service area.

Evaluation Findings for Goal #5: Though several new programs were developed, they were not implemented. (*Weaknesses/deficiencies: a reduction of staffing in the LifeLong Learning Center and a lack of funds.*)

Part II

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Objective #1:</u> To enhance the College's image and increase community awareness of its programs and services through additional promotional means.		
1. <i>Strategic Initiative #1:</i> Increase the hours/responsibilities of the part-time staff.	4/03	7/03
2. <i>Strategic Initiative #2:</i> Accelerate public awareness campaign.	12/03	In progress
<u>Objective #2:</u> To develop the grants management office.		
1. <i>Strategic Initiative #1:</i> Hire a full-time grants writer.	9/03	Not completed

(Weaknesses and Deficiencies: The hiring of a grants writer has been budgeted for the last three years; however, each year it has been deleted because of a lack of funds.)

<u>Objective #3:</u> To increase the Foundation's revenue by \$10,000.		
1. <i>Strategic Initiative #1:</i> Identify an additional fund-raiser.	12/03	In progress
<u>Objective #4:</u> To provide two appropriate LifeLong Learning courses online.		
1. <i>Strategic Initiative #1:</i> Identify the two courses.	9/02	Completed
2. <i>Strategic Initiative #2:</i> Coordinate design with instructional technology specialist.	5/03	Not completed
3. <i>Strategic Initiative #3:</i> Identify facilitator(s).	5/03	Not completed
4. <i>Strategic Initiative #4:</i> Pilot-test the courses.	12/03	Will not be completed

(Weakness and Deficiencies: The project was eliminated due to a reduction of staffing in the LifeLong Learning Center and a lack of funds.)

2002-2003 Program/Area Evaluations

Organizational Unit: Public Relations Department

Person Responsible: Kay Smith-Foster

Date Submitted: July 30, 2003

Part I

Statement of Standing Goal #1: To promote the interests of the college in our community and make the community aware of the services our college has to offer.

Evaluation Method for Goal #1: Promotion of academic, technical and extracurricular activities was done with five-minute weekly radio programs and fifteen-minute television programs highlighting various aspects of these programs. Radio/Television programs included: Service Learning Program, MLK Jr. Health Fair Initiative, Neighborhood Network Homebuyers Seminars, Job Corps, GEAR-Up, Talent Search, Upward Bound, Kids College, Summer Environmental Institute, Adult Education Skills Division, Collegefest, Black History Events, Aquaculture/Fishery Science, Technical Programs-East Broad Campus, Christmas Showcase Benefit for the Salvation Army, Job/Technical Fairs, Scholarship Programs, Realtime Reporting (Court Reporting Expansion), Federal Programs and interviews with Dr. Culverhouse. Special emphasis including information was included in the semester class schedule. News releases were sent to the media to inform the community of special programs/events and target advertising was done.

Evaluation Findings for Goal #1: Popularity of services and programs are a reflection of the needs of the community. Many of the programs experienced an increase in enrollment and student involvement. Economics and convenience still remain a priority to students. Workforce training and options available to students have helped enrollment. The special events and programs held on campus were well attended by the community.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: A lack of essential funds prevents the widespread use of available media. An increased budget for advertising would allow different forms of media to be utilized and certain target areas to be more informed.

Statement of Standing Goal #2: To promote recruitment of students.

Evaluation Method for Goal #2: Student survey is conducted during Freshman Orientation sessions.

Evaluation Findings for Goal #2: High school recruiting shows, class schedules and advertising were the major influences upon students in deciding to attend GSCC. Students cited that they had received information about the College from the internet, newspapers, radio and television and billboards.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Internet use is constantly growing and it has become essential for us to stay competitive in this area. More frequent updates are needed, as image is also a recruiting tool. As the service area for the College expands, additional funds will be necessary in order to saturate these new areas and maintain adequate coverage in existing areas. An increased budget for advertising would allow different forms media to be utilized. Additional radio stations, newspapers and cable networks will need to be added to the current media list for advertising.

Statement of Standing Goal #3: To promote alumni involvement in college related activities and programs.

Evaluation Method for Goal #3: The success of this goal is measured by attendance at these events and an increase in Alumni Association memberships. Two events—Alumni Trip and Homecoming event—were added this year. Positive feedback from people who attended these events and exceeding attendance goals has proven a need to continue to host these activities and events.

Evaluation Findings for Goal #3: Increase in involvement in campus activities. Collegefest continues to a well-attended event by students and the community. The two new events that were added were very successful and received positive feedback from alumni members. Surveys indicate alumni interest in trips and activities.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: In order to promote alumni growth and participation, it would be beneficial to have a director devoted to promoting interest in this program. Someone should be appointed to oversee the Alumni Association who can devote their attention to it on a full time basis.

Statement of Standing Goal #4: To promote linking students to community service.

Evaluation Method for Goal #4: A Service Learning class is being offered for students, Miss GSCC Pageant contestants are required to perform community service hours related to their pageant platforms, the Student Service Corps performs community service as part of their scholarship agreement, and other activities and workshops for interested instructors and community agencies are available. Publicity and promotion has been given to all areas of Service Learning, volunteer agencies, community service and non-profit programs.

Evaluation Findings for Goal #4: During the year 345 students were involved in community service and volunteer opportunities, either through the Service Learning program or Student Service Corps. These students performed 4,814 hours of community service. Miss GSCC Pageant contestants performed 1,518 hours of community service. Twenty instructors are now implementing Service Learning in their curriculum with more expected to participate in the future.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Lack of faculty participation in the Service Learning program. More direct influence of Program Chairs and Department Heads upon faculty members to include Service Learning in their curriculum.

Statement of Standing Goal #5: To promote effectiveness of electronic media concerning our college.

Evaluation Method for Goal #5: Evaluated by student survey conducted during Freshman Orientation, and continued increase in the number of students who register online.

Evaluation Findings for Goal #5: The availability of online and telephone registration has proven to be an asset to registration. Student survey results indicate that interest in the website continues to increase. Having the class schedule online at our website, as well as a link provided by *The Gadsden Times*, has given us a new avenue to reach the students. This makes our website image a valuable tool for recruiting and promoting special programs and events. The community, students, faculty and staff are made aware of college events and activities through the website calendar and events page that is updated monthly.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Internet use is constantly growing, and it has become essential for us to stay competitive in this area. Being able to update the website quicker and more efficiently should be a priority. More frequent updates are needed, as image is also a recruiting tool. More links from other websites are needed.

PART II

Statement of 2002-2003 Objective #1: To improve community awareness of academic, technical, and lifelong learning education programs available.

Strategic Initiatives #1: Public awareness campaign through various forms of media.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Five recruiting programs involving GSCC band, and A capella choir to service area high schools.	<u>May 2003</u>	<u>May 2003</u>
1.2 Develop a Speaker's Directory and schedule six engagements.	<u>May 2003</u>	<u>Not complete</u>
1.3 Produce twelve Campus Clips featuring various college programs.	<u>May 2003</u>	<u>Not complete</u>

Statement of 2002-2003 Objective #2: To support major college and community events.

Strategic Initiative #1: Promote college Alumni Association and increase its role in public relations activities.

1.1 Alumni Trip to Opryland.	<u>Dec. 2002</u>	<u>Dec. 2002</u>
1.2 Develop and distribute an Alumni Newsletter each semester.	<u>April 2003</u>	<u>April 2003</u>

Strategic Initiative #2: Promote public awareness of campus events and activities.

2.1 Increase television coverage by including other service area cable companies.	<u>May 2003</u>	<u>Not complete</u>
2.2 Produce 50 GSCC Reports radio programs	<u>May 2003</u>	<u>May 2003</u>

Barriers/problems encountered in meeting initiatives and plans to complete initiatives in 2003-2004:

Objective #1/Strategic Initiative 1.1.2: The Speaker's Directory was not completed due to a lack of faculty participation. An attempt will be made to seek a stronger endorsement from Program Directors.

Strategic Initiative 1.1.3: The Campus Clips programs were not completed due to a lack funds for advertising. If additional funds are made available, then production could resume.

Objective #2/Strategic Initiative 2.2.1: There was no increase in television coverage from other cable companies due to a lack of funds. If additional funds are made available, then coverage can be extended to other cable companies in our service areas.

2002-2003 Program/Area Evaluations

Organizational Unit: Service Learning Center
Person Responsible: Beryl Odom
Date Submitted: August 29, 2003

Part 1

Statement of Standing goal #1: To provide students with a variety of suitable placement sites for meaningful service learning projects and/or activities.

Evaluation Method for Goal #1: (1) Student Survey and (2) Agency/Site Evaluation

Evaluation Findings: See attached survey results for Fall 2002 & Spring 2003. Summer evaluation results have not been completed at this time. The Business Statistics class does the tally and reports them as a service learning activity.

On the whole, agencies and schools rate GSCC student performance exceptionally high on evaluations. Most would like to continue the partnership and feel the service learning program benefits their agency. The most negative comments from time to time deal with students who fail to complete their service hours either because they have dropped the course or have major conflicts with their work, school, and personal schedules.

Identified weaknesses/deficiencies and remedial action to address them:

Since the Service Learning Center does not receive notification when a student either quits coming to class or withdraws from a course, the SL Coordinator has no way to inform agencies or schools that the service learner will not continue serving. This lack of communication on the student's part means that some agencies wait patiently for students to do their service hours and these students never inform anyone of their decisions or reasons for quitting.

This will continue to be a problem until we can work on a strategy that encourages students to keep all parties informed: instructor, agency/school, and SL Center.

2002-2003 Program/Area Evaluations

Organizational Unit: Service Learning Center
Person Responsible: Beryl Odom
Date Submitted: August 29, 2003

Part 1

Statement of Standing Goal #2: To encourage faculty to incorporate service learning components in courses where appropriate service activities will enhance student understanding of course material and reinforce course competencies.

Evaluation Method for Goal #2: (1) Student Survey; (2) Agency/Site Evaluation; faculty focus groups

Evaluation Findings: See attached survey results for Fall 2002 & Spring 2003

Since faculty members see the comments supervisors and principals make about students, they have a clear-cut idea about how useful, beneficial, and productive the service learner has been for an agency or school. This helps to validate the program and encourages them to continue offering this option.

In addition, 3 focus groups held during the fall, spring, and summer terms, helped to solidify faculty opinion regarding the positive outcome of service learning activities. These practitioners have in turn recruited other colleagues to join the ranks.

Identified weaknesses/deficiencies and remedial action to address them:

The Service Learning Center will continue to have focus groups in the form of "brown bag" lunches monthly in order to entice more faculty to become practitioners. The premier of the new Service Learning newsletter *Campus KNEX Community* will help to inform faculty about the opportunities and outcomes of the service experience at Gadsden State.

Organizational Unit: Service Learning Center
Person Responsible: Beryl Odom
Date Submitted: August 29, 2003

Part 1

Statement of Standing Goal #3: To establish additional partnerships with community service agencies, faith-based organizations, and area schools where students are able to serve and learn.

Evaluation Method for Goal #3: Number of partnerships created during the year

Evaluation Findings: During the fall and spring semesters partnerships with more than 30 agencies and over 20 schools were created. For the most part these partnerships are within the college's service area but a few are not for the simple reason that some students from outside the service area often enroll in the SL program and every effort is made to place them in their own communities.

Identified weaknesses/deficiencies and remedial action to address them:

Eventually saturation point will come. The challenge remains to ensure that each agency and/or site offers a quality service experience to the student. Some agencies and schools, despite explanations, information sheets, and training still tend to "lump" service learners along with their volunteers or interns.

The Service Learning Coordinator did a number of programs at agency sites to help explain the expectations of service learners, their instructors, and the college. More outreach in this area will continue throughout the current academic year.

Part II

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

Statement of 2002-2003 Objective #1: To introduce five additional faculty (full-time or adjunct) to the concept of service learning and its benefits to students so that they will incorporate SL into one or more of their courses.

Projected Completion Date: 8/02; 3/03	Actual Completion Date: 8/02; 3/03
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Strategic Initiatives for Objective #1: Conduct faculty training workshops prior to start of fall semester, as well as during professional development days.

At least 10 faculty members attended the Regional Workshop for SL and the information sessions during fall and spring. As a result 4 faculty offered SL for the first time during the year.

Statement of 2002-2003 Objective #2: To develop a service learning handbook for students, faculty, and community service agencies.

Projected Completion Date: 9/02	Actual Completion Date: Not done
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Strategic Initiatives for Objective #2: (1) Involve the Service Learning Advisory Board in producing this handbook; (2) Use service learning students to assist in writing, designing, and assembling the handbook.

Because of the time and expense of writing and printing such a book, the SL Coordinator decided to use a series of handouts for both students and faculty. Agencies also receive information when a partnership is created and students are then assigned for their service hours.

Statement of 2002-2003 Objective #3: To update the service learning brochure.

Projected Completion Date: 9/02	Actual Completion 9/02
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Strategic Initiatives for Objective #3: Include recent photos and the latest information about the SL Center.

See attached brochure.

Statement of 2002-2003 Objective #4: To expand community service opportunities for students and faculty.

Projected Completion Date: Ongoing	Actual Completion
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Strategic Initiatives for Objective #4: (1) College-wide participation in *Make a Difference Day*; (2) Coordinate Thanksgiving & Christmas service activities through the SGA and Interclub Council; (3) Promote National Volunteer Week through campus volunteer Festival; and (4) Re-vamp National Youth Service Day program & activities.

All initiatives were successful and will be continued during the 2003-2004 academic year.

Statement of 2002-2003 Objective #5: To work within the two-year college system to promote service learning throughout the state.

Projected Completion Date: 3/03	Actual Completion 3/03
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Strategic Initiatives for Objective #5: (1) Promote GSCC's participation in and sponsorship of the Gulf South Summit on Service Learning and (2) Research and explore the possibility of an Alabama Campus Compact.

The first was completed with 5 faculty and a dean attending the Summit.

Given the intense networking necessary between two- and four-year institutions to create a Campus Compact, this second initiative may be ongoing for several years. At least one four-year institution with a service learning program and GSCC are still interested in creating this kind of service learning resource within the state.

One step that was taken but not initially included in plans was a Regional Service Learning Workshop hosted by GSCC through a grant from AACC. It brought together representatives from nine different two-year institutions within Alabama.

Statement of 2002-2003 Objective #6: To redesign and update existing web page for service learning.

Projected Completion Date:	Actual Completion
12/02	Not done

Strategic Initiatives for Objective #6: Utilize service learning students from web page design classes.

Unfortunately no computer science instructors have offered service learning, so there was no access to these students. The College's personnel have been too busy with the overall pages to devote any time to this major project. Hopefully, this objective can be realized during the 2003-2004 academic year.

Gadsden State Community College

SERVICE LEARNING CENTER

STUDENT SERVICE LEARNING SURVEY

Gender: Male 35 (33%) Female 71 (67%)

Age: 17-24 77 (69%) 25-40 29 (26%) Over 40 6 (5%)

"Connecting with Community"

Please circle the number that most accurately reflects your agreement with each statement below.	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I have a good understanding of the needs and problems facing the community in which I live.	0 0%	7 7%	66 62%	33 31%
2. If everyone works together, many of society's problems can be solved.	3 3%	3 3%	45 42%	55 52%
3. I have a responsibility to serve my community.	0 0%	3 3%	54 51%	49 46%
4. I learn course content best when connections to real-life situations are made.	0 0%	3 3%	60 57%	42 40%
5. The idea of combining course work with service to the community should be practiced in more courses at GSCC.	0 0%	4 3%	52 40%	74 57%
6. I probably won't volunteer or participate in community service after this course ends.	49 44%	53 47%	10 9%	0 0%
7. The service aspect of this course helped me to understand better the required lectures and readings.	4 4%	25 24%	53 50%	24 22%
8. The service aspect of this course helped me to see how the subject matter I learned can be used in everyday life.	1 1%	18 18%	50 52%	28 29%
9. The service aspect of this course made me aware of some of my own biases or prejudices.	2 2%	38 36%	48 45%	18 17%
10. The service aspect of this course showed me how I can become more involved in my community.	1 1%	7 6%	72 63%	34 30%
11. As a result of my service learning experience, I have a better understanding of my role as a citizen.	0 0%	15 14%	60 57%	31 29%
12. The service I did through this course was not at all beneficial to the community.	58 54%	37 35%	10 9%	2 2%
13. I would have learned more in this course if the time spent doing service in the community had been spent in the classroom.	29 27%	58 55%	14 13%	5 5%
14. I plan to enroll in more courses that offer service learning.	0 0%	18 17%	55 53%	31 30%
15. As a result of my service learning experience, I would encourage other students to take courses that offer SL options.	0 0%	8 7%	50 47%	49 46%
16. The agency/site provided challenging, meaningful, and educational tasks for me to accomplish.	3 3%	5 5%	68 65%	29 27%
17. I received enough help in identifying and selecting service sites and opportunities	0 0%	2 2%	76 72%	28 26%
18. Training for my service learning experience was beneficial (reading tutor only).	2 4%	7 12%	28 49%	20 35%

9. This was my first service learning experience. YES (89) NO (18) (Please circle appropriate response.)
(83%) (17%)

20. How many service hours were required for this course? _____ How many hours did you complete? _____

21. What course did you complete this service learning assignment for? _____

22. Where did you complete your service learning assignment? _____

23. With what type of community agency/organization did you do your service learning assignment?
(Circle all that apply.)

A. K-12 school	57	45%
B. Child/youth organization	8	6%
C. Social service agency	6	5%
D. Elder care/senior center	3	2%
E. Faith-based organization	2	2%
F. Health agency	1	1%
G. Environmental agency	4	3%
H. Arts/cultural organization	8	6%
I. Animal shelter	0	0%
J. Local government	15	12%
K. Other (Please specify.) _____	23	18%

Please add any additional comments you wish to make about your service learning experience. Both your instructor and Service Learning Center welcome any suggestions and/or recommendations about the program. Your input is greatly appreciated.



Gadsden State Community College

SERVICE LEARNING CENTER

STUDENT SERVICE LEARNING SURVEY

Gender: Male 19 (23%) Female 44 (54%) NA 18 (22%)

Age: 17-24 41 (51%) 25-40 20 (25%) Over 40 5 (6%) NA 15 (18%)

"Connecting with Community"

Please circle the number that most accurately reflects your agreement with each statement below.	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I have a good understanding of the needs and problems facing the community in which I live.	1 1%	4 5%	61 74%	16 20%
2. If everyone works together, many of society's problems can be solved.	0 0%	1 1%	40 50%	39 49%
3. I have a responsibility to serve my community.	0 0%	3 4%	53 66%	24 30%
4. I learn course content best when connections to real-life situations are made.	0 0%	2 2%	42 52%	37 46%
5. The idea of combining course work with service to the community should be practiced in more courses at GSCC.	0 0%	13 16%	38 48%	29 36%
6. I probably won't volunteer or participate in community service after this course ends.	28 34%	37 46%	12 15%	4 5%
7. The service aspect of this course helped me to understand better the required lectures and readings.	2 3%	22 28%	46 58%	9 11%
8. The service aspect of this course helped me to see how the subject matter I learned can be used in everyday life.	2 3%	9 11%	49 62%	19 24%
9. The service aspect of this course made me aware of some of my own biases or prejudices.	8 10%	25 32%	41 52%	5 6%
10. The service aspect of this course showed me how I can become more involved in my community.	2 2%	5 6%	50 61%	25 31%
11. As a result of my service learning experience, I have a better understanding of my role as a citizen.	3 4%	9 11%	51 64%	17 21%
12. The service I did through this course was not at all beneficial to the community.	26 32%	41 51%	11 14%	3 3%
13. I would have learned more in this course if the time spent doing service in the community had been spent in the classroom.	19 24%	46 58%	13 16%	2 2%
14. I plan to enroll in more courses that offer service learning.	4 5%	14 18%	50 63%	11 14%
15. As a result of my service learning experience, I would encourage other students to take courses that offer SL options.	3 4%	6 8%	44 57%	24 31%
16. The agency/site provided challenging, meaningful, and educational tasks for me to accomplish.	5 6%	6 7%	50 62%	20 25%
17. I received enough help in identifying and selecting service sites and opportunities	3 3%	7 9%	51 63%	20 25%
18. Training for my service learning experience was beneficial (reading tutor only).	4 9%	9 20%	22 49%	10 22%

19. This was my first service learning experience. YES (50) NO (31) (Please circle appropriate response.)
(62%) (38%)

20. How many service hours were required for this course? _____ How many hours did you complete? _____

21. What course did you complete this service learning assignment for? _____

22. Where did you complete your service learning assignment? _____

23. With what type of community agency/organization did you do your service learning assignment?
(Circle all that apply.)

A. K-12 school	37	46%
B. Child/youth organization	2	2.5%
C. Social service agency	3	4%
D. Elder care/senior center	2	2.5%
E. Faith-based organization	1	1%
F. Health agency	3	4%
G. Environmental agency	2	2.5%
H. Arts/cultural organization	1	1%
I. Animal shelter	0	0%
J. Local government	14	18%
K. Other (Please specify.) _____	14	18%

Please add any additional comments you wish to make about your service learning experience. Both your instructor and the Service Learning Center welcome any suggestions and/or recommendations about the program. Your input is greatly appreciated.

2002-2003 Program/Area Evaluations

Organizational Unit: Student Support Services

Person Responsible: Dale Hill

Date Submitted: August 27, 2003

Part I

Statement of Standing Goal #1:

To provide supportive services to eligible students to increase their retention and graduation rates.

Evaluation Method for Goal #1:

Retention of SSS Students
Graduation rates of SSS students

Evaluation Findings for Goal #1:

Retention of SSS Students- **Over 70% of the SSS students were retained for at least two semesters in 2002-2003.**

Graduation rates of SSS students- **Seventy-eight SSS students graduated. Over fifty percent of the eligible students graduated.**

Statement of Standing Goal #2:

To provide supportive services to aid students with their transfer to four-year institutions.

Evaluation Method for Goal #2:

Evaluation Measure #1- Percentage of students in Transfer Initiative who transfer to a four-year institution.

Evaluation Measure #2- Number of Transfer Initiative trips and number of representatives from four-year institutions who are made available for SSS students to discuss transfer requirements.

Evaluation Findings for Goal #2:

Evaluation Measure #1- Percentage of students in Transfer Initiative who transfer to a four-year institution. (This evaluation measure will not be completed until the first week of October- letters have been sent to students and to four-year institutions and we are waiting for final confirmation)

Evaluation Measure #2- Number of Transfer Initiative trips and number of representatives from four-year institutions who are made available for SSS students to discuss transfer requirements.

On transfer day over twenty representatives were available in Inzer Cafeteria to talk with GSCC students. SSS students were sent letters and emails encouraging them to talk with an advisor. During 2002-2003, six college representatives came to the SSS office to meet with SSS students.

College representatives were from The University of Alabama, Jacksonville State University, Jacksonville State Disability Services, The University of Montevallo, and The University of Alabama in Birmingham.

Statement of Standing Goal #3:

To provide supportive services to aid low-income, first generation and students with disabilities to be successful at GSCC

Evaluation Method for Goal #3:

- Evaluation Measure #1- Number of students enrolled in SSS.
- Evaluation Measure #2- Number of activities and seminars for SSS students.
- Evaluation Measure #3- Number of hours of tutorial services offered to SSS students.
- Evaluation Measure #4- Percentage of students retained two semesters.
- Evaluation Measure #5- Percentage of students graduating.
- Evaluation Measure #6- Number of students attending cultural events.

Evaluation Findings for Goal #3:

Evaluation Measure #1- Number of students enrolled in SSS. **Over 300 students enrolled in SSS in the 2002-2003 academic year.**

Evaluation Measure #2- Number of activities and seminars for SSS students. **Forty-eight workshops, seminars, transfer and cultural events were offered to SSS students for the 2002-2003 academic year**

Evaluation Measure #3- Number of hours of tutorial services offered to SSS students. **Three thousand two hundred and forty-two (3242) hours of tutoring took place in 2002-2003.**

Evaluation Measure #4- Percentage of students retained two semesters. **Over 70% of the SSS students were retained for two semesters during 2002-2003.**

Evaluation Measure #5- Percentage of students graduating. **Seventy-eight SSS students graduated. This was over fifty percent of the sophomore students.**

Evaluation Measure #6- Number of students attending cultural events. **Two hundred and fifty-six students attended cultural events through SSS in 2002-2003.**

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

No weaknesses/deficiencies found

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

PART II

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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Statement of 2002-2003 Objective #1:		
Graduation- To ensure that at least 40% of the sophomore SSS students graduate with an Associate Degree and/or a Certificate of Program Completion.		
Retention--To ensure that at least 70% of the students will persist in a community college setting to be retained through two semesters of enrollment.		

Strategic Initiatives for Objective #1

Strategic Initiative #1- Develop an academic plan for each student enrolled in SSS program.

1.1 Application and needs assessment filled out by each student.	10/01/02	10/01/03
1.2 Test scores, transcripts, and grades recorded.	10/30/02	10/30/03

Strategic Initiative #2- Offer services to aid students.

1.1 Tutorial services recommended when needed and all hours recorded.	08/01/03	08/15/03
1.2 Academic advisement hours recorded.		
1.3 Seminars offered and dated sign-in sheets recorded.	08/01/03	08/31/03
1.4 Cultural events documented with written description of each trip, number attending and evaluation by each student	06/01/03	08/15/03
1.5 Accommodations provided when needed.	08/01/03	08/15/03
1.6 Mid-term progress reports on each student.	08/01/03	08/15/03
	03/31/03	07/22/03

Statement of 2002-2003 Objective #2:

To ensure that at least 30% of the students in the Transfer Initiative transfer to a four-year institution.

Strategic Initiatives for Objective #2

Strategic Initiative #1- Develop a plan of events for the year to enhance transfer of students.

- | | | |
|---|----------|----------|
| 1.1 Transfer trips to four-year institutions with students giving evaluations on each trip. | 06/01/03 | 06/01/03 |
| 1.2 Speakers from four-year institutions to meet individually with students. | 06/01/03 | 06/01/03 |
| 1.3 Transfer seminars. | 05/15/03 | 07/15/03 |
| 1.4 Financial aid seminars. | 03/15/03 | 07/15/03 |
| 1.5 Follow up on transfer students. (Not completed) | 08/31/03 | 09/27/03 |

Strategic Initiative #2- Develop a communication network with instate four-year institutions to enhance transfer.

- | | | |
|--|----------|----------|
| 1.1 Attend transfer programs for advisors. | 05/15/03 | 05/15/03 |
| 1.2 Attend transfer days with students. | 08/01/03 | 06/01/03 |
| 1.3 Notify students when recruiters will be on campus. | 08/01/03 | 08/01/03 |
| 1.4 Notify students of scholarships available at various institutions. | 08/01/03 | 08/15/03 |
| 1.5 Follow up with four-year institutions. | 08/31/03 | 08/31/03 |

Statement of 2002-2003 Objective #3:

To foster a successful academic climate that will ensure that at least 70% of the SSS students achieve at least a 2.0 on a 4.0 scale.

Strategic Initiatives for Objective #3

Strategic Initiative #1- Provide SSS students with individualized academic and tutorial services.

- | | | |
|--|----------|----------|
| 1.1 Assign tutors and do follow-up. | 08/15/03 | 08/15/03 |
| 1.2 Midterm grade reports. | 03/31/03 | 07/22/03 |
| 1.3 Offer accommodations such as note takers, readers, and quiet areas for teaching. | 08/01/03 | 08/15/03 |

Strategic Initiative #2- Provide SSS students with counseling services.

- | | | |
|--|----------|----------|
| 1.1 Career counseling. | 08/01/03 | 08/15/03 |
| 1.2 Special needs counseling. | 08/01/03 | 08/15/03 |
| 1.3 Academic advising. | 08/01/03 | 08/15/03 |
| 1.4 E-mail students throughout the semester. | 08/01/03 | 08/15/03 |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Follow up to identify students who transferred is in progress. It is expected to be the first week in October before we have all the information. Letters have been sent to students and confirmation has been requested from four year institutions.

**Summary Report of Workshops, Campus Visits, Tours, Activities
Student Support Services *** September, 2002 through August, 2003 *****

Date	Category	Location	Activity	Number of Students	
				SSS	Staff
8-15-02	Workshop	SSS Classroom	Tips For A Successful School Year 2002	17	6
9-4-02	Activity	GSCC	Get On Board Day	32	6
9-4&5-02	Activity	SSS	Meet the SSS Staff & SSS Services	22	6
9-11-02	Activity	SSS	Patriotic Seminar -Wear red,white,blue	10+	6
9-18-02	Workshop	SSS	How to Study	27	6
9-24-02	Activity	SSS	Luau	71	6
9-25-02	Activity	Gadsden	Central-Carver Exhibit	2	2
10-2-02	Seminar	SSS	Cultural Diversity	31	6
10-4-02	Activity	GSCC	College Fair (4-year colleges visit GSCC)	20+	2
10-8-02	Activity	GSCC	College Fest		
10-9-02	Workshop	SSS	Learning Styles	17	1
10-9-02	Visit	GSCC	U of Alabama College Rep visits SSS	5	2
10-10-02	Visit	GSCC	UAB College Rep visits SSS	5	2
10-16-02	Workshop	SSS	How to Make A's	20	6
10-17-02	Cultural Event	Jacksonville,AL	Macbeth, dinner at Jefferson's	14	3
10-23-02	Workshop	SSS	Myers Briggs-Part I	27	5
10-29-02	Cultural Event	GSCC	Peter Pan	16	2
10-30-02	Workshop	SSS	Myers Briggs-Part II	25	1
10-31-02	Workshop	SSS	College Video Day (Halloween!)	21	6
11-1-02	Cultural Event	Birmingham,AL	Disney on Ice & the Galleria	20	5
11-5-02	Visit	GSCC	JSU College Rep visits SSS	4	2
11-6-02	Workshop	SSS	How to Register for Spring '03 Classes	14	5
11-7-02	Visit	GSCC	U Montevallo College Rep visits SSS	2	2
11-13-02	Workshop	SSS	Transfer Advisement Day	20	5
11-14-02	Activity	GSCC	Tie One On (Commitment)	15+	3
11-19-02	Trip	Jacksonville	Campus Visit to JSU	Trip cancel	weather
11-20-02	Workshop	SSS	How to Shop on the Internet	23	3
12-4-02	Workshop	SSS	Study Skills (Preparing for Finals)	51	6
12-6-02	Cultural Event	SSS	A Christmas Carol, Museum of Art	20	5
1-15-03	Activity	SSS	Get Acquainted/Meet SSS Staff	14	6
5-05-03	Workshop	SSS	Learning Styles Workshop	19	6
2-12-03	Workshop	SSS	College Video & Valentine's Party	43	6
2-19-03	Workshop	SSS	Note taking Tips	28	4

2-21-03	Cultural Event	GSCC	International Food Festival	20	1
2-26-03	Workshop	SSS	Myers Briggs Part I (2-26) & II (3-5)	19	2
2-27-03	Cultural Event	JSU	<i>Jesus Christ Superstar</i> & The Barn	15	4
3-12-03	Workshop	SSS	Financial Aid Workshop	17	2
3-19-03	Workshop	SSS	How to Register for Classes on Internet	10	2
3-20-03	Campus Visit Cultural Event	Vance & Tuscaloosa, AL	Tour Mercedes-Benz, The University of Alabama & Bear Bryant Museum	14	3
4-2-03	Workshop	SSS	Job Interview	17	5
4-9-03	Activity	SSS	Honor's Day Reception	23	5
4-16-03	Campus Visit	Jacksonville, AL	Jacksonville State University	14	2
4-23-03	Workshop	SSS	Internet Resources (Computer Lab)	19	6
4-24-03	Campus Visit	Auburn	Auburn University	15	2
4-29-03	Workshop	SSS	JSU-Disabilities Director	10	2
4-30-03	Activity	Gadsden	Noccalula Falls/SSS Recognition	21	6
5-9-03	Activity	Campus	GSCC Graduation	62	6
7-14-thru 25-03	Workshop	Campus	Vocational Rehabilitation Program	9	3
7-11-03	Activity	B'ham, AL	Vision Land	14	4

2002-2003 Program/Area Evaluations

Organizational Unit: Talent Search

Person Responsible: Cherlyn C. Stowe

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1:

To identify 600 eligible youths with potential for postsecondary education within the academic school year, two-thirds of which will be low-income and potential first generation postsecondary.

Evaluation Method for Goal #1:

Applications and referrals were taken for Gadsden-Etowah Talent Search in the target schools. These applications were evaluated as to eligibility and need.

Evaluation Findings for Goal #1:

Enough eligible students were identified and enrolled during the 2002-2003 year to total 600 participants.

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

None were found in this objective.

Statement of Standing Goal #2:

To ensure that at least 92% of senior participants graduate in a given year.

Evaluation Method for Goal #2:

Senior participants were tracked through the year and constantly evaluated to determine progress and graduation status. 100% of senior participants were contacted in person or by telephone, excluding those who had moved from the target area or could not be located.

Evaluation Findings for Goal #2:

92% of senior participants did graduate from high school.

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

None were found in this objective.

Statement of Standing Goal #3:

To ensure that 80% of participants who complete secondary school enter a postsecondary program of education by October after graduating.

Evaluation Method for Goal #3:

Written verification was received from postsecondary institutions confirming enrollment of graduated participants.

Evaluation Findings for Goal #3:

80% of senior participants which were eligible for postsecondary have enrolled in college.

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

None were found in this objective.

Statement of Standing Goal #4:

To publicize clearly and completely the availability of financial aid to 100% of participants eligible for admission to a postsecondary program of education during the academic school year.

Evaluation Method for Goal #4:

All senior participants received a newsletter mailed directly to their homes to publicize the financial aid workshop for Talent Search seniors. Personal contacts, news media and school announcements were also used to deliver notification of workshops.

Evaluation Findings for Goal #4:

100% of senior participants received notification of the Talent Search financial aid workshop.

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

None were found in this objective.

Statement of Standing Goal #5:

To ensure that 60% of secondary school dropouts served will reenter an educational program this project period.

Evaluation Method for Goal #5:

Attempts were made to personally contact secondary school dropouts by telephone and direct mailings. Their reentry into an educational program was verified.

Evaluation Findings for Goal #5:

60% of secondary school dropouts served did reenter an educational program during this project period.

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

None were found in this objective.

Statement of Standing Goal #6:

To encourage 50% of postsecondary stopouts served to reenter a program of postsecondary education this project period.

Evaluation Method for Goal #6:

When postsecondary stopouts were identified, they received the appropriate counseling and encouragement to reenter postsecondary.

Evaluation Findings for Goal #6:

100% of postsecondary school stopouts served did reenter postsecondary.

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

None were found in this objective.

Statement of Standing Goal #7:

To assure that 75% of non-graduating secondary participants served in the project year will be retained in secondary school for the next academic term.

Evaluation Method for Goal #7:

Non-graduating participants were tracked from one academic term to the next to determine secondary enrollment.

Evaluation Findings for Goal #7:

75% of non-graduating secondary participants served in the project year were retained in secondary school.

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

None were found in this objective.

Statement of Standing Goal #8:

To assist 100% of "college ready" participants in applying for postsecondary admissions this project period.

Evaluation Method for Goal #8:

Talent Search counselors conducted college/career workshops in target school and counseled participants on college admissions. The counselors continued to track participants through personal contacts and telephone calls.

Evaluation Findings for Goal #8:

100% of "college ready" participants received assistance in applying for college admissions.

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

None were found in this objective.

Statement of Standing Goal #9:

To provide computerized information and printouts on careers, colleges, and scholarships to at least 70% of the senior participants.

Evaluation Method for Goal #9:

Talent Search counselors conducted in-school workshops on careers and colleges providing participants with computer printouts of their chosen career interests. Printouts of chosen careers were mailed to some participants. Participants also received individual, personal and/or academic counseling.

Evaluation Findings for Goal #9:

70% of senior participants received computerized information and printouts on careers, colleges, and scholarships.

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

None were found in this objective.

Statement of Standing Goal #10:

To publicize field trips, campus visits, mentoring, tutoring, workshops, and other activities to 100% of participants, target school personnel, and the community.

Evaluation Method for Goal #10:

Newsletters, newspaper articles and radio spots were used to publicize the Talent Search activities.

Evaluation Findings for Goal #10:

100% of participants, target school personnel, and the community received notice of field trips, campus visits, mentoring, tutoring, workshops and other activities.

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

None were found in this objective.

Part II

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

Statement of 2002-2003 Objective #1:

Enroll at least 600 youths, two-thirds of which are low-income and potential first generation postsecondary.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
Talent Search director and counselors selected participants using various criteria.		
Referrals from target school personnel	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Talent Search applications	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Personal interviews	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Achievement test scores	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Academic and personal needs analysis	<u>Aug. 2003</u>	<u>Aug. 2003</u>

Statement of 2002-2003 Objective #2:

At least 92% of senior participants will graduate from high school in a given year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
Talent Search director and counselors will conduct intervening services.		
Academic assessment of need	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Career counseling	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Financial aid counseling	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Mentoring	<u>Aug. 2003</u>	<u>Aug. 2003</u>
College campus visits	<u>Aug. 2003</u>	<u>July 2003</u>
Tutoring	<u>Aug. 2003</u>	<u>May 2003</u>
Motivational workshops	<u>Aug. 2003</u>	<u>July 2003</u>

Statement of 2002-2003 Objective #3:

At least 80% of participants who complete secondary school enroll in a program of postsecondary education by October after graduating.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #3

Counselor achieved using various means of assistance.

Career counseling	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Parental involvement	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Financial aid and admissions information	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Scholarship Information	<u>Aug. 2003</u>	<u>Aug. 2003</u>
College campus visits	<u>Aug. 2003</u>	<u>July 2003</u>
Why College workshops	<u>Aug. 2003</u>	<u>July 2003</u>
Career mentoring	<u>Aug. 2003</u>	<u>Aug. 2003</u>

Statement of 2002-2003 Objective #4:

100% of participants eligible for admission to a postsecondary program will receive information on the availability of financial aid.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #4

Financial aid information will be publicized using varied individual and media based programs.

Financial aid seminar	<u>Mar. 2003</u>	<u>Mar. 2003</u>
Newsletters	<u>Mar. 2003</u>	<u>Mar. 2003</u>
Newspaper items	<u>Mar. 2003</u>	<u>Mar. 2003</u>
Public service announcements	<u>Mar. 2003</u>	<u>Mar. 2003</u>
GSCC Public Relations Office	<u>Mar. 2003</u>	<u>Mar. 2003</u>
Local community service programs	<u>Mar. 2003</u>	<u>Mar. 2003</u>

Statement of 2002-2003 Objective #5:

At least 60% of secondary school dropouts served by Talent Search will reenter a program of education during a project year.

Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
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Strategic Initiatives for Objective #5

Participants will be identified and served using numerous referral services, target school personnel and a wide range of instructional media.

GED Centers	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Department of Human Resources	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Area vocational schools	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Tutoring	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Diagnosis/assessment of needs	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Parental involvement	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Motivational workshops	<u>Aug. 2003</u>	<u>Aug. 2003</u>

Statement of 2002-2003 Objective #6:

At least 50% of postsecondary school dropouts will reenter a postsecondary program during the project year.

Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
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Strategic Initiatives for Objective #6

Identify participants through various agencies and personnel and provide services to encourage reentering of educational programs

Target school personnel	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Parent contacts	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Tutoring program	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Diagnosis/assessment of needs	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Motivational counseling	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Career counseling	<u>Aug. 2003</u>	<u>Aug. 2003</u>

Statement of 2002-2003 Objective #7:

Talent Search will retain at least 75% of non-graduating secondary school participants for the next academic term.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #7

Counselors will maintain contact with participants and target school personnel and offer a range of services to achieve this objective.

Tutoring program	<u>Aug. 2003</u>	<u>May 2003</u>
Career mentoring	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Why High School workshops	<u>Aug. 2003</u>	<u>July 2003</u>
Individual counseling sessions	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Why College workshops	<u>Aug. 2003</u>	<u>July 2003</u>
Educational field trips	<u>Aug. 2003</u>	<u>July 2003</u>

Statement of 2002-2003 Objective #8:

100% of participants who are "college ready" will be assisted in applying for college admission.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #8

Counselors will track and maintain contact with "college ready" participants using an assortment of services to assist in college admission.

Assistance in admissions procedures	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Information on various colleges	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Information on scholarships	<u>Aug. 2003</u>	<u>Aug. 2003</u>
College campus visits	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Assistance with completing FAFSA	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Motivational workshops	<u>Aug. 2003</u>	<u>July 2003</u>

Statement of 2002-2003 Objective #9:

At least 70% of senior participants will receive computer printouts of careers, colleges, and scholarship information.

Projected Completion Date	Actual Completion Date
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Strategic Initiatives for Objective #9

Counselors use computer software programs to provide senior participants with this information.

FOCUS (career software)	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Financial Aid for Minorities (booklet)	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Occupational Outlook Handbook	<u>Aug. 2003</u>	<u>Aug. 2003</u>
GSCC Career Center computer programs and publications.	<u>Aug. 2003</u>	<u>Aug. 2003</u>

Statement of 2002-2003 Objective #10:

To provide notification to 100% of participants and target school personnel of Talent Search field trips, campus visits, tutoring and other activities.

Projected Completion Date	Actual Completion Date
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Strategic Initiatives for Objective #10

Talent Search staff keep the participants and target school personnel abreast of all activities provided by the program using assorted means of communication.

Newsletters	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Announcements at target schools	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Telephone contacts	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Radio spots	<u>Aug. 2003</u>	<u>Aug. 2003</u>
Local newspapers	<u>Aug. 2003</u>	<u>Aug. 2003</u>
GSCC Public Relations Office	<u>Aug. 2003</u>	<u>Aug. 2003</u>

**Gadsden State Community College
2002-2003 Program/Area Evaluations**

Organizational Unit: Title III-Strengthening Historically Black Colleges and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted: August 28, 2003

Part I

Statement of Standing Goal #1:

To increase student retention through continued improvement of academic and support services.

Evaluation Method for Goal #1:

College surveys such as the Adult Priorities Survey (APS), the Valley Street Technical Student Survey, the Job Corps Student Survey, and the Advisor Priorities survey was administered. Assessment of faculty and support personnel awareness of retention strategies was done.

Evaluation Findings for Goal #1:

A retention seminar was attended by faculty and support personnel. The Institutional Priorities Survey was administered to assess strengths and weaknesses of the Retention Program of Title III. The Noel Levitz Survey of Advisor Priorities was administered spring of 2003. Additionally, the Adults Priorities Survey (APS) and the Valley Street Technical Student Survey" were administered to a total of 50 Valley Street Students during the 2002-2003. A total of 152 Job Corps students were surveyed utilizing the Job Corps Student Survey. The results of the various surveys indicate that students are very satisfied with student support services such as counseling and advisement. In comparison with the Student Services and Facilities Survey which is given to students on all GSCC campuses, students on the Valley Street Campus were more satisfied with counseling services than the students of the college as a whole (53% vs. 50%).

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

Because of the positive results, we will continue our current practices and maintain a holistic student-centered philosophy. However, we will also continue to strive for future improvement in providing student services and support for faculty and support personnel.

Gadsden State Community College
2002-2003 Program/Area Evaluations

Organizational Unit: Title III-Strengthening Historically Black Colleges and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted: August 28, 2003

Part I

Statement of Standing Goal #2:

To stimulate learning by providing students with training in technological applications and on-line courses and/or course enhancements.

Evaluation Method for Goal #2:

Selected students are given skills assessment designed to determine their proficiency outcomes in training sessions in which network literacy and computer applications are taught. The skills assessment is administered to students at the beginning of a semester and again at the end of the semester.

Evaluation Findings for Goal #2:

Basic computer skill orientations have been provided to selected students enrolled on the Valley Street campus. Students have exhibited increased proficiency with basic computer skills. The Practical Nursing students continue to take "practice" test for their licensure examination with the assistance of the Computer Lab assistant. The Air Conditioning and Refrigeration students continue to practice for the HVAC certification examination. The certification examination is also available for students through the WebCT online platform.

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

During this reporting period, meeting this objective was hindered due to the renovations that occurred on second floor of the Prater administration building. This called for the computer laboratory being dismantled for approximately 6 months. In addition, the Practical Nursing students have been moved to Helderman Hall. These students represent a large percentage of the student population which the Title III grant is designed to assist.

**Gadsden State Community College
2002-2003 Program/Area Evaluations**

Organizational Unit: Title III-Strengthening Historically Black Colleges and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted: August 28, 2003

Part I

Statement of Standing Goal #3:

To provide professional and support professional development programs to ensure that faculty and staff remain current in knowledge related to instructional technology applications.

Evaluation Method for Goal #3:

Conduct periodic surveys/questionnaires to determine needs of faculty and staff. Note participation of faculty and staff participation in professional development documentation of attendance, etc.

Evaluation Findings for Goal #3:

Training sessions for faculty have been conducted in the computer laboratory. Workshops covered subjects such as: PowerPoint Presentations, WebCt. Training, on-line course information, instruction in the use of Internet, E-mail, Virus removals/protection, printing and image scanning. Workshop announcements were distributed to faculty and staff. Computer Lab Calendars are distributed with times and dates allotted for instructional purposes. Multimedia presentation equipment is available and utilized by instructors for instructional purposes.

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

During this reporting period meeting this objective was hindered due to the renovations that occurred on second floor of the Prater administration building. This called for the computer laboratory being dismantled for approximately 6 months which made it difficult to conduct training programs. Most of the training took place on a one to one basis as faculty/staff requested assistance.

**Gadsden State Community College
2002-2003 Program/Area Evaluations**

Organizational Unit: Title III-Strengthening Historically Black Colleges and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted:

Part I

Statement of Standing Goal #4:

To renovate, expand and/or construct academic facilities to meet students' needs.

Evaluation Method for Goal #4:

Assessment of the impact created by completion of the Learning Resource Center/Lab and computer lab areas renovations.

Evaluation Findings for Goal #4:

This goal has been accomplished with the complete renovation of a large multipurpose room in the Learning Resource Center and a smaller classroom. These renovations will provide increased classroom space, provide an area for professional development activities, a tutorial center, and a job shop area. Additionally the larger room will be utilized to host meetings. The renovations have served to improve the overall appearance of the Valley Street Campus. There will be enhanced instructional capabilities by improving the classroom environment and space for expanding future recruitment efforts.

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

No weaknesses identified in this area, however we will continue to strive for future improvement in providing an environment conducive to learning for students and faculty and all personnel.

**Gadsden State Community College
2002-2003 Program/Area Evaluations**

Organizational Unit: Title III-Strengthening Historically Black Colleges and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted: August 27, 2003

Part I

Statement of Standing Goal #5:

To promote awareness of the designation as a Historically Black College with Instructional programs and services available on the Valley Street Campus.

Evaluation Method for Goal #5:

The communities' interest in acquiring information related to the Valley Street Campus, student inquiries, presentations offered to schools and other organizations.

Evaluation Findings for Goal #5:

The services offered through the Title III program have been available to not only the students, instructors and support personnel of the Valley Street Campus but to the entire College. Brochures have been developed which depict the activities of Title III and the course offerings of this campus. Information related to the program has been distributed in meetings, participation in career fairs, college prep seminars and through personnel of Title III being involved in various outreach activities and committees.

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

Although there has been progress in this area plans are in place to expand efforts of increasing awareness of this campus as a HBCU.

**Gadsden State Community College
2002 – 2003 Program/Area Evaluations**

Organizational Unit: Title III - Strengthening Historically Black Colleges and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted: August 27, 2003

Part II

Statement of 2002 – 2003 Objectives

A. Objective #1: To promote awareness among high school students of the opportunities on occupational/technical fields and the availability of education and training in the College.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiatives for Objective #1 – Increase students', counselors', parents', and teachers' awareness through various methods.	8/14/03	8/20/03
1.1 Visit high schools and develop outreach relationships.	8/14/03	8/20/03
1.2 Conduct college-prep seminars.	8/14/03	8/20/03
1.3 Develop PowerPoint presentations.	8/14/03	8/20/03
1.4 Revise brochure.	8/14/03	*
1.5 Advise prospective students of financial aid/scholarship procedures.	8/14/03	8/20/03

***Not completed due to inadequate budget funds. Funds have been requested for next budget period.**

B. Objective #2: To promote awareness among faculty/staff of retention strategies and how they affect attrition.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiatives for Objective #2 – To increase knowledge of retention strategies.	8/14/03	8/20/03
1.1 Conduct professional development programs and workshops on retention strategies.	8/14/03	8/20/03
1.2 Assess faculty's awareness and needs.	8/14/03	8/20/03
1.3 Review exemplary programs of retention plans.	8/14/03	8/20/03

C. Objective #3: To promote activities designed to improve student satisfaction rate of advisement.

	Projected Completion Date	Actual Completion Date
1. Strategic Initiatives for Objective #3 – Increase student satisfaction rate of advisement.	8/14/03	8/20/03
1.1 Counselors will establish relationship with students through conferences, e-mail, and workshops.	8/14/03	8/20/03
1.2 Administer "Student Satisfaction Survey".	8/14/03	8/20/03
1.3 Analyze results of survey and develop a plan of action based on results.	8/14/03	8/20/03
1.4 Distribute information to faculty/staff.	8/14/03	8/20/03

D. Objective #4: To promote improvement of first-semester to second-semester retention.

	Projected Completion Date	Actual Completion Date
1. Strategic Initiatives for Objective #4 – Increase first-semester to second-semester retention.	8/14/03	8/20/03
1.1 Administer "Adult Priorities Survey" to students.	8/14/03	8/20/03
1.2 Compile results of survey.	8/14/03	8/20/03
1.3 Establish Individual Education Plan for each student.	8/14/03	8/20/03
1.4 Establish/maintain tracking system for students.	8/14/03	8/20/03
1.5 Utilize "Early Alert Intervention" as needed.	8/14/03	8/20/03
1.6 Conduct workshops for students; e.g., Time Management, Building Study Skills, etc.	8/14/03	8/20/03
1.7 Determine retention rates of students in each program. (Evaluation information obtained.)	8/14/03	8/20/03
1.8 Maintain on-line advising for students/faculty.	8/14/03	8/20/03
1.9 Conduct orientation sessions for new students.	8/14/03	8/20/03
1.10 Establish a Tutorial Center on campus.	8/14/03	*

***Not completed due to inadequate budget funds for tutors. Funds have been requested for new budget period.**

E. Objective #5: To support job skills and placement seminars.

Projected Completion Date	Actual Completion Date
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1. Strategic Initiatives for Objective #4 – Encourage participation of students in job skills and placement seminars and workshops.

	8/14/03	8/20/03
1.1 Survey students' needs/design program.	8/14/03	8/20/03
1.2 Conduct workshops.	8/14/03	8/20/03
1.3 Maintain records of student participation.	8/14/03	8/20/03
1.4 Establish a Job Shop center on campus offering continuous resume preparation, job interview skills, and job location services.	8/14/03	*
1.5 Continue cooperation and sharing of information with all campus personnel.	8/14/03	8/20/03

*Not completed due to inadequate budget funds. Funds have been requested for new budget period.

F. Objective #6: To promote awareness and understanding of instructional technology applications for enhanced student learning.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiatives for Objective #6 – To promote awareness and understanding of instructional technology applications for enhanced student learning.	8/14/03	8/20/03
1.1 Conduct instructional technology workshops.	8/14/03	8/20/03
1.2 Survey faculty needs.	8/14/03	8/20/03
1.3 Acquaint faculty with instructional software in their fields.	8/14/03	8/20/03
1.4 Faculty will infuse technology within instructional courses/programs.	8/14/03	8/20/03
1.5 Provide training on the "Seven Principles of Good Practice" for technology integration.	8/14/03	8/20/03
1.6 Assist instructors in purchasing, developing, and incorporating computer applications and network literacy activities.	8/14/03	8/20/03

G. Objective #7: To promote improved student proficiency in network literacy and computer applications.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiatives for Objective #7 – Increase student proficiency in network literacy and computer applications.	8/14/03	8/20/03
1.1 Survey student needs/design program.	8/14/03	8/20/03

1.2 Conduct training sessions in network literacy.	8/14/03	8/20/03
1.3 Conduct training sessions in computer applications.	8/14/03	8/20/03
1.4 Set up interactive multi-media classrooms.	8/14/03	8/20/03
1.5 Maintain documentation of student attendance of sessions conducted and student/faculty attendance.	8/14/03	8/20/03
1.6 Assist faculty in developing online courses and/or course enhancements.	8/14/03	8/20/03
1.7 Provide student lab orientation sessions.	8/14/03	8/20/03
1.8 Conduct WebCT workshops for students.	8/14/03	8/20/03

H. Objective #8: To promote expansion, renovation, and/or construction of classroom/shop areas to provide an environment conducive to learning.

	Projected Completion Date	Actual Completion Date
1. Strategic Initiatives for Objective #8 – Analyze, plan, design, renovate, and/or construct classroom/shop areas.	8/14/03	8/20/03
1.1 Complete renovation of two classroom/shop areas.	8/14/03	8/20/03
1.2 Analyze feasibility of constructing new classroom areas.	8/14/03	8/20/03

***NOTE: All activities are ongoing.**

2002-2003 Program/Area Evaluations

Organizational Unit: Upward Bound Program – Gadsden Campus

Person Responsible: Patricia Rutledge, Director

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1: To identify and select 55 to 65 low-income, first Generation high school students with at least a moderate interest and potential for postsecondary education, which are highly motivated to accept and benefit from enrichment opportunities afforded by the Upward Bound program.

Evaluation Method for Goal #1: Completed program applications verifying low/first generation documentation form family/school; in addition to verification of academic potential from schools.

Evaluation Findings for Goal #1: Upward Bound is in compliance with the eligibility guidelines mandated by the Department of Education by serving 55 to 65 low-income, first generation high school students from the designated target schools.

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

Statement of Standing Goal # 2: To provide a year-round program of intensive academic enrichment in English, math, science, social studies, computer technology, and other core disciplines, in order to ensure the success of the participants at the secondary school level, and subsequently, generate the motivation and confidence necessary to pursue and complete a baccalaureate degree.

Evaluation Method for Goal # 2: Upward Bound participant's progress is monitored while in school by contacting teachers and guidance counselors. Report cards are also evaluated and placed on file. Student's experiencing difficulties in particular subject areas are assigned a tutor.

Evaluation Findings for Goal # 2: An educational plan was implemented based on individual student needs. Students were tutored in specific areas of weaknesses resulting in a 95% passing rate.

Statement of Standing Goal #3: To develop skills in human relations, leadership, and other life experiences needed by participants not only to be successful students, but to be good citizens and to be successful in their personal lives as well.

Evaluation Method for Goal # 3: Students will be surveyed regarding their thoughts on life skills and lessons. Participants are tracked through high school and college. The final correspondence is made once the participant is working in his/her chosen field.

Evaluation Findings for Goal # 3: At least 75% of the participants continue to give favorable comments regarding the effectiveness of the program and the impact it has made on their lives.

Statement of Standing Goal # 4: To enrich the lives of parents/guardians and siblings of participants by providing opportunities for exposure to and involvement in various Upward Bound activities.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: Need for parents to become more involved in Parent's Association.

Remedy: By continuing to reinforce the positives of the program, meaning academic growth, increased socialization skills, and a positive attitude about the future in spite of their circumstances

Evaluation Method for Goal # 4: Provide a more personal touch as to the program offerings, through one-on-one surveys. Incorporate flexible scheduling and alternate meeting times that will boost parental involvement thus increasing self-esteem of both parents and children.

Evaluation Findings for Goal # 4: Parents were provided information and counseled when necessary regarding their child's post-secondary future. Parents have expressed a greater appreciation for the program and are volunteering to serve as chaperones for field trips, as well as chair positions within the Parent's Association.

Projected Completed Date (PCD) Actual Completion Date (ACD)

Part II

Statement of 2002-2003 Objective #1: To identify and select 55 to 65 eligible participants who demonstrate both an academic need for the program and the potential and desire to commit to the requirements of the program.

Strategic Initiative #1. An eligible participant must complete an application and be classified in at least one category as follows: PCD: Sept- Jan, ACD: Sept-Jan.

**First-generation college student, or
Low-income individual (verification of family taxable income.)**

Strategic Initiative # 2. A verification of academic potential will be obtained from the school counselor.

Object # 2: To assess the needs of 100% of newly selected participants within 15 days of admission. PCD: within 15 days of admission, ACD s/a

Strategic Initiative #1. To determine what services are needed and Individual Plan for Academic Success (IPAS) will be used for each participant.

Objective # 3. To provide counseling, tutoring and instruction for all participants, resulting in 100% of participants successfully completing their current grade level and advancing to the next grade after each year of participation in the program. PCD: Program Cycle ACD: s/a

Strategic Initiative # 1. The participant's progress will be monitored by grade and progress reports received from the high schools.

1.1 Tutoring will be offered for those students in need of academic assistance.

Objective # 4. To provide a rigorous academic program resulting in 75% of the participants maintaining a 3.0 on a 4.0 scale, with 25% maintaining a 2.50 or higher GPA. PCD: Academic Session October – April, ACD: s/a

Strategic Initiative # 1. A student whose GPA falls below 2.5 will be required to attend tutoring.

Strategic Initiative #1.1 We will monitor progress through tutor contact reports received from the teachers.

Objective # 5. To retain 50-55 participants for an intensive 6-week Summer Residency Program designed to allow participants to experience campus life. PCD: June – July. ACD: s/a

Strategic Initiative # 1. Documentation by attendance rosters, evaluations by instructors, and inventories submitted to participants.

1.1. Students are surveyed regarding their thoughts on the Effectiveness of the Summer Residency Program.

Objective # 6. To provide a level of support (instruction, counseling, tutoring) and confidence-building for senior participants will result in 95% plus graduating for high school each year. PCD: Academic Session , ACD: s/a

Strategic Initiative # 1. We will have verification from high school records, and school counselors; in addition to follow-up surveys of participants in Upward Bound student records.

Objective # 7. To provide a Summer Bridge Program for graduating seniors designed to increase college readiness and resulting 100% of participating seniors enrolling in a postsecondary institution. PCD: June-July, ACD: s/a

Strategic Initiative # 1. As the seniors enroll in college courses on the GSCC campus, we will make sure the students are taking classes that will transfer to any college or university.

1.1 Monitor the progress of each senior, and advise on core curriculums and scholarship opportunities.

Objective # 8. To conduct a follow-up program designed to track and encourage 100% of all participants who enroll in college resulting in 95% of the college enrollees completing a baccalaureate degree within six years. PCD: High School Graduation Date to College Graduation Date, ACD: s/a

Strategic Initiative # 1. Twice a year, we will continue to submit follow-up surveys to determine the participant's progress made at postsecondary schools.

Objective # 9. To provide programs of enrichment for parents/guardians of participants that will result in increased confidence, and help them to feel at ease about and within the academic environment with 75% of the parents/guardians participating in these programs. PCD: Throughout participants enrollment, ACD s/a

Strategic Initiative# 1. We will continue to monitor the participation of our parents through sign in sheets at scheduled activities.

1.1 We invite the parents to accompany us on field trips and Campus tours.

1.2 We submit questionnaires to parents inquiring their comments Regarding Upward Bound, and what they would suggest to enhance the program.

**ADMINISTRATIVE
PROCESSES**

**2002-2003
UNIT EVALUATIONS**

2002-2003 PROGRAM/AREA EVALUATION

Organizational Unit: Athletics
Person Responsible: Riley Whitaker
Date Submitted: August 29, 2003

Part I Standing Goals

The athletic program at Gadsden State Community College will:

Statement of Standing Goal #1: Make athletics an integral part of the education of athletes, instilling pride in their achievements/recognition.

Evaluation Method for Goal #1: An end-of-the-year survey was administered to determine the degree to which athletes agreed "athletics helped to instill pride in their personal achievements/recognition and their educational development."

Evaluation Findings for Goal #1: Survey results indicate that 95% of respondents "agree" or "strongly agree" that "athletics helped to instill pride in their personal achievements/recognition and their educational development."

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None. The survey of indicated that 95% of the athletes were well pleased with their athlete experience at Gadsden State. Complete survey results are available in the athletic director's office.

Statement of Standing Goal #2: Insure that the graduation rates/transfer rates of student athletes will be equivalent to that of the entire student body.

Evaluation Method for Goal #2: Annual student graduation rate/transfer rate data compiled by Institutional Research Department.

Evaluation Findings for Goal #2: Based on the latest information available from Institutional Research, athletes had a graduation rate of 3.06% and a transfer rate of 22.4%. The graduation rate for the entire student body was 17.8% and the transfer rate was 30%.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The graduation rate and the transfer rate of student athletes were below the rates for the entire student body. The athletic director and coaches will complete and implement the Student Athlete Academic Follow-up Reporting System. Until that System is complete, the athletic director will encourage coaches to be diligent in sending progress reports to instructors to keep abreast of student progress and to keep open communication with their athletes about academic problems. If an athlete is having difficulty in a class, coaches will attempt to determine the cause of the problem and will respond appropriately to assist the athlete to succeed.

Statement of Standing Goal #3: Provide student activity opportunities for students who do not compete in intercollegiate athletics.

Evaluation Method for Goal #3: Annual Student Services Survey

Evaluation Findings for Goal #3: The Annual Student Services Survey did not contain a statement about student activity opportunities relative to intercollegiate athletics, making evaluation of this goal as planned impossible. However, student attendance at intercollegiate athletic events increased during 2002-2003, based on observations of the athletic director and coaches.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies. The Annual Student Services Survey did not address student attendance at intercollegiate athletic events. A request will be made to the Institutional Research Director to address this issue in the 2003-2004 survey.

Statement of Standing Goal #4: Serve as an effective liaison between the College and the community, and will provide a means by which student athletes are perceived as positive role models as members of the community.

Evaluation Method for Goal #4: Annual focus group session with area high school coaches to determine their perception of the athletic program and the positive influence of student athletes.

Evaluation Findings for Goal #4: A telephone survey of area high school coaches was conducted in lieu of the focus group session for budgetary and time-constraint reasons. Of the coaches surveyed, 100% had a favorable perception of the athletic program at Gadsden State and 100% felt that the athletes at GSCC are positive role models as members of the community. Suggestions from respondents for improving the athletic program at the College are as follows: (1) give more local scholarships, (2) build a larger gymnasium to accommodate high school tournaments and community events, and (3) be more visible in the high schools (GSCC coaches should visit the schools more often).

PART II

Statement of Objective #1: Improve or upgrade athletic facilities.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiative #1—Baseball Field Renovations		
1.1 Construct new press box behind home plate	<u>1-2 years</u>	<u>Incomplete</u>
1.2 Renovate the current press box for use as dressing room.	<u>1-2 years</u>	<u>Incomplete</u>
1.3 Construct new batting cages	<u>1-2 years</u>	<u>Incomplete</u>

Barriers or problems encountered and plans to complete Initiative #1 in 2003-2004: Limited funding for athletic budget prevented the completion of Initiative # 1. Though baseball field renovations are badly needed and will be pursued in 2003-2004, the athletic budget has been cut by 15% for this year. Unless alternative funding is found for these renovations, completion of Initiative #1 is doubtful for 2003-2004.

2. Strategic Initiative #2—Softball Complex Renovations		
2.1 Renovate press box including roof, bathrooms, and painting.	<u>1-2 years</u>	<u>Incomplete</u>
2.2 Construct dugouts for women's softball	<u>1-2 years</u>	<u>Incomplete</u>
2.3 Construct dressing rooms for women's softball	<u>1-2 years</u>	<u>Incomplete</u>
2.4 Construct new batting cages	<u>1-2 years</u>	<u>Incomplete</u>

Describe barriers or problems encountered and plans to complete Initiative # 2 in 2003-2004: Limited funding for athletic budget also prevented the completion of Initiative #2. The Press Box has been painted but other renovations are not complete. Though softball field renovations are badly needed and will be pursued in 2003-2004, the athletic budget has been cut by 15% for this year. Unless alternative funding is found for these renovations, completion of Initiative #2 is doubtful for 2003-2004.

3. Strategic Initiative #3—Provide an electronic marquis for athletics.		
3.1 Conduct a cost feasibility study	<u>1-2 years</u>	<u>Incomplete</u>
3.2 Identify fund raising sources	<u>1-2 years</u>	<u>Incomplete</u>
3.3 Construct base and install marquis	<u>1-2 years</u>	<u>Incomplete</u>

Describe barriers or problems encountered and plans to complete Initiative # 3 in 2003-2004: Again, lack of adequate funding for athletics was a barrier to the completion of Initiative #3. The athletic director will conduct a cost feasibility study this year. If the cost is not prohibitive, alternative funding sources will be explored for the completion of Initiative #3.

Statement of Objective #2: Improve student athletic academic performance.

1. Strategic Initiative #1—To initiate a “Student Athlete

Academic Follow-up Reporting System.

1.1 Create a standardized follow-up form for use by coaches.	<u>1-2 years</u>	<u>Incomplete</u>	<u>9/1/04</u>
1.2 Develop policy.	<u>1-2 years</u>	<u>Incomplete</u>	<u>9/1/04</u>
1.3 Establish reporting procedures	<u>1-2 years</u>	<u>Incomplete</u>	<u>9/1/04</u>
1.4 Develop an academic intervention strategy for individual students	<u>1-2 years</u>	<u>Incomplete</u>	<u>9/1/04</u>
1.5 Implement academic intervention strategy	<u>1-2 years</u>	<u>Incomplete</u>	<u>9/1/04</u>
1.6 Evaluate success of follow-up system	<u>1-2 years</u>	<u>Incomplete</u>	<u>9/1/04</u>

Describe barriers or problems encountered and plans to complete Initiative #1 in 2003-2004: Work is in progress on all phases of the Student Athlete Academic Follow-up Reporting System and Initiative #1 for Objective #2 should be completed in 2004.

2002-2003 ORGANIZATIONAL UNIT STRATEGIC PLAN

UNIT: Business Services

Person responsible: Garry Tucker / *STEWART PARRIS*

I. Mission Statement:

It is the mission of the Department of Business Services at Gadsden State Community College to provide a quality environment for students, visitors, and employees

II. Standing Goals

A. Goal # 1

1. Goal Statement

To provide a safe environment for students and employees

2. Relationship to Institutional Mission/Goal

To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals

3. Performance Measures for Goal # 2

By showing a 90% or greater satisfaction rate in regards to temperature on the student services and facility survey (question number 19 on the 2002 survey)

B. Goal # 2

1. Goal Statement

To provide a satisfactory classroom environment in regards to temperature

2. Relationship to Institutional Mission/Goal

To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals

3. Performance Measures for Goal # 2

By showing a 80% or greater satisfaction rate in regards to temperature on the student services and facility survey (question number 21 on the 2002 survey)

C. Goal # 3

1. Goal Statement

To provide adequate parking on all campuses

2. Relationship to Institutional Mission/Goal

To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals

3. Performance Measures for Goal # 3

By showing an 80% or greater satisfaction rate in regards to parking on the student services and facility survey (question number 24 on the 2002 survey)

III. Long Range Goals (1-3 years)

A. Provide Services in a manner that "customers" are free of complaints on housekeeping, maintenance, and safety

B. Maintain college buildings for peak performance

C. Replace obsolete equipment, for use in maintenance, custodial services, postal services, and central receiving

*copy from
Patterson
8/11/03
cu*

2002-2003 ORGANIZATIONAL UNIT STRATEGIC PLAN

UNIT: Campus Services

Person responsible: Stewart Davis

I. Mission Statement:

It is the mission of the Department of Business Services at Gadsden State Community College to provide a quality environment for students, visitors, and employees

II. Standing Goals

A. Goal # 1

1. Goal Statement

To provide a safe environment for students and employees

2. Relationship to Institutional Mission/Goal

To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals

Evaluation of this goal – Current results on survey show as per question 19 that 62 % agree or strongly agree that this goal is met.

B. Goal # 2

1. Goal Statement

To provide a satisfactory classroom environment in regards to temperature

2. Relationship to Institutional Mission/Goal

To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals

3. Performance Measures for Goal # 2

By showing a 80% or greater satisfaction rate in regards to temperature on the student services and facility survey (question number 22 on the 2002 survey)

Evaluation of this goal – The environmental temperatures show that 84% of those surveyed agree or strongly agree.

C. Goal # 3

1. Goal Statement

To provide adequate parking on all campuses

2. Relationship to Institutional Mission/Goal

To provide students of varied backgrounds and abilities with the instructional and support services that will assist them in achieving career and educational goals

3. Performance Measures for Goal # 3

By showing an 80% or greater satisfaction rate in regards to parking on the student services and facility survey (question number 24 on the 2002 survey)

Evaluation of this goal – The survey states that 73% agree or strongly agree that this goal is being met.

2002-2003 Program/Area Evaluations

Organizational Unit: Economic Development and Governmental Relations

Person Responsible: John E. Blue, II

Date Submitted: August 18, 2003

Part I

Statement of Standing Goal #1: To establish and maintain an organizational unit of the College to strengthen public-private partnerships.

Evaluation Method for Goal #1: Establish, staff, fund and maintain the unit of Economic Development and Governmental Relations.

Evaluation Findings for Goal #1: The organizational unit is established, staffed, funded and is being maintained.

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

Statement of Standing Goal #2: To establish an organizational unit of the College to support the development of strategic initiatives relating to economic development.

Evaluation Method for Goal #2: Participate in 3 strategic initiatives relative to economic development.

Evaluation Findings for Goal #2: The organizational unit of Economic Development and Governmental Relations has participated in 3 strategies relative to economic development.

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

Statement of Standing Goal #3: To promote partnerships which result in collaborations in response to business/industry expansion and recruitment.

Evaluation Method for Goal #3: To participate in 3 partnerships which promote industrial and economic development opportunities for the College service area.

Evaluation Findings for Goal #3: The organizational unit of Economic Development and Governmental Relations has participated in 3 partnerships which promote industrial and economic development opportunities for the College service area.

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

2002-2003 Program/Area Evaluations
Page Two

Statement of Standing Goal #4: To meet with elected officials to establish and maintain effective communications among our elected officials to forge political consensus on issues critical to the mission of Gadsden State Community College.

Evaluation Method for Goal #4: Conduct a focus group discussion with elected officials to assess the effectiveness of communications on forging political consensus.

Evaluation Findings for Goal #4: Informal meetings have been held with the political parties agreeing that effective communications are important to forge political consensus.

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

Statement of Standing Goal #5: To operate the Joe M. Ford Center for Economic development as a physical facility to host meeting(s) and/or event(s) which promote economic development and governmental relations.

Evaluation Method for Goal #5: To provide the physical facilities for 3 community based meetings and/or events in which to promote economic development and governmental relations.

Evaluation Findings for Goal #5: The organizational unit of Economic Development and Governmental Relations has provided the physical facilities for numerous community based meetings and events which promote economic development and governmental relations.

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

**2002-2003 Program/Area Evaluations
Page Three**

PART II

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

Statement of 2002-2003 Objective #1: Coordinate and provide administrative oversight to operate and maintain the Joe M. Ford Center for Economic Development for use by its partners and the community.

Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
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Strategic Initiatives for Objective #1

Strategic Initiative #1: Develop a plan to utilize space and evaluate space requests as they are received.

1.1 Evaluate rooms available for classes/meetings.	<u>09/14/02</u>	<u>09/14/02</u>
1.2 Determine seating constraints.	<u>09/20/02</u>	<u>09/20/02</u>
1.3 Develop a Facility Utilization Calendar	<u>09/30/02</u>	<u>09/30/02</u>

Statement of 2002-2003 Objective #2: Hire and/or maintain staff for the Joe M. Ford Center and the unit of Economic Development and Governmental Relations.

Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
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Strategic Initiatives for Objective #2

Strategic Initiative #1: Employ a full time Receptionist to support operations of the Joe M. Ford Center for Economic Development.

1.1 Develop a Job Description	<u>09/30/02</u>	<u>09/30/02</u>
1.2 Announce the job	<u>10/01/02</u>	_____
1.3 Hire the Receptionist	<u>10/30/02</u>	_____

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable. The receptionist position has not yet been announced. The position is in the budget for 2003-2004 and plans are in place to fill this position during 2003-2004.

**2002-2003 Program/Area Evaluations
Page Four**

Statement of 2002-2003 Objective #3: Utilize the Joe M. Ford Center for community events.

Projected Completion Date	Actual Completion Date
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Strategic Initiatives for Objective #3

Strategic Initiative #1: Host meeting(s) of governmental leaders and elected officials.

1.1 Assist with the planning and coordination to host State Board of Education Meeting	<u>09/26/02</u>	<u>09/26/02</u>
1.2 Plan and host a Building Dedication	<u>10/30/02</u>	_____
1.3 Host meeting of city, county, governmental and elected officials	<u>11/22/02</u>	<u>07/30/02</u>
1.4 Host meeting of state governmental and elected officials	<u>01/31/03</u>	<u>08/01/02</u>
1.5 Host meeting of federal governmental and elected officials	<u>02/28/03</u>	<u>10/24/02</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable. The building dedication has not yet been held because the third floor is not yet complete. The building dedication will be held after completion of the third floor construction.

Projected Completion Date	Actual Completion Date
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Strategic Initiatives for Objective #3

Strategic Initiative #2: Host periodic seminars, forums, an/or convene summits necessary to promote economic development and governmental relations.

2.1 Host meetings and/or forums	<u>06/30/03</u>	<u>06/24/03</u>
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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

**2002-2003 Program/Area Evaluations
Page Five**

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #3

Strategic Initiative #3: Retain the professional services of various subject matter experts for the purposes of joint conferences, seminars, forums, and/or summits to promote economic development and/or governmental relations initiatives.

3.1 Develop a list of subject matter experts	<u>09/30/02</u>	<u>09/30/02</u>
3.2 Monitor/update list of subject matter experts	<u>0/30/02</u>	<u>10/30/02</u>
3.3 Retain necessary professional services experts	<u>11/22/02</u>	<u>11/22/03</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable.

Statement of 2002-2003 Objective #4: Purchase furnishings as needed for the Joe M. Ford Center for Economic Development.

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Strategic Initiatives for Objective #4

Strategic Initiative #1: Purchase window treatments for offices and classrooms.

1.1 Evaluate capital equipment budget	<u>09/30/02</u>	_____
1.2 Coordinate capital equipment procurement	<u>10/30/02</u>	_____
1.3 Coordinate and support equipment inventory modification	<u>08/01/03</u>	_____

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2003-2004, if applicable. Window treatments have not yet been purchased for the Ford Center until all floors have been completed. The third floor is still under construction and not slated for completion until September/October 2003.

**Projected
Completion
Date**

**Actual
Completion
Date**

Strategic Initiatives for Objective #4

Strategic Initiative #2: Purchase 25 computers and peripherals for the Joe M. Ford Center for Economic Development computer lab.

2.1 Evaluate capital equipment budget	<u>09/30/02</u>	<u>09/30/02</u>
2.2 Coordinate capital equipment procurement	<u>0/30/02</u>	<u>06/26/03</u>
2.3 Coordinate and support equipment inventory modification	<u>08/01/03</u>	<u>06/27/03</u>

2002-03 ORGANIZATIONAL UNIT STRATEGIC PLAN

Unit: Financial and Administrative Services

Date: June 17, 2002

Person Responsible: Dr. Jim Prucnal

Evaluation Date: August 21, 2003

I. Mission Statement

Gadsden State Community College provides a wide range of support services that enable students, faculty and staff to function in a collegiate environment. Essential to this aspect of the College's mission are Financial and Administrative Services which include: financial management, data processing, purchasing, record keeping, accounting, maintenance of buildings and grounds, security, mail service, book stores and food service.

II. Standing Goals

A. Goal #1

1. Provide financial management for the College.

2. Relationship to Institutional Mission/Goal

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

3. Performance Measures for Goal #1

a.) Zero findings in annual audit

Evaluation: Zero findings were revealed in 2002 audit.

b.) To maintain the ending fund-1 fund balance at \$500,000 or greater

Evaluation: Fund balance at 7/31/03 (after merger) was \$1,431,360.

B. Goal #2

1. Goal Statement

Develop, maintain, and supervise capital projects of the College.

2. Relationship to Institutional Mission/Goal

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

3. Performance Measures for Goal #2

Examine accounts to determine if all PSCA funds for renovation have been expended

a.) Examine Beck Field House to determine if the renovated swimming pool is in use.

Evaluation: Final inspection was 8/20/03.

b.) Examine Helderman Hall to determine if lecture room addition is in use.

Evaluation: Helderman Hall finished 4/1/03.

C. Goal #3

1. Goal Statement

Provide auxiliary services to students, faculty, staff, and community.

2. Relationship to Institutional Mission/Goal

To provide continuing education and personal enrichment opportunities which support life-long and civic, social, and cultural quality of life.

To provide students of varied backgrounds and abilities with the instructional and

support services that will assist them in achieving career and educational goals.

3. Performance Measures

1. Operate the College bookstore at a profit

Evaluation: At 7/31/03 the bookstore had posted a profit of \$91,897.

2. Operate the College cafeteria at a profit

Evaluation: At 7/31/03 the cafeteria had posted a loss of \$74,200.

3. Operate vending at a profit

Evaluation: At 7/31/03, vending had posted a profit of \$71,439

III. Long Range Objectives for Program (3-5 Years)

1. To accumulate an unencumbered balance in Fund 1 equal to one month operating expense.

2. To provide annually \$100,000 for equipment purchases from proceeds from the Etowah County 1% sales tax.

3. To improve grounds maintenance and beautify the campuses while providing a safe environment.

IV. Objectives for 2002-03	Projected Completion	Date Completed
A. Objective #1		
Provide adequate financial services to the College		
1. Strategic Initiative #1: Monitor accounting practices and procedures so that the annual audit by the Examiners of Public Accounts yields no findings.		
Audit Report yielded no findings		<u>06-27-03</u>
1.1 Examine internal audit of related Federal programs	<u>01-31-03</u>	<u>07-11-03</u>
1.2 Examine Fund-1 fund balance to determine if it is \$500,000 or greater Before Merger Balance	<u>01-15-03</u>	<u>06-30-03</u> \$981,582
1.3 Examine Fund-1 cash balance to determine if it is \$1,000,000 or greater Before Merger Balance	<u>09-30-03</u>	<u>06-30-03</u> \$3,568,704
B. Objective #2		
To complete renovations using plant funds		
1. Strategic Initiative #2: Monitor design and construction of various capital projects		
1.1 Examine each capital project budgeted at 10-01-02 for completion	<u>09-30-03</u>	<u>07-15-03</u>
a.) Browder Hall Renovation	<u>01-01-03</u>	Not started
b.) Prater/TBI Renovation	<u>04-01-03</u>	<u>06-30-03</u>

c.) Beck Pool Renovation	<u>04-01-03</u>	In progress, on schedule
d.) McClellan 3181 Building Renovation	<u>08-01-03</u>	Bid 6-17-03 Not Begun
e.) Helderman Hall Renovation	<u>03-01-03</u>	<u>04-01-03</u>

2002 – 2003 Program/Area Evaluations

Organizational Unit: Financial Services

Person Responsible: Lisa Thacker

Date Submitted: July 30, 2003

Part I

Statement of Standing Goal #1:

To provide financial services to students, faculty and staff of Gadsden State Community College

Evaluation Method for Goal #1:

- a. Survey focus group of budget managers on services received in payroll, accounts payable/student refunds, purchasing and business office
- b. Survey focus group of students on services received in the business office

Evaluation Findings for Goal #1:

- ' The focus group surveys were not conducted in 2002-2003. The survey questions will be added to the campus-wide surveys of students and employees conducted by Mr. Dark in 2003-2004 (see cover email to Mr. Dark).

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

Standing Goal #1 not assessed.

Statement of Standing Goal #2:

To comply with the record keeping and reporting requirements of the Alabama State Board of Education and State and Federal agencies

Evaluation Method for Goal #2:

- a. Number of noncompliance matters relating to the financial services area reported by the State Examiners of Public Accounts
- b. Number of noncompliance matters relating to the financial services area reported by state or federal grantor agencies

Evaluation Findings for Goal #2:

- a. The audit of the fiscal year ended September 30, 2002 issued June 27, 2003 reported no matters of noncompliance relating to the financial services area.
- b. No state or federal grantor agencies noted noncompliance matters relating to the financial services.

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

None noted.

Part II

Statement of 2002-2003 Objective #1:

Implement changes as required by GASB 34/35

Strategic Initiative:	Projected Date	Completed Date
1.1 Review prior and current year transactions to determine required changes for record keeping and presentation purposes	10/30/02	10/30/02
1.2 Study GASB and NACUBO literature for changes in requirements	12/30/02	10/30/02

1.3 Attend professional development workshops for detail information on requirements	09/30/03	11/05/02 12/12/02 4/15/03 6/18/03 8/1/03
1.4 Work with DPE GASB Implementation Task Force to insure that DPE requirements are in compliance with GASB guidelines	10/01/02	10/01/02
1.5 No qualifications or findings on financial statement presentation from Examiners of Public Accounts	08/31/03	06/27/03

Statement of 2002-2003 Objective #2:

Move all daily financial duties from Dean's office to Financial Services offices

Strategic Initiative:	Projected Date	Completed Date
2.1 Dean will train Coordinator of Financial Services and Financial Manager job duties related to investments and long-term debt	12/30/02	07/18/03

Statement of 2002-2003 Objective #3:

To collect and distribute financial services data in automated format

Strategic Initiative:	Projected Date	Completed Date
3.1 Image and store all financial services documentation on server	12/30/02	Not completed
3.2 Transmit monthly budget managers' reports via computer	06/30/03	Not completed
3.3 Obtain reports requested from the computer center via computer	03/31/03	Not completed

Problems Encountered:

Computer center was not able to complete the programming required because of added work relating to the merger. Computer center will try to complete during 2003-2004.

Statement of 2002-2003 Objective #4:

To record tuition and fees collected by term

Strategic Initiative:	Projected Date	Completed Date
4.1 Obtain programming from computer center personnel to facilitate changes	10/01/02	03/31/03
4.2 Provide training to financial services department employees on entering receipts and refunds	10/01/02	04/30/03

UNIT: MANAGEMENT INFORMATION SYSTEMS

PERSONS RESPONSIBLE: JEFF GREEN

EVALUATION OF STANDING GOALS

- A. Maintain a working knowledge of new technology to provide the college with the best possible support for the changing needs of the community.

PERFORMANCE MEASURES:

1. Compare percentage of Faculty/Staff connected to campus network to previous year percentage.

Findings: Estimated increase of 10 percent figures distorted due to merger.

2. Compare number of Faculty/Staff with personal computers less than 2 years old to the number with computers older than 2 years old.

Findings: Software purchased to give accurate counts not installed at present.

- B. Evaluate new systems and maintain existing systems.

RELATIONSHIP TO INSTITUTIONAL MISSION/GOALS:

To better provide Faculty/Staff with the needed information to offer students an opportunity for educational, personal, and professional advancement.

PERFORMANCE MEASURES:

1. Survey a random sample of the Faculty/Staff to verify if needs are being met.

Findings: Random survey sampling showed majority (80%) agreed needs are being met.

2. Survey a random sample of students to verify their needs are being met.

Findings: Sampling showed students very satisfied with current functions based on Student Services and Facilities survey question 7 (94% of respondents) on telephone registration and question 8 (95% of respondents) on web registration.

- C. Provide academic, administrative support, and fulfill state reporting requirements.

RELATIONSHIP TO INSTITUTIONAL MISSION/GOALS:

To provide viable resources to the faculty, staff, students, and the community.

PERFORMANCE MEASURES:

1. Compare turn around time at end of semester for state reporting to previous year time.

Findings: Time comparisons showed very close to previous years times.

2. Compare number of request for services and average response time to previous year.

Findings: No previous year figures to compare to, test was removed from measures.

3. Survey random sample of college personnel to identify if needs are being met in an acceptable time frame.

Findings: Random survey sampling showed majority (70%) agreed time was acceptable.

IV. 2002-2003 OBJECTIVES

	Projected Date	Completion Date
A. OBJECTIVE #1: To reduce annual maintenance costs, forms costs, and provide users with faster turn around time.		
1. Strategic Initiative #1: Replace existing mainframe printer with a laser printer.		
1.1 Drop existing mainframe printer from maintenance contract for substantial yearly savings.	<u>Aug. 2003</u>	<u>__NC__</u>
1.2 Redesign forms to print on stock laser paper and cut form costs of tractor feed multipart forms.	<u>Aug. 2003</u>	<u>__APR/03__</u>
2. Strategic Initiative #2: Develop a new "Request for Services" form for electronic submission.		
2.1 Develop an email/web driven system for the user to make request for programming changes, networking issues, telecommunications, and computer problems.	<u>Nov. 2002</u>	<u>__NC__</u>
2.2 Design a system to keep records on response times to users by category of the problem.	<u>Feb. 2003</u>	<u>__NC__</u>
B. OBJECTIVE #2: To expand web services to students, faculty, and staff.		
1. Strategic Initiative #1: Enhance web registration/information system.		
1.1 Develop a student application system on the web giving the ability for students to apply, register, and pay online.	<u>Oct. 2002</u>	<u>__NOV/02__</u>
1.2 Design a degree audit system for use on the web to aid students in attaining information on degree completion.	<u>Sept. 2003</u>	<u>__FEB/03__</u>
1.3 Implement a financial aid site to enable students to apply for financial aid online.	<u>July 2003</u>	<u>__NC__</u>
1.4 Expand faculty information to include posted office hours.	<u>Oct. 2002</u>	<u>__FEB/03__</u>
2. Strategic Initiative #2: Expand network services to include ability of dial up services for faculty and staff.		
1.1 Develop and install a modem pool to enable faculty and staff internal access.	<u>Oct. 2002</u>	<u>__NOV/02__</u>
1.2 Design protected access to internal information via outside web for offsite users.	<u>Oct. 2002</u>	<u>__NOV/02__</u>
3. Strategic Initiative #3: Expand network access for on campus students.		
3.1 Wire residence hall for internet service.	<u>Sept. 2003</u>	<u>__NC__</u>
C. OBJECTIVE #3: Improve telecommunications facilities.		
1. Strategic Initiative #1: Update switches at off campus locations and wiring of telephone facilities.		
1.1 Replace and rewire existing phone system at Saint Clair facility.	<u>Nov. 2002</u>	<u>__NOV/02__</u>
1.2 Move phone switch and wire new location of Anniston campus.	<u>May 2003</u>	<u>__N/A__</u>
2. Strategic Initiative #2: Expand ability of assigning new phone numbers.		
2.1 Purchase new blocks of local phone numbers to facilitate expansion of faculty and staff.	<u>July 2003</u>	<u>__NC__</u>
D. OBJECTIVE #4: Improve user access to mainframe on internal network.		
1. Strategic Initiative #1: Update current network hardware and software.		
1.1 Replace existing mainframe network server to handle increased number of users.	<u>May 2003</u>	<u>__APR/03__</u>
1.2 Replace current software used for mainframe terminal emulation due to manufacturer end of life declaration.	<u>Oct. 2002</u>	<u>__JUN/03__</u>

2002-2003 Program/Area Evaluations

Organizational Unit: Human Resources

Person Responsible: Kimberly Cobb

Date Submitted: August 29, 2003

Part I

Statement of Standing Goal #1:

To coordinate the employment process following SBE, DPSE, and federal employment laws.

Evaluation Method for Goal #1:

Report from *Shuford/Kennedy* Audit should contain no major deficiencies.

Evaluation Findings for Goal #1:

No major deficiencies reported from February 25, 2003 audit.

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

Current office space and design is inadequate due to the consolidation of the HR function and centralization of personnel/search files resulting from the merger. Expand and redesign office space to more efficiently maintain and access records.

Statement of Standing Goal #2:

To provide guidance and support to selection committees.

Evaluation Method for Goal #2:

Survey committee members to receive feedback on satisfaction with HR support.

Evaluation Findings for Goal #2:

Committee feedback has been positive.

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

None identified.

Statement of Standing Goal #3:

To maintain complete files of selection committee activities.

Evaluation Method for Goal #3:

Report from *Shuford/Kennedy* Audit should contain no major deficiencies.

Evaluation Findings for Goal #3:

No major deficiencies reported from February 25, 2003 audit. Positive feedback from legal counsel on documentation produced at July 22, 2003 deposition regarding *Kennedy* interrogatories.

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

Inadequate office space to store search files. Expand office space to accommodate search files.

Statement of Standing Goal #4:

To submit employment reports as directed.

Evaluation Method for Goal #4:

Answer information requests within specified reporting deadlines.

Evaluation Findings for Goal #4:

Information requests were answered in a timely manner.

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

None identified.

Statement of Standing Goal #5:

To generate full-time and part-time employment contracts.

Evaluation Method for Goal #5:

Personnel files will contain evidence of work history and employees are paid in a timely manner.

Evaluation Findings for Goal #5:

Contracts are filed in personnel files to document work history. On occasion, part-time employee pay has been delayed due to incomplete application or payroll materials.

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

Many part-time employees from Ayers have previously been paid as outside contractors. To properly pay these employees through payroll, appropriate employment and payroll documentation was required. Through communication and training provided to responsible Ayers campus employees, these problems are being resolved.

Statement of Standing Goal #6:

To maintain accurate and current applicant and employee databases.

Evaluation Method for Goal #6:

Sample data to ensure availability for information requests, producing reports, or locating applications.

Evaluation Findings for Goal #6:

Databases are accurate and current for GSCC employees. Information for Ayers employees is being obtained from personnel files.

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

Electronic databases could not be merged from Ayers records. Each active personnel file will be checked and appropriate data will be recorded in the databases.

PART II

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

Statement of 2002-2003 Objective #1:

To improve the new employee orientation process.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1:		
1. Develop a powerpoint training session to present at first of semester for new employees	12/31/02	Not completed
2. Plan agenda including other departments	12/31/02	Not completed

Not completed due to other activities taking priority. Focus on merger activities after January 2003. Initiative projected for completion 5/31/04.

Statement of 2002-2003 Objective #2:

To enhance professional development opportunities for all college employees.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2:		
Design and conduct interest surveys among employees	12/31/02	Not completed
Arrange one training session per academic year	05/31/03	10/11/02
Build a collection of resource materials for training	08/31/03	Not completed

Dr. Culverhouse conducted a professional development interest survey via e-mail on 6/16/03. HR did not initiate the survey. Financial constraints prevented the collection of training materials. Initiative projected for completion in 2004.

2002-2003 Organizational Unit Evaluation

Unit: Planning and Research

Person Responsible: Jim Pitchford

Date Submitted: 8/28/03

Part I: Report on Evaluation of Goals

Goal #1:

To coordinate the development of Annual Institutional Strategic Plan and 3-year Management Plan

Performance Measures for Goal #1:

- a. Performance Measure for #1: As indicated in the Institutional Planning and Research Survey, 80% of the Institutional Planning Taskforce and budget managers will assign positive evaluation responses to questions related to the strategic plan.
- b. Performance Measure for #2: The College IE consultant will find no major weaknesses with strategic planning processes and resulting strategic plan.

Report on Performance Measures for Goal #1:

The Strategic Plan for 2002-2003 was developed per schedule. The Strategic Plan was developed and implemented in response to SACS visiting committee recommendations and with input provided by Dr. Harold Wade, IE consultant. No formal evaluation of the strategic plan was completed by Planning Taskforce members or budget. As noted above, the plan was developed under the guidance of an IE consultant and received his recommendations for adoption.

Weaknesses Identified:

A formal evaluation of the IE Strategic Plan should be completed that utilizes assessment input from the College community.

Goal #2:

To conduct research activities that deal with enrollment, retention, program completion, job placement, employer satisfaction, student satisfaction, and needs assessments.

Performance Measures for Goal #2:

- a. Performance Measure #1: All reports required by U.S. Office of Education and DPSE will be submitted prior to deadlines.
- b. Performance Measure #2: The DPSE monitor will find no variance between PERS reports and IPED's reports.
- c. Performance Measure #3: As revealed by responses to the institutional planning and research survey, 80% of Institutional Planning Taskforce Members and budget managers will assign positive evaluations to questions that related to research.

Report on Performance Measures for Goal #2:

All reports required as a part of the IPED's system were completed on time and any variations with the State PERS system were rectified prior to submission. All research reports required by the Alabama Department of Postsecondary Education and Alabama Commission on Higher Education were compiled and submitted on a timely basis.

The 2002-2003 Institutional Research Evaluation Survey was administered to all College staff. There were 61 respondents to the survey. Evaluation survey results are attached.

GADSDEN STATE COMMUNITY COLLEGE Institutional Research Evaluation Results 2002-2003

61 Responses

Research Inventory Items	Important to Assessment	Reports Currently Being Provided
1. Retention rates	<u>58</u> Yes <u>3</u> No	<u>24</u> Adequate <u>6</u> Inadequate/Not Provided <u>26</u> Status Unknown
2. Program completion rates	<u>60</u> Yes <u>1</u> No	<u>34</u> Adequate <u>4</u> Inadequate/Not Provided <u>21</u> Status Unknown
3. Student achievement in general education	<u>56</u> Yes <u>3</u> No	<u>17</u> Adequate <u>6</u> Inadequate/Not Provided <u>32</u> Status Unknown
4. Student achievement in fields of major	<u>57</u> Yes <u>3</u> No	<u>27</u> Adequate <u>5</u> Inadequate/Not Provided <u>24</u> Status Unknown
5. Student perception of college programs and services	<u>58</u> Yes <u>2</u> No	<u>23</u> Adequate <u>6</u> Inadequate/Not Provided <u>29</u> Status Unknown
6. Employer assessment of programs	<u>59</u> Yes <u>1</u> No	<u>25</u> Adequate <u>6</u> Inadequate/Not Provided <u>25</u> Status Unknown
7. Job placement rates	<u>59</u> Yes <u>2</u> No	<u>27</u> Adequate <u>6</u> Inadequate/Not Provided <u>22</u> Status Unknown
8. State and professional certification/registry examination scores	<u>53</u> Yes <u>6</u> No	<u>25</u> Adequate <u>5</u> Inadequate/Not Provided <u>24</u> Status Unknown
9. Student performance after transfer to senior institutions	<u>54</u> Yes <u>5</u> No	<u>17</u> Adequate <u>11</u> Inadequate/Not Provided <u>28</u> Status Unknown
10. Community needs assessment	<u>57</u> Yes <u>2</u> No	<u>16</u> Adequate <u>8</u> Inadequate/Not Provided <u>30</u> Status Unknown
11. Graduate/completer surveys	<u>58</u> Yes <u>1</u> No	<u>31</u> Adequate <u>7</u> Inadequate/Not Provided <u>19</u> Status Unknown
12. Please indicate whether you believe that institutional research data is provided on a timely basis	<u>27</u> Yes <u>7</u> No <u>26</u> No Opinion	

Other comments:

1. I have never seen a report to my knowledge that distributes this information. I would like to know these facts—it would be a good recruiting tool. All I know that is distributed is the high school report.
2. I am sure the data is out there; we are just not necessarily receiving it.
3. It would be extremely helpful if some info were more specific to campus & program. This info would be used for reporting purposes and possibly to assist in obtaining additional funding.
4. I think GSCC does an excellent job on institutional research.
5. Although I do not personally use all of the data provided by the Office of Institutional Research, I have always been able to obtain pertinent information when necessary for reports, research, and/or grants.
6. I would like to see more data on nursing, pharmacy Board, etc. pass rates.
7. Need to pursue campus wide license for a survey package. Something we can use to prepare departmentally specific paper and online surveys.
8. Ayers Campus-It will take time for us to learn where to find information.
9. Why gather data that no one ever sees and/or uses unless some grant requires it?
10. Perhaps I am not aware of some of the info available. Institution Research has always provided and sent information promptly upon request.
11. Re #9-Annual info would be more helpful
12. Reports on many of these statistics may be available and I just haven't seen them.
13. Thanks for a great job of keeping us informed.
14. Some evaluations of programs are too big for staff/equipment needed. Some programs (ex. Library) may have to find new ways to evaluate their programs within their program or all programs should help provide equipment, printers, or find new media (internet) to conduct surveys and to provide training.
15. Job placement rates is good info to have but not sure it's important to determine this institution's effectiveness.
16. We need to evaluate our placement scores by sending to ACT the grades achieved in the classes in which students are placed.
17. We need to get the results of the evaluations in a more timely matter.

Weaknesses identified:

More research activities should be focused on student retention and program completion. A continuing research problem is the lack of academic performance data on GSCC transfers to senior institutions.

Goal #3:

To disseminate to administration, faculty, and community interest groups pertinent research data in support of strategic planning and evaluation.

Performance Measure for Goal #3:

- a. Performance Measure #1: As revealed in the Institutional Planning and Research Survey, 80% of the Institutional Planning Taskforce and budget managers will respond positively to questions relating to dissemination of research data.

Report on Performance Measure for Goal #3:

As noted in the Institutional Research Survey that is attached, positive responses regarding the adequacy and timeliness of research inventory items generally exceeded negative responses by a ratio of about 5:1. More specifically, responses to item #12 indicate that 27 of the respondents believe data is provided on a timely basis while 7 believe data is not distributed on a timely basis. Even though most institutional research reports are being distributed via e-mail to all employees, the fact that 7 out of 34 or 20% of the respondents feel that reports are not distributed on a timely basis is a cause for concern. Further concern centers on lack of

assessment data regarding transfer student performance at senior institutions. Interviews with division chairs indicate concern regarding turnaround time on student assessment of instruction.

Weakness identified:

Turnaround time on student assessment of instruction surveys is a weakness cited by division chairs. Weakness will be addressed with use of on-line student assessment of instruction system to be implemented in Fall 2003.

Additional follow-up's needed seeking academic performance data on transfers.

Part II

- A. Objective #1: To improve student retention
 - 1. Strategic Initiative #1: To initiate a follow-up study of non-returning students.

Status Report: Follow-up plan was not implemented; will pursue in 2003-04

- B. Objective #2: To improve strategic planning and evaluation by creating an on-line submission and reporting database.

- 1. Strategic Initiative #1: Create a network-based hierarchial database

Status Report: Database creation was delayed; will pursue in 2003-04.