

**GADSDEN STATE
COMMUNITY
COLLEGE**



**2004-2005
Institutional Effectiveness
Report**

March 2006

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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, 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, 2004

AREA	TOTAL GRADES ASSIGNED	% of C's or HIGHER
Communications	3279	76%
Computer Science	1038	72%
Humanities	819	75%
Math/Natural Sciences	2338	65%
Social Sciences	2819	70%

SPRING SEMESTER, 2005

AREA	TOTAL GRADES ASSIGNED	% of C's or HIGHER
Communications	2846	73%
Computer Science	908	71%
Humanities	880	74%
Math/Natural Sciences	3386	68%
Social Sciences	2864	70%

SUMMER SEMESTER, 2005

AREA	TOTAL GRADES ASSIGNED	% of C's or HIGHER
Communications	1273	83%
Computer Science	443	72%
Humanities	401	84%
Math/Natural Sciences	1732	77%
Social Sciences	1080	76%

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 2004-2005 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 2005.

Jacksonville State University Currently Enrolled Undergraduates From Gadsden State Community College									
FALL 2005 Office of Institutional Research - Jim Pitchford October 2005									
	16-32 HRS ATTEMPTED AT GSCC			33 & ABOVE HRS ATTEMPTED AT GSCC			JSU NATIVE STUDENTS		
TOTAL HOURS EARNED AT JSU	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	GSCC GPA	JSU GPA	NUMBER OF STUDENTS	OVERALL GPA	
AVERAGE OVERALL STUDENT STATISTICS									
16-31	5	2.75	1.91	0	0	0	453	2.39	
32-63	52	2.85	2.16	59	2.76	2.24	580	2.48	
64-95	57	2.97	2.61	194	3.06	2.64	422	2.62	
96- →	105	3.17	2.84	411	3.10	2.88	437	2.72	
AVERAGE ENGLISH COURSES STATISTICS									
16-31	5	3.33	0	0	0	0	409	2.42	
32-63	51	3.09	2.28	59	2.88	2.09	571	2.59	
64-95	56	3.07	2.45	194	3.12	2.49	422	2.63	
96- →	102	3.20	2.82	411	3.13	2.64	437	2.68	
AVERAGE MATH COURSES STATISTICS									
16-31	2	2.14	4.00	0	0	0	373	1.98	
32-63	43	2.74	1.57	41	2.60	1.82	520	2.14	
64-95	50	2.41	2.04	175	2.88	2.01	397	2.15	
96- →	87	3.01	2.22	395	2.92	2.09	423	2.25	

AVERAGE SCIENCE COURSES STATISTICS										
16-31		3	3.40	0	0	0	0		252	2.07
32-63		42	2.38	1.62	55	2.54	1.78		435	2.21
64-95		51	3.04	2.39	187	3.04	2.31		369	2.37
96- →		98	3.19	2.39	404	3.07	2.30		402	2.38

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

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 2004-2005 Graduate Survey, of the 596 total respondents, 241 graduates (40.4%) were employed in a field related to training, 165 (28%) were employed in a field unrelated to training, 3 (<1%) was in military service, 109 (18%) were unemployed—seeking work, and 78 (13%) were unemployed—not seeking work. Of the unemployed graduates who were seeking work, only 3% could not find a job in the field without relocating and 1% said they were unable to find a job in the field anywhere. Also, only 4% felt their skills were inadequate for entry-level employment in the field, while 13% said there were “other reasons” that they were not working in the field. The 2004-2005 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 2005)				
Program	Number in 2002 Cohort	Graduates in 2002 Cohort	Completion % for 2002 Cohort	Comparative Completion % for 2001 Cohort
A/C Refrigeration	14	4	29%	11%
Accounting	9	1	11%	75%
Auto Body	8	3	38%	60%
Auto Mechanics	8	4	50%	20%
Carpentry	6	2	33%	77%
Carpentry Mgt.	1	1	100%	0%
Child Development	14	4	29%	29%
Civil Engineering	7	2	29%	50%
Clinical Lab Tech	7	2	29%	22%
Clerical Tech	19	16	84%	100%
Computer Tech	20	4	20%	16%

Commercial Food	6	5	83%	45%
Cosmetology	40	9	23%	43%
Diesel/Hvy Equip	15	10	67%	0%
Drafting/Design Tec	5	1	20%	31%
Elec. Eng. Tech	14	8	57%	32%
Electricity	27	11	41%	10%
EMS Certificate	3	1	33%	0%
Emergency Med Serv	8	3	38%	0%
Esthetics	1	1	100%	0%
Fish Science	2	0	0%	0%
Furniture Refinish	10	7	70%	57%
Human Services	11	1	9%	0%
Industrial Electr	4	2	50%	0%
Industrial Maint.	6	3	50%	27%
JC A/C Ref.	13	3	23%	0%
JC Computer	3	2	67%	100%
JC Carpentry	11	6	55%	100%
JC Masonry	5	0	0%	0%
JC Nurs Asst	24	16	67%	100%
Machine Shop	19	7	37%	25%
Marketing	5	3	60%	0%
Masonry	9	5	56%	100%
Mech Design Tech	8	3	38%	60%
Medical Sec	8	2	25%	25%
Medical Trans	4	1	25%	50%
Nursing-RN	16	6	38%	21%
Office Admin	19	7	37%	28%
P-E Commer	2	0	0%	0%
Paralegal	7	2	29%	30%
Practical Nursing	53	26	49%	37%
Radio-TV	2	0	0%	20%
Radiologic Tech	5	2	40%	25%
Realtime Reporting	5	1	20%	40%
Sec Sci Tech	1	0	0%	0%
Sur Op Tech	3	0	0%	0%
Surgicalop	6	1	17%	0%
Telecommunications	2	0	0%	10%
Therapeutic	11	3	27%	33%
Upholstery	2	0	0%	56%
Welding	17	9	53%	37%
Welding SC	6	1	17%	0%
Word Proc Spec	1	0	0	0%
Totals	532	211	40%	40%

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 1998 through 2001.

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.

	1998	1999	2000	2001	4-Year Totals

Total in Cohort	979	798	873	1229	3879
Total Completers	211	142	166	299	818
Total Transfers	211	241	202	187	841
Annual Completion Percentage	21.6	17.8	19.0	24.3	--
Annual Transfer Percentage	21.6	30.2	23.1	15.2	--
4-Year Average Completion Rate					21%
4-Year Average Transfer Rate					22%

Although not identified as a performance measure for Institutional Goal #3, another valuable assessment measurement regarding institutional effectiveness is the performance of graduates in health sciences on licensure/certification exams. Outlined below are the certification exam test scores for 2001-2002, 2002-2003, 2003-2004, and 2004-2005.

PROGRAM	YEAR	PASS RATE
Registered Nursing	2001-2002	93%
	2002-2003	96%
	2003-2004	98%
	2004-2005	98%
Emergency Medical Service-Paramedic	2001-2002	59%
	2002-2003	59%
	2003-2004	65%
	2004-2005	84%
Practical Nursing	2001-2002	70%
	2002-2003	96%
	LPN Valley Street Campus 2003-2004	90%
	LPN Ayers Campus 2003-2004	75%
	LPN Valley Street Campus 2004-2005	90%
	LPN Ayers Campus 2004-2005	75%
Radiologic Technology	2001-2002	100%
	2002-2003	96%
	2003-2004	100%
	2004-2005	100%
Clinical Laboratory Science	2001-2002	93%
	2002-2003	100%
	2003-2004	76%
	2004-2005	76%

A total of 147 employers responded to the 2003-2004 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.

Fifty-seven or 39% of employers gave an "excellent" overall rating to training provided at GSCC. Fifty-four employers or 37% assigned a "good" rating to employee training provided by the College. Only 10% assigned "fair" or "poor" ratings. Fourteen percent of respondents omitted this item.

Gadsden State Community College
2003-04 Graduates - Employer Survey

147 Respondents
 July, 2005

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

Choice		Percent
1	He/she is a current employee.	65%
2	He/she is a former employee.	28%
3	He/she has never been employed by this company	1%
	Omits	6%
	Multi-Marked	0%

2. The job assignment of this employee is

Choice		Percent
1	in his/her field of study (as shown above)	65%
2	not in his/her field of study but is closely related	10%
3	in an unrelated field	15%
	Omits	10%
	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	37%
2	Good	42%
3	Fair	10%
4	Poor	1%
5	No Opinion	6%
	Omits	4%
	Multi-Marked	0%

B. Oral communication skills

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

C. Math Skills

Choice		Percent
1	Excellent	33%
2	Good	33%
3	Fair	10%
4	Poor	1%
5	No Opinion	20%
	Omits	3%
	Multi-Marked	0%

D. Computer Skills

Choice		Percent
1	Excellent	33%
2	Good	31%
3	Fair	9%
4	Poor	1%
5	No Opinion	22%
	Omits	4%
	Multi-Marked	0%

E. Technical Knowledge

Choice		Percent
1	Excellent	38%
2	Good	37%
3	Fair	9%

F. Expertise in equipment operations

Choice		Percent
1	Excellent	38%
2	Good	37%
3	Fair	12%

**Gadsden State Community College
2003-04 Graduates - Employer Survey**

147 Respondents
July, 2005

4	Poor	3%
5	No Opinion	10%
	Omits	3%
	Multi-Marked	0%

4	Poor	2%
5	No Opinion	9%
	Omits	2%
	Multi-Marked	0%

G. Problem solving skills

Choice		Percent
1	Excellent	35%
2	Good	37%
3	Fair	17%
4	Poor	4%
5	No Opinion	3%
	Omits	4%
	Multi-Marked	0%

H. Human relation skills

Choice		Percent
1	Excellent	44%
2	Good	37%
3	Fair	11%
4	Poor	3%
5	No Opinion	1%
	Omits	4%
	Multi-Marked	0%

I. Ability to follow directions

Choice		Percent
1	Excellent	50%
2	Good	38%
3	Fair	7%
4	Poor	3%
5	No Opinion	0%
	Omits	2%
	Multi-Marked	0%

J. Work Quality

Choice		Percent
1	Excellent	51%
2	Good	36%
3	Fair	9%
4	Poor	2%
5	No Opinion	0%
	Omits	2%
	Multi-Marked	0%

K. Quantity of work

Choice		Percent
1	Excellent	45%
2	Good	39%
3	Fair	10%
4	Poor	2%
5	No Opinion	0%
	Omits	4%
	Multi-Marked	0%

L. Work attitude

Choice		Percent
1	Excellent	54%
2	Good	33%
3	Fair	7%
4	Poor	4%
5	No Opinion	0%
	Omits	2%
	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
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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
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**Gadsden State Community College
2003-04 Graduates - Employer Survey**

147 Respondents
July, 2005

1	Excellent	39%
2	Good	37%
3	Fair	7%
4	Poor	3%
	Omits	14%
	Multi-Marked	0%

1	Excellent	44%
2	Good	37%
3	Fair	7%
4	Poor	3%
	Omits	8%
	Multi-Marked	1%

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	42%
2	No	27%
3	No basis for opinion	27%
	Omits	4%
	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	34%
2	Employees trained elsewhere are better prepared	3%
3	There is no significant difference in preparation	23%
4	No basis for comparison	35%
	Omits	5%
	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	1%
2	\$10,000-15,000	14%
3	\$15,000-20,000	18%
4	Over \$20,000	55%
	Omits	11%
	Multi-Marked	1%

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

Choice		Percent
1	Yes	81%
2	No	1%
3	No basis for opinion	12%
	Omits	6%
	Multi-Marked	0%

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

Measure -Number and percentage of students who enroll in courses that utilize internet, video, and other methodologies that are state-of-the-art instructional technology

Measure -Number of new courses offered each year that utilize new instructional technology

The below table shows the number of online and/or web enhanced courses offered at the institution during the 2003, 2004, and 2005 Fall Terms. It also includes the Spring Term, 2005.

	Fall 2003	Fall 2004	Spring 2005	Fall 2005
Number of Courses	15	25	44	84
Number of Students	295	523	853	1308

The Student Evaluation Distance Learning Courses conducted during the Summer, 2005 Term indicates 94% of students responding agree that even though the courses were presented in a non-traditional format, adequate information was available to be successful in the courses.

**Gadsden State Community College
Office of Institutional Research – Jim Pitchford**

**Distance Learning Evaluations
Summer 2005**

Total Responses: 118

Question	Strongly Agree 4		Agree 3		No Opinion 0		Disagree 2		Strongly Disagree 1		Responses Total	Avg
	Total	%	Total	%	Total	%	Total	%	Total	%		
1. A course syllabus was made available.	100	86%	14	12%	2		1	1%	1	1%	116	3.83
2. The course objectives as explained by the syllabus or the instructor were clear and understandable.	97	84%	14	12%	2		3	3%	2	2%	116	3.77
3. The course was well organized.	88	76%	21	18%	2		4	3%	3	3%	116	3.67
4. Exams and assignments were graded fairly.	91	80%	19	17%	4		3	3%	1	1%	114	3.75
5. Examinations reflected materials covered in the course.	88	76%	25	22%	2		1	1%	2	2%	116	3.71
6. The instructor informed students of their progress throughout the semester.	88	77%	20	18%	4		1	1%	5	4%	114	3.67
7. The instructor was accessible to students to answer questions about the course material.	88	79%	19	17%	6		3	3%	2	2%	112	3.72

8. Even though this course was presented in a nontraditional format, I feel I have adequately learned the required information to complete this course.	83	73%	24	21%	4	4	4%	3	3%	114	3.64
9. The nontraditional format did not keep me from being successful in this class.	84	74%	23	20%	5	2	2%	4	4%	113	3.65
10. Additional instruction on this nontraditional format would have helped me be more successful.	31	31%	21	21%	18	28	28%	20	20%	100	2.63
11. The video tapes, textbook, and material provided were adequate.	31	62%	12	24%	68	5	10%	2	4%	50	3.44
12. The material in the textbook, video tapes, and exams were coordinated and were interrelated to each other.	34	69%	11	22%	69	3	6%	1	2%	49	3.59
13. The video tapes were interesting and kept my attention.	18	38%	15	32%	71	7	15%	7	15%	47	2.93
14. The internet presentations, textbook and materials provided were adequate.	61	73%	17	20%	35	3	4%	2	2%	83	3.65
15. The material in the internet presentations, textbook, and exams were coordinated and were interrelated to each other.	61	73%	19	23%	35	3	4%	0	0%	83	3.69
16. The internet presentations were interesting and encouraged participation.	57	72%	15	19%	39	4	5%	3	4%	79	3.59

Goal #5 -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

The 2004 – 2005 Continuing Education records reflect that 2,451 adults were served through 189 continuing education/community service classes. These totals include classes held at Cherokee

County and Ayers. These totals do NOT include students enrolled in non-credit courses in Adult Education, Skills Training, and Training for Business and Industry.

There were 791 students served through 39 continuing education workshops during the 2004 – 2005 year.

The 2004 – 2005 Kids College included five (5) two-week sessions with twenty-five total classes offered. Approximately 70 children were served each week during the period from May 23, 2005 through July 29, 2005.

Goal #6 -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 2004-2005.

• Number of employers for whom training classes were provided	144
• Number of different courses provided	80
• Number of classes conducted	270
• Number of employees enrolled	3512

The activity described represents the following increase in business training activity from 2003-2004 to 2004-2005.

• Employers served:	109% increase
• Difference courses provided:	21% increase
• Class conducted:	13% decrease
• Employees served:	40% increase

The Training for Business and Industry Survey for 2004-2005 reflected the following:

- 93% of respondents agreed that training programs offered to business and industry were adequate to meet current industry needs.
- 94% of respondents agreed that Gadsden State has demonstrated a commitment to serve the business community.
- 93% of respondents agreed that course content was appropriate to employee needs

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

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 2004-2005 Student Evaluation of Campus and Services 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>2002-2003 Survey</u>	<u>2003-2004 Survey</u>	<u>2004-2005 Survey</u>
Admission	87% favorable	89% favorable	92% favorable
Placement Testing	76% favorable	90% favorable	95% favorable
On-site Registration	75% favorable	94% favorable	98% favorable
Internet Registration	79% favorable	98% favorable	98% favorable

Student Services	2004-2005 Strongly Agree	2004-2005 Agree	2004-2005 Favorable (Strongly Agree and Agree Combined)	2003-2004 Favorable (Strongly Agree and Agree Combined)
Student Orientation	42%	50%	92%	86%
Telephone Registration	53%	42%	98%	95%
Financial Aid	38%	47%	89%	85%
Career Planning	33%	49%	85%	82%
Academic Advising	34%	54%	94%	88%
Personal Counseling	38%	51%	94%	89%
Student Activities	34%	58%	90%	92%

GADSDEN STATE COMMUNITY COLLEGE										
Combined Campus Report										
Results of On-line Student Evaluation of Campus and Services										
Spring Semester 2005										
										Total Responses: 337
	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
CAMPUS ENVIRONMENT										
1. Campus buildings are safe.	176	54%	147	45%	10	2	1%	2	1%	327
2. Campus buildings are clean.	141	43%	163	50%	12	15	5%	6	2%	325
3. The number of bathrooms is adequate.	141	43%	142	43%	7	36	11%	11	3%	350
4. The condition of bathrooms is satisfactory.	124	38%	149	45%	7	45	14%	12	4%	330
5. Campus facilities offer an environment conducive to learning.	157	48%	159	48%	8	8	2%	5	2%	329
6. Campus parking for students is adequate.	69	21%	118	36%	8	74	22%	68	21%	329
7. Campus Security is visible.	110	35%	153	48%	19	39	12%	16	5%	318

**GADSDEN STATE COMMUNITY COLLEGE
Combined Campus Report**

Results of On-line Student Evaluation of Campus and Services

Spring Semester 2005

Total Responses: 337

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
8. The lighting outside of the buildings is adequate.	97	33%	162	56%	47	18	6%	13	4%	290
9. The lighting in the parking lots is adequate.	93	33%	144	50%	51	32	11%	17	6%	286
10. College personnel adequately supervise the activities in the Student Center.	118	48%	123	50%	90	4	2%	2	1%	247
11. The cafeteria food is of good quality.	65	44%	69	46%	188	9	6%	6	4%	149
12. The cafeteria food prices are reasonable.	60	40%	65	43%	186	19	13%	7	5%	151
13. The cafeteria service staff is accommodating.	70	47%	69	46%	187	5	3%	6	4%	150
14. Vending machines offer adequate selections.	96	32%	159	54%	41	30	10%	11	4%	296
15. Vending machines are conveniently located.	108	36%	168	55%	34	24	8%	3	1%	303
16. The College provides reasonable accommodations for students with disabilities.	110	46%	123	51%	96	7	3%	1	0%	241
17. Recreational facilities are adequate.	83	39%	103	49%	125	18	8%	8	4%	212
FINANCIAL SERVICES										
18. The services provided by the Financial Aid Office are satisfactory.	106	43%	112	46%	92	17	7%	10	4%	245
19. Business Office staff is sensitive to student needs.	109	39%	144	51%	57	16	6%	11	4%	280
20. Bookstore staff is sensitive to student needs.	119	39%	148	48%	28	32	10%	10	3%	309
21. Books needed are available from the College bookstore.	112	36%	159	51%	26	30	10%	10	3%	311
22. The procedures for payment of tuition and fees are easy to follow.	139	45%	163	53%	27	6	2%	2	1%	310
23. The services and information provided by the Business Office are satisfactory.	120	41%	156	54%	46	12	4%	3	1%	291
24. Student refund services provided by the Business Office are satisfactory.	105	48%	101	46%	118	8	4%	5	2%	219
PUBLICATIONS/WEBSITE										
25. The College Catalog is user friendly.	136	44%	161	52%	27	10	3%	3	1%	310
26. The instructional program	121	43%	154	55%	56	5	2%	1	0%	281

**GADSDEN STATE COMMUNITY COLLEGE
Combined Campus Report**

Results of On-line Student Evaluation of Campus and Services

Spring Semester 2005

Total Responses: 337

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
brochures are informative.										
27. The published schedule of classes is user friendly.	143	46%	159	51%	23	11	4%	1	0%	314
28. The College website is user friendly.	160	51%	146	47%	24	5	2%	2	1%	313
29. The College website provides adequate information.	152	49%	149	48%	24	11	4%	1	0%	313
STUDENT SERVICES										
30. Student Services personnel are sensitive to student needs.	123	47%	129	49%	76	3	1%	6	2%	261
31. Students receive adequate information during the admissions process.	121	41%	149	51%	42	21	7%	4	1%	295
32. Students are familiar with services offered through the Counseling and Testing Office.	110	40%	129	47%	64	25	9%	9	3%	273
33. Students receive effective program advisement.	115	40%	140	49%	53	21	7%	8	3%	284
34. Students receive effective career counseling.	104	42%	107	43%	89	27	11%	10	4%	248
35. Placement testing is readily accessible.	117	43%	142	52%	65	8	3%	5	2%	272
36. The placement testing environment is satisfactory.	123	46%	128	48%	72	11	4%	3	1%	265
37. I am aware of how to make a request for special accommodations due to a disability.	94	45%	88	42%	127	19	9%	9	4%	210
38. Student orientation was helpful to me.	89	42%	106	50%	126	12	6%	4	2%	211
39. The on-site registration procedure is easy to follow.	112	44%	135	54%	85	4	2%	1	0%	252
40. The telephone registration procedure is easy to follow.	100	52%	88	46%	144	3	2%	2	1%	193
41. The internet registration procedure is easy to follow.	168	56%	127	42%	36	4	1%	2	1%	301
42. Academic advising services on campus are satisfactory.	118	44%	132	50%	71	12	5%	4	2%	266
43. Personal counseling services on campus are satisfactory.	102	47%	101	47%	120	10	5%	4	2%	217
44. College-sponsored social activities are satisfactory.	98	44%	113	50%	113	8	4%	5	2%	224
45. Opportunities for cultural growth sponsored by the College are adequate.	94	44%	105	50%	125	7	3%	6	3%	212

**GADSDEN STATE COMMUNITY COLLEGE
Combined Campus Report**

Results of On-line Student Evaluation of Campus and Services

Spring Semester 2005

Total Responses: 337

	Strongly Agree	%	Agree	%	No Opinion	Disagree	%	Strongly Disagree	%	Total
46. Opportunities for personal involvement in College activities are satisfactory.	94	39%	130	53%	94	14	6%	5	2%	243
47. Intercollegiate athletics provided appropriate opportunities for students' activities.	78	40%	96	50%	144	9	5%	10	5%	193
TRIO PROGRAMS										
48. I am aware of the services provided by the federal TRIO Student Support Services Program.	65	40%	37	23%	175	34	21%	26	16%	162
49. The federal TRIO Student Support Services program is beneficial to students.	62	53%	36	31%	221	11	9%	7	6%	116
50. I am aware of the services provided to high school students by the federal TRIO Educational Talent Search program.	56	40%	44	31%	196	19	13%	22	16%	141
51. I am aware of the services to high school students by the federal TRIO Upward Bound program.	54	39%	49	35%	197	17	12%	20	14%	140

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

Measure -Number of outstanding student awards presented at honors programs

Measure -Number of news articles published that feature student achievement

Measure -Number of scholarships awarded by senior institutions to Gadsden State graduates

During 2004-2005 there were 205 outstanding student awards presented at the Honors Programs.

There were 32 scholarships to senior colleges awarded through the Honors Committee.

There were 150 news articles published in local media featuring student achievement at GSCC.

Goal #9 -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 2004-2005 to deliver educational options and supportive services to community populations.

Alabama Department of Economic and Community Affairs	Gadsden City Police Department
Alabama Department of Rehabilitation	Gadsden City School System
American Red Cross	Gadsden Commercial Development Authority
AmSouth Bank	Gadsden State Community College Alumni Association
Anniston City School System	Gadsden State Community College Foundation
Attalla City School System	Gadsden Water Works & Sewer Board
Bevill Center for Manufacturing Technology	Gadsden-Etowah Chamber of Commerce
Boys and Girls Club of Northeast Alabama	Greater Gadsden Housing Authority
Calhoun County Chamber Foundation	Harry M. Ayers State Technical College Foundation
Calhoun County Chamber of Commerce	Health Resources and Services Administration
Calhoun County School System	Homebuyers Association
CARCAM Partner College - Central Alabama Community College	Industrial Development Authority
CARCAM Partner College - Jefferson State Community College	Jackson Development Authority
CARCAM Partner College - Trenholm State Technical College	Jacksonville City School System
CARCAN Partner College - Wallace State Community College - Hanceville	Jacksonville State University
Cherokee County Chamber of Commerce	Marshall County Medical Center
Cherokee County School System	Master Gardeners Association
Council on Aging	Mountain View Hospital
Dekalb County School System	Northeast Alabama Economic Development Consortium
Department of Human Resources	Oxford City School System
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.
Family Success Center	Thirteenth Place, Inc.
Fort Payne City School System	United Way

The number of partnership affiliations for 2004-2005 was 56.

**EDUCATIONAL
PROGRAMS**

**2004-2005
UNIT EVALUATIONS**

2004-2005 Program/Area Evaluations

Organizational Unit: Instructional Services

Person Responsible: Jim Jolly

Date Submitted: 1 November 2005

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #1:

Goal # 1

1. Goal Statement: To provide instructional services for all students, traditional and non-traditional.
2. Relationship to Institutional Mission/Goals: Institutional Goals # 1-4.
3. Performance Measures
 - a. Instructional services will be provided for traditional and non-traditional students.
 - b. Personnel files will indicate that qualified faculty and staff were recommended to the president for employment.
 - c. Seventy percent surveyed indicate that instructional services are satisfactory.

Evaluation Method for Goal #1:

Examination of enrollment figures, personnel files and students satisfactions surveys.

Evaluation Findings for Goal #1:

Goals were met.

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

One person in nursing id does not have a masters' degree. This situation will be alleviated by December 05.

Statement of Standing Goal #2:

Goal # 3

1. Goal Statement: To provide a schedule of classes and a College Catalog Handbook in a timely manner.
2. Relationship to Institutional Mission/Goals: Institutional Goals #1-4.
3. Performance Measures for Goal # 2:
 - a. Adequate numbers of printed schedules are available several weeks before registration.
 - b. Schedules are available online.

c. The catalog/handbook is available in print and online by April 15..

Evaluation Method for Goal #2:

Examination of the printing of schedules and catalog

Evaluation Findings for Goal #2:

Accomplished.

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

None

Statement of Standing Goal #3

Goal #3

1. Goal statement: To ensure flexibility of scheduling to meet the needs of a diverse student population.
2. Relationship to Institutional Mission/Goals: Institutional Goal # 6, To provide students of varied backgrounds and abilities
3. Performance Measures for Goal # 3:
 - a. Query students about the suitability of class scheduling.
 - b. Cross match scheduled times for classes and enrollment at those times.

Evaluation Method for Goal #3:

Faculty members queried students about class schedule preferences
Classes were scheduled as indicated.

Evaluation Findings for Goal #3:

Accomplished

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

None

Statement of Standing Goal #4:

Goal # 4

1. Goal statement: To have the facilities and technology necessary for an effective instructional program.
2. Relationship to Institutional Mission/Goals: Institutional Goals # 1, 2, & 3.
3. Performance Measures for Goal # 5:
 - a. Dean's reports indicate sufficiency or needs in facilities and technology.
 - b. Budget allocations for facilities and/or technology will be documented.
 - c. All faculty/staff will be provided with an opportunity for training in the technology appropriate to their teaching discipline.

Evaluation Method for Goal #4:

Examination Dean's requests and expenditures for technology and WebCT training and Tregrety scheduling.

Evaluation Findings for Goal #4:

Accomplished

PART II

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

Statement of 2004-2005 Objective #1:

To establish a year-long instructional class schedule.

Projected Completion Date	Actual Completion Date
--	---------------------------------------

Strategic Initiatives for Objective #1

1. Strategic Initiative # 1: Solicit schedules from Academic Directors Division chairs.	Nov. 2004	_ Nov 04 _
1.1 Coordinate Classes for students' ease of registration.	Nov. 2004	_ Nov 04 _
1.2 Compare schedules to those of previous years.	Nov. 2004	_ Nov 04 _
2. Strategic Initiative # 2: Publish schedule on the web site.	June 2005	_ June 05 _
2.1 Look for student-friendly formats	Sept. 2004	_ Sept 04 _
2.2 Design schedule layout.	Oct. 2004	_ Oct 04 _

Statement of 2004-2005 Objective #2:

Objective # 2: To meet the educational needs of non-traditional students

Strategic Initiatives for Objective #2

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiative # 1: Assess the educational needs of students		
1.1. Solicit assistance from Academic Directors/Division Chairs in surveying students attending classes on-site.	Feb 2005	__Mar 05__
2. Strategic Initiative # 2: Plan course offerings based on results of Assessments of needs and feasibility of offerings		
2.1. Communicate results of assessment to Academic Directors/Division Chairs	Mar 2005	__Mar 05__
2.2. Assist Academic Directors/Division Chairs in assessing feasibility of requested schedules and modes of instruction	Mar 2005	__Mar 05__
2.3. Assist Academic Directors/Division Chairs in planning feasible course offerings/modes of instruction	Mar 2005	__Mar 05__

Statement of 2004-2005 Objective #3:

Objective # 3: To increase online enrollment.

Strategic Initiatives for Objective #3

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
3.1 Increase the number of instructors teaching online WebCT	Jan 2005	__Jan 05__
3.2 Increase the number of courses offered online and with Assistance	June 2005	__June 05__
3.3 Increase the number of credit hours produced by online education	June 05	__June 05__

Gadsden State Community College
EVALUATION OF UNIT STRATEGIC PLAN
2004-2005

Organizational Unit: Adult Education Services
Person Responsible: Joe Cavender
Dean's Approval: _____

Part I

Statement of Standing Goal #1:

Adult Education Services will exceed all expected Alabama Adult Education State Performance Measures as stated in the Alabama State Plan for Adult Education.

Evaluation Method for Goal #1:

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

Evaluation Findings for Goal #1:

Adult Education Performance Goals 2004-05 by Education Functioning Level					
EFL	State Goal	Program Performance	Program Status		
			Met Goal	Exceeded Goal	Did Not Meet Goal
ABE Beginning Literacy	47%	62%		X	
ABE Beginning Basic Ed	44%	49%		X	
ABE Intermediate Low	45%	49%		X	
ABE Intermediate High	39%	37%			X
ASE Low	50%	35%			X
ESL Beginning	50%	85%		X	
ESL Beginning	41%	67%		X	
ESL Intermediate Low	38%	94%		X	
ESL Intermediate High	31%	77%		X	
ESL Advanced Low	24%	77%		X	
ESL Advanced High	30%	0%			X

Adult Education Performance Goals for Outcome Measures, 2004-05					
Outcome Measures	State Goal	Program Performance	Program Status		
			Met Goal	Exceeded Goal	Did Not Meet Goal
Placement in unsubsidized employment	62%	50%			X
Retention in unsubsidized employment.	78%	0%			X
Placement in postsecondary education or training	58%	59%		X	
GED or high school completion.	55%	91%		X	

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

Four (4) of the five (5) areas where the goals were not met as shown in the tables above will be improved with professional development in NRS reporting by instructors. One area, "ESL Advanced High, will have very little activity. These students will be better off in our Alabama Language Institute (ALI) because of the student's need for higher language skills taught by instructors who specialize in that area of education. We had only three (3) students in this level of ESL. We do encourage these individuals to try ALI.

Part II

Statement of 2004-2005 Objectives

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Objective #1: Employ certified teachers	_____	<u>4/4/05</u>
Objective #2: Provide a minimum of 12 hours in-service , or teacher training, per year for all teachers	_____	<u>7,10/04, 1,4/05</u>
Objective #3: Provide the opportunity for all employees to attend the annual ACA Conference with a minimum of 50% participation	_____	<u>11/04</u>
Objective #4: Encourage all employees to join the Alabama Association for Public Continuing Adult Education (ALAPCAE) with a minimum of 30% Participation	_____	<u>11/04</u>
Objective #5: Provide classes within each city and county school system in our service area , excluding Oxford City School System, at various locations and at convenient times, day and night, to meet the needs of students	_____	<u>9/04</u>
Objective #6: Conduct supervisory visits to all classes at least once each quarter	_____	<u>6/30/05</u>
Objective #7: Provide a GED Graduation Ceremony twice each year, with one on the GSCC main campus and one in the Oxford City Civic Center, six months apart for all GED graduates living in our service area	_____	<u>4/04 & 10/05</u>

Objective #8: Present scholarships to applicants with top GED scores at each graduation ceremony _____

4/04 & 10/05

Objective #9: Maintain a minimum GED graduation participation of 25% of the total GED recipients _____

4/04 & 10/05

Gadsden State Community College

Adult Education Services
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Jessica Dover
Signature

11/10/05
Date

Suzy Honey
Signature

11-10-05
Date

Jane Hughes
Signature

11/10/05
Date

Joe C. Cavender
Signature

11/14/05
Date

Signature

Date

Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: Adult Education and Skills Training Division (Skills Training)

Person Responsible: Suzanne Zahorscak

Date Submitted: 10/11/05

Approved by (Dean/VP) _____

10-12-05

Part I

Statement of Standing Goal #1:

To provide quality short-term, non-credit training specific to the needs of the community at a reasonable cost.

Evaluation Method for Goal #1:

Course and Instructor Evaluation – To maintain a 70% favorable rating

Evaluation Findings for Goal #1:

Course and Instructor Evaluations were above the 70% favorable rating
67% - Strongly Agree
33% - Agree

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

Statement of Standing Goal #2:

To assist students in Skills Training in acquiring their training goals

Evaluation Method for Goal #2:

Course and Instructor Evaluation – To maintain a 70% favorable rating

Evaluation Findings for Goal #2:

Course and Instructor Evaluations were above the 70% favorable rating
67% - Strongly Agree
33% - Agree

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

Statement of Standing Goal #3:

To assist students in training related placement upon completing their training

Evaluation Method for Goal #3:

Review placement records in Skills Training Office – maintain 70% training related placement

Evaluation Findings for Goal #3:

Skills Training placement records show an overall 79% placement rate

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

PART II

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

Statement of 2004-2005 Objective #1:

Develop a new Skills Training Brochure

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
Have Skills Training brochure Professionally printed	June, 2004	June, 2004*
1.1 Collect new photographs	Sept., 2003	Aug., 2003
1.2 Write new copy	Oct., 2003	Sept., 2003
1.3 Assemble the brochure	Dec., 2003	Dec., 2003
1.4 Send to printer	April, 2004	

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

*Brochures were printed in-house due to cost of outside printing.

Statement of 2004-2005 Objective #2:

To establish Focused Industry Training in Anniston, Attalla, Gadsden, Heflin and Pell City

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
Establish 5 Focused Industry Training Sites	May, 2004	April, 2004
1.1 Secure classroom locations for FIT	March, 2004	March, 2004
1.2 Purchase equipment & furniture	March, 2004	March, 2004
1.3 Establish classrooms	April, 2004	April, 2004
1.4 Enroll students	May, 2004	April, 2004

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Gadsden State Community College

Adult Education and Skills Training (Skills Training)
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

D. B. Coles 10-11-05
Signature Date

Muh Zdel Bayat 10-19-05
Signature Date

Deborah (Deb) Hood 10-19-05
Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

2004-2005 Program/Area Evaluations

Organizational Unit: Applied Technology Division

Person Responsible: Melinda White and Vicki Albright

Date Submitted: November 8, 2005

Approved by (Dean/VP): _____

Part 1

Statement of Standing Goal #1:

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

Evaluation Method for Goal #1:

Expected Education Outcomes and Assessment Measures:

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

Evaluation Findings for Goal #1:

1. Of those responding with an opinion, 93% indicated an overall good or excellent rating.
2. Of those responding with an opinion, 97% indicated an overall good or excellent rating.

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

None identified.

Statement of Standing Goal #2:

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

Evaluation Method for Goal #2:

Expected Education Outcomes and Assessment Measures:

1. To maintain a 75% favorable rating on student assessment of goals achievement as assessed in the Graduate Survey.
2. To maintain an 80% of graduates will pass the State Examination (if applicable) after graduation.

Evaluation Findings for Goal #2:

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

Part II

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

	<u>Projected Completion</u>	<u>Date Completed</u>
A. Objective #1: Continue to provide and method of instructional delivery in all technical programs.		
1. Strategic Initiative #1: Provide resources, equipment, and training to faculty to establish multimedia classroom and laboratory instruction.	<u>8-2005</u>	<u>See note*</u>
1.1 Provide computer and video projector cameras, screen, and software to deliver presentations.	<u>5-2006</u>	
1.2 Provide computer and video projector, document cameras, screen, and software to deliver presentations.		
1.3 Integrate multimedia presentations into existing course instruction.		
Note*: Objective #1: A: List of purchases:		
1. Projector screen—Automotive Mechanics		<u>1-28-2005</u>
2. Computer—Automotive Mechanics		<u>4-26-2005</u>
3. ICAR Software—Auto Collision Repair		<u>7-22-2005</u>
4. Frame Estimating Software—ABR		<u>5-25-2005</u>
5. Starboard/Projector—Carpentry		<u>5-31-2005</u>
6. Host Software—Cosmetology		<u>3-02-2005</u>
7. Lab top—Cosmetology		<u>6-01-2005</u>
8. Trainers—Diesel Mechanics		<u>3-03-2005</u>
B. Objective #2: Provide hands-on laboratory settings to improve instruction in Applied Technology area.		
1. Base on availability of funding, update equipment as industry dictates and Advisory Board recommends.	<u>5-2006</u>	<u>See statement below*</u>
1.1 Provide Welding Technology students with training in robotic welding.	<u>10-2004</u>	<u>10-2004</u>
1.2 Purchase self-contained dual welding stations for the welding departments on the East Broad and Ayers Campus.	<u>1-2005</u>	<u>1-28-2005</u>
1.3 Purchase Hydraulic trainers for the Diesel Mechanics Program. This could be shared with the Industrial Automation program.	<u>3-2005</u>	<u>3-2005</u>

Note*:

Objective #2: 1.1: The Applied Technology division purchased Robotic welders for the East Broad and the Ayers Welding Departments on 01/28/2005. Actually providing welding technology students hands-on training in robotic welding is scheduled to begin in the Summer Semester, May 2006.

C. Objective #3: Expand the East Broad Cosmetology department to include Esthetics and Nail Technology. Add Therapuetic Massage to Gadsden area to be housed with cosmetology lab setting.

1.	Therapuetic Massage	<u>5-2005</u>	<u>5-2005</u>
2.	Nail Technology	<u>8-2005</u>	<u>8-2005</u>
3.	Esthetics Technology	<u>8-2005</u>	<u>See note*</u>

Note*:

Therapuetic Massage has been added to the Gadsden Campus as an evening program. However, it is housed in Helderan Hall and is not involved with the Cosmetology Department or the Applied Technology division.

Nail Technology was added to the East Broad Cosmetology location Fall Semester, August 2005. We have not added Esthetics Technology at the East Broad campus. This is a costly program to add for the number of students it serves so we will not be adding it at this time.

Gadsden State Community College

Applied Technology Division
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

[Signature]
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11/14/2005
Date

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Gadsden State Community College

Applied Technology
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Ben Foster
Signature

11-14-05
Date

[Signature] *Cooper*
Signature

11-14-05
Date

Nancy Udebe
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11-14-05
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**GADSDEN STATE COMMUNITY COLLEGE
2004-2005 PROGRAM/AREA EVALUATION**

Organizational Unit: ASSOCIATE DEGREE NURSING PROGRAM

Date: September 2005

Person Responsible: Connie Meloun, Assistant Dean of Health Sciences

Part I

I. Area Mission Statement: See Attached:

II. Standing Goals for Area: See Attached:

III. Long Range Objectives for Program

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

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

MISSION STATEMENT

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

STANDING OUTCOME GOALS

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

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

MEASUREMENTS OF PROGRAM EFFECTIVENESS

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

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

ASSOCIATE DEGREE REGISTERED NURSE PROGRAM
OUTCOME EVALUATION ACADEMIC YEAR 2004-2005

OUTCOME #1: GRADUATION RATES

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

Criteria:

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

METHOD OF EVALUATION:

Analysis of student admissions versus those who graduate.

EVALUATION FINDINGS AND COMMENTS:

Outcome #1 was not met. 57.5% of those first time admitted students completed the program as outlined.

ACTIONS:

1. The new state-wide curriculum was instituted as well as this program's slower paced Alternate Track.
2. The program will continue with the stated admission criteria.
3. Faculty provides content review prior to exams. In addition, faculty provides exam reviews following exams.
4. Group tests are offered in some courses.
5. Take home tests are offered for selected content.
6. Students are made aware of computer assisted instruction to enhance critical thinking skills as well as specific content areas.
7. Student Attrition Monthly Reports are compiled for each course. Those students who are performing poorly are counseled. During conferences faculty talk with students about study habits, class attendance, and the number of hours they work. Faculty and students work collaboratively to identify problem areas as well as possible solutions.
8. Students who are performing poorly are referred to the Nursing Retention Coordinator for guidance.
9. All students accepted into the nursing program are interviewed before the beginning of nursing courses by nursing faculty. Topics discussed include:
 - a. reasons for choosing nursing as a career
 - b. the number of hours working each week
 - c. study habits
 - d. contingency plans should problems arise (such as child care, transportation, etc.)
10. All students are assigned a faculty mentor.

**GADSDEN STATE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
OUTCOME EVALUATION ACADEMIC YEAR 2004-2005**

OUTCOME #2: NCLEX-RN PASS RATES

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

Criteria:

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

METHOD OF EVALUATION

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

EVALUATION FINDINGS AND COMMENTS

Outcome #2 was met as evidence by:

1. As of this date (September 27, 2005) sixty-two (62) of the sixty-three (63) graduates have taken the NCLEX-RN exam. One hundred percent (100%) have passed.
2. The state and national average pass rate for the NCLEX-RN exam for 2004-2005 are unknown at this time. (September 2005)

ACTIONS :

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

1. Maintain and revise curriculum for continued stated achievement of NCLEX-RN examination passage. The new NCLEX-RN test plan has been implemented. Each of the identified concepts are taught in the curriculum. Several areas have been expanded including resource management, organ donation, disaster planning, handling hazardous materials, assistive devices, central venous access lines, and infectious diseases.
2. Computer programs are available for students review.
3. Students are encouraged to attend NCLEX review courses following graduation.
4. Students are required to take the HESI exit exam. Those making less than 85% are seen individually and are provided suggestions for remediation.
5. The new state-wide curriculum will provide guidelines for future required exit exams (specifics to be determined).

**GADSDEN STATE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
PROGRAM OUTCOME EVALUATION ACADEMIC YEAR 2004-2005**

OUTCOME #3: JOB PLACEMENT:

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

Criteria:

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

METHOD OF EVALUATION:

Analysis of the Six-Month Post-Graduation Survey.

EVALUATION FINDINGS AND COMMENTS:

Outcome #3 was met as evidence by:

1. The Six-Month Post Graduation Survey of graduates (May 2005) conducted by the Nursing Department is not available at this time. It will be sent out November 2005. However, data is available for the "Six-Month Post Graduation Survey" of May 2004 graduates (see attached). Findings indicate that 100% of those responding to the survey were employed full-time in nursing in their own geographic area within 6 months post-graduation.

ACTIONS:

1. Job fairs are held to make students aware of job opportunities.
2. Recruiters from various clinical agencies visit with students during their final semester.

**GADSDEN STATE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
PROGRAM OUTCOME EVALUATION ACADEMIC YEAR 2004-2005**

OUTCOME #4: PROGRAM SATISFACTION:

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

Criteria:

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

METHOD OF EVALUATION:

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

EVALUATION FINDINGS AND COMMENTS:

Outcome #4 was not met as evidence by:

1. Sixty (60) students out of sixty-three (63) completed the End-Of Program Satisfaction Survey. At least 80% of the graduating students expressed an "agree" or "strongly agree" with the effectiveness of the nursing program in all areas with the exception of the following: 78% "agree" or "strongly agree" that the resources (audiovisual, computer programs, laboratory supplies, clinical facilities) provided the needed assistance to meet the educational outcomes of the program. 75% of the students "agree" or "strongly agree" that NUR 208F, NUR 211, ENG 101, ENG 102 provided the assistance needed to meet the educational outcomes of the program. 70% of the students "agree" or strongly agree" that Nursing Electives and SPH 106 provided the assistance needed to meet the educational outcomes of the program. 64% of the students "agree" or strongly agree" that CIS 146 provided the assistance needed to meet the educational outcomes of the program. (see attached)

OUTCOME #4 continued

2. The Six-Month Post-Graduation Survey of graduates (May 2005) will be conducted by the Nursing Department. It will be sent out in November 2005. Data however, is available for May 2004 graduates (see attached). At least 80% of the respondents expressed a "prepared" level regarding their clinical competency with the exception of the following: 75% expressed a "prepared" level of competency in using computer to communicate information.
3. The Six-Month Employer Survey of graduates (May 2005) will be conducted by the Nursing Department. It will be sent out following the Six-Month Post Graduation Survey. Data, however, is available for May 2004 graduates (see attached). At least 80% of the employers believed this group of graduates were "prepared" regarding clinical competencies
4. The Twelve-Month Employers Survey of graduates will be conducted by the Nursing Department. It will be sent out May 2006. Data, however, is available for May 2004 graduates (see attached). Ninety-three percent of the employers believed this group of graduates were "prepared" regarding the development of competencies.

ACTIONS:

1. Agencies utilized for clinical laboratories are re-evaluated at the end of each course by faculty.
2. Students evaluate their clinical experiences at the end of each nursing course and at the end of the nursing program.
3. Results of the surveys will be reported to the Nursing Advisory Committee. Members of this committee provide feedback regarding students and graduates.
4. Faculty will maintain and/or revise curriculum for continued achievement for employer satisfaction.

PART II

WEAKNESS, DEFICIENCIES	REMEDIAL ACTION NEEDED	ESTIMATED COST
<p>(Outcome #4)</p> <p>Overall the response rate to the Six-Month Graduate Survey continues to be poor.</p>	<p>Students will continue to be informed about the importance of returning surveys (following graduation) during their last semester in NUR 204</p> <p>Graduates will be sent a survey as an attachment via e-mail.</p> <p>Plans are to develop a survey via e-mail that will provide anonymity.</p>	0
<p>(Outcome #1)</p> <p>57.5% of those first time admitted students completed the program as outlined.</p>	<ol style="list-style-type: none"> 1. The program will continue with stated admission criteria. 2. Faculty will continue to provide content and test reviews. 3. Students will be made aware of computer programs and videotapes that will enhance their critical thinking skills as well as specific content areas. 4. Student Attrition monthly reports are compiled for each course and faculty will continue to have conferences with students who are performing poorly on a more frequent basis. 5. Students who are performing poorly are referred to the Nursing Retention Coordinator. 6. All students accepted into the nursing program are interviewed prior to the beginning of nursing courses. 7. All students are assigned a faculty mentor. 8. The program will provide a slower paced Alternate Track 	<p>Computer Programs: NCLEX 3500—\$1,630.00</p> <p>Educational Global Tech Med Com College of DuPage Milner-Fenwick Insight Media—\$5,672.70</p> <p>Total: \$7,302.70</p>

**END OF PROGRAM STUDENT SATISFACTION SURVEY
MAY 2005
SUMMARY**

Sixty (60) students out of sixty-three (63) completed the End of Program Satisfaction Survey. This represents ninety-five percent (95%) of the class.

GRADUATE:

100% of the students expressed an "agree" or "strongly agree" that the graduate is competent to:

1. Communicate effectively with patients, families and health team members.
2. Utilize the nursing process, critical thinking and clinical reasoning skills.
3. Provide appropriate health information to patients/families with knowledge deficits.
4. Manage care for a group of patients with common alterations in physiological and/or psychosocial needs.
5. Practice within the established legal, ethical and professional parameters of nursing.

PROGRAM:

95% of the students expressed an "agree" or "strongly agree" that the program enhanced the development of personal, professional, and civic characteristics.

93% of the students expressed an "agree" or "strongly agree" that the program fostered the desire for continuing growth, civic awareness, self-direction, self-awareness of aptitudes and limitations.

92% of the students expressed an "agree" or "strongly agree" that the program enhanced awareness of the need for continuing education, professional development and personal enrichment.

88% of the students expressed an "agree" or "strongly agree" that the overall program including resources, facilities, faculty dedication and effectiveness provided the needed assistance to meet the educational outcomes of the program.

85% of the students expressed an "agree" or "strongly agree" that the faculty members were dedicated to learning and development, and they were effective in teaching/learning activities.

78% of the students expressed an "agree" or "strongly agree" that the resources for this program (audiovisuals, computer programs, laboratory supplies, clinical facilities) provided the needed assistance to meet the educational outcomes of the program.

INDIVIDUAL COURSES:

At least 95% of the students expressed an "agree" or "strongly agree" that the following courses provided the assistance needed to obtain the educational outcomes of the program:

Nur. 241	Nur. 276	BIO. 201
Nur. 251	Nur. 277	BIO. 202
Nur. 252	Nur. 291	
Nur. 253		

At least 90% of the students expressed an "agree" or "strongly agree" that the following courses provided the assistance needed to obtain the educational outcomes of the program:

Nur. 131	Nur. 279
Nur. 242	BIO 220
Nur. 274	HPS 109
Nur. 275	EMS 101

At least 85% of the students expressed an "agree" or "strongly agree" that the following courses provided the assistance needed to obtain the educational outcomes of the program:

Nur. 278
BIO 103
PSY 200

At least 80% of the students expressed an "agree" or "strongly agree" that the following courses provided the assistance needed to obtain the educational outcomes of the program:

Math 116 or Higher
Nur. 110

At least 75% of the students expressed an "agree" or "strongly agree" that the following courses provided the assistance needed to obtain the educational outcomes of the program:

Nur. 208F
Nur. 211
ENG 101
ENG 102

At least 70% of the students expressed an “agree” or “strongly agree” that the following courses provided the assistance needed to obtain the educational outcomes of the program:

Nur. Electives
SPH 106

64% of the students expressed an “agree” or “strongly agree” that CIS 146 provided the assistance needed to obtain the educational outcomes of the program.

**May 2004 RN Graduates
Six Months Post Graduation Survey**

There were 44 graduates in the 2004 class. All of the graduates were contacted by mail requesting that they participate in the survey. There were 16 respondents representing 36% of the class.

The results were as follows:

Critical Thinking:

1. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to make decisions which establish priorities of care.
2. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to collect and accurately record data pertinent to the health care of the client.
3. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to make decisions consistent with standards and scope of registered nursing practice.

Communication Skills:

4. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to communicate effectively with clients, families, significant others, and health team members.
5. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to communicate assessment and observations verbally and in writing using appropriate medical terminology.
6. 75% (12) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to use computers to communicate information. 25% (4) of the respondents believe that they are "somewhat prepared" to use computers to communicate information.
7. 88% (14) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to develop and implement teaching plans according to developmental level and learning needs of clients. 12% (2) of the respondents believe they are "poorly prepared" to develop and implement teaching plans according to developmental level and learning needs of clients.

8. 94% (15) of the respondents believe that they are "prepared," "well prepared," or "very well prepared" to utilize appropriate channels of communication. 6% (1) of the respondents believe they are "poorly prepared" to utilize appropriate channels of communication.
9. 88% (14) of the respondents believe they are "well prepared," or "very well prepared" to utilize community resources to promote continuity of care. 12% (2) of the respondents believe they are "somewhat prepared" or "poorly prepared" to utilize community resources to promote continuity of care.
10. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to maintain confidentiality of client information.

Therapeutic Nursing Interventions

11. 100% (16) of the respondents believe they are "well prepared," or "very well prepared" to develop individualized plans of care for clients and families across the life span.
12. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to demonstrate clinical competency when performing skills.
13. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to follow the policies and procedures of the employing institution.
14. 100% (16) of the respondents believe they are "prepared," "well prepared," or "very well prepared" to demonstrate competency in using current technology and equipment.
15. 94% (15) of the respondents believe they are "well prepared," or "very well prepared" to manage care effectively and efficiently. 6% (1) of the respondents believe they are "poorly prepared" to manage care effectively and efficiently.

Current Employment and Education Status:

16. 100% (16) of the respondents are currently employed in structured, supervised health care setting under the direction of experienced health care professionals.
17. 100% (16) of the respondents are currently employed within reasonable driving distance from their home.

18. 100% (16) of the respondents did not experience difficulty in obtaining full-time employment in nursing.
19. 94% (15) of the respondents believe their employing agency provided an orientation sufficient to meet their needs. 6% (1) did not believe their employing agency provided an orientation sufficient to meet their needs
20. 38% (6) of the respondents are employed in nursing and are pursuing education related to health care. 62% (10) of the respondents are employed in nursing and are not pursuing additional education.
21. None of the respondents are employed in health-related fields other than nursing and are not pursuing additional education.
22. None of the respondents are employed in a field not related to health care and are not pursuing additional education.
23. None of the respondents are not employed and are not pursuing education.
24. None of the (16) respondents have entered the military.
25. 100% (16) of the respondents are employed full-time.
26. None of the respondents report an hourly salary range of \$8-\$10.
None of the respondents report an hourly salary range of \$10.01-\$12.
None of the respondents report an hourly salary range of \$12.01- \$14.
25% (4) of the respondents report an hourly salary range of \$14.01-\$16.
31% (5) of the respondents report an hourly salary range of \$16.01-\$18.
38% (6) of the respondents report an hourly salary range of \$18.01-\$20.
6% (1) of the respondents report an hourly salary range of above \$20.
27. 87% (14) of the respondents believe their salary range is consistent with the area salaries and with the type of agency that employed them. 13% (2) of the respondents believe their salary is not consistent with the area salaries and with the type of agency that employed them.
28. 88% (14) of the respondents are employed by hospitals. 6% (1) of the respondents are employed by an extended care facility. 6% (1) of the respondents are employed by a physicians office.

Involvement in Civic Activities:

29. 6% (1) of the respondents are members of ANA.
6% (1) of the respondents are leaders of children's activities.
6% (1) of the respondents are involved in volunteer work in the community.
69% (11) of the respondents are registered voters.
50% (8) of the respondents are active in church attendance.
None of the respondents are members of NLN.
None of the respondents are involved in military service.

Additional Comments

1. I feel that GSCC has an outstanding program overall. However, there was a lack of experience in the critical care areas. I think that if I would have had more time in this area during clinicals, I could have had seen more of a variety of conditions. I have worked with some students from JSU who have a semester of critical care, and I think that is a good idea.
2. The curriculum was, I believe, adequate for my needs as a health care professional.
3. I feel that I was very well prepared to practice nursing. The only area of concern that I have is that there was a lot of lengthy paperwork that personally did not help me at all. I feel that my time spent on it could have been better spent on studying or getting more hands on experience.
4. I was very well prepared for my job upon graduation. Although there is so much more to learn, I feel my employer is happy with my skills and knowledge obtained from GSCC.
5. I believe GSCC Nursing Program prepared me to do a great job in my chosen field. I give the program an excellent rating.
6. GSCC's Nursing Program is very structured and makes you feel very confident in nursing. Most employers I've interviewed with are satisfied with hiring a GSCC graduate.
7. My overall opinion is that GSCC is one of the best nursing programs. I do feel communication and delegation (supervising others) could be in more depth. Many students graduate with no experience in overseeing or supervising others and they get overwhelmed with the responsibility.
8. I feel Gadsden State well prepared me for nursing.
9. The program was tough---takes up all of your time---but I feel that is necessary to be prepared. I felt more prepared to work as an RN than other new graduates. It's worth all of the hard work. THANK YOU!!!!!!

10. The RN program is very tough and sometimes we thought the instructors were out to get us. Now that I have taken boards I realize why it is that way and have VERY GOOD things to say about the program.

11. The RN program prepared me well for the nursing profession.

**May 2004 RN Graduates
Six-Months Post Graduation Employer Survey**

There were 44 graduates in the 2004 class. Sixteen responded to the "Six-Months Post Graduation Survey." All of the employers of the 16 respondents were contacted and asked to participate in the "Six-Months Post Graduation Employer Survey." Twelve responded, representing 75%.

The results were as follows:

Critical Thinking:

1. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to make decisions which establish priorities of care.
2. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to collect and accurately record data pertinent to the health care of the clients.
3. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to make decisions consistent with standards and scope of registered nursing practice and licensing laws.

Communication Skills:

4. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to communicate effectively with clients, families, significant others, and health care team members.
5. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to communicate assessment and observations verbally and in writing using appropriate medical terminology.
6. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to use computers to communicate information.
7. 92% (11) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to develop and implement teaching plans according to developmental level and learning needs of clients. 8% (1) did not respond (unknown).
8. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to utilize appropriate channels of communication.

9. 83% (10) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to utilize community resources to promote continuity of care. 17% (2) did not respond (unknown).
10. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to maintain confidentiality of client information.
11. 100% (12) of the employers believe graduates are "prepared," "well prepared" or "very well prepared" to supervise others whom nursing functions are delegated.

Therapeutic Nursing Interventions

12. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to develop individualized plans of care for clients and families across the lifespan.
13. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to demonstrate clinical competency when performing skills.
14. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to follow the policies and procedures of the employing institution.
15. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" to demonstrate competency in using current technology and equipment.
16. 100% (12) of the employers believe graduates are "well prepared" or "very well prepared" to manage care effectively and efficiently.

Other:

17. 100% (12) of the employers believe graduates are "prepared," "well prepared," or "very well prepared" as a result of the training received at Gadsden State Community College.
18. 83% (10) of the employers rate the orientation at their institutions for the GSCC graduates as "very good" or "excellent." 17% did not respond (unknown).

Comments:

Comments:

1. My overall opinion is that GSCC has an excellent program. As a graduate of your program in 1976, it makes me happy to have these nurses as part of our health care team.
2. I feel we have a very good relationship with Gadsden State. I have employed numerous graduates nurses from GSCC and have been satisfied with most all of them. If there were problems, it was with individual personalities, not the education they received at GSCC.
3. I have been pleased with the graduates from GSCC. The program is excellent, but I feel the students would benefit from more time with a preceptor. This would give them insight into the "real work responsibilities."

TWELVE-MONTH EMPLOYER SURVEY (MAY 2004 GRADUATES)

The Twelve-Month Employer Survey of the May 2004 graduates was conducted by the Nursing Department. Fifteen employers were contacted with fourteen responding to the survey. This represents 93.3%. Ninety-three percent (93%) of the employers believe GSCC graduates after six months or more of practice are "prepared" and competent in the following areas:

1. utilizing the nursing process for decision making.
2. demonstrating clinical competencies and independence in providing care to a group of patients.
3. communicating effectively with patients, families, and other health care team members.
4. abiding by the policies/procedures of the agency.
5. managing care for a group of patients in a timely and cost-effective manner.
6. displaying accountability and responsibility for nursing care delegated to other health care team members.
7. participating in the evaluation process.
8. demonstrating high standards of nursing practice.
9. participating in learning activities to maintain a safe practice.
10. participating in the self-evaluation process.
11. accepting committee assignments.
12. utilizing community resources to promote continuity of care.
13. demonstrating written communication skills.
14. demonstrating computer skills.
15. demonstrating technical knowledge.
16. utilizing critical thinking skills.
17. demonstrating problem-solving skills.
18. following directions.
19. demonstrating adequate work quality.
20. demonstrating an adequate quantity of work.
21. displaying a positive attitude.

Gadsden State Community College

Nursing Education
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Alex Robinson
Signature

11/9/05
Date

Sonja L. Olander
Signature

11-9-05
Date

Kelli Daur
Signature

11/9/05
Date

Susan Tucker
Signature

11-9-05
Date

Susan Mullis
Signature

11/9/05
Date

Cynthia Trader
Signature

11/9/05
Date

Brenda Fleen
Signature

11-9-05
Date

Kathy M. ...
Signature

11-9-05
Date

Signature

Date

Signature

Date

Signature

Date

Gadsden State Community College

Nursing Education
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

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2004-2005 Program/Area Evaluations

Organizational Unit: Associate Degree Nursing

Person Responsible: Brenda Holman/Connie Meloun

Date Submitted: 11/09/05

Approved by (Dean/VP) _____


Part I

Statement of Standing Goal #1:

Prepare students for licensure (with a 90% pass rate) and successful practice as registered nurses.

Evaluation Method for Goal #1:

Analysis of NCLEX-RN Licensure Results
Analysis of graduating students' End of Program Student Satisfaction Survey
Analysis of Six-Month Post Graduation Surveys
Analysis of Six-Month and One-Year Employer Surveys

Evaluation Findings for Goal #1:

1. 2001 – 2002 96%
 2. 2002 – 2003 96.2%
 3. 2003 – 2004 97.8%
 4. 2004 – 2005 100%
- Average for four years is 97.5%

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

Critical thinking skills are focused on from the beginning of the program in classroom, laboratory, clinical activities as well as testing. The nursing faculty continue to identify "areas of weakness and concerns" for each student during the last semester of the program through the use of exit exams. The faculty plan an individualized program of remediation for each student.

Low response rate of graduates to the Post-graduation survey is a problem. Faculty communicate to students through out the program the importance of their input and response to the post-graduate surveys. Faculty discussing sending surveys via email

as a means of increasing responses, and to have an annual "class reunion" type of activity and at that time include an opportunity to complete the post-graduate **S**urvey.

Part I

Statement of Standing Goal #2

Maintain Alabama Board of Nursing approval and NLNAC accreditation

Evaluation Method for Goal #2

Alabama Board of Nursing approval. NLNAC accreditation.

Evaluation Findings for Goal #2

Alabama Board of Nursing approval through 2005. NLNAC accreditation through 2005. Just completed NLNAC site visit for a possible re-accreditation for eight more years.

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

None

Part I

Statement of Standing Goal #3

Maintain pass rates on NCLEX-RN at or above the State and National levels

Evaluation Method for Goal #3

Analysis of NCLEX-RN results for graduates in relation to the state and national average pass rate for the same time period.

Evaluation Findings for Goal #3

The national average for the NCLEX-RN for 2005 is 87.18%

The state average for the NCLEX-RN for 2005 is 86.87%

GSCC passage rate for the NCLEX-RN for 2005 is 100%

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

None

Part I

Statement of Standing Goal #4

Achieve high job placement rates for students completing the Associate Degree Registered Nursing Program.

Evaluation Method for Goal #4

Six Month Post-Graduation Survey

Evaluation Findings for Goal #4

100% of the respondents of the Six Month Post-Graduation Survey were employed to the extent they desired.

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

None

Part I

Statement of Standing Goal #5

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.

Evaluation Method for Goal #

Six Month Post-Graduation Surveys

Evaluation Findings for Goal #4

The results for the 2004 graduates who responded to the six-month post-graduation survey are as follows in relation to the above categories:

6% are members of the American Nurses Association

6% are leaders in children's activities

6%% participate in volunteer work in their community

69% are registered voters

50% are active in their church

38% are employed in nursing and are pursuing education related to healthcare

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

Faculty will continue to strive to 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. Faculty will encourage students to participate in community/civic/professional activities while in school. More faculty need to include a service-learning project/activity in their respective courses.

Part I

Statement of Standing Goal #6

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

Evaluation Method for Goal #6

Continuing Education Program Evaluations

Evaluation Findings for Goal #6

In conjunction with the GSCC's Center for Lifelong Learning, the Nursing Education Unit (Associate Degree and Practical Nursing) has offered two continuing education activities during the year to health care professionals. Evaluations of each continuing education activity show that 98% of respondents indicate that the activity meets their need(s).

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

None

PART II

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

2004-2005 Objectives, Strategic Initiatives, and Strategic Activities

	Projected Date	Date Completed
A. Objective # 1: Promote critical thinking among nursing students.		
#1 Strategy Initiative: Continue to incorporate MEDS Learning System (MLS) into the nursing curriculum.		
Strategy activities:		
1.1. Provide in-service education for new faculty on MLS	<u>Ongoing</u>	<u>08/05</u>
1.2. Provide beginning students with a "how to" session	<u>Ongoing</u>	<u>08/05</u>
1.3. Require students to use the MLS beginning their first semester and throughout the curriculum	<u>Ongoing</u>	<u>08/05</u>
#2 Strategy Initiative: Utilize teaching and evaluation methods which promote critical thinking	<u>Ongoing</u>	<u>ongoing</u>
2.1 Implement critical thinking lab		
2.2 Utilize test plan to evaluate cognitive levels of exam questions	<u>Ongoing</u>	<u>ongoing</u>
B. Objective # 2: Provide up-dated equipment for use in nursing program		
#1 Strategy Initiative: Purchase necessary equipment		
Strategy activities:		
1.1 Evaluate the present inventory	<u>10/04</u>	<u>10/04</u>
1.2 Determine prices for items needed	<u>12/04</u>	<u>12/04</u>
1.2.1 Hospital Beds for labs		
1.2.2 Mannequins		
1.2.3 Bedside Tables		
1.2.4 Overbed Tables		
1.2.5 Chairs for labs		
1.2.6 Other		
1.3 Do purchase orders	<u>02/05</u>	<u>02/05</u>
1.4 Receive ordered items into inventory	<u>04/05</u>	<u>02/05</u>
1.5 Implement the use into program	<u>04/05</u>	<u>06/05</u>

C. Objective #3: Increase number of qualified applicants into the nursing program

#1 Strategy Initiative: Develop and implement an aggressive recruitment plan

Strategy Activities:

- | | | |
|---|----------------|-----------------|
| 1.1 Convene recruitment committee on a regular basis | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.2 Continue to survey local schools to determine students' areas of interest | <u>01/05</u> | <u>Not done</u> |
| 1.3 Host a health care career day for HOE students. | <u>03/05</u> | <u>Not done</u> |
| 1.4 Promote interest in health care careers in elementary and middle schools. | <u>05/05</u> | <u>Not done</u> |

D. Objective # 4: Decrease attrition in nursing program

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

Strategy Activities:

- | | | |
|---|----------------|-----------------|
| 1.1 Evaluate current remediation techniques | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.2 Identify common problem areas for students | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.3 Include the student in developing a remediation plan to meet their individual needs. | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.4 Utilize MLS program to evaluate students' strengths and weaknesses | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.5 Assessment of at-risk students monthly | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.6 Assistant Dean of Health Sciences midterm and end-of-term interviews with at-risk students. | <u>Ongoing</u> | <u>Not done</u> |

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

- | | | |
|--|--------------|-----------------|
| 2.1 Interview students who meet program requirements as to students' expectations of program, students' other responsibilities, students' work load. | <u>07/05</u> | <u>07/05</u> |
| 2.2 Students to do two three-hours observation experience at specified healthcare units. | <u>08/05</u> | <u>Not done</u> |

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

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

Strategy Activities:

- | | | |
|----------------------|--------------|--------------|
| 1.1 Pair with mentor | <u>08/04</u> | <u>08/04</u> |
|----------------------|--------------|--------------|

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

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

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

Strategy Activities:

1.1 Research grants available for nursing students	<u>12/04</u>	<u>12/04</u>
1.2 Research local funding for nursing students	<u>12/04</u>	<u>12/04</u>
1.3 Work in partnership with SNA to provide scholarships for students who are in need	<u>03/05</u>	<u>03/05</u>
1.4 Work in partnership with local healthcare agencies and community leaders and groups to provide scholarships for students who are in need	<u>12/04</u>	<u>12/04</u>

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

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

Strategy Activities:

1.1 Increase salaries for fulltime and part time nursing instructors	<u>03/05</u>	<u>03/05</u>
1.1.1 Compile research related to the following areas:		
a. nursing wages in local healthcare facilities	<u>03/05</u>	<u>03/05</u>
b. average number of years of nursing experience for nurses returning for masters degree	<u>03/05</u>	<u>n/a</u>
c. number of nursing faculty retiring within next 5 years	<u>03/05</u>	<u>03/05</u>

d. present data to post-secondary in
requesting an adjustment in
salaries/pay for nursing instructors

03/05

03/05

2004-2005 ORGANIZATIONAL UNIT STRATEGIC PLAN EVALUATION

UNIT: Business Division

Person Responsible: Angela Waits

- 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, economics, criminal justice, marketing management, office administration, and paralegal studies. The course offerings in these areas provide students a variety of opportunities to satisfy their educational, career, and personal enrichment needs. Satisfactory completion of academic courses prepares students to transfer to senior institutions where they can further their educational goals. Technical courses and programs of study prepare students for entry into the workplace. Courses are also available to individuals who desire personal and professional enrichment.

n. 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 will be 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 complete related advanced courses successfully.
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:

13 students transferred from Gadsden State to the University of Alabama Huntsville between Summer 2004 and Spring 2005. However, none of these students were majoring in business. One transfer student graduated during this time period with a business major. The student graduated with a 2.86 grade point average.

No transfer reports were received from the University of Alabama.

Many of our students transfer to Jacksonville State University. JSU's reports were dated Fall 2004 and Spring 2005. The report included 915 GSCC transfer students. The average GPA of the majority of transfer students was equal to or better than the JSU natives. 854 students averaged a GPA of 2.5 or better. The report showed 294 business major transfers. The average GPA for these business students while attending JSU was 2.219.

C. Goal #3

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

- these fields.
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.

During Spring 2004, nine employers/supervisors of interns in the Marketing Management program were completed. Each evaluator rated the intern's quality of work excellent or very good. Eight evaluators rated the intern's overall job performance outstanding or very good and one was average. During Fall 2004 eight 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 9	Rating of 8	Rating of 7	Mean Rating
Quality of work; accuracy, neatness	3	4	1	0	9.25
Quantity of work	5	2	1	0	9.50
Ability to follow directions	6	2	0	0	9.75
Conscientiousness	6	1	1	0	9.63
Use of judgment and imagination where required	3	2	2	1	8.88
Initiative and responsibility	4	2	2	0	9.25
Attitude toward work	6	2	0	0	9.75
Promptness	6	2	0	0	9.75
Response to supervision and instruction	6	2	0	0	9.75
Courtesy and cooperation	6	2	0	0	9.75
Attitude toward public, visitors, customers	6	1	1	0	9.63
Appearance	6	1	1	0	9.63
*Note: 1=Lowest and 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 2004-2005 Graduate Survey provided the following data:

Program Graduates

MAJOR	# RESPONDING	EMPLOYED IN-FIELD	TOTAL EMPLOYED	UNEMPLOYED NOT SEEKING WORK	UNEMPLOYED SEEKING WORK
Accounting	5	20%	40%	40%	20%
Bus Admin	43	27%	68%	11%	18%
Criminal Just	6	33%	83%	0%	17%
Marketing/Mgt	5	60%	60%	20%	20%
Office Admin	32	31%	53%	9%	34%
Paralegal	11	9%	54%	9%	36%

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:

94% of the students who responded to the survey believed they reached their objective at GSCC. 96% of the students believed the quality of instruction in their major was excellent or good. 95% believed GSCC had prepared them for their employment in an excellent or good manner. This data was not broken down by major.

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) and, the American Bar Association (ABA).
2. Relationship to Institutional Mission/Goals - To prepare transfer students 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 workforce 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:

The ACBSP Self-Study was submitted February 1, 2005. After review of the self-study report and a site visit, ACBSP reaffirmed accreditation on April 27, 2005. Accreditation was granted without any conditions.

- b. Review the requirements for ABA approval to ensure that the paralegal program is complying with 100% of program approval requirements.

Evaluation:

The Paralegal program is currently going through the reaffirmation process. The self-study report is currently be prepared and is due January 15, 2006. No deficiencies have been found in the program compliance with accreditation requirements.

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. Continue to integrate technology into program instruction.
- D. Provide opportunities for faculty members to enhance their knowledge, skills, and abilities through professional development.

IV 2005-2006 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 Create a web page for the Business Division to provide online information that is constantly accessible to prospective students.	Summer 05	A web page created in Feb. 2005. Currently being redesigned.
1.2 Provide information to the GSCC Public Relations Office about new courses and programs offered by the Business Division.	Spring 05	All changes were submitted to Joan Eads in June for 2005-2006 catalog.
1.3 Put personnel pictures, phone numbers, emails, and office numbers/location of all employees in the Business Division online.	December 05	Completed by November 2005.
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.	Fall 2004 Spring 2005	Participated in all GSCC career fairs in Beck Gym for 2004-2005.
1.2 Participate in the College orientation program to provide information to new students about the programs and courses provided by the Business Division.	July 05	Several summer sessions in Summer 2005.

1.3 Have program instructors visit high schools within the College service area and be available to speak to student organizations about the opportunities available at GSCC.	Fall 2004 Spring 2005	Instructors presented Scholarships to prospective students at several local high school awards day in May 05. Several instructors taught in Junior Achievement Program at local high schools. An instructor was a liaison to a local high school.
1.4 Develop advertising materials about OAD program to be mailed to various businesses.	June 2005	Presently working on this objective.
B. Objective #2: To address identified needs within the job market by providing necessary training.		
1. Strategic Initiative #1: Develop a better knowledge of local employment opportunities.		
1.1 Review available information from job announcements and placement data.	Ongoing	Ongoing
1.2 Obtain feedback from program advisory boards.	March 05	Program Advisory Committee meetings for Paralegal in Fall
2. Strategic Initiative #2: Modify program and/or course offerings to address current job market opportunities.		
1.1 Participate in the ACS review, revision and standardization of the paralegal curriculum in all two-year colleges.	Spring 05	OAD instructors and Paralegal instructor have participated in all
1.2 Review the amount of instruction relating to computer skills/proficiency in the office administration programs.	April 05	Ongoing.
1.3 Set up course schedule for Marketing/Management, OAD, and Paralegal programs so students will know what semester courses will be offered.	April 05	Still working on this objective.

2004-2005 Program/Area Evaluations

Organizational Unit: Career Services
(Job Placement and Cooperative Education)

Person Responsible: Cheryl Cephus-Vickers

Date Submitted: November 15, 2005

Approved by (Dean/VP): _____

STANDING GOALS

Statement of Standing Goal #1:

To assist "in-field" placements for GSCC graduates and co-op students.

Evaluation Method

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

Evaluation Findings

- a. Of the 925 graduates tracked, a total of 601 responded, for a response rate of 65%.
- b. Overall placement rate of 406 graduates who were seeking employment (out of a total of 515 seeking employment) for a response rate of 79%. Of the 515 respondents who were seeking employment, 241 responded as employed in their field of training, for an in-field placement rate of 47%.
- c. Of the 228 employers surveyed, a total of 147 responded, resulting in a response rate of 64%.
- d. The number of students participating in the Cooperative Education program has increased steadily in the past year. Thirty three (33) area companies employed 212 co-op students during the Fall, Spring and Summer semesters of 2004-05.

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

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

Statement of Standing Goal #2:

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

Evaluation Method

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

Evaluation Findings

- a. In the reporting period for July 4, 2004 to June 30, 2005, there were 817 referrals made. Referrals include faxing and/or e-mailing resumes, giving specific instructions for calling or applying in person with the employer, etc.
- b. Following the merger of the Ayers and Gadsden campuses, the section that surveyed Job Placement services was inadvertently left off the annual Combined Campus Report for the 2004-2005 academic year. Therefore, there are no results to report during this period.

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

While goal "a" was achieved, "b" could not be evaluated due to the omission of the question relating to satisfaction of Job Placement services on the 2004-2005 Combined Campus Report. Discussion will take place with the Office of Institutional Advancement regarding inclusion on surveys for upcoming years.

Statement of Standing Goal #3:

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

Evaluation Method

- a. Host two job fairs annually.

- b. Host on-campus interviews for various employers throughout the community.
- c. Maintain and post a bi-weekly job listing.
- d. Add at least twenty employers to the database for Job Placement and Cooperative Education.
- e. Add at least twenty-five clients to the job seekers database each semester.

Evaluation Findings

- a. Two career fairs were held in Gadsden (Nursing and Allied Health Sciences, March 2005 on the Wallace Drive Campus and Technical Career Fair, April 2005 on the East Broad campus) and one career fair which was held on the Ayers Campus in June 2005. The combined total of student participation for three career fairs was 322.
- b. Three employers were assisted in on-campus interviews, servicing 200 students and community citizens with employment opportunities.
- c. We are no longer using e-recruiting as of June 1, 2005, but have changed to CSO Research Interfase. Because of the change in our career online system, the office no longer posts a bi-weekly job listing, but rather places all jobs on-line continuously.
- d. To date, a total of 1513 employers are currently in the database. A large number were migrated over from e-recruiting.com to CSO Research. Approximately 20 employers were added during the first month with CSO Research (6/1/05 to 6/30/05). Also, thirteen new companies were added in the past year to the co-op program, an increase from 20 in 2004 to 33 in 2005.
- e. Approximately 49 students registered with CSO Research from 6/1/05 to 6/30/05. Any records with e-recruiting.com from 7/1/04 to 5/30/05 could not be retrieved.

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

All goals were achieved and exceeded. However, in regards to goal "a", the tight class schedule of nursing students prohibited many from attending the Nursing and Allied Health Job Fair. Therefore, partnerships and timing with instructors is crucial when planning future career fairs.

Long Range Goals (1 to 3 years)

Evaluation Methods:

1. To enhance and expand Job Placement and Cooperative Education services provided for students by GSCC.

2. To achieve and maintain a 95% placement rate for GSCC graduates/completers of career-entry programs who are seeking employment.
3. To increase the number of GSCC students receiving Job Placement services each year.
4. To establish Cooperative Education guidelines for students and recruit employers for job/class credit opportunities for eligible students.
5. To ensure cooperation with Ayers/Anniston campuses of GSCC to expand Job Placement/Cooperative Education services for students in Anniston area.

Evaluation Findings:

1. Calls and visits are being made to area businesses and co-op brochures handed out and mailed in order to increase awareness in the co-op and job placement programs.
2. Of the 65% who responded on the graduate survey, 77% are currently working, with another 6% actively seeking employment at the time of the survey.
3. Classroom presentations and instructor referrals have increased the past year.
4. Instructors on all campuses are being kept informed through in-house meetings and e-mails as to the guidelines for Cooperative Education.
5. Since the two colleges merged, there has been an increase in available jobs for students/graduates in the Anniston area. Companies have been called and visited in the Anniston area to increase awareness of our co-op program, thus promoting our students to the area business community.

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

Each part of this goal was achieved and exceeded.

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

2004-2005 OBJECTIVES

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
A. Objective #1: Combine Ayers Campus and Gadsden campus records of co-op to ensure accurate reports.		
1. Strategic Initiative #1:		
1.1 Establish point of contact on Ayers Campus for instructors to contact for co-op	<u>9/01/04</u>	<u>9/01/04</u>
1.2 Develop process for minimal paperwork for co-op enrollment	<u>10/01/04</u>	<u>10/01/04</u>
1.3 Create database of ALL co-op students, program areas, and places of employment	<u>10/01/04</u>	<u>10/01/04</u>
B. Objective #2: Enhance services provided to Students and employers.		
1. Strategic Initiative #1:		
1.1 Speak to classes and area groups regarding interviews, applications, and resume writing tips.	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Create and distribute fliers about Job Placement computer lab.	<u>Ongoing</u>	<u>Ongoing</u>
1.3 Send emails to students listing job postings and other opportunities	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Maintain postings campus-wide publicizing Job Placement and e-recruiting.com. (the office no longer uses e-recruiting system, we now use the Jobs on Wings online system)	<u>Ongoing</u>	<u>Ongoing</u>
C. Objective #3: Recruit additional businesses to partner with Gadsden State Community College for employment services.		
Strategic Initiative #1:		
1.1 Conduct workshops with businesses that are closing to offer assistance with college enrollment/financial aid/employment.	<u>Ongoing</u> (as needed)	<u>Ongoing</u> (as needed)
1.2 Evaluate the student/agency satisfaction with the workshops.	<u>Ongoing</u>	<u>Ongoing</u>

1.3 Schedule tours of facilities to enlist more employers to complete on campus interviews. Ongoing Ongoing

Strategic Initiative #2: Maintain promotion of established services for students, i.e. computer lab, interview closet.

2.1 Encourage utilization of resume and employability skills software available in Job Placement computer lab. Ongoing Ongoing

2.2 Continue to collect and distribute clothing for clothes closet as needed. Ongoing Ongoing

2.3 Maintain fliers on campus to continue to promote e-recruiting via internet. e-recruiting is no longer used in this office; we now use Jobs on Wings). Ongoing Ongoing

Gadsden State Community College

Career Services

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Cheryl Cepher-Vickie
Signature

11/15/05
Date

Patty Carroll
Signature

11/15/05
Date

Amy La Count
Signature

11/15/05
Date

Signature

Date

Signature

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2004-2005 Program/Area Evaluations

Organizational Unit: Clinical Laboratory Technology Program
Person Responsible: Connie Meloun/Sunita Graves
Date Submitted: November 15, 2005

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, Blood Bank, VP and Hematology areas 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 36 students were enrolled in the CLT program during the 2004-2005 academic year. Four of these students are no longer in the program. All four students withdrew from the program for personal, non-academic reasons. Attrition due to failure is zero percent which is below the benchmark.

Remedial Action:

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

Statement of Goal # 3

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

Evaluation Method for Goal # 3

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

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

Evaluation Findings for Goal # 3

A. This evaluation method is in its second year of implementation.

During the 2002-2003 academic years 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%.

During the 2003-2004 academic years all CLT courses had a completion rate better than 80%, except for CLT 141 that had a completion rate of 68%.

B. Course summary evaluations for 2004-2005 reveal that over 80% of the students are satisfied with the CLT courses evaluated during the 2004-2005 academic year.

Remedial Action:

Every effort has been made and will continue to help students succeed in their courses. Currently, during Fall 05, CLT faculty meet with students in the program every 5-6 weeks to review their progress in the CLT and general education courses and to seek input from each student about the program. CLT faculty meet with students in CLT 141 2 hours a week outside of class time to help students with any questions they may have.

Statement of Goal # 4

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

Evaluation Method for Goal # 4

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. Fifteen (15) students graduated from the CLT program in 2004-2005. All these graduates took their Board exams and twelve graduates passed the exams resulting in a Pass Rate is 80%.

Ten of the graduates took their Board exams during the October-December 2004 testing cycle. Review of the Board of Registry Program Performance Report Summary reveals that the GSCC CLT program means scaled score was 491 as compared to the National mean score of 491. The mean scaled scores by subtest (area) showed that the program subtest scores were higher than the national scores in the areas of Blood

Bank Program 450, National 489, Hematology (Program 430, National 488) and Urinalysis (Program 457, National 504). If the program area scores were calculated without the failing student grades, the averages in those areas would have been: Blood Bank, Hematology, Urinalysis, which would be above the National average.

The other eight graduates took the boards in the July-September 2004 testing cycle. Review of the Initial Board of Registry Score Release Summary reveals that the GSCC CLT program means scaled score was 517. The Board of Registry Program Performance Report Summary has not yet been released. The report will be evaluated upon its availability.

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

All eleven CLT 2003-2004 graduates are working currently in doctors' offices, hospital laboratories, and emergency clinics. The placement rate for this year is 100 % which is above the benchmark for this objective. One of the graduates is currently pursuing a bachelor's degree at JSU with plans to enter medical school.

Remedial Action:

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

Part II

IV. 2003-2004 Objectives, Strategic Initiatives, and Strategic Activities:

	Proposed Completion	Date Completed
A. 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.		
Strategic Plan # 1:		
Purchase software		
1.1 Communicate with other program directors to determine the best software available in this field.	<u>July 04</u>	<u>July 04</u>
1.2 Work with the other CLT faculty to find and evaluate resources available through the Internet.	<u>July 04</u>	<u>July 04</u>
1.3 Maintain the current license to use Internet available software (allows use by both students and faculty).	<u>July 04</u>	<u>July 04</u>
B. Objective # 2: To evaluate the graduates of the Phlebotomy Training Program.		
Strategic Plan # 1:		
Send out surveys to the employers of phlebotomy graduates within 3-6 months post graduation.	<u>July 04</u>	<u>Sept 04</u>
C. Objective # 3:		
To provide students with the most current CLT information available.	<u>July 04</u>	<u>Sept 04</u>
Strategic Initiative # 1:		
Faculty should be active in continuing education.		
1.1 Faculty to attend professional seminars at the local and state levels.	<u>July 04</u>	<u>July 04</u>
Evaluation: One of the CLT faculty was able to attend two seminars. Greater effort will be made to assure that all CLT faculty members attend professional seminars during the 2004-05 academic years.		
1.2 Recruit CLT professionals to share their expertise with the students and faculty.	<u>July 04</u>	<u>Not Met</u>

Evaluation: The program director has been in contact with several professionals, but has been unable to schedule any meetings due to time restraints. Every effort is being made to expose students to the concept of continuing education. A visit to the Red Cross in Birmingham is being planned for mid November.

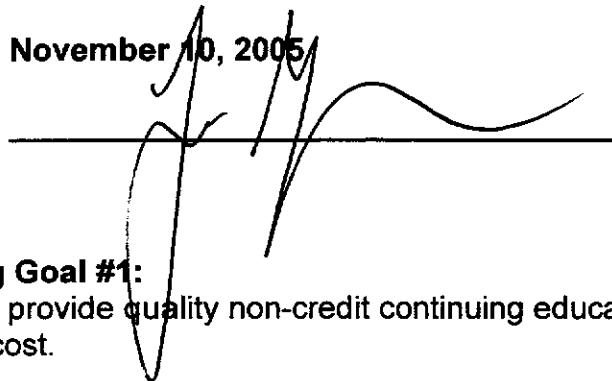
2004-2005 Program/Area Evaluations

Organizational Unit: Continuing Education

Person Responsible: Pamela Clough

Date Submitted: November 10, 2005

Approved By:



Part I

Statement of Standing Goal #1:

The Arledge Center will provide quality non-credit continuing education courses for the general public at a reasonable cost.

Evaluation Method for Goal #1:

The following evaluation methods will be used:

Course schedules for Fall I & II 2004, Spring I & II 2005, and Summer 2005

Class rosters

Class evaluation forms

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

Evaluation Findings for Goal #1:

A total of 189 courses made during Fall I 2004 through Summer 2005, which served 2,451 students. The evaluation forms were uniformly excellent on all classes and instructors.

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

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

None

Organizational Unit: Continuing Education

Person Responsible: Pamela Clough

Date Submitted: November 10, 2005

Approved By: _____

Part I

Statement of Standing Goal #2:

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

Evaluation Method for Goal #2:

The following evaluation methods will be used:

Course schedules for Fall I & II 2004, Spring I & II 2005, and Summer 2005

Workshop rosters

Workshop evaluation forms

Comparison of GSCC workshop prices with two other local colleges.

Evaluation Findings for Goal #2:

A total of 39 workshops made during from Fall I 2004 through Summer 2005, 791 students were served. The evaluation forms were uniformly excellent on all workshops and presenters.

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

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

None

Organizational Unit: Continuing Education

Person Responsible: Pamela Clough

Date Submitted: November 10, 2005

Approved By: _____

Part I

Statement of Standing Goal #3:

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

Evaluation Method for Goal #3:

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

Evaluation Findings for Goal #3:

Mail-outs and flyers advertising all workshops were printed and distributed to appropriate databases. Class schedules were mailed to existing general databases. The course schedules were printed in and distributed with the GSCC general schedule for each semester. Classified ads were purchased in TV News, The Messenger, and the Gadsden Times. Public Service Announcements were also made.

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

None

Organizational Unit: Continuing Education

Person Responsible: Pamela Clough

Date Submitted: November 10, 2005

Approved By: _____

Part I

Statement of Standing Goal #4:

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

Evaluation Method for Goal #4:

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

Evaluation Findings for Goal #4:

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

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

None

Organizational Unit: Continuing Education

Person Responsible: Pamela Clough

Date Submitted: November 10, 2005

Approved By: _____

Part I

Statement of Standing Goal #5:

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

Evaluation Method for Goal #5:

A review of professional development and continuing education offerings from other colleges and continuing education programs both locally and across the country will be used to accomplish this goal.

Evaluation Findings for Goal #1:

The research is an on-going process. We found several courses which were not currently being offered. We have added some of these to the schedule for Spring and anxiously await their results.

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

None

PART II

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

	<u>Projected Date</u>	<u>Actual Date</u>
2004 – 2005 Objectives		
Objective #1: Promote the Cherokee County Office and work diligently to ensure its growth.		
Strategic Initiatives:		
1. - Establish the Cherokee County Continuing Education Center with advertised hours of operations	11 / 2004	11 / 2004
2. - Initiate procedures for the Cherokee County Center to collect tuition, make deposits, register students, issue refunds, and manage the financial affairs which arise within that office	01 / 2004	12 / 2004
Objective #2: Combine advertising, schedules, and flyers for the Ayers, Cherokee County and Gadsden Campus.		
Strategic Initiatives:		
1. – Combine advertising for the GSCC schedule	11 / 2004	11 / 2004
2. – Create a database of Cherokee County students In order for the office to send schedules	02 / 2005	03 / 2005
Objective #3: Continue to provide a quality Kids College program at both the Gadsden and Ayers Campuses.		
Strategic Initiatives		
1. - Evaluate the Kids College program to find weaknesses	01 / 2005	02 / 2005
2. - Incorporate soccer camp into the Kids College schedule	03 / 2005	03 / 2005
3. - Hire fulltime summer coordinator and quality teachers for Kids College	05 / 2005	05 / 2005
Objective #4: Conduct a survey of community service students to determine needs / services.		
Strategic Initiatives		
1. – Create and distribute survey	05 / 2005	08 / 2005
2. – Analyze data to determine services needed	07 / 2005	09 / 2005
Objective #5: Create a web-page on GSCC web site.		
1. – Collect data for web-page	03 / 2005	04 / 2005
2. – Send information to web-page designer	04 / 2005	04 / 2005

Gadsden State Community College

CONTINUING EDUCATION
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Emily Hill

Signature

11-14-05

Date

Tom Clough

Signature

11/14/05

Date

Signature

Date

Signature

Date

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2004-2005 Program/Area Evaluations

Organizational Unit: Correctional Education Program - St. Clair

Person Responsible: Keith Vaughn /Chairman of Correctional Education

Date Submitted: November 9, 2005

Approved by (Dean/VP): _____


Part I

Statement of Standing Goal #1:

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

Evaluation Method for Goal #1:

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

Evaluation Findings for Goal #1:

75% of all enrolled students complete State Board of Education meet requirements in technical certification programs offered at GSCC- St. Clair.

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

Identified Weaknesses:

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

Remedial Actions:

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

2004-2005 Program/Area Evaluations

Organizational Unit: Correctional Education Program - St. Clair

Person Responsible: Keith Vaughn /Chairman of Correctional Education

Date Submitted: November 9, 2005

Approved by (Dean/VP): _____

Part I

Statement of Standing Goal #2:

To update and construct a more comprehensive computer lab.

Evaluation Method for Goal #2:

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

Evaluation Findings for Goal #2:

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

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

Identified weaknesses:

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

Remedial action:

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

2004-2005 Program/Area Evaluations

Organizational Unit: Correctional Education Program - St. Clair

Person Responsible: Keith Vaughn /Chairman of Correctional Education

Date Submitted: November 9, 2005

Approved by (Dean/VP): _____

Part I

Statement of Standing Goal #3:

Maintain recruitment of students.

Evaluation Method for Goal #3:

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

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

Evaluation Findings for Goal #3:

All classes are maintaining full capacity.

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

Identified weaknesses:

1. Keeping class and enrollment information posted in cell-blocks due to vandalizing material

Remedial action:

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

2004-2005 Program/Area Evaluations

Organizational Unit: Correctional Education Program - St. Clair

Person Responsible: Keith Vaughn /Chairman of Correctional Education

Date Submitted: November 9, 2005

Approved by (Dean/VP): _____

Part I

Statement of Standing Goal #4:

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

Evaluation Method for Goal #4:

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

Evaluation Findings for Goal #4:

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

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

Identified weaknesses:

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

Remedial action:

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

2004-2005 Program/Area Evaluations

Organizational Unit: Correctional Education Program - St. Clair

Person Responsible: Keith Vaughn /Chairman of Correctional Education

Date Submitted: November 9, 2005

Approved by (Dean/VP): _____

Part I

Statement of Standing Goal #5:

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

Evaluation Method for Goal #5:

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

Evaluation Findings for Goal #5:

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

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

Identified weaknesses:

1. Closer contact with students during their course study.

Remedial action:

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

Part II

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

Statement of 2004-2005 Objective #1:
Improve Institutional programs.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
A. Provide power point to all instructors	<u>Oct. 2004</u>	<u>Partial Completed</u>
B. Purchase projectors and screens	<u>Aug. 2004</u>	<u>Not Completed</u>
C. Update Software	<u>Oct. 2004</u>	<u>Dec. 2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

- A. Only two out of six instructors received power point training. Instructors have limited accessibility to power point courses and workshops.
- B. Technology money needs to be appropriated for St. Clair Campus
- C. This strategic initiate will be carried forward for school year 2005/2006.

Part II

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

Statement of 2004-2005 Objective #2:

To ensure the highest quality of shop safety for all students.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2:	<u>Sept. 2004</u>	<u>Sept. 2004</u>
	<u>Oct. 2004</u>	<u>Dec. 2004</u>
	<u>Oct. 2004</u>	<u>Dec. 2004</u>
	<u>Sept. 2004</u>	<u>Sept. 2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Part II

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

Statement of 2004-2005 Objective #3:

Improve communications with the Department of Corrections.

Strategic Initiatives for Objective #3:

1. Improve working relationship with Department of Corrections Job Board.

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

Aug. 2004

Dec. 2004

2. Communicate better with Warden and Assistant Warden

Aug. 2004

Dec. 2004

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Gadsden State Community College

St. Clair

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

William D. Hart
Signature

11/10/05
Date

Brodley J. Bloch
Signature

11/10/05
Date

Jeffrey E. Bridges
Signature

11-10-05
Date

Kent Vayl
Signature

11-10-05
Date

Kent Ell
Signature

11/10-05
Date

Keenan B. Ince
Signature

NOV-14-2005
Date

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11-14-2005
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2004-2005 ORGANIZATIONAL UNIT STRATEGIC PLAN

UNIT: Correctional Education Program - St. Clair

Person Responsible: Keith Vaughn

I. Mission Statement

Gadsden State Community College at St. Clair is committed to all inmates who wish to improve the quality of their lives. By offering these individuals an opportunity to receive training in one of the Technical Programs offered at the St. Clair Campus, Gadsden State fulfills a need. By achieving this Educational Goal, certain inmates are given good reports in their files, and is often a precondition to their early parole release. The vocational trades provide learning opportunities for individuals that have a desire to increase their personal efficiency, further develop their skills, and achieve their personal enrichment goals. The college offers quality programs with sound instruction that will enhance a person's chance of succeeding once released from prison.

We want each of these individuals to make a good contribution to society once released. Our educational program at St. Clair will enhance that. Our program serves both the gifted student, as well as the educationally, economically, and socially deprived students.

II. Standing Goals

A. Goal # 1

1. Goal Statement: To educate prisoners in vocational trades to meet the apprentice requirements for employment.

2. Relationships to Institutional mission/Goals: This goal meets the schools desire to vocational education through industrial training for business within the community.

3. Performance measure for Goal # 1

- a) Performance Measure # 1 : All vocational programs at the St. Clair campus will maintain at least a 75% graduation rate each year teaching technical, and vocational skills within the prison. These skills at certificate level prepare the student for employment.
- b) Performance Measure # 2: Each student must complete 75% of all construction tasks in a hands-on environment.

B. Goal # 2

1. Goal Statement: To update and construct a more comprehensive computer lab.

2. Relationship to Institutional Mission/Goals: This goal meets the versatility of the classroom allowing personal enrichment through computer skills and other related skills; allowing students to perform successfully at senior institutions.

3. Performance Measure for Goal # 2

- a) Performance Measure # 1: Current technology will ensure that no less than 75% will complete the course within industry standards.
- b) Performance Measure # 2: Update the required software every three years.
- c) Performance Measure # 3: Survey industry and business needs for up to date revisions no less than once a year.

C. Goal # 3

1. Goal Statement: To maintain recruitment of students.
2. Relationship to Institutional Mission/Goals: This goal meets the goals of the college by providing students of varied backgrounds and abilities with the instructional support services that will assist them in achieving career and educational goals.
3. Performance Measures for Goal # 3
 - a) Performance Measure # 1: Post recruiting pamphlets in every cell block that gives the benefits of enrolling in the trade programs. Maintain a class of no less than 12 students for each class period.
 - b) Performance Measure # 2: To pursue a working relationship with the Department of Corrections (D.O. C.) Social Workers to involve them in the recruitment of students for the trade programs. Meet with (D.O.C.) Social Workers at least three times a year.

D. Goal # 4

1. Goal Statement: To help students develop mathematical and communication skills required in all trade areas.
2. Relationship to Institutional Mission/Goals: This goal meets the goals of the college by providing students with general education that includes basic knowledge of mathematical and communication skills as required for certificate programs.
3. Performance Measures for Goal # 4
 - a) Performance Measure # 1: Student participation in class and test performance with at least 70% passing rate for 80% of enrolled students.
 - b) Performance Measure # 2: Student participation in related courses of math and communication skills in this record semester for at least 50% of students with an 80% passing rate.

E. Goal # 5

1. Goal Statement: To maintain a retention rate of 80% until students complete the required number of hours in all trade areas.
2. Relationship to Institutional Mission/Goals: This goal meets the goal of the college by providing continuing education and personal enrichment opportunities that support life long learning and civic, social and cultural quality of life.
3. Performance Measure for Goal #5
 - a) Performance Measure #1: Conduct small group counseling sessions to increase student input by at least 50%.
 - b) Performance Measure # 2: Track each student's attendance until he completes the program. Counsel one-on-one with student to identify problems and resolve no less than 80%.

F. Goal # 6

III.. Long Range Goals (1-3 years)

- A. Purchase electronic media center to service all classrooms.
- B. Initiate a writing lab to assist all students.
- C. Integrate a complete video series on brick laying.

III. 2004-2005 Objectives

A. Objectives # 1: Improve Institutional programs.

**Projected
Completion**

**Date
Completion**

1. Strategic Initiative # 1 Expand power point into all trades.

- 1.1 Provide power point training to all instructors
- 1.2 Purchase projectors and screens
- 1.3 Update Software

Oct 2004
Aug 2004
Oct 2004

Partial Completed
Not Completed
Dec. 2004

B. Objective # 2 Insure shop safety program that provides a safe learning environment for students.

1. Strategic Initiative # 1 Survey safety problems

- 1.1 Implement a shop safety committee students and instructors
- 1.2 Have craft committee members visit and inspect each shop
- 1.3. Correct problems and post reminders in lab and work area
- 1.4 Issue students safety equipment

Sept 2004
Oct 2004
Oct 2004
Sept 2004

Sept 2004
Oct 2004
Oct 2004
Sept 2004

C. Objective # 3 Improve Communications with Department of Corrections (D.O.C.)

1. Strategic Initiative # 1 Improve working relationship with DOC Job Board.

- 1.1 Meet with board members every 90 days.
- 1.3 Give them student feed back each semester

Aug 2004
Aug 2004

Dec. 2004
Dec. 2004

2. Strategic Initiative # 2 Communicate better with Warden and Assistant Warden.

- 2.1 Meet with Wardens each month
- 2.2 Meet with Captains every other month
- 2.3 Furnish Wardens and Captains feedback each semester.

Aug. 2004
Aug. 2004
Dec. 2004

Aug. 2004
Aug. 2004
Dec. 2004

2004-2005 Program/Area Evaluations

Organizational Unit: Online Distance Learning

Person Responsible: Sandra Roberts

Date Submitted: September 1, 2005

Approved by (Dean/VP): _____

PART I

Statement of Standing Goal #1:

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

Evaluation Method for Goal #1:

Assessment Measures: The DL Program offers video, online, web enhanced, and dual enrollment classes. Currently, we are evaluating the Tegrity system and video conferencing which would increase the types of formats. Adding one of these would increase the types of formats by 25%.
The number of online and web enhanced classes offered continue to increase rapidly.

Evaluation Findings for Goal #1:

Nursing and Physics are currently using Tegrity. It is anticipated that several departments will incorporate Tegrity streaming video during the next year.
Video conferencing is being used in bringing classes to local firemen so they will not have to leave their duty stations to take classes.

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

The Tegrity stations purchased are ear-marked for the Nursing and Science Divisions; purchase request will be made to buy a station that can be used by any online instructor.

Statement of Standing Goal #2:

Goal Statement: Continue to actively train faculty and instructors in development and delivery of online and web enhanced classes.

Evaluation Method for Goal #2:

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

Evaluation Findings for Goal #2:

Throughout the year 100% of online instructors were offered the opportunity for training. Seven campus-wide training sessions were conducted. During Summer 2005, 15 individual instructors were provided one-on-one training sessions.

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

The Distance Learning Program does not have a computer lab to hold training sessions. However, a location has been designated and used computers from the IT department have been allocated.

Statement of Standing Goal #3:

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

Evaluation Method for Goal #3:

Assessment Measures: 100% of all enrolled students have the opportunity to evaluate each of their classes. Mentors, peers and division chairs will have the opportunity to evaluate 100% of all online classes

Evaluation Findings for Goal #3:

Course evaluations were provided to students each semester for every class. Student's comments were systematically favorable. Each constructive student comment was forwarded to the instructor for possible incorporation into the course. Every online course was evaluated by each supervisor (and/or) peer. Enhancements were made where deemed necessary.

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

Student comments from evaluations must be forwarded via email by administration; each comment was copied and pasted into a Word document for evaluation. This is time consuming and error prone. A request has been made to the Computer Center to see if this process can be automated.

Statement of Standing Goal #4:

Goal Statement: Continue to maintain the Student and Instructor Distance Learning Handbooks.

Evaluation Method for Goal #4:

Assessment Measures: The Distance Learning Committee will review and revise both handbooks on a yearly basis.

Evaluation Findings for Goal #4:

Both handbooks were evaluated for accuracy and updated as needed. They are available onsite at http://www.gadsdenstate.edu/dl/StuHandbook05_06.htm and <http://www.gadsdenstate.edu/dl/FacDLHandbook2005-06.pdf>.

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

None known.

Statement of Standing Goal #5:

Goal Statement: Continue to maintain the Distance Learning web site: <http://www.gadsdenstate.edu/dl/index.html>.

Evaluation Method for Goal #5:

Assessment Measures: The web site will be updated 100% each semester with the new course offerings. The student and instructor handbooks will be updated 100% each year. Other information on the site will be updated as needed.

Evaluation Findings for Goal #5:

The distance learning web site continues to be updated frequently.

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

The distance learning program has increased so much these updates are not as timely as they could be. However, a request for additional support has been made and it anticipated a computer technician will be hired by the end of 2005.

Statement of Standing Goal #6:

Goal Statement: Aid instructors to seek up-to-date, technologically sound distance learning course materials.

Evaluation Method for Goal #6:

Currently 17 online courses incorporated E-Packs; publisher generated online content, which enhances the capabilities of the class, offering interactive quizzes, study tools and other materials. The Math classes utilize My Math Lab which allows the student interactive problem solving capabilities.

Evaluation Findings for Goal #6:

Assessment Measures: 100% of instructors will be asked to participate in seeking distance learning materials.

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

There is a lawsuit with a company named Arcadia who claims to own all the patent rights to all online audio and video. This company sent all colleges in the US a letter asking for compensation. However, the Council of Higher Education advised college to proceed until the courts have ruled. This situation is being monitored.

Statement of Standing Goal #7:

Goal Statement: Engage in frequent Distance Learning Committee meetings for reporting and maintaining improvements for the program.

Evaluation Method for Goal #7:

Assessment Measures: The Committee meets monthly and at other times as needed. This goal will be maintained at 100%.

Evaluation Findings for Goal #7:

The Distance Learning Committee held frequent in-person and virtual meetings during the year. Issues were discussed and input was solicited from each member.

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

Meetings are difficult due to distances from campuses and time conflicts. However, holding virtual meetings could enhance the meetings and reduce time loss for driving to alternate campus locations.

(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.

Statement of 2004-2005 Objective #1:

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1	Summer 2004	2005
A recognized Director for Distance Learning.		

Strategic Initiative # 1: Work with the Dean of Instruction to complete this process. A Distance Learning Coordinator was appointed with release time from classes for WebCT Administrative duties.

Strategic Initiatives for Objective #2**Fall 2004****Summer 2005**

An office for Distance Learning. (Even though the program is offered via distance, students want to be able to talk to someone in person. This would also house training materials and technology needed for instructors.)

Strategic Initiative #1: As the program becomes better organized, work to secure a central location for an office. Currently, the office is located in Inzer Hall, in the old Radio/TV location.

There are plans to develop a small training lab.

Strategic Initiative #2: Seek input from others who may have suggestions including administrators, faculty and the Distance Learning Committee.

Strategic Initiatives for Objective #3**Spring 2005****Spring 2005**

A dedicated computer for Distance Learning with disc writing capability to maintain electronic back-up copies of courses. (This objective goes with Objective #2. Providing the technology needed to maintain a consistent schedule and policy for maintenance of classes will be an on-going effort.)

Strategic Initiative #1: Once a dedicated location is in place for Distance Learning, then we will be able to incorporate additional technology into budgets for DL.

Strategic Initiatives for Objective #4**Summer 2004****Spring 2005**

Incorporate and test the student enrollment system into the WebCT database utilizing a program created by Tim Carter.

Strategic Initiative #1: Work with Tim to create the text file as summer enrollment is complete.

Strategic Initiative #2: Import the file and test the procedure to merge with WebCT's database.

Strategic Initiative #3: Review each student to ensure correct rolls in each class.

This has greatly improved the administration of classes and students. It is much faster and less error-prone.

Strategic Initiatives for Objective #5**Summer 2005****Anticipated Fall 2005**

A back-up/assistant person for Sandy Roberts as she will be in Brazil for two or more weeks in spring of 2006 and attending a one week conference in July.

Strategic Initiative #1: Currently working with the Math lab technician to have someone in place to field student inquiries and to maintain common student changes to the online classes.

Strategic Initiative #2: Work to secure a permanent back-up person. Someone who can aid in routine WebCT maintenance. Anticipated Fall 2005

Gadsden State Community College

Organizational Unit - Distance Learning

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

- | | | | | |
|----|---------------------------|-----------|-------|-----------------------|
| 1 | <u>Harry M. Beaubert</u> | Signature | _____ | Date |
| | | | | <u>Sept. 12, 2005</u> |
| 2 | <u>Ginny A. Ravender</u> | Signature | _____ | Date |
| | | | | <u>9-12-2005</u> |
| 3 | <u>Johnny B. Baker</u> | Signature | _____ | Date |
| | | | | <u>9/12/05</u> |
| 4 | <u>Jay D. Johnson</u> | Signature | _____ | Date |
| | | | | <u>9/12/05</u> |
| 5 | <u>Jim Carter</u> | Signature | _____ | Date |
| | | | | <u>9-12-05</u> |
| 6 | <u>F. Powell</u> | Signature | _____ | Date |
| | | | | <u>9-12-05</u> |
| 7 | <u>Wayne Payne</u> | Signature | _____ | Date |
| | | | | <u>9/12/2005</u> |
| 8 | <u>Melinda Harvey</u> | Signature | _____ | Date |
| | | | | <u>9/13/05</u> |
| 9 | <u>Kevin L. Arby</u> | Signature | _____ | Date |
| | | | | <u>9/16/05</u> |
| 10 | <u>Dawn Bush</u> | Signature | _____ | Date |
| | | | | <u>9-19-05</u> |
| 11 | <u>Edward W. Clark II</u> | Signature | _____ | Date |
| | | | | <u>9/20-05</u> |
| 12 | <u>Dominic Honeycutt</u> | Signature | _____ | Date |
| | | | | <u>9/26/05</u> |
| 13 | <u>M. A. Nkoko</u> | Signature | _____ | Date |
| | | | | <u>9/26/05</u> |
| 14 | <u>Wayne Findley</u> | Signature | _____ | Date |

Gadsden State Community College

Organizational Unit - Distance Learning

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

- | | | | | |
|----|---------------------------|-----------|-------|-----------------------|
| 1 | <u>Harry M. Belcher</u> | Signature | _____ | Date |
| | | | | <u>Sept. 12, 2005</u> |
| 2 | <u>Jimmy A. Ravender</u> | Signature | _____ | Date |
| | | | | <u>9-12-2005</u> |
| 3 | <u>Johnny B. Baker</u> | Signature | _____ | Date |
| | | | | <u>9/12/05</u> |
| 4 | <u>Jay D. Johnson</u> | Signature | _____ | Date |
| | | | | <u>9/12/05</u> |
| 5 | <u>Jim Carter</u> | Signature | _____ | Date |
| | | | | <u>9-12-05</u> |
| 6 | <u>F. Powell</u> | Signature | _____ | Date |
| | | | | <u>9-12-05</u> |
| 7 | <u>Wayne Payne</u> | Signature | _____ | Date |
| | | | | <u>9-12-05</u> |
| 8 | <u>Melinda Harvey</u> | Signature | _____ | Date |
| | | | | <u>9/12/2005</u> |
| 9 | <u>Wayne Finley</u> | Signature | _____ | Date |
| | | | | <u>9/20/2005</u> |
| 10 | <u>Christina M. Elger</u> | Signature | _____ | Date |
| | | | | <u>9/28/2005</u> |
| 11 | <u>Jose Odon</u> | Signature | _____ | Date |
| | | | | <u>9/28/2005</u> |
| 12 | <u>Andy Green</u> | Signature | _____ | Date |
| | | | | <u>10/3/05</u> |
| 13 | _____ | Signature | _____ | Date |
| | | | | _____ |
| 14 | _____ | Signature | _____ | Date |
| | | | | _____ |

Gadsden State Community College

Organizational Unit - Distance Learning

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

1	<u>Harry M. Bellert</u>	_____
Signature		Date
2	<u>Ginnifer Rowender</u>	<u>Sept. 12, 2005</u>
Signature		Date
3	<u>Johnny B. Baker</u>	<u>9-12-2005</u>
Signature		Date
4	<u>Jay D. Johnson</u>	<u>9/12/05</u>
Signature		Date
5	<u>Jim Carter</u>	<u>9/12/05</u>
Signature		Date
6	<u>F. Powell</u>	<u>9-12-05</u>
Signature		Date
7	<u>Wayne Payne</u>	<u>9-12-05</u>
Signature		Date
8	<u>Melinda Harvay</u>	<u>9/12/2005</u>
Signature		Date
9	<u>Wayne Finley</u>	<u>9/20/2005</u>
Signature		Date
10	<u>Donna Lord</u>	<u>09/29/05</u>
Signature		Date
11	<u>Bianca Vaughn</u>	<u>10/6/05</u>
Signature		Date
12	<u>Sandy Roberts</u>	<u>10/6/05</u>
Signature		Date
13	_____	_____
Signature		Date
14	_____	_____
Signature		Date

Gadsden State Community College

Organizational Unit - Distance Learning

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

- | | | |
|-----------|---------------------------|-----------------------|
| 1 | <u>Kenny M. Bellert</u> | _____ |
| Signature | | Date |
| 2 | <u>Yvonne A. Ravender</u> | <u>Sept. 12, 2005</u> |
| Signature | | Date |
| 3 | <u>Johnny B. Baker</u> | <u>9-12-2005</u> |
| Signature | | Date |
| 4 | <u>Jay D. Johnson</u> | <u>9/12/05</u> |
| Signature | | Date |
| 5 | <u>Jim Carter</u> | <u>9/12/05</u> |
| Signature | | Date |
| 6 | <u>F. Powell</u> | <u>9-12-05</u> |
| Signature | | Date |
| 7 | <u>Wage Payne</u> | <u>9-12-05</u> |
| Signature | | Date |
| 8 | <u>Melinda Harvey</u> | <u>9/12/2005</u> |
| Signature | | Date |
| 9 | <u>Wagne Finley</u> | <u>9/20/2005</u> |
| Signature | | Date |
| 10 | <u>Deanne Ameyott</u> | <u>9/28/2005</u> |
| Signature | | Date |
| 11 | <u>Christie C.</u> | <u>9/28/2005</u> |
| Signature | | Date |
| 12 | _____ | _____ |
| Signature | | Date |
| 13 | _____ | _____ |
| Signature | | Date |
| 14 | _____ | _____ |
| Signature | | Date |

2004-2005 Program/Area Evaluations

Organizational Unit: Emergency Medical Services Program

Person Responsible: Connie Meloun

Date Submitted: November 8, 2005

Part II



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

Evaluation Method for Goal A: Survey of current students.

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

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

Statement of Standing Goal B: 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 B: Accreditation has been maintained as evidenced by acceptance of Annual Report by CoAEMSP. Continuing self study was conducted and submitted in the Summer of 2005. Currently awaiting scheduled site visit.

Evaluation Findings for Goal B: 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: The weakness/deficiencies notes were that there was minimal medical director involvement in the program as well as the EMS advisory committee had not met since the summer of 2002.

Corrective Action: The advisory committee met in the Fall of 2005. The minutes of this meeting are on file in the conference room at Jarvis Hall. At this meeting, Dr. Neil Christine was unanimously recommended to take over as the medical

director for the EMS program. Since this date, Dr. Christen has been a strong and active supporter of the program.

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

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

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

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

Statement of Standing Goal D: 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 D: Analysis of students who completed requirements for a Paramedic certificate.

Evaluation Findings for Goal D: 82.92% of the students initially enrolled in the Paramedic class of 2003-2004 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 E: To provide facilities for employees, students, and the community that are clean, safe and efficient for educational use.

Evaluation Method for Goal E: Survey of current students.

Evaluation Findings for Goal E: 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 F: Implement a strategic plan for continuous quality improvement (CQI) for students taking the National Registry (State Board Examination).

Implementation Method for Goal F: Increased passing grades from 75 to 80% for all students enrolled, incorporated Platinum Education review exams for each student at each level of the program. In addition to this, instructors will be using Tegrity in the class room.

Evaluation Findings for Goal F: Evaluation not complete

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None at this time. Will be evaluated next year

Statement of Standing Goal G: 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 G: Review of minutes for the Advisory Committee. The Committee met in Fall Semester 2005.

Evaluation Findings for Goal G: An Advisory Committee meeting is slated for Spring Semester 2006.

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

Statement of Standing Goal H: 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 H: Survey of faculty members to insure that they are involved in planning, evaluation and the CQI process.

Evaluation Findings for Goal H: Faculty surveys were conducted. Based on those surveys, the computer lab has been upgraded to include internet connections in order to host on-line testing for the students and new equipment purchased to provide improved lab instruction. In addition, faculty meetings are held each semester to insure CQI for the program.

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

Statement of Standing Goal I: 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 I: 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 I: The Medical Director regularly attends faculty meetings as well as periodic classroom and lab instruction.

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

PART III

Statement of Long Range Goal A: Pursue annually Emergency Medical Services Education Commission grant funding for program enhancements

Evaluation Method for Goal A: GSCC was awarded an EMS/PST grant for education. Monthly reports are submitted for grant approval

Evaluation Findings for Goal A: The EMS program has purchased video teleconferencing equipment to teach distance learning paramedic and basic programs.

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

Statement of Long Range Goal B: Construct/purchase cabinets for improved equipment storage and inventory control.

Evaluation Method for Goal B: visual inspection and purchase order documentation

Evaluation Findings for Goal B: No cabinets have been purchased as of this time

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses/deficiencies notes

Statement of Long Range Goal C: Evaluate desk-top computer terminals and automation of Emergency Medical Services virtual classroom

Evaluation Method for Goal C: visual inspection and purchase orders

Evaluation Findings for Goal C: Desk top computers are adequate at this time

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses/deficiencies notes

Statement of Long Range Goal D: Evaluate/Pursue an alternative educational delivery format such as Distance Learning for EMS

Evaluation Method for Goal D Grant funding and course schedules

Evaluation Findings for Goal D: Starting in Fall 2005, the EMS program began offering Paramedic courses via video teleconferencing

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: At the end of each semester, all distant location sites will report on any weakness/deficiencies that were encountered to improve the delivery methods.

Statement of Long Range Goal E: Evaluate the ability of a software program or company to deliver a comprehensive review prior to students taking the National Registry Exam.

Evaluation Method for Goal E: Purchase orders/budgetary expenses

Evaluation Findings for Goal E: The EMS Program has purchased comprehensive evaluation exams for the EMT Basic and Paramedic program from Platinum education group. The exams are designed to evaluate students performance on the written National Registry Exam.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: No weaknesses/deficiencies notes

Statement of Long Range Goal F: Develop curriculum from RN to Paramedic Program.

Evaluation Method for Goal F: Has been placed on hold

Evaluation Findings for Goal F: Has been placed on hold

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: Curriculum must be standardized.

PART IV

For each program objective, identify completion times (or non-completion) for each objective.

Statement of 2004-2005 Objective A: The student will demonstrate the ability to comprehend, analyze, and evaluate information relevant to their role as entry level EMT-Paramedics.

Strategic Initiatives for Objective A

Strategic Initiative A: 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>
A.1 Administer practical/written exams pertinent to the initiative	<u>05/06/05</u>	<u>May 2005</u>
A.2 Analyze the practical/written exams pertinent to the initiative	<u>05/10/05</u>	<u>05/10/05</u>

Strategic Initiatives for Objective B

Strategic Initiative B: 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>
B1 Administer practical exams pertinent to the initiative.	<u>05/10/05</u>	May 2005
B.2 Analyze the practical exams pertinent to the initiative.	<u>05/10/05</u>	<u>05/10/05</u>

Strategic Initiatives for Objective C

Strategic Initiative C: 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>
C.1 Program faculty should evaluate student's personal behavior	<u>05/10/05</u>	<u>Ongoing</u>
C.2 Program administration should evaluate student's personal behavior	<u>05/06/04</u>	<u>Ongoing</u>

Strategic Initiatives for Objective D

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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
D.1 Evaluate the internal inventory	<u>12/10/05</u>	
D.2 Determine items needed	<u>12/10/05</u>	

Strategic Initiatives for Objective E

Strategic Initiative E: Evaluate the EMS equipment needs for priority purchase consideration.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
E.1 Evaluate the equipment inventory	<u>Ongoing</u>	<u>Ongoing</u>
E.2 Discuss needs with faculty and students	<u>Ongoing</u>	<u>Ongoing</u>
E.3 Determine items needed	<u>Ongoing</u>	<u>Ongoing</u>

Strategic Initiatives for Objective F

Strategic initiative F: Evaluate computer lab utilization and software needed to improve computer lab utilization by the students.

Strategic Initiative F: Evaluate the computer lab.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
F.1 Evaluate computer lab usage	<u>11/01/05</u>	<u>Ongoing</u>
F.2 Discuss needs with faculty and students	<u>11/30/05</u>	
F.3 Determine items needed	<u>12/13/05</u>	
F.4 Do purchase order	<u>01/31/06</u>	*
F.5 Receive ordered items into inventory	<u>02/28/06</u>	*
F.6 Re-evaluate computer lab usage	<u>04/30/06</u>	<u>Ongoing</u>

Strategic Initiatives for Objective G

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

This is an ongoing program objective. Each semester, CPR courses are taught for TBI as well as Continuing Education.

2004-2005 Program/Area Evaluations

Organizational Unit: Engineering Technologies

Person Responsible: Tommy Hartline, Dale Cox

Date Submitted: November 15, 2005

Approved by (Dean/VP): 

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, 76% 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, 96% 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, 97% 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 80.3%, Technical Knowledge 87%, and Computer Skills 80.3%.
- 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 66%, Expertise in Equipment Operations 72.3%.

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

These results are from the 2004 graduate and employers surveys and will be re-evaluated with the release of the 2005 surveys.

Statement of Standing Goal #4:

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

Evaluation Method for Goal #4:

Performance Measures for Goal #4

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

Evaluation Findings for Goal #4:

Performance Measures for Goal #4

- a. Measure # 1- 67% of those respondents to the question "What is your current employment status?" on the graduate survey indicated they were employed.
- b. The Gadsden Technical Division (Engineering Technologies & Applied Technologies) has entered into a Co-operative education agreement with Anniston Army Depot and numerous smaller employers in the college's service area.

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

Measure # 1 These results are from the 2004 graduate and employers surveys and will be re-evaluated with the release of the 2005 surveys.

Measure # 2 None identified.

Statement of Standing Goal #5:

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

Evaluation Method for Goal #5:

Performance Measures for Goal #5

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

Evaluation Findings for Goal #5:

Performance Measures for Goal #5

- a. Measure # 1 All articulation agreements have been reviewed by each program within the Engineering Technologies Division for 2003 - 2004.
- 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 Gadsden State Community College service and surrounding area. Gadsden State has the largest set of articulation agreements in Alabama.

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

Measure # 1 None identified.

Measure # 2 None identified.

Measure # 3 None identified.

Part 2

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

Statement of 2004-2005 Objective #1:

Improve and update method of instructional delivery in all Engineering Technology programs.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1	9/30/05	On going
Strategic Initiative #1: Continue to improve and update method of instructional delivery in all Engineering Technology programs.		
1.1	Provide computers, video projectors, digital and document cameras, screens, and software to deliver classroom and laboratory presentations.	
1.2	Provide instruction and training in the use of appropriate presentation software.	
1.3	Continue to integrate multimedia presentations into existing course instruction.	

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Currently the Engineering Technologies has video projectors and computers in all classrooms. Instructors have received training in Power Point presentations and continue to integrate new technologies into the classroom and lab. This will be an ongoing process. CAD computers have been placed on a two year rotation for replacement. Other Computers are on a three-four year replacement cycle. Other technical equipment will be replaced as technology dictates and funding becomes available.

Statement of 2004-2005 Objective #2:

Begin offering the Industrial Maintenance Program at the Ayers Campus to give students increased course offerings in this high demand field.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2	12/30/04	9/20/05
Strategic Initiative #1: Establish an Industrial Maintenance Laboratory on the Ayers Campus for students from the various technical programs to use. Begin offering classes in Industrial Maintenance by the Spring of 2005 on the Ayer's Campus using current faculty members teaching classes in their area of expertise.		

- 1.1 Provide Industrial Maintenance Trainers at the Ayers Campus.
- 1.2 Provide the operating software for instructional use.
- 1.3 Provide training software for engineering technology students in the field of Industrial Maintenance.
- 1.4 Provide other program specific software as needed.

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Delays in the manufacturing and shipment of the required trainers delayed the implementation of some class offering at the Harry M Ayers Campus. Classes have begun and all equipment is in place.

Statement of 2004-2005 Objective #3:

Objective #3: Provide Electronics Engineering and Computer Science Technology students with Networking training.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #3 #1	9/30/05	Not Completed

Strategic Initiative #1: Establish an NET+ networking lab for students seeking that training at the East Broad Campus and the Ayers Campus.

- 1.1 Provide equipment comparable to that used in industry today.
- 1.2 Provide operating systems currently used in industry.
- 1.3 Provide adequate facilities for lab environment.
- 1.4 Provide all necessary equipment and software for training.
- 1.5 Provide instructors with professional training.

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Funding was not available to accomplish this initiative. Some equipment was purchased for the East Broad Campus. This initiative will be continued in the 2005-2006 Strategic Plan.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #4	9/30/05	9/15/05
Objective #4: Incorporate simulated industrial settings to improve instruction in Engineering Technology programs.		

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

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

	Projected Completion Date	Actual Completion Date
Strategic Initiatives for Objective #5 #1	9/30/05	On Going

Identify and Correct any known safety issues in Engineering Technology Programs

Strategic Initiative # 1 Continually monitor all work areas in Engineering Technology for Safety issues.

- 2.1 Require all Instructors to inspect their classrooms, work areas and laboratories twice per semester and report the results to the Division Chairs.
- 2.2 All safety concerns will be reported immediately to the Division Chairs and the Maintenance Department.

2004-2005 ORGANIZATIONAL UNIT STRATEGIC PLAN

Engineering Technologies

The undersigned faculty have had the opportunity to provide input and reviewed the 2004-2005 Organizational Unit Strategic Plan Evaluation for the division.

David Barnett

David Smith

Sean M. Yakus

Qui Jove

Ahmad R. Iramanesh

Delbert S. O'Neil

Jack Mayfield

Monty Jackson

Tim Hardy

Jonny Hartline

Kevin S. Ashby

2004-2005 Program/Area Evaluations

Organizational Unit: Health Physical Education and Recreation

Person Responsible: Riley Whitaker

Date Submitted: November 14, 2005

Part I

OK & Jilly 17 Nov 05

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 81.0% of students enrolled in community health and/or first aid successfully completed the course ("C" or above).
- (b) End-of-semester program survey results were unavailable for 2004-2005 due to the illness and absence of the Academic Director.
- (c) Instructor evaluations reflect that 94.3% of respondents "agree" or "strongly agree" in all areas to instructor performance.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: End-of-semester program surveys were not conducted in 2004-2005 due to the extended illness and absence of the HPR Academic Director. The Strategic Plan for 2005-2006 has been changed to use data from the online end-of-course surveys rather than a separate survey conducted by the HPR division.

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

Evaluation Method for Goal #2:

- (a) 75% of students enrolled in fitness and wellness courses will complete the course successfully ("C" or above).
- (b) End-of semester program survey will indicate that 75% of respondents will indicate the following: (1) courses were offered at a time to meet students' needs and (2) course objectives were met.

- (c) Instructor evaluations will indicate that at least 75% of respondents "agree" or "strongly agree" in all areas related to instructor performance.

Evaluation Findings for Goal #2:

- (a) 86.6% of students enrolled in personal fitness and wellness successfully completed the course ("C" or above).
- (b) End-of-semester program survey results were unavailable.
- (c) 97.0% of respondents marked "agree" or "strongly agree" in all areas related to instructor performance.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: End-of-semester program surveys were not conducted in 2004-2005 due to the extended illness and absence of the HPR Academic Director. The Strategic Plan for 2005-2006 has been changed to use data from the online end-of-course surveys rather than a separate survey conducted by the HPR division.

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

Evaluation Method for Goal #3:

- (a) 90% of students enrolled in competitive sports activities will complete the course successfully ("C" or above).
- (b) End-of-semester program survey will indicate that 75% of respondents will indicate the following: (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 evaluations will indicate that at least 75% of respondents "agree" or "strongly agree" in all areas related to instructor performance.

Evaluation Findings for Goal #3:

- (a) 100% of students enrolled in competitive sports activities completed the course successfully ("C" or above).
- (b) End-of-semester program survey results were unavailable.
- (c) 93.1% of respondents agreed in all areas related to instructor performance for competitive sports activities.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: End-of-semester program surveys were not conducted in 2004-2005 due to extended illness and absence of the HPR Academic Director. The Strategic Plan for 2005-2006 has been changed to use data from the online end-of-course surveys rather than a separate survey conducted by the HPR division.

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 indicate that 50% of respondents are taking courses not required for transfer.
- (b) End-of-semester program surveys will indicate that 80% of respondents have benefited in the areas of fitness/wellness.
- (c) End-of-semester program surveys will indicate that 50% of respondents desire for continuing fitness/wellness by participating in another course/activity offered by the program.

Evaluation Findings for Goal #4:

- (a) Results unavailable.
- (b) Results unavailable.
- (c) Results unavailable.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: End-of-semester program surveys were not conducted in 2004-2005 due to the extended illness and absence of the HPR Academic Director. This goal has been revised in the 2005-2006 survey.

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:

- (a) Results unavailable.
- (b) Results unavailable.
- (c) Results unavailable.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: End-of-semester program surveys were not conducted by Continuing Education for 2004-2005. End-of-course evaluations were begun this semester (Fall 2005), according to the Director of Continuing Education.

PART II

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

Statement of 2004-2005 Objective #1: Offer quality swimming programs for students, faculty, staff, and members of the community.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiative #1: Develop and Implement quality swimming programs.		
1.1 Implement a needs assessment of community members, students, faculty, & staff as to type of programs/classes, times, etc.	<u>May/05</u>	<u>Incomplete</u>
1.2 Obtain qualified water safety instructors	<u>May/05</u>	<u>Incomplete</u>

Barriers or problems encountered and plans to complete initiatives in 2004-2005:

Interest in swimming classes and in "free" swim times for students, faculty, and staff is low as evidenced by the number of participants. Enrollment in swimming classes has remained steady, but has not increased. Two classes of Water Aqua size for seniors are offered through continuing education and two classes of Water Aerobics. Presently no water safety/lifeguard classes are being offered. A qualified water safety instructor will be hired when demand necessitates and/or when funds are available. The pool is being utilized by two local swim teams, a public high school and a private swim team. Plans are underway to conduct the needs assessment as stated in 1.1 above in 2006.

Strategic Initiative #2: Advertisement of swimming program and facilities.

2.1 Collaborate with public relations department to develop and distribute print materials/ programs regarding swimming.	<u>May/05</u>	<u>Incomplete</u>
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Barriers or problems encountered and plans to complete initiatives in 2004-2005:

Flyers and emails concerning "free swim" for faculty and students have been written and distributed. No other print materials have been developed. Other print materials will be developed in 2006.

Statement of 2004-2005 Objective #2: Promote fitness, health, and wellness among students, faculty and community members.

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

- | | | |
|---|---------------|----------------|
| 1.1 Provide free fitness level assessment of GSCC students, faculty, and staff members. | <u>May/06</u> | <u>Ongoing</u> |
| 1.2 Offer community workshops for fitness level assessment. | <u>May/06</u> | <u>Ongoing</u> |
| 1.3 Implement individualized programs for fitness. | <u>May/06</u> | <u>Ongoing</u> |

Barriers or problems encountered and plans to complete initiatives in 2005-2006:

While free fitness level assessment of GSCC students, faculty, and staff members is available, the number of participants is still small. HPR faculty will continue to encourage broader participation through advertising this service. Barriers and problems include the need for upgrades to fitness facilities and equipment to equal that available in the community and in other two-year colleges.

In an effort to improve assessment in fitness levels, the instructor has used the following: Rockport Walk Test/Three Minute Step Test/Abdominal Crunch Test and Pushup Test. Plans for completing the initiatives in 2006 include more publicity for the wellness program and efforts to involve the community via fitness workshops.

A Cardiac Rehabilitation program for the community has been developed by an HPR Instructor who has specialized training in that area. Efforts are continuing to increase enrollment in that program.

Gadsden State Community College

ATHLETICS

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Mongi Hill
Signature

11/14/05
Date

[Signature]
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11/14/05
Date

Hal Davidson, Jr.
Signature

11/14/05
Date

[Signature]
Signature

11/14/05
Date

Haskell Ashland
Signature

11/14/05
Date

Buster Stewart
Signature

11/14/05
Date

[Signature]
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11/15/05
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Gadsden State Community College

HPR

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Cynthia Mullinax
Signature

11/15/05
Date

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2004-2005 Program/Area Evaluations

Organizational Unit: Information Technology

Person Responsible: Sheila Lancaster, Chairperson *Sheila Lancaster*

Date Submitted: November 15, 2005

Approved by (Dean/VP) *J. J. [Signature]*

Part I

Goal #1: To provide the foundation for AS degree students in the areas of Information Technology.

Expected Educational Outcomes

Success in this goal will prepare students who transfer to senior institutions. Students will be able to maximize the number of credits for transfer by accomplishing work recognized as equivalent to that offered at senior institutions.

Evaluation Method for Goal #1:

- a. 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:
 1. Computer Science Program content.
 2. Comparison of specific course syllabi.
 3. Identification of software and hardware trends and long-range planning implications.
 4. In addition, STARS data will be reviewed regularly to verify our program planning.
- b. Evaluation of Academic Performance Reports on transfer students (by major whenever possible), to determine if 70% of identified transfer students performed at the level of C or better.
- c. Graduate Follow-up Surveys to determine if 70% were satisfied with the level of instruction they received.

Evaluation Findings for Goal #1:

- a. Consultations with advisors and faculty within the Computer Science departments at JSU, University of Alabama at Tuscaloosa, and UAB, were made by GSCC CIS faculty in the process of advising students and modifying course content during the past year. The trend at the higher institutions continues to move higher level content down to the lower level classes, but to only accept 200 level courses when courses transfer.

The STARS content has not changed during the past year. Course numbers and content will continue to be monitored to reflect the courses approved on the STARS articulation agreements.

- b. No data was pertinent to Computer Science in the UAH or JSU Academic Performance Reports.
No reports were received at the time of this reporting from UAB, the University of Alabama-Tuscaloosa, or Auburn.
- c. General graduate Follow Up surveys report that 94% reached their stated objective by attending GSCC. This was not broken down by major.
- d. Data from the most recent Institutional Effectiveness Report of 2003-2004, completed on February 2005 shows the following.
As a measure of student who score a C or higher in computer skills:
72% in Fall 2003
72% in Spring 2004
67% in Summer 2004
Completion percentage for 2000 Cohort was 40% (1999 showed 13%).

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

Work will continue with the department of post secondary to unify content so that more courses will be accepted for transfer. This has been a problem throughout the state in the community college system. GSCC faculty in Information Technology will continue to serve on these curriculum committees to help identify and correct problems so that our students may benefit.

Goal #2: To provide a comprehensive AAS Computer Science Technology program.

Expected Educational Outcomes

Success in this goal will prepare graduates for immediate employment and serves to retrain workers in Information Technology.

Evaluation Method for Goal #2:

- a. Evaluation of Employer Surveys to determine if 70% of those hired were adequately prepared.
- b. Graduate Follow-up Surveys to determine if 70% were satisfied with the level of instruction they received.
- c. Evaluation of Graduates Report (by degree and major whenever possible), to determine if 70% graduated or were alternate completers.

Evaluation Findings for Goal #2:

- a. Employer surveys completed on 7/8/2005 for the 2003-2004 graduates show:
80% were satisfied with the computer and technical skills of the students.

60% felt that the training GSCC gave the student in general, in prepared them for employment.

- b. Specific Computer Science Placement Summary information from the Graduate Survey compilation of 2004-2005 shows the following of graduates:
21% were employed in a field related to education with 46% employed, 21% not seeking work, and 29% still seeking work.
- c. Data from the most recent Institutional Effectiveness Report of 2003-2004, completed on February 2005 shows the following.
Five students were alternate completers in the 2003-2004 Computer Science Technology program, meaning they completed a significant number of credits in a program and were employed full-time in their field without earning an academic degree.

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

The department of post secondary is almost complete with the process of unifying content among the technical areas. It has served to create a curriculum that incorporates industry-standard skills, based upon the survey of Alabama business and industry. Work has begun to articulate these courses to the senior universities for transfer credit. During the past year, CIS 203 Introduction to Information Highway was accepted as CS 202 at the University of Alabama as satisfaction of the 'C' or computer competency, for the general core subjects.

Gadsden State Community College recently purchased an A+ Certification Training Program from CES Industries from New York, New York. The Program consist of 6 A+ Certification Computer Trainers, 12 complete computer systems (dismantled and packaged by component) as well as training text books, tool kits, repair kits and all curriculum resources including VCR tapes, DVD lessons and lab manuals. The equipment is being used to teach A+ curriculum (microcomputer repair/diagnostics) as CIS 268/269, CIS 273, EET 235/236, and EET 245/246 on the Ayers campus. Plans are to use the equipment to also teach TBI courses in A+ Certification.

Goal #3: Maintain a current foundation level course that meets the requirements for all majors at Gadsden State Community College and serves as the required computer literacy transfer course for all AS degree programs.

Expected Educational Outcomes

Success in this goal will ensure that our transfer and transient students can take a course that will continue their progress toward degree completion.

Evaluation Method for Goal #2:

- a. Articulation agreements will be monitored.
- b. Direct coordination with advisors in the two-year college system and receiving institutions.

Evaluation Findings for Goal #3:

The STARS content has not changed during the past year. Course numbers and content will continue to be monitored to reflect the courses approved on the STARS articulation agreements.

Coordination with recipient schools indicates that CIS 146 is still the primary foundation level course for all non-computer science majors and is still widely accepted.

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

None at this time, but this will continue to be monitored.

PART II

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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Objective #1: Maintain ACBSP accreditation.	Spring 2005	Spring 2005

Strategic Initiatives for Objective #1:

Continue with recommendations from ACBSP to maintain accreditation.

Objective #2:

Maintain current content of primary transfer courses for Computer Science majors.

Strategic Initiative #2:

Coordination with all major receiving institutions that use CIS 191/251 as their pre-requisite course in Computer Science and Engineering.

Ongoing

Objective #3:

Integrate new curriculum mandated by Post Secondary for Technology programs.

Strategic Initiative #3:

1.1. CIS 110 Introduction to Computer Logic and Programming (replaced CIS 190 as our foundation to programming class.

Spring 2005

- 1.2. CIS 199 Network Communications,
(which is interchangeable with CIS 161
Cisco I. Spring 2005
- 1.3. CIS 239 Networking Software. Spring 2005
- 1.4. CIS 240 Networking Hardware Spring 2005

Objective #4:

Offer additional courses at all campus sites to develop full range of degree programs.

Strategic Initiative #4:

- 1.1 CIS 222 Database Systems will be
offered on Ayers campus Spring 2004 *Insufficient
Enrollment

* Offered on Gadsden campus only.

- 1.2 CIS 281 Systems Administration will be
offered on Wallace Drive campus. Spring 2004 *Insufficient
Enrollment

*Course modified to Distance Learning format to accommodate all students.

Objective #5:

Replace computer equipment, furniture, and networking support equipment in a cycle in order to provide updated equipment and a safe environment for the students.

Strategic Initiative #5:

- 1.1 Complete lab upgrade to Ayers 107. Fall 2004 Fall 2004
- 1.2 Server installation on Ayers campus to
support SQL database Fall 2004 Insufficient
Enrollment
- 1.3 Clean Slate installation on all machines
on Ayers campus Fall 2004 Fall 2004
- 1.4 Installation of Smart Board in ACS 107 Fall 2004 Fall 2004
- 1.6 Move Anniston lab to McClellan campus. Fall 2004 Fall 2004
- 1.7 Server installation on McClellan campus. Fall 2004 Fall 2004
- 1.8 Clean Slate installation on all machines
on McClellan campus. Fall 2004 Fall 2004
- 1.9 Installation of Smart Board in McClellan lab. Fall 2004 *

* We are on the list for maintenance, but due to roofing/water problems across campus, this was not a necessity in comparison with other problems.

- 1.10 Replace folding tables in all labs with
computer tables to correct safety problems
and wiring problems. Fall / Spring * No funds
- 1.11 Replace broken and worn-out chairs in labs. Fall / Spring * No funds

2004-2005 Program/Area Evaluations

Organizational Unit: Language and Fine Arts

Person Responsible: Charles Hill

Date Submitted: November 15, 2005

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #1: To provide general education courses that include 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. Check programs of study to assure that general education courses in Area of Languages, Fine Arts, and Humanities are provided for 100% of programs.

B. Check grade distribution to assure that 75% of students enrolled in each "support" area (English, foreign languages, humanities, music, art, theater, speech, etc.) will receive a grade of "C" or better.

Evaluation Findings for Goal #1:

A. General education courses in Area of Languages, Fine Arts, and Humanities are provided for 100% of programs.

B. 75% of students enrolled in each "support" area (English, foreign languages, humanities, music, art, theater, speech, etc.) received a grade of "C" or better.

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

No deficiencies noted

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

Evaluation Method for Goal #2: To maintain that 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 as reflected in data from senior institutions which supply such data.

Evaluation Findings for Goal #2: Data from senior institutions which supply such data indicates that 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.

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

No deficiencies noted

Statement of Standing Goal #3: To provide National Public Radio and other public service radio programming for citizens within Gadsden State's service area.

Evaluation Method for Goal #3: To maintain a minimum of 3% market share within Gadsden State's service area with WSGN radio.

Evaluation Findings for Goal #3: Data from WBHM and Arbitron indicates that WSGN radio has are higher than 3% market share within Gadsden State's service area.

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

No deficiencies noted

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: To maintain that at least 60% of students enrolled in the Alabama Language Institute who take the TOEFL will achieve a score of 500.

Evaluation Findings for Goal #4: Data indicates that more than 60% of students enrolled in the Alabama Language Institute who take the TOEFL achieved a score of 500 or better.

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

No deficiencies noted

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. To maintain that 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. To maintain that 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 deficiencies noted

Statement of Standing Goal #6: To provide students with basic knowledge in the fine arts.

Evaluation Method for Goal #6:

To maintain that 100% of the students in transfer courses and designated non-transfer courses who graduate will take and successfully complete at least one fine arts/humanities course.

Evaluation Findings for Goal #6:

100% of the students in transfer courses and designated non-transfer courses who graduate took and successfully completed at least one fine arts/humanities course.

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

No deficiencies noted

PART II

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

Statement of 2004-2005 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 #1: Advertisement campaign conducted by International Student Office		
1.1 Place ads in recruitment literature for at least two student areas.	09/04	09/04
1.2 Further develop web-based recruiting effort by developing existing web site and by linking to other agencies.	11/04	11/04
1.3 Attend international recruiting event.	12/04	---**---

**Financial concerns prevented attendance at international recruiting event.

Statement of 2004-2005 Objective #3:

To provide reading courses for all students whose test results indicate a need for developmental reading.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
<u>Strategic Initiative #1:</u> Provide students with reading courses to assure success in college		

1.1	Develop computer programming to assure that all students who needed reading must take reading during first two semesters.	07/04	07/04
1.2	Test all incoming freshmen for reading Ability.	08/04	08/04
1.3	Place all incoming freshmen according to placement scores.	08/04	08/04
1.4	Post-test reading students to assure that reading level is adequate for college success.	05/04	05/04

Statement of 2004-2005 Objective #4:

To provide Internet courses to language and fine arts students

		<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #4:			
1.1	Provide video instructors with training in Internet instruction.	10/04	10/04
1.2	Migrate video course into Internet courses	05/05	05/05

Gadsden State Community College

LFA

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

[Signature]

Signature

11-15-05

Date

David S. Murdock

Signature

11/15/2005

Date

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11/17/2005

Date

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11/17/2005

Date

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11/17/2005

Date

Patricia C. Connell

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11/17/2005

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11/15/2005

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11/18/2005

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Date

Gadsden State Community College

Language and Fine Arts

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Fabian B. Wilson
Signature

11/23/05
Date

R. Elise Yachi
Signature

11/23/05
Date

Donald Bushy
Signature

11/23/05
Date

McJill
Signature

11/29/05
Date

Penelope L. Bruck
Signature

11/30/05
Date

Jim Jim
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12-05-05
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Gadsden State Community College

Language and Fine Arts

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Yolanda Monroe
Signature

Nov. 30, 2005
Date

Julian Horton
Signature

Nov, 30, 2005
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Gadsden State Community College

Language and Fine Arts

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Jim Beck
Signature

12/7/2005
Date

Ann Capel
Signature

12/7/2005
Date

Jedd Hamilton
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12/9/05
Date

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2004-2005 Program/Area Evaluations

Organizational Unit: Libraries

Person Responsible: Jeff Luzius

Date Submitted: 11/15/05

Approved by (Dean/VP)



Part I

Statement of Standing Goal #1:

The College in conjunction with the library demonstrates an ongoing commitment to the development of information literacy competencies for lifelong learning by providing access to information technology, instruction, and other appropriate learning resources.

Evaluation Method for Goal #1:

Performance Measure #1: Percentage of fulltime, part-time, and adjunct faculty that meet basic information literacy competencies as defined by the college

Performance Measure #2: Percentage of credit courses that include web-enhanced instruction

Performance Measure #3: Evidence of instructional activities related to informational literacy and statistical report of student participation.

Evaluation Findings for Goal #1:

N/A - Falls under different department

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

N/A

Statement of Standing Goal #2:

The College ensures that all students and faculty members have access to library collections and other learn resources appropriate to the institution's mission and scope of educational programs.

Evaluation Method for Goal #2:

Performance Measure #1: Number of collections, subscriptions, online databases, etc., as reported on IPEDS compared to ACRL minimum standards

Performance Measure #2: Budget expenditures for collections development and library technology Resources

Performance Measure #3: Evidence of regular evaluation and improvements implemented

Performance Measure #4: Percent of time learning resource center is open during scheduled student class hours

Performance Measure #5: Evidence of resources available through remote access

Performance Measure #6: Learning resources utilization data including use of Alabama Virtual Library (AVL)

Evaluation Findings for Goal #2:

PM#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. Our collection size is 109,568. We subscribed to 284 journals. Databases that GSCC were paying for included: Academic Search Premier (which the next year was taken over by AVL), Biography Resource Center with Who's who, Opposing Viewpoints (which was taken over by AVL), Magill on Literature, Magill on Authors, Testbank, Newsbank. The AVL provides access to an additional fifty-six databases.

PM#2: The Libraries of Gadsden State Community College expended \$37,660.21 on the purchase of books and \$8,863.59 was expended on audiovisuals. All libraries added 1786 book volumes to the circulating collection and 395 volumes were added to the Reference collections. This makes a total of 2181 volumes added to all libraries.

PM#3: Ongoing

PM#4: The libraries are open as follows: 53 1/2 hours at Meadows, 53 1/2 hours at Ayers, and 43 at McClellan.

PM#5: The AVL provides remote access to all their databases. Students must come in to the library first though and sign up for an account which is good for three years.

PM#6: We have a current total of 2,705 users with 9,414 uses.

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

We need to continue to sign up faculty, staff, and students to the AVL. The book budget needs to increase in order to adequately support the McClellan Center library.

Statement of Standing Goal #3:

The College provides adequate library facilities and a qualified staff to ensure appropriate access and quality services to students, faculty, staff, and the community.

Evaluation Method for Goal #3:

Performance Measure #1: Percentage of student FTE that can be seated in the LRC

Performance Measure #2: Ratio of professional librarians to student FTE

Performance Measure #3: Ratio of support staff to student FTE

Evaluation Findings for Goal #3:

PM#1. 15 to 20% of the student body can be seated in the LRC at Ayers. Meadows library has seating for 312 patrons and McClellan has seating for 50.

PM#2. GSCC Library staff includes one administrator and two professional librarians in the Meadows library. The Ayers campus LRC has one professional librarian. The McClellan library has no professional librarians on staff. The Ayers LRC employs two part-time librarians and Meadows Library employs 4 part-time librarians.

PM#3. Meadows library employs two support staff, Ayers employs one support staff, and McClellan employs one support staff.

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

The McClellan Center library needs to have a full-time professional librarian on staff. ACRL recommends that all branch libraries have a full-time ALA accredited MLS librarian on staff.

Statement of Standing Goal #4:

The College has a technology plan which includes the LRC that is operational and evaluated annually

Evaluation Method for Goal #4:

Performance Measure #1: Evidence of technology plan that includes at least (1) assurance of current technologies, (2) infrastructure maintenance and support, (3) faculty and staff training, (4) data integrity and security, and (5) operational continuity.

Performance Measure #2: Evidence of evaluation and changes/improvements made

Evaluation Findings for Goal #4:

N/A – Falls under different department

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

Statement of Standing Goal #5:

The College is committed to enhancing access for students through technology.

Evaluation Method for Goal #5:

Performance Measure #1: Ratio of number of computer stations to student FTE

Performance Measure #2: Percent of students registering online or via other technology

Performance Measure #3: Percent of courses offered online.

Performance Measure #4: Percent of credit hours earned through online courses

Evaluation Findings for Goal #5:

N/A - Falls under different department

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

Statement of Standing Goal #6:

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

Evaluation Method for Goal #6:

Performance Measure #1: Utilize cataloging, circulation and public access functions provided by the Library Management Network.

Performance Measure #2: Maintain current number of catalog work stations in campus libraries and on the web.

Performance Measure #3: Maintain or exceed circulation and reference usage and service measures.

Performance Measure #4: Maintain or exceed current AVL and web usage measures.

Evaluation Findings for Goal #6:

Pm#1: LMN continues to provide cataloging, circulation and public access library functions.

PM#2: The catalog is web-based so any computer with Internet access can serve as a catalog. We have 20 computers at Meadows with Internet access, 29 at Ayers, and nine at McClellan (four belong to JSU).

PM#3: Our numbers continue to increase. We taught 90 bibliographic sessions with 2062 students in the sessions. We answered 2,980 information questions and 2,127 directional questions.

PM#4: We have a current total of 2,705 users with 9,414 uses

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

We need to continue to sign up users for the AVL. The new freshmen orientation class should help out signing up students.

Statement of Standing Goal #7:

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 #7:

Performance Measure #1: Maintain or exceed the current number of PAC (catalog) workstations in campus libraries.

Performance Measure #2: Maintain or exceed the current number of web-connected workstations in campus libraries.

Performance Measure #3: Maintain the current number of staff workstations in campus libraries.

Performance Measure #4: Maintain or expand the resources of the library web page.

Performance Measure #5: Maintain or expand the number of electronic resources and databases available to faculty and students.

Evaluation Findings for Goal #7:

PM#1: We no longer have computers limited to only PAC workstations. We have 20 computers at Meadows with Internet access, 29 at Ayers, and nine at McClellan (four belong to JSU). Computers have been added to all three libraries this year.

PM#2: Same as #1

PM#3: The number of staff workstations has remained the same. Every full-time employee has a computer at their desk.

PM#4: The library webpage continues to grow.

PM#5: The number of electronic databases provided by the AVL has increased and the number of databases we are paying for has also increased.

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

The library webpage needs to be continually updated to reflect our resources.

PART II

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

Activity #1: Upgrade computer workstations, web connections, and other technology for students and library staff. Perform upgrades in accordance with planned technology renewals, (evergreening).

	<u>Projected Completion Date</u>	<u>Actual Date</u>
1.1 Replace four staff machines	8/2004	12/2003
1.2 Replace fourteen student machines	8/2004	(8)
1.3 Use superceded machines to replace PAC and e-mail station machines	9/2004	10/2003 &

Activity #2: Incorporate new technologies and expand existing technologies essential to library support of College mission and programs.

2.1 Revise, maintain, and expand library web page including information on the new Innovative Interfaces** software	05/2005	03/2004*
2.2 Incorporate web instruction aimed at distance learners and off-campus library users (included a web tutorial** and the LRC guide)	09/2004	2/2004
2.3 Install SmartBoard in each library	10/2004	ongoing
2.4 Install Projection system in Meadow Library, Room 110, McClellan Center, Ayers Computer Science Auditorium	08/2004	11/2003
2.5 Purchase and circulate six laptops to College faculty & staff	08/2004	08/2003 (5)
2.6 Review/evaluate current electronic databases maintained in addition to the AVL	ongoing	05/2004
2.7 Migrate from older DRA & Athena library automation systems to newer Innovative system	7/2004	ongoing

Activity #3: Improve faculty understanding of how libraries, librarians, and electronic information resources can support teaching and learning.

- | | | |
|---|---------|---------|
| 3.1 Maintain increased level of activity for Learning Resources Committee | 05/2004 | ongoing |
| 3.2 Increase cooperation between faculty and library staff | 05/2004 | ongoing |
| 3.3 Revise Faculty/Staff Guide to the Libraries | 01/2005 | 12/04 |
| 3.4 Assist faculty with programs reviews both internal and external | 05/2004 | ongoing |

*Completed expansion of web page

**Library Management Network is changing Vendors causing all library links and sites to need update

- | | | |
|---|---------|---------|
| 3.5 Continue to publicize the Alabama Virtual Library (AVL) and inform faculty about AVL features and resources | 06/2004 | ongoing |
| 3.6 Survey faculty opinion of library programs, services and Resources | 04/2004 | not yet |
| 3.7 Expand faculty targeted aspects of Library web page | 07/2004 | ongoing |

Activity #4: Increase student use of the library and research resources.

- | | | |
|---|---------|---------|
| 4.1 Continue to publicize the Alabama Virtual Library and train students about AVL features and resources | 06/2004 | ongoing |
| 4.2 Expand Library web page features and services to "out of library" and distance learning students | 06/2004 | ongoing |
| 4.3 Spotlight new databases and services | 05/2004 | ongoing |
| 4.4 Explore new methods of evaluation for library programs and services | 03/2004 | ongoing |

Activity #5: Maintain and increase library staff levels to assist with new and expanded library services and curricular offerings.

5.1	Fill position created by retirement of library staff member in Anniston	09/2003	09/2003
5.2	Fill position left vacant by the death of Head librarian	06/2004	9/01/05
5.3	Plan for staffing at McClellan campus LRC	05/2005	ongoing

Gadsden State Community College

Library

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Dorey Buzen
Signature

11-14-05
Date

Martyn Collins
Signature

11-14-05
Date

Judy Richey-Hagen
Signature

11/15/05
Date

Melinda Harvey
Signature

11/15/2005
Date

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Gadsden State Community College

M. Callan Carter Library
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2008 Strategic Plan with the above named Organizational Unit.

Diana Brye
Signature

Nov. 14, 2005
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Gadsden State Community College

Library
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Tom Humphrey
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11/14/05
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2004-2005 Program/Area Evaluations

Organizational Unit: Math and Engineering

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

Date Submitted: September 15, 2005

Part I

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

Evaluation Method for Goal #1:

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

Evaluation Findings for Goal #1:

Performance Measure #1: As shown on the attachment, for the year 2004-2005, 71.8% of the MTH 090 students achieved an "S" (75 or higher), and 71.9 % of the MTH 098 students achieved a grade of an "S." These classes had a combined passing rate of 71.9%. The results of this data also showed that MTH 098 and MTH 090 experienced a significant withdrawal rate. MTH 098 had a withdrawal rate of 21.2% and MTH 090 had a withdrawal rate of 16.0%.

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

The Goal #1 Performance Measure #1 was met.

The results of the data show that the MTH 090 and Math 098 students met the performance measure, but both courses experienced a significant withdrawal rate. The department feels that the withdrawal rate was high due to overloaded class-size. A proposed remedy would be to increase the departmental budget so that: (1) more full-time and part-time faculty should 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 on all campuses, (3) another computer lab technician could be hired to keep the labs up-to-date and fix any technical problems and travel to other campuses, (4) more up-to-date computers with faster Internet access could be purchased for the mathematics labs. It would be beneficial to the department to have an updated school-wide computer system that would automatically block students out of courses that do not have the prerequisites. Also, an updated school-wide server is needed.

Statement of Standing Goal #2: Offer courses that prepare transfer students to successfully compete with native students at 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 offered meet the mathematics component for transfer as a core mathematics course to four-year college programs.

Evaluation Findings for Goal #2:

Performance Measure #1: Of the total number of math classes taught during the Fall 2004, Spring 2005, and Summer 2005 semesters (222), 108 classes (48.6%) meet the mathematics component for transfer to upper division college programs.

(Math 100, 112, 113, 110, 120, 125, 126, 227, 131, 132, 265)

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

The Goal #2 Performance Measure #1 was not met.

Results of the data show that more classes still need to be offered that transfer as core math courses to upper division college programs. Data also shows that Engineering classes still need to be added to the schedule. The goal was not 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 especially math/engineering combo teachers. This would also allow more money for funding overload contracts.

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

Evaluation Method for Goal #3:

Performance Measure #1: Examine class offerings to show that 15% of the mathematics courses offered per year are MAH 101 and MTH 116.

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

Evaluation Findings for Goal #3:

Performance Measure #1: Examination of the 2004-2005 course offerings, revealed that 45 of the 222 math classes offered were either MTH 116 or MAH 101. Therefore, 20.3% of the mathematics courses offered per year in the area of math for technical/training for business and industry/occupational students in degree/certificate programs were MTH 116 or MAH 101.

Performance Measure #2: As shown in the attachment, for the year 2004-2005, 81.4% of the MTH116 students achieved a "C" or higher, and 80.3% of MAH 101 students that achieved a "C" or higher. Data reflects grades from all MTH 116 instructors and not just full-time faculty.

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

No weaknesses/deficiencies were found.

Statement of Standing Goal #4: Offer courses which permit students to 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: Of the total number of math classes (222) taught during the Fall 2004, Spring 2005, and Summer 2005 semesters, 145 classes (65.3%) meet the requirements for the AS and AAS degrees.

(Math 100, 112, 113, 110, 116, 120, 125, 126, 227, 265, 131, 132)

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

The Goal #4 Performance Measure #1 was not met.

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

Statement of Standing Goal #5: Provide students with access to faculty course syllabi via Internet.

Evaluation Method for Goal #5:

Performance Measure #1: 70% of the syllabi for the full-time classes taught by full-time instructors are available via Internet.

Evaluation Findings for Goal #5:

Performance Measure #1: The webpage for each full-time math instructor was examined by the division webpage coordinator. It was found that 7 out of 10 (70%) full-time math instructors made available their syllabi via Internet.

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

The Goal #5 Performance Measure #1

No weaknesses/deficiencies were found.

Part II

Statement of 2004-2005 Objective #1: Provide the highest degree of up-to-date information and instructional technology in the teaching and learning process.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #1</u>		
Strategic Initiative #1: Furnish mathematics teachers with laptop computers and other up-to-date instructional technology.		
1.1 Purchase 4 faculty workstations including printers for Departmental use	<u>Sp05</u>	<u>Sp/Su05</u> (3 faculty workstations were purchased)
1.2 Purchase 2 laptop computers for Departmental use	<u>Sp05</u>	<u>Su05</u> (3 laptop computers were purchased)
1.3 Purchase flatbed scanner for Departmental use	<u>Sp05</u>	<u>None purchased</u>
1.4 Purchase shredder for Departmental use	<u>Sp05</u>	<u>Sp05</u> (2 shredders were purchased)
1.5 Purchase departmental fax machine	<u>Sp05</u>	<u>None purchased</u>
1.6 Purchase a LCD transcriptor panel or equivalent	<u>Sp05</u>	<u>None purchased</u>
1.7 Purchase 3 Presenter Elmo projection systems (or similar)	<u>Sp05</u>	<u>Su05</u>
1.8 Purchase an online camera system (similar to Snead State)	<u>Sp05</u>	<u>None purchased</u>
Strategic Initiative #2: Evaluate current computer software and equipment in offices and labs.		
2.1 Examine current software to determine if it is appropriate and adequate.	<u>Fa04</u>	<u>Fa04/Sp05</u>

2.2 Purchase updates for office computers such as:		
a. Mathtype	<u>Fa04</u>	<u>Sp05</u>
b. Classmaster (Grading Program)	<u>Fa04/Sp05</u>	<u>Sp05</u>
2.3 Purchase software updates for lab computers.	<u>Fa04</u>	<u>Currently using MyMathLab</u> <u>No software purchased</u>
2.4 Maintain computer equipment and purchase updated hardware as needed.	<u>Fa04/Sp05</u>	<u>Su05</u>
2.5 Purchase three faculty workstation for Computer Labs at Anniston and/or Ayers.	<u>Fa04</u>	<u>None purchased</u>
2.6 Purchase 70 student workstations for Computer Labs at Anniston and/or Ayers.	<u>Fa04</u>	<u>None purchased</u>
2.7 Purchase 6 printers for Computer Labs	<u>Fa04</u>	<u>Su05</u> (2 printers were purchased)

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable: Since the technology appropriation from the State for our college was not as much as we anticipated, our tech request list was reduced considerably. Therefore, the majority of these items that were not purchased will be carried over to the 2005-2006 Strategic Plan.

Statement of 2004-2005 Objective #2: To continue to implement and evaluate Distance Education.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #2</u>		
Strategic Initiative #1: To continue to monitor and evaluate the effectiveness of the Distance Education Classes.		
1.1 Conduct random surveys or interviews of select students taking Distance Education Classes.	<u>Fa04</u>	<u>Su05</u>
1.2 Conduct student evaluations of the instructors teaching Distance Education Classes.	<u>Fa04</u>	<u>Fa04/Sp05/Su05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #3: To plan and implement an open entry/open exit course(s) in mathematics.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<u>Strategic Initiatives for Objective #3</u>		
Strategic Initiative #1: To pilot an open entry/open exit course in mathematics.		
1.1 Schedule Math 090, 098, and 100 classes that will be available to open entry/open exit students	<u>Fa04</u>	<u>Not completed</u>

- 1.2 Conduct a random survey of Math 090 students to determine their interest in taking an open entry/open exit course.

Fa04

Not completed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable. This initiative was delayed due to the appointment of a developmental committee by the Dean of Instructional Services to investigate the open entry/open exit method of instruction. Recommendations by the committee are still pending.

Statement of 2004-2005 Objective #4: To promote Professional Development.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #4		
Strategic Initiative #1: Provide on campus Professional development demonstrating the use of new technology in mathematics.		
1.1 Faculty will attend professional development activities involving the use of new technology hosted by textbook publishers.	<u>Sp05</u>	<u>Sp05</u>
1.2 Faculty will communicate with GSCC Physics, Engineering, or Technical faculty to improve class scheduling.	<u>Sp05</u>	<u>Fa04/Sp05/Su05</u>
Strategic Initiative #2: Encourage participation in off-campus professional development activities.		
2.1 Teachers will attend meetings, conferences, and/or workshops to obtain up-to-date information on the math curriculum, technology, and standards.	<u>Fa04/Sp05</u>	<u>Fa05/Sp05</u>
2.2 Teachers will network with faculty members from other two and four-year colleges to compare syllabi and resources.	<u>Sp05</u>	<u>Sp05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Most of the professional development activities that were attended by full-time faculty were held locally and sponsored by textbook publishers. Addison Wesley sponsored a GSCC technology workshop on MyMathLab in fall 2004 for both full- and part-time instructors including instructors from Calhoun Community College and Wallace Hanceville. We also had 100% participation from the full-time faculty at the professional development conference held at Wallace Hanceville in fall 2004. We still need to increase our travel budgets to encourage more participation and networking in professional development conferences and workshops by our department off-campus.

**Pass/Fail Summary for Math Courses
Fall 2004, Spring 2005, and Summer 2005**

Semester	Course No. and Section	Total Students on first Official Class Roster	Total Students Enrolled at end of Semester	Students with "C" or better (75 or above in MTH 090/098)	Students with "D" or "F"	Incompletes	Total Withdrawals or drops
Fall 2004	Mth 090	414	343	247	96	0	71
Spring 2005	Mth 090	275	229	155	74	0	46
Summer 2005	Mth 090	112	101	81	20		11
Totals			673	483	190	0	128
				71.8%	28.2%	0.0%	
Fall 2004	Mth 098	354	292	206	86		62
Spring 2005	Mth 098	324	237	167	70	0	87
Summer 2005	Mth 098	101	85	69	16		16
Totals			614	442	172	0	165
				71.99%	28.01%	0.00%	
Fall 2004	Mth 100	400	286	208	74	4	114
Spring 2005	Mth 100	361	279	225	49	5	82
Summer 2005	Mth 100	180	146	115	28	3	34
Totals			711	548	151	12	230
				77.1%	21.2%	1.7%	
Fall 2004	Mth 110	Not offered					
Spring 2005	Mth 110	8	8	8	0	0	0
Summer 2005	Mth 110	Not offered					
Totals			8	8	0	0	0
				100.0%	0.0%	0.0%	
Fall 2004	Mth 112	335	259	218	40	1	76
Spring 2005	Mth 112	243	179	144	34	1	64
Summer 2005	Mth 112	182	154	138	16		28
Totals			592	500	90	2	168
				84.5%	15.2%	0.3%	
Fall 2004	Mth 113	62	55	51	4	0	7
Spring 2005	Mth 113	68	58	55	3	0	10
Summer 2005	Mth 113	32	28	26	2		
Totals			141	132	9	0	17
				93.6%	6.4%		
Fall 2004	Mth 116	416	344	283	57	4	72
Spring 2005	Mth 116	342	290	233	53	4	52
Summer 2005	Mth 116	149	124	101	21	2	2
Totals			758	617	131	10	126
				81.40%	17.28%	1.32%	

Pass/Fail Summary for Math Courses
Fall 2004, Spring 2005, and Summer 2005

Semester	Course No. and Section	Total Students on first Official Class Roster	Total Students Enrolled at end of Semester	Students with "C" or better (75 or above in MTH 090/098)	Students with "D" or "F"	Incompletes	Total Withdrawals or drops
Fall 2004	Mth 120	Not offered					
Spring 2005	Mth 120	30	22	21	1	0	8
Summer 2005	Mth 120	Not offered					
Totals		30	22	21	1	0	8
				95.45%	4.55%	0.00%	
Fall 2004	Mth 125	54	41	34	5	2	13
Spring 2005	Mth 125	49	36	30	6	0	13
Summer 2005	Mth 125	30	23	21	2		7
Totals		100	85	85	13	2	33
				85.0%	13.0%	2.0%	
Fall 2004	Mth 126	15	11	11	0	0	4
Spring 2005	Mth 126	24	20	14	5	1	4
Summer 2005	Mth 126	23	22	21	1		1
Totals		53	46	46	6	1	9
				86.8%	11.3%	1.9%	
Fall 2004	Mth 131	31	29	28	1	0	2
Spring 2005	Mth 131	Not offered					
Summer 2005	Mth 131	29	29	29			
Totals		58	57	57	1	0	2
				98.3%	1.7%	0.0%	
Fall 2004	Mth 132	24	23	22	1	0	1
Spring 2005	Mth 132	21	21	20	1	0	0
Summer 2005	Mth 132	17	17	17			
Totals		61	59	59	2	0	1
				96.7%	3.3%	0.0%	
Fall 2004	Mth 227	Not offered					
Spring 2005	Mth 227	9	8	8	0	0	1
Summer 2005	Mth 227	8	8	8			
Totals			16	16	0	0	1
				100.0%	0.0%	0.0%	
Fall 2004	Mth 238	Not offered					
Spring 2005	Mth 238	Not offered					
Summer 2005	Mth 238	Not offered					
Totals							
Fall 2004	Mth 265	Not offered					
Spring 2005	Mth 265	35	33	33	0	0	0
Summer 2005	Mth 265	Not offered					
Totals			33	33	0	0	0
				100.0%	0.0%	0.0%	
Fall 2004	MAH 101		19	15		4	
Spring 2005	MAH 101	79	68	55	7	6	11
Summer 2005	MAH 101	42	35	28		7	7
Totals			122	98	7	17	18
				80.3%	5.7%	13.9%	

Gadsden State Community College

Division of Mathematics
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

William Kirby
Signature

8-31-05
Date

Susan M. Brown
Signature

8-31-05
Date

Janet Reynolds
Signature

8-31-05
Date

Tammy Potter
Signature

8-31-05
Date

Molly Misko
Signature

8-31-05
Date

Ginny A. Lavender
Signature

9/1/05
Date

Rhoda Oden
Signature

9/1/05
Date

Esther Wilson
Signature

09-01-05
Date

Cal Byrnes, Jr.
Signature

9/1/05
Date

Lynette J. King
Signature

9/1/05
Date

Signature

Date

Gadsden State Community College

MATH AND ENGINEERING, GSCC
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Jesse Johnson
Signature

8/31/2005
Date

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Gadsden State Community College

Division of Mathematics
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Geraldine G. York
Signature

9/13/05
Date

Annexa Sherman
Signature

9/15/05
Date

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Date

Sent to Robert Dark
9-15-05

Gadsden State Community College

Division of Mathematics
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

William Kirby
Signature Date 8-31-05

Susan M. Brown
Signature Date 8-31-05

Janet Reynolds
Signature Date 8-31-05

Jammy Potter
Signature Date 8-31-05

Molly Misko
Signature Date 8-31-05

Ginny Lavender
Signature Date 9/1/05

Rhoda Oden
Signature Date 9/1/05

Eather Wilson
Signature Date 09-01-05

Cal Byr, Jr.
Signature Date 9/1/05

Lynette J. King
Signature Date 9/1/05

Signature Date

Gadsden State Community College

MATH AND ENGINEERING, GSCC
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Signature Jesse Johnson

Date 8/31/2005

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Gadsden State Community College

Division of Mathematics
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Geraldine L. York
Signature

9/13/05
Date

Thomas Horner
Signature

9/15/05
Date

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2004 – 2005 ORGANIZATIONAL UNIT STRATEGIC PLAN

Organizational Unit: McClellan Center

Person Responsible: Kelley Haynes

Date Submitted: November 15, 2005

Dean's Approval: _____

Part 1

Goal #1 – Serving our Students. Serve our students to help them obtain education, career, and personal goals.

Expected Educational Outcome: Success in this goal will prepare the student to enter college with confidence and continue until completion of program or degree.

Evaluation Method for Goal #1

Cross training of office employees to assist in all areas of admissions and readily available to answer questions and direct students.

Evaluation Findings for Goal #1

- a. Office personnel meet and greet, assist students in admissions, financial aid, and answer questions.
- b. Open door policy for students encouraged them to feel comfortable in coming into main office and talking with staff.
- c. Layout of administrative assistants work stations led to a more approachable but private encounter.
- d. Office personnel attended informal meeting with the Registrar's office to gain better understanding of Admissions process.
- e. Director readily available for advisement for students.

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

Continue to educate and update all personnel on admissions, financial aid and all school policies.

Work closer with all department heads to ensure course offerings meets the needs of the students.

Set up on site tutoring at GSCC McClellan Center

Goal #2 – Community Involvement. Employee involvement with students and the community.

Expected Educational Outcome: Success in this goal will encourage interaction between the employees of GSCC with the community and potential students.

Evaluation Method for Goal #2:

Employees are expected to participate in a student club organization, community activity, and/or professional organization.

Evaluation Findings for Goal #2:

- a. All office and staff personnel at the McClellan Center participate in a student club organization, community organization, local high school, and/or professional organization.
- b. GSCC participated in Relay for Life, United Way, and Hurricane Evacuees fundraisers.
- c. GSCC McClellan Served as a sponsor for the Music at McClellan summer concert series.
- d. Job Fairs, Blood Drives, Health Fairs, and other student involvement activities were held at the GSCC McClellan Center.
- e. Various business groups held seminars and classes at the GSCC McClellan Center.
- f. Leadership Calhoun County toured the GSCC McClellan Center as part of their Higher Education Day Program.

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

All office and staff personnel at the McClellan Center continue to be involved in the community and participate with an outside organization. Continue to participate in community activities at the Center – Health Fair, Blood Drive, Relay for Life, United Way
Encourage more interaction with local high schools.
Work closely with counselors to meet the need of students and potential students.

Goal #3 – Technology. Furnish classrooms with appropriate technology. Work with JSU to furnish shared areas with appropriate furnishings and technology.

Expected Educational Outcome: Success in this area will help keep faculty up to date on the latest technology and expose students to the latest technology.

Evaluation Method for Goal #3:

Installation of projection screens in all classrooms. Projectors made available to faculty and staff through the library.
Auditorium equipped for presentations.

Evaluation Findings for Goal #3:

- a. Laptops and projectors are available for use through the library.
- b. Projection screens have been requested for all classrooms.
- c. Equipment is installed for presentations in the auditorium.

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

Continue to work with JSU to ensure latest equipment and up to date technology in the auditorium.
Continue to work with staff and faculty to ensure they have proper technology in classroom and in work area to do their job.

Part II

Objective #1: Make the McClellan Center of Gadsden State Community College a strong and visible education facility in the area.

Strategic Initiatives for Objective #1:

Maintain strong presence in community through clubs, high schools, civic organizations, and businesses.

Objective #2: Dual Enrollment for area high schools.

Strategic Initiatives for Objective #2:

Projected video conferencing into area high schools in 2006.

	<u>Projected Completion</u>	<u>Date Completed</u>
1.1 Faculty, administration, and/or faculty adopt a School in Calhoun County.	<u>FALL '05</u>	<u>ongoing</u>
1.2 Successful move to the McClellan Center.	<u>FALL '05</u>	<u>Fall 05</u>
1.3 Partner with business to help our students be better prepared to enter the workforce.	<u>SPRING '06</u>	<u>ongoing</u>
1.4 Work closely with four year institutions to ensure smooth transfer.	<u>Ongoing</u>	<u>ongoing</u>

Gadsden State Community College

McClellan Center
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Bruce Thurmond
Signature

Date

Susan Wadsworth
Signature

11-15-05
Date

Heraldine McCormick
Signature

11-16-05
Date

Wanda Ledlow
Signature

11-16-05
Date

Kelley J. Hayne
Signature

11-16-05
Date

Signature

Date

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Signature

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Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: Practical Nursing Program

Person Responsible: Brenda Holman/Connie Meloun

Date Submitted: November 9, 2005

Approved by (Dean/VP) _____


Part I

Statement of Standing Goal #1:

Prepare students for licensure and successful practice as licensed practical nurses.

Evaluation Method for Goal #1:

Analysis of NCLEX-PN Licensure Results
Analysis of graduating students' End of Program Student Satisfaction Survey
Analysis of Six-Month Post Graduation Surveys
Analysis of Six-Month and One-Year Employer Surveys

Evaluation Method for Goal #1:

2001 – 2002	70.5% Valley Street	74.1% Ayers
2002 – 2003	90% Valley Street	76.9% Ayers
2003 – 2004	89.7% Valley Street	75.2% Ayers
2004 – 2005	93.1% (a combination of Valley Street and Ayers as it is now considered one practical nursing program)	

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

In order to provide quality instruction to students in the practical nursing program at both campuses, faculty are having to do quite a bit of traveling from one campus to another.

Critical thinking skills are focused on from the beginning of the program in classroom, laboratory, clinical activities as well as testing. The nursing faculty continue to identify "areas of weakness and concerns" for each student during the last semester of the program through the use of exit exams. The faculty plan an individualized program of remediation for each student.

Low response rate of graduates to the Post-graduation survey is a problem. Faculty communicate to students throughout the program the importance of students' input and response to the post-graduate survey. Faculty have discussed sending surveys via email as a means of increasing responses, and to have an annual "class reunion" type of activity and at that time, include an opportunity to complete the post-graduate survey.

Part I

Statement of Standing Goal #2

Maintain Alabama board of Nursing Approval

Evaluation Method for Goal #2

Alabama board of Nursing approval

Evaluation Findings for Goal #2

Alabama Board of Nursing approval through 2005.

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

None

Part I

Statement of Standing Goal #3

Maintain pass rates on NCLEX-PN at or above the State and National levels

Evaluation Method for Goal #3

Analysis of NCLEX-PN results for graduates in relation to the state and national average pass rate for the same time period.

Evaluation Findings for Goal #1:

The national average for the NCLEX-PN for 2005 is 89.59%

The state average for the NCLEX-PN for 2005 is 87.93%

GSCC passage rate for the NCLEX-PN for 2005 is 93.1%

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

None

Part I

Statement of Standing goal #4

Achieve high job placement rates for students completing the Practical Nursing Program.

Evaluation Method for Goal #4

Six Month Post-Graduation Survey

Evaluation Findings for Goal #4

100% of the respondents of the Six-Month Post-Graduation Survey were employed full time.

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

None

Part I

Statement of Standing Goal #5

Ensure that the graduates of the nursing program is competent to function in the capacity of providing basic bedside nursing in the areas of assessing, planning, implementing, and evaluating client care.

Evaluation Method for Goal #5

Analysis of six-month and one-year employer survey

Evaluation Findings for Goal #5

Of those employers who responded to the six-month and one-year employer survey, 100% expressed a "well prepared" or "very well prepared" level of satisfaction regarding the beginning competencies of the GSCC PN.

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

None

Part I

Statement of Standing Goal #6

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.

Evaluation Method for Goal #6

Six Month Post-Graduation Survey

Evaluation Findings for Goal #6

The results for the 2004 graduates who responded to the six-month post-graduation survey are as follows in relation to the above:

11% are leaders in children's activities

9% participate in volunteer work in their community

72% are registered voters

65% are active in their church

54% are employed in nursing and are pursuing education related to healthcare

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

Faculty will continue to strive to 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. Faculty will encourage students to participate in community/civic/professional activities while in school. More faculty need to include a service-learning project/activity in their respective courses. Students are being advised regarding the LPN Mobility Program should they want to continue their education in nursing.

Part I

Statement of Standing Goal #7

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

Evaluation Method for Goal #7

Continuing Education Program Evaluations

Evaluation Findings for Goal #7

I

In conjunction with the GSCC's Center for Lifelong Learning, the Nursing Education Unit (Associate Degree and Practical Nursing) has offered two continuing education activities during the year to health care professionals. Evaluations of each continuing education activity show that 98% of respondents indicate that the activity meets their need(s).

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

None

IV. 2004-2005 Objectives, Strategic Initiatives, and Strategic Activities		Projected Date	Date Completed
A. Objective # 1: Promote critical thinking among nursing students.			
#1 Strategy Initiative: Incorporate MEDS Learning System (MLS) into the nursing curriculum.			
Strategy activities:			
1.1	Provide in-service education for faculty on MLS.	<u>Ongoing</u>	<u>08/05</u>
1.2	Provide students with a "how to" session	<u>Ongoing</u>	<u>08/05</u>
1.3	Require students to use the MLS beginning their first semester and throughout the curriculum	<u>Ongoing</u>	<u>08/05</u>
#2 Strategy Initiative: Utilize teaching and evaluation methods which promote critical thinking			
1.1	Implement critical thinking lab	<u>Ongoing</u>	<u>Ongoing</u>
1.2	Utilize test plan to evaluate cognitive levels of exam questions	<u>Ongoing</u>	<u>Ongoing</u>
B. Objective # 2: Provide up-dated equipment for use in nursing program			
#1 Strategic Initiative: Purchase necessary equipment			
Strategy activities:			
1.1	Evaluate the present inventory	<u>Ongoing</u>	<u>Ongoing</u>
1.2	Determine items needed	<u>Ongoing</u>	<u>Ongoing</u>
1.3	Do purchase orders	<u>Ongoing</u>	<u>Ongoing</u>
1.4	Receive ordered items into inventory	<u>Ongoing</u>	<u>Ongoing</u>
1.5	Implement the use into program	<u>Ongoing</u>	<u>Ongoing</u>
C. Objective #3: Increase number of qualified applicants into the nursing program			
#1 Strategy Initiative: Develop and implement an aggressive recruitment plan			
Strategy Activities:			
1.1	Establish a recruitment committee	<u>Ongoing</u>	<u>Ongoing</u>
1.2	Survey local schools to determine students' areas of interest.	<u>Ongoing</u>	<u>Not done</u>
1.3	Host a health care career day for HOE students.	<u>Ongoing</u>	<u>Not done</u>
1.4	Promote interest in health care careers in elementary and middle schools.	<u>Ongoing</u>	<u>Not done</u>
D. Objective # 4: Decrease attrition in nursing program			

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

Strategy Activities:

- | | | | |
|-----|--|----------------|----------------|
| 1.1 | Evaluate current remediation techniques | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.2 | Identify common problem areas for students | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.3 | Include the student in developing a remediation plan to meet their individual needs. | <u>Ongoing</u> | <u>Ongoing</u> |
| 1.4 | Utilize MLS program to evaluate students' strengths and weaknesses | <u>Ongoing</u> | <u>08/05</u> |

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

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

Strategy Activities:

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

2004-2005 Program/Area Evaluations

Organizational Unit: Public Safety Telecommunications

Person Responsible: Connie Meloun / *Christina Dilges*

Date Submitted: November 07, 2005

Part I

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

Evaluation Method for Goal #1: Survey of graduates.

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

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

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

Evaluation Method for Goal #2: Survey of graduates.

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

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: In the 2003-2004 Graduate survey, there was a recommended comment that instructors be improved "to ensure they do what they say". In May 2003, there was a replacement of an instructor in which time-line complaints had been made. Since the replacement of said instructor, there have been no noted weaknesses/deficiencies.

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: Eleven (11) students have been awarded Associates degrees to date.

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

2004-2005 Program/Area Evaluations

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: 81 students have been awarded APCO certificates.

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

Statement of Standing Goal #5: Recruit students for Gadsden State Community College and the Public Safety Telecommunications Program at pertinent workshops and conferences.

Evaluation Method for Goal #5: Evaluate need for attendance at APCO/9-1-1 conferences to promote GSCC and the Public Safety Telecommunications Program.

Evaluation Findings for Goal #5: Conferences and workshops were attended for recruitment purposes during 2004-2005 by the Public Safety Telecommunications Instructor/Coordinator and/or by Institute of Emergency Preparedness (IEP) faculty/staff.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The 2004 Gulf Coast NENA Conference that was to be held October 2004, was cancelled due to Hurricane Ivan's damage of the Gulf Coast. The 2005 Gulf Coast NENA Conference was held and attended by the Public Safety Telecommunications Instructor/Coordinator during October 9-12, 2005, of the 2005-2006 year.

2004-2005 Program/Area Evaluations

PART II

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

Statement of 2004-2005 Objective #1: To fully staff the PST Program.

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

Strategic Initiatives for Objective #1

Strategic Initiative #1: Contract with part-time instructors for on-line course delivery of the PST courses.

1.1 Identify the instructor(s)	<u>08/01/04</u>	<u>08/01/04</u>
1.2 Complete contracts	<u>08/30/04</u>	<u>08/30/04</u>
1.3 Evaluate instructor(s)	<u>07/30/05</u>	<u>04/04/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #2: To advocate for on-line required academic courses.

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

Strategic Initiatives for Objective #2

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

1.1 Determine which courses are on-line.	<u>On-going</u>	<u>On-going</u>
1.2 Determine which courses need to be on-line.	<u>On-going</u>	<u>On-going</u>
1.3 Monitor to insure all required courses are offered on a regular and recurring basis.	<u>On-going</u>	<u>On-going</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

2004-2005 Program/Area Evaluations

Statement of 2004-2005 Objective #3: Evaluate continuing education instructors for the PST program.

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

Strategic Initiatives for Objective #3

Strategic Initiative #1: Attend conferences and workshops to maintain continuing education in Public Safety Telecommunications and other related technology for PST instructors.

1.1 Evaluate need for attendance.	<u>10/01/04</u>	<u>10/01/04</u>
1.2 Determine which conferences and Workshops are available for attendance And dates for same.	<u>10/01/04</u>	<u>10/01/04</u>
1.3 Attend Conferences and Workshops To maintain con-ed and latest Developments in PST.	<u>09/01/05</u>	<u>09/30/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #4: Recruit prospective students for the PST program.

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

Strategic Initiatives for Objective #4

Strategic Initiative #1: Recruit students for Gadsden State Community College and the Public Safety Telecommunications Program at pertinent conferences and workshops.

1.1 Evaluate need for attendance.	<u>10/01/04</u>	<u>10/01/04</u>
1.2 Determine which conferences and Workshops are available for attendance And dates for same.	<u>10/01/04</u>	<u>10/01/04</u>
1.4 Attend Conferences and Workshops For Recruitment of PST students.	<u>09/01/05</u>	<u>09/30/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Adopted: 11/07/05
Amended: 11/08/05
DOC/DISK: C:\PST2006-0010

Gadsden State Community College

Public Safety Telecommunications
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Christina M. Okey
Signature

11/08/05
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

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Date

2004-2005 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: November 4, 2005

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
Clinical Competency Evaluation

Evaluation Findings for Goal #1:

Results from the Student Self-Assessment, post-graduate survey, employer surveys, clinical competency evaluation 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 Student Self-Assessment has been added this year to allow inclusion of students' perception of their abilities.

2004-2005 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: November 4, 2005

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 Competency Evaluations
General Clinical Evaluations
Student Self-Assessment

Evaluation Findings for Goal #2:

Results from all survey instruments reflect that this goal is being met. The feedback received from members of the Advisory Committee and clinical instructors has been vital in addressing this goal.

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. Data received from the Student Self-Assessment is being reviewed to determine its value in addressing this goal.

2004-2005 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: November 4, 2005

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 Meetings
General Clinical Evaluations
Student Self-Assessment

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.

2004-2005 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: November 4, 2005

Part I

Statement of Standing Goal #4:

Achieve a program completion rate (retention rate) consistent with JRCERT Standards. (the Program's goal is an 85% retention rate, excluding non-academic reasons, over a five year period.)

Evaluation Findings for Goal #4:

Class of 2001	78% retention rate
Class of 2002	86.6% retention rate
Class of 2003	83.3% retention rate
Class of 2004	73.3% retention rate
Class of 2005	86.6% retention rate

The average of these five years is 81.5%

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

All of the Radiologic Technology Program in the Community College System are currently undergoing a curriculum revision. As a part of this revision, admissions criteria and the selection process will both change. The faculty will continue to monitor this process.

2004-2005 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: November 4, 2005

Part I

Statement of Standing Goal #5:

Prepare and qualify students to sit for the American Registry of Radiologic Technologists (ARRT) certification examination in Radiography. (The Program's benchmark is an average credentialing exam pass rate of 80% over a five year period. This is a first time pass rate.)

Evaluation Method for Goal #5:

ARRT Examination Reports

Evaluation Findings for Goal #5:

2001	95% pass rate
2002	96% pass rate
2003	90% pass rate
2004	100% pass rate
2005	96% pass rate

The five year average is 95.4%

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 ARRT pass rates are continuing to surpass the established benchmark. As this trend continues the faculty will determine if a revision in the benchmark is warranted.

2004-2005 Program/Area Evaluations

Organizational Unit: Radiologic Technology Program

Person Responsible: Deborah Gay Utz

Date Submitted: November 4, 2005

Part I

Statement of Standing Goal #6:

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

Evaluation Method for Goal #6:

Graduate Exit Questionnaire
Post Graduate Surveys

Evaluation Findings for Goal #6:

We are currently unable to assess this goal. Students are in the process of receiving certification and some are relocating. Since the goal states that assessment will occur six months post-graduation, the faculty is continuing to gather data.

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.

Gadsden State Community College

Health Sciences - Radiologic Technology
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Deborah Gay Utz
Signature

11-9-05
Date

[unclear]
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11/09/05
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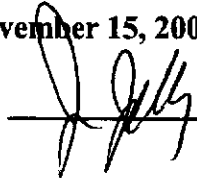
2004-2005 Program/Area Evaluations

Organizational Unit: Science Division

Person Responsible: Shirley Colvin

Date Submitted: November 15, 2005

Approved by (Dean/VP) _____



PART I

Statement of Standing Goal #1:

To provide quality science courses to support the requirements of the many degree and certificate programs at the College and to assure that all students enrolling in science courses will achieve at least a basic knowledge of these sciences.

Evaluation Method for Goal #1:

- a. Questionnaires to assess student satisfaction with the scheduling process
- b. grade review records to insure 70% of students who register will complete the courses without dropping with a grade of "C" or better
- c. Pre and post test to compare student learning competencies

Evaluation Findings for Goal #1:

Failure by the previous Science Division Chairman to implement the instruments needed to assess achievement of this goal does not allow for evaluation.

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

Since the previous Science Division Chairman did not inform the faculty of the evaluation methods, beginning with the spring semester, pre and post tests will be given in General Biology. Pre and post test strategies for other courses are being developed. Faculty meetings to this effect have already taken place. Grade records in each class will also be reviewed each semester by the current Division Chairman.

Statement of Standing Goal #2:

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.

Evaluation Method for Goal #2:

- a. Ensure that a full range of transfer science courses in a logical reasonable schedule to facilitate the transfer process for students. A questionnaire is being designed for the Fall 2003 semester to assess student satisfaction with the schedule process.

- b. Evaluate results of Scheduling Survey Questionnaire to ensure that the scheduling procedure for students enrolling in science courses is satisfactory and that students are able to enroll in courses at times satisfactory to assist them in fulfilling their chosen curriculum.

Evaluation Findings for Goal #2:

Failure by the previous Science Division Chairman to implement the questionnaire needed to assess achievement of this goal does not allow for evaluation.

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

Since the former Science Chairman did not inform the faculty of the stated evaluation methods, student questionnaires for the purpose of measuring satisfaction are not available. Transfer success evaluations, issued by the Office of Institutional Research, will be thoroughly reviewed by the current Division Chairman and faculty. In addition, student comments and suggestions will be documented as received by the Chairman.

Statement of Standing Goal #3:

1. To expand the Intern and Learn opportunities 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.

Evaluation Methods for Goal #3

- a. Increase the number of opportunities and quality of the Intern and Learn opportunities in the Aquatic Science Area.
- b. Continue to collect and maintain data relative to program starts, completions and successful entry into the job force.
- c. Review the Intern opportunities for the Aquatic Science program to ensure that the students enrolling in this program are able to complete the intern programs at some of the best institutions in the country.

Evaluation Findings for Goal #3

We have expanded the opportunities for students in the intern and learn program through the GSCC Aquaculture Education and Development Center (AEDC). Prince William Sound Aquaculture Corporation in Alaska has just recently agreed to offer internships for GSCC students. Three students are currently interested and applying for internships in their Salmon hatcheries for the 2006 season. Walt Disney World Living Seas and Land exhibits continue to feature GSCC students. Two of only 4 students accepted into this prestigious program last year were GSCC students Deborah Laster and Andy Badgett. Walt Disney has called and encouraged additional GSCC students to apply; two students are interested and will apply for 2006 internships. The AEDC continues to offer internship opportunities through the Tennessee Aquarium, Alabama Department of Wildlife and Freshwater Fisheries, MOTE Marine Laboratory, Harbor Branch Oceanographic Institute, Dauphin Island Sea Lab and many others. All GSCC students who have interned to date have completed the internship and received internship reviews that earned an "Excellent" rating by the internship host institutions. All students that have started internships to date have completed them. In 2004-2005

five students will complete internships. Student Gabe Barrett (AS degree in Aquatic Biology) was accepted to the Auburn University fisheries program to complete a bachelor's degree in fisheries conservation and management upon his return from an internship with Walt Disney in 2004. Student April Thomason was employed at Blue Springs Fish Hatchery in Birmingham, AL after completing her internship (2005) at the GSCC AEDC and prior to the completion of her AS degree in Aquatic Biology. Student Deborah Laster (AS degree in Aquatic Biology) returned to North Alabama after completing the Disney internship (2005) and is currently seeking employment in the industry. A fourth student (Andy Badgett) will not complete his internship until December 2005 at which point he will complete his AS degree in Aquatic Biology. Student Ben Brown elected to complete his internship at the GSCC AEDC and will finish the Certificate 26 program December 2005. Six students will go for internships in 2005-2006. The intern and learn program has been highly successful for the GSCC AEDC and host institutions are electing to take GSCC students over students from other programs because of their superior skills, knowledge and experience.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies:
Initiative was completed.

PART II

Statement of 2004-2005 Objective #1:

A. Objective #1: To expand the offering of biology courses in a mega-class format with separately taught labs.

Strategic Initiatives for Objective #1

1. Strategic initiative #1: Renovations to Science Lecture Hall Room 106. Money has been appropriated, plans have been developed and approval is under way as are bids.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Completion of renovation of Room 106	<u>Aug. 2004</u>	<u>Aug. 2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Although the completion of Room 106 has benefited the College and provided an area for visiting groups and campus-wide meetings, science mega-classes have not been implemented due to limited lab spaces.

Statement of 2004-2005 Objective #2:

B. Objective #2: To improve the assessment process for the major science courses, especially biology and chemistry.

Strategic Initiative for Objective #2

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiative #1: Develop pre and post testing for Biology (Jeff Machen and Nancy Gilbert)	<u>May 2005</u>	<u>NC</u>
2. Strategic Initiative #2: Develop pre and post testing for Chemistry (Edie Boyd and Brenda Ford)	<u>May 2005</u>	<u>NC</u>
3. Strategic Initiative #3: Compare drop rates with initial enrollment for freshman Biology courses.	<u>May 2005</u>	<u>NC</u>
4. Strategic Initiative #4: Compare drop rates with initial enrollment for freshman Chemistry courses.	<u>May 2005</u>	<u>NC</u>
5. Strategic Initiative #5: Compare Biology grades awarded to ensure that student performance is adequate, including with grade distribution data to check for grade inflation.	<u>May 2005</u>	<u>NC</u>
6. Strategic Initiative #6: Compare Chemistry grades awarded to ensure that student performance is adequate, including with grade distribution data to check for grade inflation.	<u>May 2005</u>	<u>NC</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable

Instruments and evaluation data needed to achieve this objective were not developed or collected. Beginning with spring semester 2006, pre and post tests will be given in General Biology. Test strategies for other courses are being developed. In addition the Science Division Chairman plans to evaluate course retention in all science classes.

Statement of 2004-1005 Objective #3:

c. Objective #3: To complete the new Biology Computer Lab in Browder Hall, Room 206.

Strategic Initiatives for Objective #3:

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1. Strategic Initiative #1: To couple tables, install computers provide wiring, connections to server and internet connections.	<u>Dec. 2005</u>	<u>Aug. 2004</u>
2. Strategic Initiative #2: To obtain and install Biology Software	<u>Sept. 2005</u>	<u>Aug. 2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable

Initiative was completed.

Statement of 2004-1005 Objective #4:

D. Objective #4: To complete the PowerPoint Presentation in each classroom in Browder Hall.

Strategic Initiatives for Objective #4:

	Projected Completion Date	Actual Completion Date
1. Strategic Initiative #1: To provide lockable boxes with speakers, VCR-DVD Combo Units, provide wiring, connections to server and internet connections.	<u>Dec. 2004</u>	<u>Dec. 2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable

Initiative was completed.

2004-2005
GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN
EVALUATION

Organizational Unit: Social Sciences
Person Responsible: George W. Terrell Jr. – Wayne Findley
Dean's Approval: _____

I. Mission/Purpose Statement: The Social Science Division includes the areas of History, Political Science, Geography, Psychology, Sociology, Human Services, Early Childhood Education, Philosophy, and Religion. The courses offered in these areas are to enable students to fulfill the requirements necessary for them to transfer to 4-year institutions, complete terminal programs or certificates at Gadsden State or to provide opportunities for personal enrichment. In the case of some certificate/degree programs, such as Human Services or Early Childhood Development, immediate entry into the work force is possible.

II. Standing Goals, Expected Educational Outcomes, and Assessment Measures:

A. Goal #1:

1. Goal Statement – To offer courses comparable to what other two/four year institutions offer at the freshman and sophomore levels in the Social Science fields of History, Geography, Political Science, Psychology, Sociology, Philosophy, Religion, Human Services and Early Childhood Development.

Expected Educational Outcomes and Assessment Measures

a. Performance Measures # 1 – Programs are checked to be sure they provide general education in the Social Science Subjects offered at GSCC.

EVALUATION: 90% of the programs contain general education courses in the area of Social Science

b. Performance Measure #2 – Each subject area offered will be reviewed to see what percentage of students enrolled in that area received a grade of "C" or better.

EVALUATION: More than 75% of the students enrolled in Social Science courses received a grade of "C" or better.

c. Performance Measure #3 – Data from senior institutions will indicate that students are successful when they transfer and take higher level

(i.e. 300/400) courses and that their grades in these courses are comparable to the students who have taken all their courses at the senior-level institutions.

EVALUATION:

Students transferring to Jacksonville State University had an average GPA equal to or better than native JSU students.

B. Goal # 2:

1. Goal Statement – To prepare students adequately for their transfer to senior institutions and for them to be successful in their programs at those schools.

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure # 1 – Data from senior institutions will be reviewed to see if the grade point averages and graduation rates for transfer students from Gadsden State are comparable to the senior institutions' students who have completed ALL their work there. (In the social science-related fields).

EVALUATION:

Data from four-year institutions show that students transferring to senior institutions from Gadsden State have a GPA and graduation rate equal to that of native students.

- b. Performance Measure #2 – Information from senior institutions should indicate that the Gadsden State transfer students are successful in higher level courses when compared to the students who have completed all work at the Senior Institutions.

EVALUATION:

Information from Jacksonville State University indicates that Gadsden State transfer students are as successful in higher level course work as native students.

C. Goal #3:

1. Goal Statement – To provide courses that will prepare students to fill jobs in in the field of Human Services.

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure #1 – Check the percentage of students in Human Services classes who earn grades of “C” or better.

EVALUATION:

The percentage of students in Human Services classes who earned a grade of “C” or better is 70%.

- b. Performance Measure #2 – Check the percentage of students in Human Services Internships who receive satisfactory evaluations from agency supervisors.

EVALUATION:

Letters reveal that the percentage of students who received satisfactory evaluations from the supervisor is 98%.

- c. Performance Measure #3 – Check the number and percentage of Human Services students who gain employment in the field after graduation.

EVALUATION:

Based on phone interviews with graduates, approximately 60% of Human Services students gain employment in the field after graduation.

- d. Performance Measure #4 – Check the percentage of students in the Human Services Program who graduate.

EVALUATION:

Unable to decipher the percentage of students who graduate from the information available. During this year, 8 graduates were in the HUS program.

- e. Performance Measure #5 – A survey of businesses who employ Human Services graduates will indicate that the graduates are well prepared for the work force.

EVALUATION:

The survey of businesses who employ HUS graduates is not complete.

D. Goal #4

1. Goal Statement – To provide technical, vocational, and career education that prepares students for immediate employment, retrains existing employees, and promotes local and state work force development initiatives in EARLY CHILDHOOD DEVELOPMENT.

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure # 1 – Review the percentage of students in the Early Childhood Program who earn grades of “C” or better.

EVALUATION:

The percentages of students receiving a “C” or better included was 81.7%.

- b. Performance Measure # 2 – Determine the number and percentage of Early Childhood students who are placed in jobs in the field of Early Childhood after graduation.

EVALUATION:

The total number of students from the Fall of 2004 to the present is 195 students. Of those students, 26 have graduated and they account for 10% of the total. The percentage of graduated students that are currently working in child related jobs is 84.6%

- c. Performance Measure # 3 – The number of students who graduate from the Early Childhood program.

EVALUATION:

The number of students that graduated Fall 2004 to present is 26.

- d. Performance Measure # 4 – A survey of businesses who employ Early Childhood graduates will indicate satisfaction with the Employees’ training.

EVALUATION:

Completed surveys of area employers indicate GSCC graduates to be 79% highly proficient in all areas, 16% moderately proficient in all areas, 4% somewhat proficient in all areas, and 1% poorly prepared for the job in all areas.

- e. Performance Measure # 5 – A Focus Group consisting of Early Childhood Advisory Council members will indicate that Early Childhood graduates are well prepared for the workforce.

EVALUATION:

The focus group has come to the conclusion, after repeated observations and lab work that those students who have graduated from the program are well prepared to work with young children ages birth to 8 years of age. They also agreed students should be instructed in all areas of the child's development,(curriculum planning and implementation, special needs and considerations, business set up and management, and health, nutrition and safety). After completing the two year associate program, all graduates should be able to contribute substantially to the welfare and well being of children and their families.

E. Goal #5:

- 1. Goal Statement – To provide students with basic knowledge of Social Sciences, including information about history and development of society and contributions of various cultures, nations and the interaction of human behavior in both individuals and groups.**

Expected Educational Outcomes and Assessment Measures

- a. Performance Measure # 1 – Determine the percentage of students who earn a grade of "C" or better in the Social Science related courses offered at GSCC.**

EVALUATION:

75% of the students enrolled in Social Science courses received a grade of "C" or better.

- b. Performance Measure # 2 – Data from senior institutions will indicate that students are successful at the next level social science courses with grades that are consistent with students native to the investigated senior institutions.**

EVALUATION:

Information for four-year institutions indicate that Gadsden State students are as successful in upper level Social Science Courses as native students.

III. Long Range Goals (1-3 years)

- A. To reduce the percentage of classes taught by part-time instructors by hiring additional full-time faculty in the social science fields.**
- B. To revise all programs to address changes in the workforce and/or senior institutions social science programs.**
- C. To recruit qualified part-time instructors in all areas to assure quality instruction and to fully evaluate these instructors with classroom visits/consultations.**
- D. Develop a master schedule for Social Science Department**
- E. Utilize the STARS Articulation guides in the advisement process for Social Science.**

	Projected	Date	<u>Completion</u>	<u>Completed</u>
IV. 2004-2005 Objectives				

Objective #1: To continue to organize the Social Science Department as a cohesive unit that reflects instruction by full-time and part-time instructors at all instructional sites with up to date instructional technology

Strategic Initiative #1:

- | | | |
|---|-------------|-----------------------|
| 1.1 Purchase 4 faculty workstations including printers for Departmental use | <u>Sp05</u> | <u>None Purchased</u> |
| 1.2 Purchase 4 laptop computers for Departmental use | <u>Sp05</u> | <u>None Purchased</u> |
| 1.3 Purchase flatbed scanner for Departmental use | <u>Sp05</u> | <u>None Purchased</u> |
| 1.4 Purchase 3 Presenter Elmo projection systems | <u>Sp05</u> | <u>None Purchased</u> |

Strategic Initiative #2:

- | | | |
|---|------------------|-------------|
| 2.1 Examine current software to determine if it is appropriate and adequate | <u>Fa04</u> | <u>Fa04</u> |
| 2.2 Purchase updates for office computers | <u>Fa04</u> | <u>Fa04</u> |
| 2.3 Maintain computer equipment and purchase updated hardware as needed | <u>Fa04/Sp05</u> | <u>Fa04</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable: Since the technology appropriation from the State for our college was not as much as we anticipated, our tech request list was reduced considerably. Therefore, the majority of these items that were not purchased will be carried over to the 2005-2006 Strategic Plan.

Objective # 2: To offer courses at the various instructional sites that meet the needs of students in that service area at the best times/days to ensure larger enrollment in the courses and that maximize the use of teaching funds.

Strategic Initiative #1:

- | | | |
|--|-------------|-------------|
| 1.1 Conduct random surveys or interviews of select students taking Distance Education Classes. | <u>Fa04</u> | <u>Fa04</u> |
| 1.2 Conduct student evaluations of the instructors teaching Distance Education Classes. | <u>Fa04</u> | <u>Fa04</u> |

If initiative was not completed, describe barriers or problems encountered and describe

plans to complete initiatives in 2005-2006, if applicable.

Objective # 3: To develop a WEB Presence for the Social Science Area

1. Develop a WEB page for each subject area in the Social Science area, including full-time faculty, courses offered career opportunities, etc.
2. For each full-time faculty member in the field of Social Science to eventually have an individual web page listing information about themselves and the courses they teach.
3. Develop a COURSE SPECIFIC web page for each course offered in an area of instruction.

Strategic Initiative #1:

1.1 Secure funding for WEB development Sp04 Not Completed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable. The webpage development for Social Science was assigned to the Computer Center and Web Master Development. Therefore, no funding was secured by the Social Science Division for this initiative.

Objective #4: To promote Professional Development.

Strategic Initiative #1: Provide on campus professional development demonstrating the use of new technology in Social Science

- | | | |
|---|-------------|-------------|
| 1.1 Faculty will attend professional development activities involving the use of new technology hosted by textbook publishers | <u>Sp05</u> | <u>Sp05</u> |
| 1.2 Faculty will communicate with GSCC faculty to improve class scheduling. | <u>Sp05</u> | <u>Sp05</u> |

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

- 2.1 Teachers will attend meetings, conferences, and/or workshops to obtain up-to-date information on the

social science curriculum, technology, and standards. Fa04/Sp05 Sp05

2.2 Teachers will network with faculty members from other two-year and four-year colleges to compare syllabi and resources Sp05 Sp05

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable

Gadsden State Community College

SOCIAL SCIENCE

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Robert J. [Signature]
Signature

11/28/05
Date

Wayne Findley
Signature

11/28/05
Date

Richard R. [Signature]
Signature

11/28/05
Date

Julia [Signature]
Signature

11/28/05
Date

Sven G. Ford
Signature

11/28/05
Date

Mag White
Signature

11/29/05
Date

Georgel [Signature]
Signature

11/29/05
Date

Cindy Gargan - See Attachment
Signature

11/29/05
Date

Trudie Duffey - See Attachment
Signature

11/30/05
Date

Signature

Date

Signature

Date

Becky Davis

From: Trudie Guffey [tguffey@gadsdenstate.edu]
Sent: Wednesday, November 30, 2005 9:33 AM
To: Becky Davis
Subject: FW: Strategic Plan Evaluation

I certify that I have had the opportunity for input in the evaluation and assessment process of the 2004-2005 strategic plan for Gadsden State Community College Social Science Department.

Trudie Guffey
November 30, 2005

From: Wayne Findley [mailto:wfindley@gadsdenstate.edu]
Sent: Tuesday, November 29, 2005 9:33 AM
To: 'Cindy Goggans'; 'Trudie Guffey'
Subject: Strategic Plan Evaluation

Hi,

Would you please read the attachment and respond to Becky if you approve, disapprove or would like changes made?

Thank you,

Wayne Findley
History Instructor
125 Naylor Hall
Gadsden State Community College
P. O. Box 227
Gadsden, Alabama 35902-0227
256-549-8477

Becky Davis

From: Cindy Goggans [cgoggans@gadsdenstate.edu]
Sent: Tuesday, November 29, 2005 11:33 AM
To: 'Wayne Findley'
Cc: 'Becky Davis'
Subject: RE: Strategic Plan Evaluation

To Whom It May Concern:

I certify that I have had the opportunity for input in the evaluation and assessment process of the 2004-2005 strategic plan for Gadsden State Community College Social Science Department.

Cynthia L. Goggans
November 29, 2005

From: Wayne Findley [mailto:wfindley@gadsdenstate.edu]
Sent: Tuesday, November 29, 2005 9:33 AM
To: 'Cindy Goggans'; 'Trudie Guffey'
Subject: Strategic Plan Evaluation

Hi,

Would you please read the attachment and respond to Becky if you approve, disapprove or would like changes made?

Thank you,

Wayne Findley
History Instructor
125 Naylor Hall
Gadsden State Community College
P. O. Box 227
Gadsden, Alabama 35902-0227
256-549-8477

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)



Part I

Statement of Standing Goal #1:

1. Prepare students for certification exam (when accredited) and entry level practice as a Surgical Technologist

Evaluation Method for Goal #1:

2. Expected Educational Outcomes and Assessment Measures:
 - a. When accredited 90% of students will pass certification exam on first attempt.
 - b. At least 90% of the employers of the Surgical Technology Program graduate will express satisfaction with the level of training provided by Gadsden State Community College

Evaluation Findings for Goal #1: Accreditation not obtained

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

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

PART II

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

Statement of 2004-2005 Objective #1: Provide up-dated equipment for use in Surgical Technology Program # 1 Strategy Initiative: Purchase necessary equipment

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
1.1 Evaluate the present inventory	<u>06/04</u>	<u>07/04</u>
1.2 Determine items needed	<u>06/04</u>	<u>07/04</u>
1.3 Do purchase orders	<u>07/04</u>	<u>07/04</u>
1.4 Receive ordered item into inventory	<u>09/04</u>	<u>Ongoing</u>
1.5 Implement the use into program	<u>09/04</u>	<u>Upon receipt</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

Part I

Statement of Standing Goal #2: Achieve high job placement rate for students completing the Surgical Technology Program.

Evaluation Method for Goal #2: Post graduation survey's sent

Evaluation Findings for Goal #2: Post graduation survey's sent; of the graduates responding to the survey > 70% reported gainful employment on the chosen field

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: Not all graduates responded to survey. Encourage students before graduation to respond.

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

PART II

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

Statement of 2004-2005 Objective #2: Increase number of qualified applicants into the Surgical Technology Program # 1 Strategy Initiative: Purchase necessary equipment

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
1.1 Survey local schools to determine students areas of interest	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Promote interest in health care careers in elementary and middle schools		
1.3 Host a health career day for HOE students	<u>03/05</u>	<u>03/05</u>
1.3 Participate in a health science Recruitment committee on a regular Basis.	<u>Ongoing</u>	<u>Ongoing</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

Part I

Statement of Standing Goal #3: High rate of satisfaction by employers of the Surgical Technology Program

Expected Educational Outcomes and Assessment Measures: Employer Survey will indicate that of those responding, at least 90% of employers of the Surgical Technology graduates will express satisfaction with the level of training.

Evaluation Method for Goal #3: Employer Survey's sent

Evaluation Findings for Goal #3: Employers responding indicated a 90% or greater satisfaction with the level of training and 100% indicated they would hire graduates of the program again.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: More clinical time for the students was mentioned as a possible weakness. To have the students obtain more clinical time is not possible without increasing the length of the program.

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

PART II

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

Statement of 2004-2005 Objective #3: Decrease attrition in Surgical Technology Program

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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3:		
1.1 Evaluate current remediation techniques	<u>Ongoing</u>	<u>Ongoing</u>
1.2 Identify common problem areas for students	<u>Ongoing</u>	<u>Ongoing</u>
1.3 Include the student in developing a remediation plan to meet their individual needs	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Assessment of at-risk students monthly	<u>Ongoing</u>	<u>Ongoing</u>
1.5 Assistant Dean of Health Sciences mid-term and end-of-term interviews with at-risk students	<u>Ongoing</u>	<u>Ongoing</u>

Strategy Activity 2: Interview students who meet program requirements as to students'

expectations of program students' other responsibilities students' workload

Ongoing

Ongoing

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

Part I

Statement of Standing Goal #4: Safety issues and practices are emphasized in the Surgical Technology Program

Evaluation Method for Goal #4: Program exit surveys

Evaluation Findings for Goal #4: On program exit survey's > 90% of students acknowledged safety issues and practices emphasized

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

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

PART II

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

Statement of 2004-2005 Objective #4: To increase enrollment, must provide faculty in clinical, laboratory and class room

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #4:		
1.1 Obtain approval for part-time faculty and lab assistant	<u>09/04</u>	<u>Ongoing</u>
1.2 Recruit faculty who meet The Association of Surgical Technologist and Post-Secondary Requirements	<u>10/04</u>	<u>Ongoing</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

2004-2005 Program/Area Evaluations

Organizational Unit: Surgical Technologist Short Certificate

Person Responsible: Connie Meloun /Brenda Young

Date Submitted:

Approved by (Dean/VP)

Part I

Statement of Standing Goal #5: Achieve a predetermined Program completion rate

Evaluation Method for Goal #5: Attrition rate report

Evaluation Findings for Goal #5: Excluding non-academic reasons the attrition rate is > 15%

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

G dsden State Community College

51R

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2008 Strategic Plan with the above named Organizational Unit.

Deane McCullas
Signature

Oct 18 2005
Date

Brenda Lopez
Signature

Oct 18, 2005
Date

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Date

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2004-2005 Program/Area Evaluations

Organizational Unit: Therapeutic Massage Therapy-Health Sciences Division

Person Responsible: Allison E. Butler

Date Submitted: 11/09/05

Approved by (Dean/VP) 

Part I

Statement of Standing Goal #1:

1. Statement: Prepare students for the National Certification Examination given by the National Certification Board for Therapeutic Massage and Bodywork.

Evaluation Method for Goal #1:

1. Students were surveyed to determine the number who succeeded in passing the NCBTMB certification exam. They were asked if they passed on the first attempt or if they had to retake the exam. Students were also asked to rate the degree of satisfaction with the program. They were also asked to report current employment and current salaries, and if the students have received any advanced placement since beginning employment.

Evaluation Findings for Goal #1:

1. Of those responding to the survey, seventy-five percent indicated they had passed the NCBTMB exam on the first attempt. Ninety percent indicated satisfaction with the program. Seventy-eight percent are duly employed full time with roughly 10 percent employed part-time. Salaries were consistent with current rates in Alabama. Five percent indicated jobs outside Alabama with slightly higher salaries.

Statement of Standing Goal #2:

1. Statement: Maintain Alabama Board of Massage Therapy approval.
2. Expected Educational Outcomes, and Assessment Measures: Continued Alabama Board of Massage Therapy approval.

Evaluation Method for Goal #2:

1. The Alabama Board of Massage Therapy is awaiting information from the Commission on Higher Education before granting approval. The information was sent to the commission but upon the last check had not been acted upon by that group.

Statement of Standing Goal #3:

1. Statement: Maintain pass rates on the NCBTMB at or above the state and national levels.

Evaluation Method for Goal #3:

1. Attempts are made to contact each graduate as to when they passed the NCBTMB exam. Reports indicate graduates are passing the exam at state and national levels.

Statement of Standing Goal #4:

1. Statement: Achieve high job placement rates for students completing the Certification Program in Therapeutic Massage Therapy.

Evaluation Method for Goal #4:

1. Self-reporting by graduates indicate seventy-eight percent are employed as therapeutic massage therapists. Ten per cent are working part-time in the field.

Statement of Standing Goal #5:

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

Evaluation Method for Goal #5:

1. Students are involved in extra-curricular activities that promote personal, professional, and civic responsibilities, such as, volunteering at health care facilities, the cerebral palsy center and other community based programs. A number of students report doing volunteer work in these areas.

Statement of Standing Goal #6:

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

Evaluation Method for Goal #6:

1. Attempts are being made by the department to become a provider for continuing education sanctioned by the NCBTMB.

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

1. Inadequate staffing. Requests have been made for additional staffing at the ratio of 8 students to 1 instructor for labs and clinics, which is consistent with the nursing program.

2004-2005 Program/Area Evaluations

Organizational Unit: Therapeutic Massage Therapy-Health Sciences Division

Person Responsible: Allison E. Butler

Date Submitted: 11/09/05

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #1:

1. Statement: Prepare students for the National Certification Examination given by the National Certification Board for Therapeutic Massage and Bodywork.

Evaluation Method for Goal #1:

1. Students were surveyed to determine the number who succeeded in passing the NCBTMB certification exam. They were asked if they passed on the first attempt or if they had to retake the exam. Students were also asked to rate the degree of satisfaction with the program. They were also asked to report current employment and current salaries, and if the students have received any advanced placement since beginning employment.

Evaluation Findings for Goal #1:

1. Of those responding to the survey, seventy-five percent indicated they had passed the NCBTMB exam on the first attempt. Ninety percent indicated satisfaction with the program. Seventy-eight percent are duly employed full time with roughly 10 percent employed part-time. Salaries were consistent with current rates in Alabama. Five percent indicated jobs outside Alabama with slightly higher salaries.

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

1. Inadequate staffing. Requests have been made for additional staffing at the ratio of 8 students to 1 instructor for labs and clinics, which is consistent with the nursing program.

2. The associate dean of Health Sciences has made contact with the Commission on Higher Education in an attempt to expedite their action so that the program can be approved the Alabama Board of Massage.

3. Requests have been made to initiate a preparation course to help students become familiar with the types of questions they will be expected to know in order to pass the NCBTMB exam. Approval for this course to be added is pending.

4. The department needs to devise a better method of tracking students once they graduate. Surveys do not always generate a response. Efforts are being made to improve the method used to track graduates.

5. The department must rely on graduates to report extra-curricular activities. This does not insure accuracy or accurate accounts. Better methods of determining the number who participate needs refining.

6. At this juncture, our program has not been named a provider for continuing education by the NCBTMB. Continued efforts need to be made to realize this goal.

PART II

IV. 2004-2005 Objectives, Strategic Initiatives, and Strategic Activities

	Projected Completion	Completion Date
A. Objective#1: Promote higher order thinking skills among therapeutic massage students.		
#1 Strategic Initiative: Introduce higher order thinking skills to massage students.		
1.1 Introduce <i>Bloom's Taxonomy</i> to students.	<u>Aug 2004</u>	<u>Aug 2004</u>
1.2 Explain and illustrate higher order thinking skills as defined in <i>Bloom's Taxonomy</i>	<u>Aug 2004</u>	<u>Aug 2004</u>
1.3 Provide students with a "how to" session	<u>Aug 2004</u>	<u>Aug 2004</u>
1.4 Provide opportunities for students to use higher order thinking skills on tests and in laboratory settings	<u>Sept 2004</u>	<u>Sept 2004</u>
#2 Strategic Initiative: Utilize teaching and evaluation methods that promote the use of higher order thinking skills		
2.1 Provide opportunities for students to practice using higher order thinking skills.	<u>Oct 2004</u>	<u>Oct 2004</u>
2.2 Incorporate higher level thinking skills into exam questions/lab activities	<u>Oct 2004</u>	<u>Oct 2004</u>
B. Objective #2: Provide additional equipment for use in the therapeutic massage program		
#1 Strategic Activity: Purchase necessary equipment		
1.1 Evaluate the present inventory	<u>Sept 2004</u>	<u>Aug 2004</u>
1.2 Determine prices for items needed	<u>Oct 2004</u>	<u>Aug 2004</u>
1.2.1 Massage tables		
1.2.2 Privacy screens		
1.2.3 Leg bolsters		
1.2.4 Stereo equipment		
1.2.5 Music		
1.2.6 Tamms		

2. The associate dean of Health Sciences has made contact with the Commission on Higher Education in an attempt to expedite their action so that the program can be approved the Alabama Board of Massage.
3. Requests have been made to initiate a preparation course to help students become familiar with the types of questions they will be expected to know in order to pass the NCBTMB exam. Approval for this course to be added is pending.
4. The department needs to devise a better method of tracking students once they graduate. Surveys do not always generate a response. Efforts are being made to improve the method used to track graduates.
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PART II

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1.2 Explain and illustrate higher order thinking skills as defined in <i>Bloom's Taxonomy</i>	<u>Aug 2004</u>	<u>Aug 2004</u>
1.3 Provide students with a "how to" session	<u>Aug 2004</u>	<u>Aug 2004</u>
1.4 Provide opportunities for students to use higher order thinking skills on tests and in laboratory settings	<u>Sept 2004</u>	<u>Sept 2004</u>
#2 Strategic Initiative: Utilize teaching and evaluation methods that promote the use of higher order thinking skills		
2.1 Provide opportunities for students to practice using higher order thinking skills.	<u>Oct 2004</u>	<u>Oct 2004</u>
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1.1 Evaluate the present inventory	<u>Sept 2004</u>	<u>Aug 2004</u>
1.2 Determine prices for items needed	<u>Oct 2004</u>	<u>Aug 2004</u>
1.2.1 Massage tables		
1.2.2 Privacy screens		
1.2.3 Leg bolsters		
1.2.4 Stereo equipment		
1.2.5 Music		
1.2.6 Tamms		

- 1.2.7 Massage creams, oils and lotions
- 1.2.8 Decorative items for waiting room and clinic
- 1.2.9 Aromatherapy supplies
- 1.2.10 Stone massage kits
- 1.2.11 Spa supplies
- 1.2.12 Cleaning supplies
- 1.2.13 Clocks for clinic rooms
- 1.2.14 Bookcases and additional filing cabinets
- 1.2.15 Office Supplies
- 1.2.16 Therapeutic Massage Therapy Sign (for front of bldg.)
- 1.2.17 Picnic Table to be used by students during meals and breaks

1.3 Do purchase orders	<u>Nov 2004</u>	<u>Oct 2004</u>
1.4 Receive items and add to inventory	<u>Nov 2004</u>	<u>Nov 2004</u>
1.5 Implement their use into program	<u>Nov 2004</u>	<u>Nov 2004</u>

C. Objective #3: Increase the number of applicants into the therapeutic massage program

#1 Strategic Initiative: Develop and implement an aggressive recruitment plan

1.1 Establish a recruitment plan	<u>Sept 2004</u>	<u>Aug 2004</u>
1.2 Contact local high schools and inform them of the program	<u>Oct 2004</u>	<u>Oct 2004</u>
1.3 Participate in high school career fairs	<u>Ongoing</u>	<u>Ongoing</u>
1.4 Participate in health fairs and other public forums to stimulate interest in the program	<u>Ongoing</u>	<u>Ongoing</u>

D. Objective #4: Revamp existing publications and develop additional brochures, pamphlets and written materials to acquaint the public with the therapeutic massage program.

#1 Strategic Initiative: Revamp, design and develop materials that will explain the program requirements, that will attract new students and that will inform the public what the therapeutic massage program is about.

1.1 Revamp existing brochures for prospective students	<u>Jan 2005</u>	<u>Aug 2004</u>
1.2 Design new materials to be used in recruitment	<u>Jan 2005</u>	<u>Aug 2004</u>
1.3 Develop pamphlets and brochures for the public	<u>Jan 2005</u>	<u>Aug 2004</u>
1.4 Submit to publications committee for approval	<u>Mar 2005</u>	<u>Aug 2004</u>
1.5 Update materials as needed	<u>Ongoing</u>	<u>Ongoing</u>
1.6 Place explanatory materials in strategic locations	<u>April 2005</u>	<u>Ongoing</u>

E. Objective #5: Attend continuing education courses as required by NCBTMB to maintain certification.

#1 Strategic Initiative: Faculty members must obtain 50 hours of continuing education credit every 4 years in order to maintain NCBTMB certification.

1.1 Budget in state travel to meet this requirement.	<u>April 2005</u>	<u>April 2004</u>
1.2 Budget out of state travel to meet this requirement.	<u>April 2005</u>	<u>April 2005</u>

F. Objective #6: Acquire a laptop computer and appropriate software to enhance instruction through the use of PowerPoint presentations, virtual (3-D) anatomical models and massage techniques and modalities

- 1.1 Purchase a laptop computer
- 1.2 Purchase PowerPoint software, virtual 3-D software and
massage technique and modality software.

Oct 2004

Oct 2004

Feb 2005

Feb 2005

Gadsden State Community College

Therapeutic Massage
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Signature 

Date 11/9/05

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Gadsden State Community College

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.



Signature

11-7-05

Date



Signature

11-8-05

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2004-2005 Program/Area Evaluations

Organizational Unit: _____ Training for Business and Industry _____

Person Responsible: _____ Beverly Hilderbrand _____

Date Submitted: _____ 11/10/05 _____

Approved by (Dean/VP) _____ Dean Tim Green _____

Part I

Statement of Standing Goal #1: Provide quality academic and technical training at times and locations that is responsive to the rapidly changing business and industry environment.

Evaluation Method for Goal #1: The annual Employer Survey expected results of greater than 80% approval is the primary assessment measure. In addition, student evaluation forms are reviewed upon completion of training to ensure quality instruction is provided.

Evaluation Findings for Goal #1: Results indicate 93% of the respondents agreed that the programs offered by GSCC to business and industries are adequate to meet current needs.

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

None

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

2004-2005 Program/Area Evaluations

Organizational Unit: _____ Training for Business and Industry _____

Person Responsible: _____ Beverly Hilderbrand _____

Date Submitted: _____ 11/10/05 _____

Approved by (Dean/VP) _____ Dean Tim Green _____

Part I

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

Evaluation Method for Goal #2: The annual Employer Survey expected educational outcome and assessment measure of a 70% or greater favorable rating is the primary source of measurement.

Evaluation Findings for Goal #2: Results indicate 93% of the respondents to the annual Employer Survey agreed that the programs offered by GSCC to business and industries are provided at a reasonable cost

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

None

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

Gadsden State Community College

Training for Business & Industry
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Beverly Hiedervand
Signature

11/10/05
Date

Alicia Harris
Signature

11/09/05
Date

Diane DeWilder
Signature

11/10/05
Date

Signature

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Date

2004-2005 Program/Area Evaluations

Organizational Unit: _____ Training for Business and Industry _____

Person Responsible: _____ Beverly Hilderbrand _____

Date Submitted: _____ 11/10/05 _____

Approved by (Dean/VP) _____ Dean Tim Green _____

Part I

Statement of Standing Goal #3: To develop and coordinate effective training programs utilizing the resources of the academic and technical divisions as well as the Alabama Language Institute of Gadsden State Community College, The Alabama Technology Network Center, the Etowah County Education Alliance, and the Economic Development Consortium.

Evaluation Method for Goal #3: The annual Employer Survey expected educational outcome and assessment measure results of greater than 70% favorable rating is the primary assessment measure.

Evaluation Findings for Goal #3: Results indicate 94% of the respondents agreed that the programs offered by GSCC to business and industries have demonstrated a commitment to serve the business community.

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

None

PART II

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

Statement of 2004-2005 Objective #1: Provide on-line computer based training for company employees and/or individuals wishing to upgrade their employability skills.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1	June 2004	N/A

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

The objective was delayed due to the impending merger of the Alabama Technology Network with the college Training for Business and Industry department. The feasibility of on-line course offerings is being researched at this time.

PART II

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

Statement of 2004-2005 Objective #2: Expanded marketing of customized training to include brochures, advertisements within industry publications, and partnerships within the state.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2	Sept. 2004	Sept. 2005

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

There was delayed implementation of the change in marketing process due to the impending merger of the Alabama Technology Network with the college Training for Business and Industry department. Training services brochures were updated in September 2005 to include ATN information.



**STUDENT
SERVICES**

**2004-2005
UNIT EVALUATIONS**

Admissions & Records

Unit Plan Evaluation



Teresa Rhea

2004-2005

Submitted 11/15/2005

2004-2005 Program / Area Evaluations

Organizational Unit: Admissions Office
Person Responsible: Teresa Rhea
Date Submitted: November 15, 2005
Approved by (Dean/VP): Dean Jim Jolly, Dean Tim Green

Part I

Statement of Standing Goal #1: To provide admissions services to assist students in meeting career and educational goals.

Evaluation Method for Goal #1:

Performance Measure #1 – Collect and evaluate data from 25 student Response Cards per Registration Period

Performance Measure #2 – Quality of admissions services will be assessed at an 80% satisfaction rate on the Admissions Office Student Services Response Survey.

Evaluation of Findings for Goal #1:

Performance Measure #1 – Surveys collecting data with respect to Admissions Office Services were administered for Fall 2004 and Spring 2005. All were favorable with a few comments as noted on the appended Survey Analysis.

Performance Measure #2 – Students Response Survey indicated overall satisfaction with Admission services provided. Comments generally pertained to difficulties in accessing the Online System during the initial hours of registration.

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

Admissions Office services were included in the Registrar's Survey beginning Fall 2004 when Admissions and Records were consolidated as one office. A draft of the analysis of the survey is appended for Fall 2004 and Spring 2005. As identified by items included on Registrar's Survey, Fall 2004 and Spring 2005, many students wait in line only to find they are in the wrong office. Proposed and implemented a plan during Fall 2005 Registration to staff a temporary "Help Desk" in the foyer of Allen Hall to assist students with routine questions and provide information and direction. McClellan Center has a physical layout that precludes this type of centralized Help Station. Ayers has a longstanding and successful tradition of providing this type of service during peak registration traffic times.

Statement of Standing Goal #2: To facilitate and expedite student enrollment by processing applications daily.

Evaluation Method for Goal #2:

Admissions applications will be processed within five (5) business days of receipt, excluding peak application periods.

Evaluation of Findings for Goal #2:

Implementation of the Interactive Online Application for Admission accomplished this goal. Non peak time processing of applications for admission is 24 hours. Peak time processing of applications has been reduced to 24-48 hours.

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

None

Statement of Standing Goal #3: To ensure that the Policies enacted by the State of Alabama Board of Education are followed.

Evaluation Method for Goal #3:

Performance Measure #1 – State auditors will find no incidents of non-compliance with state board policies in the annual review of admissions records

Performance Measure #2 – Director of Admissions will review for accuracy a random sample of at least 20 student admissions files per term.

Evaluation of Findings for Goal #3:

Performance Measure #1 – State auditors reported no findings or recommendations for Admissions Office

Performance Measure#2 – Registrar determined accuracy of sample admissions files to be consistent with stated goal.

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

None

Part II

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

Statement of 2004-2005 Objective#1: Refine the admissions process to improve the effectiveness and efficiency of admissions policy implementation.

Strategic Initiatives for Objective #1

Projected Completion Date Completed

Strategic Initiative #1: Promote the efficiency of the online admissions information to prospective students.

A.1.1 Develop an outreach program for high school counselors designed to promote the use of the online application for admission among high school seniors.

10/2004 liaison program

A.1.1.1 Develop "Counselor's Web Page" on <http://www.gadsdenstate.edu>

10/2004 "live chat" 8/2005

A.1.1.2 Work with Counseling Center to provide counselors and prospective students with Admissions related materials.

9/2005 9/2005

A.1.2 Provide increased computer access adjacent to admissions offices so that students can be ensured of access to online information and forms.

9/2005 9/2005

Strategic Initiative #2: Develop a "24-hour" goal for processing admissions applications (except during peak admissions periods).

A.2.1 Reduce the number of applications that must be keyed by Admissions Office staff

9/2005 9/2005

A.2.1.1 Develop a presentation for faculty and staff, counselors, and student orientation on the online admissions services available and include presentation in Admissions Procedures Manual.

9/2005 9/2005

A.2.2 Refine work schedule so that each Admissions Office staff member has available a pre-determined amount of time each day to commit to processing applications.

9/2005 9/2005

A.2.2.1 Assess the assignment of major Admissions Offices activities with each staff member and include in Manual.

9/2005 Not Complete

A.2.2.2 Assess the assignment of admissions office tasks to ensure equitable distribution of responsibility and include in Manual.

9/2005 4/2005

A.2.2.3 Have additional phone line installed so that staff responsibilities for answering incoming calls is distributed more evenly.

9/2005 Not feasible per computer center

A.2.2.1 Not completed due to personnel changes.

Statement of 2004-2005 Objective#2: Develop a plan for cross-training of admissions staff with records office staff.

Strategic Initiatives for Objective #2

Strategic Initiative #1: Develop a staff assignment plan that pairs each staff member in the admissions office with a staff member in the records office.

- B.1.1 Develop and distribute a written description of each major component of admissions office staff responsibility.
- B.1.3. Develop a plan of staff development so that staff members can become familiar with emerging technologies and trends in collegiate admissions.

9/2005 12/2004

9/2005 continuing

Statement of 2004-2005 Objective#3: Develop an implementation plan to extend the Document Imaging Software to staff responsible for Admissions on other GSCC campuses

Strategic Initiatives for Objective #3

Strategic Initiative #1: Work with Computer Center Staff to provide access to electronically imaged files for Admissions and Records Staff members.

- C.1.1. Purchase *Application Extender* licenses for Admissions and Records Offices at McClellan and Ayers Campuses.
- C.2.2. Develop training material and programs for use in Staff Development with respect to document imaging.

9/2005

9/2005

9/2005

9/2005

Teresa Rhea

From: Robert Dark [rdark@gadsdenstate.edu]
Sent: Tuesday, August 23, 2005 10:35 AM
To: 'GSCC Employees'
Subject: Evaluation of Unit Strategic Plans

Vice Presidents / Deans / Directors / Coordinators / Division Chairs:

According to GSCC's Institutional Effectiveness Assessment Implementation Calendar, it is time to evaluate your **2004-2005 Unit Strategic Plan**.

I have attached a form to be used for completing your evaluation and results. A separate form should be used for each Goal and Objective. Remember, this is an evaluation of last years Unit Strategic Plan (**04-05 Academic Year**). In addition, please have members of your unit sign the attached form verifying they had an opportunity for input into the evaluation process.

Please forward all approved completed evaluations to this office no later than **November 15, 2005.**

If you have questions, please contact me.

Robert Dark
Institutional Effectiveness Office
Ext. 6822

8/30/2005

Gadsden State Community College

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Brenda Scott
Signature

11-15-05
Date

Jean Eads
Signature

11-15-05
Date

Sherry Simmons
Signature

11-15-05
Date

Jan Patterson
Signature

11-15-05
Date

Jeri Riddle (JE)
Signature

11-15-05
Date

Mary Pruitt (BS)
Signature

11-15-05
Date

Vivian Burnett
Signature

11-15-05
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

2004-2005 Program / Area Evaluations

Organizational Unit: Admissions Office
Person Responsible: Teresa Rhea
Date Submitted: November 15, 2005
Approved by (Dean/VP): Dean Jim Jolly, Dean Tim Green

Part I

Statement of Standing Goal #1: To provide admissions services to assist students in meeting career and educational goals.

Evaluation Method for Goal #1:

Performance Measure #1 – Collect and evaluate data from 25 student Response Cards per Registration Period
Performance Measure #2 – Quality of admissions services will be assessed at an 80% satisfaction rate on the Admissions Office Student Services Response Survey.

Evaluation of Findings for Goal #1:

Performance Measure #1 – Surveys collecting data with respect to Admissions Office Services were administered for Fall 2004 and Spring 2005. All were favorable with a few comments as noted on the appended Survey Analysis.
Performance Measure #2 – Students Response Survey indicated overall satisfaction with Admission services provided. Comments generally pertained to difficulties is accessing the Online System during the initial hours of registration.

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

Admissions Office services were included in the Registrar's Survey beginning Fall 2004 when Admissions and Records were consolidated as one office. A draft of the analysis of the survey is appended for Fall 2004 and Spring 2005. As identified by items included on Registrar's Survey, Fall 2004 and Spring 2005, many students wait in line only to find they are in the wrong office. Proposed and implemented a plan during Fall 2005 Registration to staff a temporary "Help Desk" in the foyer of Allen Hall to assist students with routine questions and provide information and direction. McClellan Center has a physical layout that precludes this type of centralized Help Station. Ayers has a longstanding and successful tradition of providing this type of service during peak registration traffic times.

Statement of Standing Goal #2: To facilitate and expedite student enrollment by processing applications daily.

Evaluation Method for Goal #2:

Admissions applications will be processed within five (5) business days of receipt, excluding peak application periods.

Evaluation of Findings for Goal #2:

Implementation of the Interactive Online Application for Admission accomplished this goal. Non peak time processing of applications for admission is 24 hours. Peak time processing of applications has been reduced to 24-48 hours.

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

None

Statement of Standing Goal #3: To ensure that the Policies enacted by the State of Alabama Board of Education are followed.

Evaluation Method for Goal #3:

Performance Measure #1 – State auditors will find no incidents of non-compliance with state board policies in the annual review of admissions records

Performance Measure #2 – Director of Admissions will review for accuracy a random sample of at least 20 student admissions files per term.

Evaluation of Findings for Goal #3:

Performance Measure #1 – State auditors reported no findings or recommendations for Admissions Office

Performance Measure#2 – Registrar determined accuracy of sample admissions files to be consistent with stated goal.

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

None

Part II

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

Statement of 2004-2005 Objective#1: Refine the admissions process to improve the effectiveness and efficiency of admissions policy implementation.

Strategic Initiatives for Objective #1

	Projected Completion	Date Completed
<u>Strategic Initiative #1: Promote the efficiency of the online admissions information to prospective students.</u>		
A.1.1 Develop an outreach program for high school counselors designed to promote the use of the online application for admission among high school seniors.	10/2004	liaison program
A.1.1.1 Develop "Counselor's Web Page" on http://www.gadsdenstate.edu	10/2004	"live chat" 8/2005
A.1.1.2 Work with Counseling Center to provide counselors and prospective students with Admissions related materials.	9/2005	9/2005
A.1.2 Provide increased computer access adjacent to admissions offices so that students can be ensured of access to online information and forms.	9/2005	9/2005
<u>Strategic Initiative #2: Develop a "24-hour" goal for processing admissions applications (except during peak admissions periods).</u>		
A.2.1 Reduce the number of applications that must be keyed by Admissions Office staff	9/2005	9/2005
A.2.1.1 Develop a presentation for faculty and staff, counselors, and student orientation on the online admissions services available and include presentation in Admissions Procedures Manual.	9/2005	9/2005
A.2.2 Refine work schedule so that each Admissions Office staff member has available a pre-determined amount of time each day to commit to processing applications.	9/2005	9/2005
A.2.2.1 Assess the assignment of major Admissions Offices activities with each staff member and include in Manual.	9/2005	Not Complete
A.2.2.2 Assess the assignment of admissions office tasks to ensure equitable distribution of responsibility and include in Manual.	9/2005	4/2005
A.2.2.3 Have additional phone line installed so that staff responsibilities for answering incoming calls is distributed more evenly.	9/2005	Not feasible per computer center

A.2.2.1 Not completed due to personnel changes.

Statement of 2004-2005 Objective#2: Develop a plan for cross-training of admissions staff with records office staff.

Strategic Initiatives for Objective #2

Strategic Initiative #1: Develop a staff assignment plan that pairs each staff member in the admissions office with a staff member in the records office.

- B.1.1 Develop and distribute a written description of each major component of admissions office staff responsibility.
- B.1.3. Develop a plan of staff development so that staff members can become familiar with emerging technologies and trends in collegiate admissions.

9/2005 12/2009

9/2005 continuing

Statement of 2004-2005 Objective#3: Develop an implementation plan to extend the Document Imaging Software to staff responsible for Admissions on other GSCC campuses

Strategic Initiatives for Objective #3

Strategic Initiative #1: Work with Computer Center Staff to provide access to electronically imaged files for Admissions and Records Staff members.

- C.1.1. Purchase *Application Extender* licenses for Admissions and Records Offices at McClellan and Ayers Campuses.
- C.2.2. Develop training material and programs for use in Staff Development with respect to document imaging.

9/2005

9/2005

9/2005

9/2005

Records Office Evaluation of Unit Plans 2004-2005

Organizational Unit: Records Office
Person Responsible: Teresa Rhea
Date Submitted: November 15, 2005
Approved by (Dean/VP): Dean Jim Jolly, Dean Tim Green

Part I

Statement of Standing Goal #1: Provide students with secure and efficient method of registration for classes.

Evaluation Method for Goal #1:

Performance Measure #1 – Confirmation List will indicate at least 75% of students complete initial registration via the GSCC On-line Registration Services.

Performance Measure #2 – Collect and evaluate data from 25 student Response Cards per Registration Period.

Evaluation of Findings for Goal #1:

Performance Measure #1 – Surveys collecting data with respect to Records Office Services were administered for Fall 2004 and Spring 2005. All were favorable with a few comments as noted on the appended Survey Analysis.

Performance Measure #2 – Students Response Survey indicated overall satisfaction with Records Office services provided.

Comments generally pertained to difficulties in accessing the Online System during the initial hours of registration and Customer Service Issues.

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

A draft of the analysis of the Registrar's Survey is appended for Fall 2004 and Spring 2005. As identified by items included on Registrar's Survey, Fall 2004 and Spring 2005, many students wait in line only to find they are in the wrong office. Proposed and implemented a plan during Fall 2005 Registration to staff a temporary "Help Desk" in the foyer of Allen Hall to assist students with routine questions and provide information and direction. McClellan Center has a physical layout that precludes this type of centralized Help Station. Ayers has a longstanding and successful tradition of providing this type of service during peak registration traffic times.

Additionally, customer service problems were indicated by student survey responses. In order to address these issues, the Registrar conducted a one and one-half day Staff Development Retreat off site. Customer Satisfaction and Services issues were addressed during this retreat. A draft of the Workshop Agenda and PowerPoint Presentations are appended to this report.

Records Office Evaluation of Unit Plans 2004-2005

Statement of Standing Goal #2: Maintain accurate records and reports and ensure prompt response to requests for information.

Evaluation Method for Goal #2:

Performance Measure #1 – Acceptance of State Report by the Department of Post Secondary for each academic term.

Performance Measure #2 – Successful submission of Integrated Post-Secondary Educational Data Set (IPEDS) per published NCES schedule

Evaluation of Findings for Goal #2:

Successfully Completed Reports and IPEDS.

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

None

Records Office Evaluation of Unit Plans 2004-2005

Statement of Standing Goal #3: Implementation of current data storage, processing and retrieval technology to the greatest extent possible.

Evaluation Method for Goal #3:

Performance Measure #1 –Conversion of two shelves of hard copy records to optical storage media

Evaluation of Findings for Goal #3:

All hard copy records from 1965 through 1987 successfully converted to digital imaged documents.

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

None

Records Office Evaluation of Unit Plans 2004-2005

IV. 2004-2005 Objectives

	Projected <u>Completion</u>	Date <u>Completed</u>
A. Objective #1: To Modernize and upgrade Records Storage and Retrieval System		
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>	2004/2005	ongoing
A.1.1 Continuation of conversion of archived records		
2. <u>Strategic Initiative #2: Integrate records of currently enrolled students transferred from Ayers State Technical College into current records storage.</u>		
A.2.1 Begin the process of converting ASTC currently enrolled student files to document images.	9/2005	9/2005
A.2.2 Transfer records from free-standing cabinets to fireproof records room as they are scanned into the document imaging system.	9/2005	9/2005
3. <u>Strategic Initiative #3: Implement Application Extender software on Ayers Campus and McClellan Campus.</u>		
A.3.1 Purchase software for implementation	6/2005	6/2005
A.3.2 Arrange for installation and training at both campuses	9/2005	8/2005
B. Objective #2: To Improve Faculty Access to Degree Audit and Advisory Data		
1. <u>Strategic Initiative #1: Continue improvements to the Student Advisement Program within the GSCC computer system.</u>		
B.1.1 Review and update Student Advisement and Program Criteria to reflect changes in the current programs of study.	6/2005	5/2005
B.1.2 Conduct Student Advisement Program workshops and/or training sessions for new faculty and staff.	6/2005	postponed *
C. Objective #3: To continue project to establish partnerships with other colleges and universities for the purposes of electronic data interchange		
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>		
C.1.1 Establish connection with University of Texas - Austin server that has been made available to facilitate transmission of data	12/2004	9/2005
C.1.2 Purchase software or program modules necessary to maximize use of Texas--Austin Server	12/2004	9/2005

* B.1.2 is part of 05-06 Quality Service Initiative

Records Office Evaluation of Unit Plans 2004-2005

Organizational Unit: Records Office
Person Responsible: Teresa Rhea
Date Submitted: November 15, 2005
Approved by (Dean/VP): Dean Jim Jolly, Dean Tim Green

Part I

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Evaluation Method for Goal #1:

Performance Measure #1 – Confirmation List will indicate at least 75% of students complete initial registration via the GSCC Online Registration Services.

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Evaluation of Findings for Goal #1:

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A draft of the analysis of the Registrar's Survey is appended for Fall 2004 and Spring 2005. As identified by items included on Registrar's Survey, Fall 2004 and Spring 2005, many students wait in line only to find they are in the wrong office. Proposed and implemented a plan during Fall 2005 Registration to staff a temporary "Help Desk" in the foyer of Allen Hall to assist students with routine questions and provide information and direction. McClellan Center has a physical layout that precludes this type of centralized Help Station. Ayers has a longstanding and successful tradition of providing this type of service during peak registration traffic times.

Additionally, customer service problems were indicated by student survey responses. In order to address these issues, the Registrar conducted a one and one-half day Staff Development Retreat off site. Customer Satisfaction and Services issues were addressed during this retreat. A draft of the Workshop Agenda and PowerPoint Presentations are appended to this report.

Records Office Evaluation of Unit Plans 2004-2005

Statement of Standing Goal #2: Maintain accurate records and reports and ensure prompt response to requests for information.

Evaluation Method for Goal #2:

Performance Measure #1 – Acceptance of State Report by the Department of Post Secondary for each academic term.

Performance Measure #2 – Successful submission of Integrated Post-Secondary Educational Data Set (IPEDS) per published NCES schedule

Evaluation of Findings for Goal #2:

Successfully Completed Reports and IPEDS.

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

None

Records Office Evaluation of Unit Plans 2004-2005

Statement of Standing Goal #3: Implementation of current data storage, processing and retrieval technology to the greatest extent possible.

Evaluation Method for Goal #3:

Performance Measure #1 –Conversion of two shelves of hard copy records to optical storage media

Evaluation of Findings for Goal #3:

All hard copy records from 1965 through 1987 successfully converted to digital imaged documents.

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

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Records Office Evaluation of Unit Plans 2004-2005

IV. 2004-2005 Objectives

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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>	2004/2005	ongoing
A.1.1 Continuation of conversion of archived records		
2. <u>Strategic Initiative #2: Integrate records of currently enrolled students transferred from Ayers State Technical College into current records storage.</u>		
A.2.1 Begin the process of converting ASTC currently enrolled student files to document images.	9/2005	9/2005
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3. <u>Strategic Initiative #3: Implement Application Extender software on Ayers Campus and McClellan Campus.</u>		
A.3.1 Purchase software for implementation	6/2005	6/2005
A.3.2 Arrange for installation and training at both campuses	9/2005	8/2005
B. Objective #2: To Improve Faculty Access to Degree Audit and Advisory Data		
1. <u>Strategic Initiative #1: Continue improvements to the Student Advisement Program within the GSCC computer system.</u>		
B.1.1 Review and update Student Advisement and Program Criteria to reflect changes in the current programs of study.	6/2005	5/2005
B.1.2 Conduct Student Advisement Program workshops and/or training sessions for new faculty and staff.	6/2005	postponed *
C. Objective #3: To continue project to establish partnerships with other colleges and universities for the purposes of electronic data interchange		
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>		
C.1.1 Establish connection with University of Texas – Austin server that has been made available to facilitate transmission of data	12/2004	9/2005
C.1.2 Purchase software or program modules necessary to maximize use of Texas--Austin Server	12/2004	9/2005

* B.1.2 is part of 05-06 Quality Service Initiative

Survey

Instrument and Sample

The survey consisted of 52 items constructed to assess student opinion with respect to services provided by the Admissions & Records Office. The survey, administered on November 10, 2004, provided students enrolled in randomly selected classes the opportunity to participate. Students enrolled in Automotive Mechanics and Industrial Maintenance were the technical classes selected to participate in the survey. Students enrolled in three academic classes (two history classes and one math class) located in Naylor Hall were also offered the opportunity to participate. Total sample size was 100 students. Seventy-three surveys were returned of which 63 were usable. Ten surveys were deleted because they were not complete.

Analysis

SPSS[®] software, used to analyze data collected, provided the means by which computation of descriptive statistics and frequencies of response was accomplished. Reliability of the survey was determined via computation of Cronbach's alpha coefficient. It was determined that the survey was better than 93% reliable. Validity of the survey was analyzed by means of Item-to-Total correlation. Several items with low item-to-total correlations were deleted. Factor analysis was also performed. It was determined that more than 75% of the variance in the survey was due to nine factors and of these nine factors, five accounted for 64.50% of variance. These factors were:

Factor I: Staff Communication via Telephone

- Q10 I received an accurate answer to my question
- Q8 Staff Member was courteous
- Q9 I received an immediate answer to my question
- Q6 My call was answered promptly
- Q7 Staff member identified themselves
- Q5 My call went unanswered
- Q12 I was put on hold too long
- Q11 I was referred to someone who could help me

Factor II: Online Student System

- Q45 Satisfied with OSS search for courses
- Q46 Satisfied with OSS class schedule
- Q47 Satisfied with OSS Registration schedule
- Q50 Satisfied with staff service and attitude
- Q49 Satisfied with OSS Registration process
- Q48 Satisfied with availability of advising

Factor III: Staff-Client Interaction

- Q26 I was treated with respect

Registrar's Survey Fall 2004

- Q30 Staff member was friendly
- Q27 Staff member was courteous
- Q29 Staff member was helpful
- Q33 I received the services requested
- Q31 Staff member had good oral communications skills
- Q28 Staff member was knowledgeable
- Q51 Overall quality of experience with A & R
- Q40 I could use OSS better with better access to computer network on campus
- Q39 Need written instruction on how to use OSS
- Q42 Need demonstration of OSS

Factor IV: Effective use of Online Student System

- Q43 I could use the OSS more effectively if I knew my User ID and PIN to sign on
- Q41 I could use the OSS more effectively if I knew what its benefits were
- Q21 Satisfied with obtaining grades at the end of the term

Factor V: Programs and Scheduling

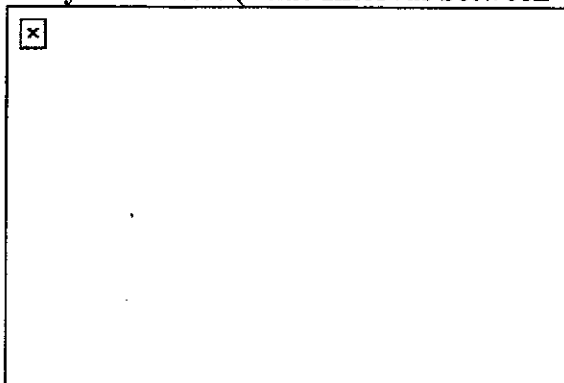
- Q19 Satisfied with Exam Schedules
- Q18 Satisfied with information received about requirements for Graduation
- Q38 Satisfied with the opportunity to evaluate programs
- Q37 Satisfied with the means to search for courses

Frequency Table

Q1 How often do you visit the Admissions or Records Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	1	1.6	1.6	1.6
	1 or 2 times per term	26	41.3	41.3	42.9
	Rarely	29	46.0	46.0	88.9
	Never	7	11.1	11.1	100.0
	Total	63	100.0	100.0	

Frequency x Variable (Time Interval between Visits)



Q2 When you contact the Admissions or Records Office, how quickly do you typically get a response to your questions or requests?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Immediately	25	39.7	39.7	39.7
	within a day	26	41.3	41.3	81.0
	within 2 days	7	11.1	11.1	92.1
	longer than a week	2	3.2	3.2	95.2
	did not get a response	3	4.8	4.8	100.0
	Total	63	100.0	100.0	

Discussion: Most respondents visited the A & R Office Rarely or Never. Of the respondents who contacted the A & R Office, 81% received an answer immediately or within a day of making the request for information.

Registrar's Survey Fall 2004

If you have contacted the Admissions & Records Office by phone please select whether you agree or disagree with the following statements: #5-12

Q5 My call went unanswered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	7.9	7.9	7.9
	Disagree	33	52.4	52.4	60.3
	cannot evaluate	25	39.7	39.7	100.0
	Total	63	100.0	100.0	

Q6 My call was answered promptly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	50.8	50.8	50.8
	Disagree	8	12.7	12.7	63.5
	cannot evaluate	23	36.5	36.5	100.0
	Total	63	100.0	100.0	

Discussion: The survey included two questions concerned with the same topic but presented differently. Item 5 asked if the respondents telephone call was answered promptly and Item 6 asked if the respondents telephone call was unanswered. The data analyzed suggest that telephone contacts are successful approximately 50% of the time. This data clearly indicates an area for some concern with respect to communications with students. One conclusion drawn from this data indicates that the telephone communication function may need to be addressed by assigning a staff member to field these calls much in the same manner as they switchboard handles multiple calls.

Registrar's Survey Fall 2004

Q7 Staff member identified themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	47.6	47.6	47.6
	Disagree	12	19.0	19.0	66.7
	cannot evaluate	21	33.3	33.3	100.0
	Total	63	100.0	100.0	

Discussion: 19% of respondents indicated that when telephone calls were successful, the staff member did not state their name when answering the call.

Q8 Staff member was courteous

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	58.7	58.7	58.7
	Disagree	5	7.9	7.9	66.7
	cannot evaluate	21	33.3	33.3	100.0
	Total	63	100.0	100.0	

Q27 Staff member was courteous

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	51	81.0	81.0	81.0
	Dissatisfied	8	12.7	12.7	93.7
	cannot evaluate	4	6.3	6.3	100.0
	Total	63	100.0	100.0	

Discussion: Item 8 correlates well with responses on Item 51 (overall quality of your experience ... with A & R). The similarity between these two items indicates that there remains room for improvement in the way staff interacts with students. In another area of the survey, Item 27 addresses the same issue with significantly different results. On Item 27, students responded positively 81% of the time (note: questions were phrased differently on the survey). It may be that A & R staff on the differently campuses are regarded differently.

Registrar's Survey Fall 2004

Q9 I received an immediate answer to my question

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	29	46.0	46.0	46.0
	disagree	14	22.2	22.2	68.3
	cannot evaluate	20	31.7	31.7	100.0
	Total	63	100.0	100.0	

Q10 I received an accurate answer to my question

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	39	61.9	61.9	61.9
	disagree	3	4.8	4.8	66.7
	cannot evaluate	21	33.3	33.3	100.0
	Total	63	100.0	100.0	

Q11 I was referred to someone who could help me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	33	52.4	52.4	52.4
	disagree	7	11.1	11.1	63.5
	cannot evaluate	23	36.5	36.5	100.0
	Total	63	100.0	100.0	

Q12 I was put on hold for too long

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	8	12.7	12.7	12.7
	disagree	33	52.4	52.4	65.1
	cannot evaluate	22	34.9	34.9	100.0
	Total	63	100.0	100.0	

Registrar's Survey Fall 2004

How satisfied are you with the Admissions & Records Office job of providing you with accurate and timely information regarding the items listed below? #13-23

Q13 Obtaining information on how to apply for admission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	55	87.3	87.3	87.3
	dissatisfied	4	6.3	6.3	93.7
	cannot evaluate	4	6.3	6.3	100.0
	Total	63	100.0	100.0	

Q14 Application process in general

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	56	88.9	88.9	88.9
	dissatisfied	3	4.8	4.8	93.7
	cannot evaluate	4	6.3	6.3	100.0
	Total	63	100.0	100.0	

Q15 Ease of completing the Online Application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	43	68.3	68.3	68.3
	dissatisfied	4	6.3	6.3	74.6
	cannot evaluate	16	25.4	25.4	100.0
	Total	63	100.0	100.0	

Q16 Communicating with admissions personnel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	53	84.1	84.1	84.1
	dissatisfied	4	6.3	6.3	90.5
	cannot evaluate	6	9.5	9.5	100.0
	Total	63	100.0	100.0	

Discussion: Students indicated overall satisfaction with Admissions Office functions, namely, obtaining information about admissions, the application process in general and communicating with Admissions Office personnel. Student satisfaction with the Online Application was favorable (69.3% responded that they were satisfied) with 25.4% indicating they were unable to evaluate this function. This correlates well with the relatively recent introduction of the Online Application and the fact that many respondents in this survey likely filed a paper application. Future surveys should include items to evaluate the Online Application.

Registrar's Survey Fall 2004

Q17 Class scheduling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	48	76.2	76.2	76.2
	dissatisfied	14	22.2	22.2	98.4
	cannot evaluate	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

Q19 Exam Schedules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	50	79.4	79.4	79.4
	dissatisfied	4	6.3	6.3	85.7
	cannot evaluate	9	14.3	14.3	100.0
	Total	63	100.0	100.0	

Discussion: Slightly more than three-fourths of students responding to this survey indicated satisfaction with both class schedules offered and exam schedules. This is somewhat contrary to anecdotal data received from faculty particularly with respect to Exam Schedules. The Calendar Committee for the academic year 2003-2004 addressed the issue of Exam Schedules as did a sub-committee of the Calendar Committee specially appointed by the Dean of Instruction. Given the instructional days required, the prescribed length of time allowed for exams and the variety of class formats offered, both committee and subcommittee independently agreed to retain the current schedule.

Registrar's Survey Fall 2004

Q20 Registration procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	52	82.5	82.5	82.5
	dissatisfied	10	15.9	15.9	98.4
	cannot evaluate	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

Q21 Obtaining your grades at end of term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	46	73.0	73.0	73.0
	dissatisfied	6	9.5	9.5	82.5
	cannot evaluate	11	17.5	17.5	100.0
	Total	63	100.0	100.0	

Q22 Getting grade record corrected if necessary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	29	46.0	46.0	46.0
	dissatisfied	6	9.5	9.5	55.6
	cannot evaluate	28	44.4	44.4	100.0
	Total	63	100.0	100.0	

Q23 Having transcript sent to other colleges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	27	42.9	42.9	42.9
	dissatisfied	3	4.8	4.8	47.6
	cannot evaluate	33	52.4	52.4	100.0
	Total	63	100.0	100.0	

Discussion: The essential functions of the Records Office received overall favorable ratings from respondents. The responses for the item related to Registration procedures suggests that further investigation be made into exactly how and when Registration is accomplished. Coupled with the free responses to Item 52, a review of the registration process is advisable. Method of notification of grades or an increased emphasis on how to access grade reports through the online system may yield a higher satisfaction rate on future surveys.

Registrar's Survey Fall 2004

Q24 In your experience, what is the most effective communication method with the Admissions & Records Office?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	visit	51	81.0	81.0	81.0
	phone	8	12.7	12.7	93.7
	email	2	3.2	3.2	96.8
	other	2	3.2	3.2	100.0
	Total	63	100.0	100.0	

Discussion: Confidentiality concerns preclude discussion of non-directory information by phone or email.

Registrar's Survey Fall 2004

Please state whether you agree or disagree with the following statements regarding your interactions with the Admissions & Records Office Staff: #25-33

Q25 I received immediate assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	46	73.0	73.0	73.0
	dissatisfied	9	14.3	14.3	87.3
	cannot evaluate	7	11.1	11.1	98.4
	11	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

Q26 I was treated with respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	55	87.3	87.3	87.3
	dissatisfied	4	6.3	6.3	93.7
	cannot evaluate	4	6.3	6.3	100.0
	Total	63	100.0	100.0	

Q28 Staff member was knowledgeable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	54	85.7	85.7	85.7
	dissatisfied	4	6.3	6.3	92.1
	cannot evaluate	5	7.9	7.9	100.0
	Total	63	100.0	100.0	

Registrar's Survey Fall 2004

Q29 Staff member was helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	57	90.5	90.5	90.5
	dissatisfied	2	3.2	3.2	93.7
	cannot evaluate	4	6.3	6.3	100.0
	Total	63	100.0	100.0	

Q30 Staff member was friendly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	50	79.4	79.4	79.4
	dissatisfied	8	12.7	12.7	92.1
	cannot evaluate	5	7.9	7.9	100.0
	Total	63	100.0	100.0	

Q31 Staff member had good oral communications skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	54	85.7	85.7	85.7
	dissatisfied	3	4.8	4.8	90.5
	cannot evaluate	6	9.5	9.5	100.0
	Total	63	100.0	100.0	

Q32 I was correctly referred to another office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	44	69.8	69.8	69.8
	dissatisfied	6	9.5	9.5	79.4
	cannot evaluate	13	20.6	20.6	100.0
	Total	63	100.0	100.0	

Q33 I received the services requested

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	53	84.1	84.1	84.1
	dissatisfied	3	4.8	4.8	88.9
	cannot evaluate	7	11.1	11.1	100.0
	Total	63	100.0	100.0	

Registrar's Survey Fall 2004

Q34 How often do you visit the GSCC Online Student System Web page?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	daily	4	6.3	6.3	6.3
	Weekly	15	23.8	23.8	30.2
	Monthly	15	23.8	23.8	54.0
	1 or 2 times per term	18	28.6	28.6	82.5
	Rarely	7	11.1	11.1	93.7
	never	4	6.3	6.3	100.0
	Total	63	100.0	100.0	

Registrar's Survey Fall 2004

Please rate your satisfaction with the following items: #35-38

Q36 Advisement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	41	65.1	65.1	65.1
	dissatisfied	10	15.9	15.9	81.0
	cannot evaluate	12	19.0	19.0	100.0
	Total	63	100.0	100.0	

Q48 Availability of advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	41	65.1	65.1	65.1
	disagree	12	19.0	19.0	84.1
	cannot evaluate	10	15.9	15.9	100.0
	Total	63	100.0	100.0	

Q18 Requirements for graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	41	65.1	65.1	65.1
	dissatisfied	9	14.3	14.3	79.4
	cannot evaluate	13	20.6	20.6	100.0
	Total	63	100.0	100.0	

Discussion: Items 18, 36 and 48 relate to the advisement process and yielded remarkably similar results. 65% of respondents indicated a positive opinion of the advisement process. 14% to 19% indicated a negative opinion of the availability of advisement.

It is possible that the remaining 15% to 19% who cannot evaluate have not attempted to see an advisor thus this category of response is not considered negative. If, however, the 15% to 19% have not seen an advisor because they do not know who their advisor is, then these respondents should be included in the "disagree" or "dissatisfied" categories. It may be then, that a focus on advisement and dissemination of information about how to contact an advisor is salient.

Registrar's Survey Fall 2004

Q35 Information printed on student class schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	59	93.7	93.7	93.7
	dissatisfied	1	1.6	1.6	95.2
	cannot evaluate	3	4.8	4.8	100.0
	Total	63	100.0	100.0	

Q37 Search for Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	53	84.1	84.1	84.1
	dissatisfied	5	7.9	7.9	92.1
	cannot evaluate	5	7.9	7.9	100.0
	Total	63	100.0	100.0	

Q38 Opportunity to evaluate programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	45	71.4	71.4	71.4
	dissatisfied	6	9.5	9.5	81.0
	cannot evaluate	12	19.0	19.0	100.0
	Total	63	100.0	100.0	

Registrar's Survey Fall 2004

I could use the Online Student System more effectively if: #39-44

Q39 I had written instructions on how to use the Online Student System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	19	30.2	30.2	30.2
	disagree	34	54.0	54.0	84.1
	cannot evaluate	10	15.9	15.9	100.0
	Total	63	100.0	100.0	

Q40 I had better access to computer network on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	26	41.3	41.3	41.3
	disagree	28	44.4	44.4	85.7
	cannot evaluate	9	14.3	14.3	100.0
	Total	63	100.0	100.0	

Q41 I knew what its benefits were

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	26	41.3	41.3	41.3
	disagree	24	38.1	38.1	79.4
	cannot evaluate	13	20.6	20.6	100.0
	Total	63	100.0	100.0	

Q42 I could see a demo of Online Student System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	17	27.0	27.0	27.0
	disagree	32	50.8	50.8	77.8
	cannot evaluate	14	22.2	22.2	100.0
	Total	63	100.0	100.0	

Q43 I knew my user ID and PIN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	25	39.7	39.7	39.7
	disagree	27	42.9	42.9	82.5
	cannot evaluate	11	17.5	17.5	100.0
	Total	63	100.0	100.0	

Discussion: The similarity of responses indicating an interest in use of the Online System is significant with respect to questions of access to the system. Of particular concern is the response rate on Item 40 dealing with access to a computer network on campus. 41.3% of respondents favor improved access and even more troubling is the 14.3% of respondents who indicate "cannot evaluate". The conclusion that these respondents are unfamiliar with use of computers or the internet is a concern.

One proposal currently under consideration by the Deans of Instruction, Technical Programs, and Student Services addresses these issues. The creation of a "Commons" area where students may access the internet and other services would complement these findings. This proposed Common Area could address the question of advisement as well if the implementation of an Advisement Center is determined to be feasible. Located in this area could be a Student Lounge, Cyber Café, and other services of value to students between classes.

Registrar's Survey Fall 2004

Overall, how satisfied are you with the services provided by the Admissions & Records Office?
#45-50

Q45 Search for courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	53	84.1	84.1	84.1
	disagree	3	4.8	4.8	88.9
	Cannot evaluate	7	11.1	11.1	100.0
	Total	63	100.0	100.0	

Q46 Class schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	85.7	85.7	85.7
	disagree	3	4.8	4.8	90.5
	Cannot evaluate	6	9.5	9.5	100.0
	Total	63	100.0	100.0	

Q47 Registration schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	55	87.3	87.3	87.3
	disagree	2	3.2	3.2	90.5
	Cannot evaluate	6	9.5	9.5	100.0
	Total	63	100.0	100.0	

Registrar's Survey Fall 2004

Q49 Online Registration Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	48	76.2	76.2	76.2
	disagree	7	11.1	11.1	87.3
	Cannot evaluate	8	12.7	12.7	100.0
	Total	63	100.0	100.0	

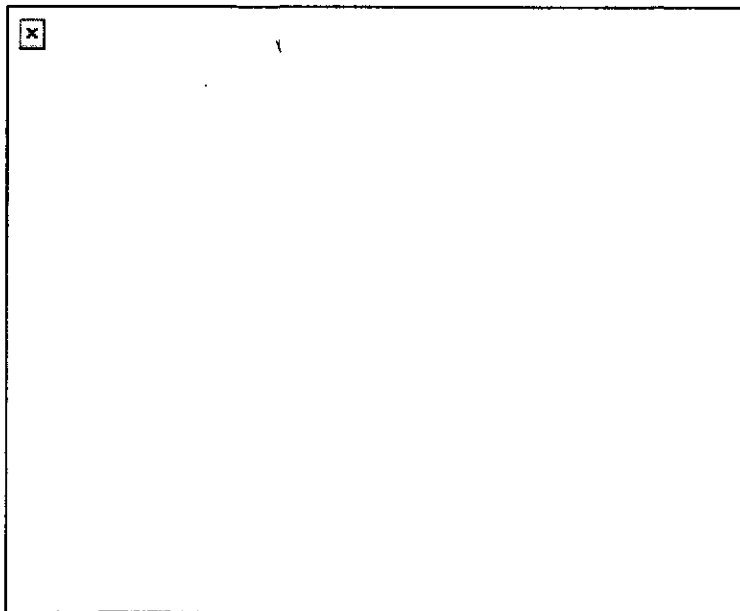
Q50 Staff service and attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	85.7	85.7	85.7
	disagree	4	6.3	6.3	92.1
	Cannot evaluate	5	7.9	7.9	100.0
	Total	63	100.0	100.0	

Q51 Please rate the overall quality of your experience with the services provided by the Admissions & Records Office.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	18	28.6	28.6	28.6
	Good	31	49.2	49.2	77.8
	Fair	11	17.5	17.5	95.2
	Poor	1	1.6	1.6	96.8
	no opinion	2	3.2	3.2	100.0
	Total	63	100.0	100.0	

Student Rating of Overall Quality of Experience with Admissions & Records Office Services



Discussion: 77% of respondents indicated an opinion of "Excellent" or "Good" with respect to the quality of their experience with A & R. Almost 20% indicated "Fair" or "Poor." This, coupled with the opinions expressed in response to the questions dealing with staff service and attitude indicates an area in need of improvement. Professional development in the coming year should make this a priority issue.

Registrar's Survey Fall 2004

Q52 Is there anything that is important to you that was missed from the items included in this survey? If so, please feel free to tell us in the space provided below:

Written comments were received from 11 of 73 students who responded.

1. Internet too busy to search for courses and to (sic) busy to get on to register. Online is always too busy and you can't get on easy. I waited over an hour trying to get registered for Spring Semester; need more video courses.
2. Need Guitars in every classroom
3. I thought our ID card was also for library use. I could not get on the library online with my pic[ture] ID code or my student number.
4. No, I am very satisfied with the Admissions and Records Office.
5. Satisfied with the Anniston campus advising; the online system is great, it's the staff (in person) that is questionable; dissatisfied with the staff service and attitude in Gadsden; poor overall quality of service provided by the Admissions & Records Office
6. Sometimes we (students) get sent to that office by someone else's mistake. Don't be rude about it, we're lost, not stupid.
7. Quit putting students in the offices! We don't know what's going on either.
8. More time to pay for my classes when I register on-line (sic).
9. Be more nice and patient.
10. Online system: letting you stay on longer, easier to get onto. (no overloads).
11. Sometimes they are rude like they are annoyed that they have to help you. If that is the case they should find another job.

Supporting Data

Descriptive Statistics			
	Mean	Std. Deviation	N
TOTAL	78.6667	17.34656	63
Q5	2.32	.618	63
Q6	1.86	.931	63
Q7	1.86	.895	63
Q8	1.75	.933	63
Q9	1.86	.877	63
Q10	1.71	.941	63
Q11	1.84	.937	63
Q12	2.22	.659	63
Q13	1.19	.535	63
Q14	1.17	.525	63
Q15	1.57	.875	63
Q16	1.25	.621	63
Q17	1.25	.474	63
Q18	1.56	.819	63
Q19	1.35	.722	63
Q20	1.19	.435	63
Q21	1.44	.778	63
Q22	1.98	.959	63
Q23	2.10	.979	63
Q25	1.52	1.390	63
Q26	1.19	.535	63
Q27	1.25	.567	63
Q28	1.22	.580	63
Q29	1.16	.515	63

Q30	1.29	.607	63
Q31	1.24	.615	63
Q32	1.51	.821	63
Q33	1.27	.653	63
Q34	3.33	1.308	63
Q35	1.11	.444	63
Q36	1.54	.800	63
Q37	1.24	.588	63
Q38	1.48	.800	63
Q39	1.86	.669	63
Q40	1.73	.700	63
Q41	1.79	.765	63
Q42	1.95	.705	63
Q43	1.78	.728	63
Q45	1.27	.653	63
Q46	1.24	.615	63
Q47	1.22	.608	63
Q48	1.51	.759	63
Q49	1.37	.703	63
Q50	1.22	.580	63
Q51	2.02	.907	63
Q1	4.65	.744	63
Q2	1.92	1.036	63
Q24	1.32	.820	63

Reliability

Notes

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Resources	Elapsed Time	0:00:00.11

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 63.0

Item Means Variance	Mean	Minimum	Maximum	Range	Max/Min
.1845	1.6111	1.1111	3.3333	2.2222	3.0000

Reliability Coefficients 40 items

Alpha = .9380 Standardized item alpha = .9429

Factor Analysis

		Notes
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Comments		
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	Split File	<none>
	N of Rows in Working Data File	63
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax	<pre> FACTOR /VARIABLES q5 q6 q7 q8 q9 q10 q11 q12 q15 q16 q18 q19 q21 q22 q23 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 q36 q37 q38 q39 q40 q41 q42 q43 q45 q46 q47 q48 q49 q50 q51 /MISSING LISTWISE /ANALYSIS q5 q6 q7 q8 q9 q10 q11 q12 q15 q16 q18 q19 q21 q22 q23 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 q36 q37 q38 q39 q40 q41 q42 q43 q45 q46 q47 q48 q49 q50 q51 /PRINT INITIAL EXTRACTION ROTATION /FORMAT SORT /PLOT EIGEN ROTATION /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION . </pre>	
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Registrar's Survey Fall 2004

Total Variance Explained

Component	Initial Iteration			Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance		% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	12.973	32.432	8	32.432	32.432	12.973	32.432	32.432	7.065	17.664	17.664	
2	4.506	11.265	6	11.265	43.697	4.506	11.265	43.697	5.054	12.636	30.300	
3	3.717	9.292	5	9.292	52.989	3.717	9.292	52.989	4.654	11.634	41.934	
4	2.741	6.852	4	6.852	59.841	2.741	6.852	59.841	3.128	7.820	49.754	
5	1.864	4.660	3	4.660	64.530	1.864	4.660	64.530	2.634	6.584	56.338	
6	1.676	4.189	2	4.189	68.690	1.676	4.189	68.690	2.572	6.429	62.767	
7	1.387	3.468	1	3.468	72.158	1.387	3.468	72.158	2.306	5.765	68.532	
8	1.187	2.969		2.969	75.127	1.187	2.969	75.127	2.204	5.511	74.043	
9	1.068	2.671		2.671	77.798	1.068	2.671	77.798	1.502	3.755	77.798	
10	.918	2.294		2.294	80.093							
11	.855	2.130		2.130	82.231							
12	.798	1.994		1.994	84.224							
13	.722	1.804		1.804	86.028							
14	.657	1.642		1.642	87.671							
15	.586	1.465		1.465	89.135							
16	.488	1.220		1.220	90.355							
17	.453	1.122		1.122	91.437							
18	.440	1.089		1.089	92.506							
19	.389	.971		.971	93.557							
20	.331	.830		.830	94.585							
21	.292	.726		.726	95.514							
22	.265	.662		.662	96.376							
23	.253	.634		.634	96.910							
24	.219	.547		.547	97.356							
25	.192	.480		.480	97.746							
26	.182	.456		.456	97.982							
27	.157	.394		.394	98.286							
28	.108	.271		.271	98.557							
29	.102	.256		.256	98.813							
30	.099	.249		.249	99.060							
31	.074	.186		.186	99.245							
32	.067	.167		.167	99.413							

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33	.063	.156	99.569					
34	.040	.101	99.670					
35	.036	.090	99.760					
36	.028	.069	99.829					
37	.027	.068	99.897					
38	.021	.053	99.950					
39	.013	.032	99.982					
40	.007	.018	100.000					

Extraction Method: Principal Component Analysis.

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Rotated Component Matrix(a)

	Component								
	1	2	3	4	5	6	7	8	9
Q10	.920	.173	.023	.113	-.043	.132	.001	.018	.085
Q8	.900	.076	.171	.022	.174	.010	.116	.038	-.068
Q9	.893	.206	.048	.012	-.017	.152	.108	.081	.034
Q6	.854	.197	.169	-.068	-.016	.031	.074	-.087	.067
Q7	.840	.107	.098	.059	.198	-.035	.026	-.027	.212
Q5	.828	.069	.051	.170	-.009	.160	.155	.153	.057
Q12	.826	.056	.017	.259	.098	.037	-.037	.017	.022
Q11	.818	.060	.127	.132	.182	.081	-.091	.119	-.055
Q45	.164	.875	.119	.074	.076	.182	.041	.081	.124
Q46	.217	.769	.251	.223	.258	.250	.014	-.115	-.054
Q47	.310	.725	.262	.147	.276	.250	-.030	-.131	.046
Q50	.233	.697	.156	.293	.309	.259	-.009	-.039	.006
Q49	.131	.653	.000	.130	-.005	.392	.047	.150	.262
Q48	.397	.477	-.013	.133	.260	.158	.207	.361	-.025
Q26	.153	-.062	.908	.027	.122	.118	-.078	-.024	.052
Q30	.138	.172	.898	.100	-.018	.041	-.014	.080	-.082
Q27	.115	-.026	.885	.018	.025	.127	.073	.153	-.039
Q29	.172	.394	.766	.229	-.114	-.027	-.003	.119	.055
Q33	.094	.173	.582	.233	.097	.031	.061	.569	-.023
Q31	.102	.531	.564	.097	-.286	-.070	.109	.351	.144
Q28	.028	.472	.528	.139	-.275	-.149	-.022	.296	.299
Q51	-.127	.453	.464	-.260	.080	.007	.296	.060	-.116
Q40	.211	.095	.184	.818	.132	.034	.083	.193	.059
Q39	.039	.119	.131	.735	-.039	.337	.099	.003	.104
Q42	.240	.244	.095	.614	.197	.073	.302	.253	-.206
Q43	.106	.272	-.054	.582	.192	.029	.165	.158	.398
Q41	.189	.412	.089	.566	.222	-.036	.354	.095	-.233
Q21	.059	.117	.017	.082	.775	.091	.311	-.064	.008
Q19	.164	.442	-.099	.173	.617	-.018	.064	.088	.071
Q18	.260	.431	-.081	.109	.509	-.112	.124	.179	.076
Q38	.248	.130	.085	.058	.458	.267	.196	.138	.369
Q37	.103	.326	.070	.091	.086	.778	-.042	.020	.254
Q35	.119	.246	.089	.145	-.020	.738	-.065	-.102	.021
Q36	.433	.143	.008	-.031	.106	.607	.371	.251	-.015

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Q15	.062	.022	.108	.256	.457	.470	.069	.163	.277
Q23	.097	-.031	-.020	.198	.160	.083	.859	.006	.155
Q22	.134	.134	.037	.256	.320	-.090	.760	.093	.015
Q32	.209	.000	.186	.281	.183	-.002	-.197	.731	.031
Q16	-.061	.033	.298	.070	-.076	.053	.395	.728	-.022
Q34	.138	.137	-.021	.040	.119	.243	.076	-.055	.788

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 14 iterations.

Descriptives

		Notes
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax	DESCRIPTIVES VARIABLES=q1 q2 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 q36 q37 q38 q39 q40 q41 q42 q43 q45 q46 q47 q48 q49 q50 q51 type /STATISTICS=MEAN STDDEV MIN MAX .	
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Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
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Q2	63	1	5	1.92	1.036
Q5	63	1	3	2.32	.618
Q6	63	1	3	1.86	.931
Q7	63	1	3	1.86	.895
Q8	63	1	3	1.75	.933
Q9	63	1	3	1.86	.877
Q10	63	1	3	1.71	.941
Q11	63	1	3	1.84	.937
Q12	63	1	3	2.22	.659
Q13	63	1	3	1.19	.535
Q14	63	1	3	1.17	.525
Q15	63	1	3	1.57	.875
Q16	63	1	3	1.25	.621

Registrar's Survey Fall 2004

Q17	63	1	3	1.25	.474
Q18	63	1	3	1.56	.819
Q19	63	1	3	1.35	.722
Q20	63	1	3	1.19	.435
Q21	63	1	3	1.44	.778
Q22	63	1	3	1.98	.959
Q23	63	1	3	2.10	.979
Q24	63	1	5	1.32	.820
Q25	63	1	11	1.52	1.390
Q26	63	1	3	1.19	.535
Q27	63	1	3	1.25	.567
Q28	63	1	3	1.22	.580
Q29	63	1	3	1.16	.515
Q30	63	1	3	1.29	.607
Q31	63	1	3	1.24	.615
Q32	63	1	3	1.51	.821
Q33	63	1	3	1.27	.653
Q34	63	1	6	3.33	1.308
Q35	63	1	3	1.11	.444
Q36	63	1	3	1.54	.800
Q37	63	1	3	1.24	.588
Q38	63	1	3	1.48	.800
Q39	63	1	3	1.86	.669
Q40	63	1	3	1.73	.700
Q41	63	1	3	1.79	.765
Q42	63	1	3	1.95	.705
Q43	63	1	3	1.78	.728
Q45	63	1	3	1.27	.653
Q46	63	1	3	1.24	.615
Q47	63	1	3	1.22	.608
Q48	63	1	3	1.51	.759
Q49	63	1	3	1.37	.703
Q50	63	1	3	1.22	.580
Q51	63	1	5	2.02	.907
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Frequencies

		Notes
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Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax	<pre> FREQUENCIES VARIABLES=q1 q2 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 q36 q37 q38 q39 q40 q41 q42 q43 q45 q46 q47 q48 q49 q50 q51 /STATISTICS=MEAN /BARCHART PERCENT /ORDER= ANALYSIS . </pre>	
Resources	Elapsed Time	0:00:00.19
	Total Values Allowed	149796

Student Satisfaction Survey



Spring 2005 Registration

Teresa C. Rhea, Ed.D., Registrar

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Registrar's Survey of Spring 2005 Registration

Part I: Descriptive Statistics

Purpose

The purpose of this study is to assess student perceptions of services provided by the Admissions and Records Office.

Design

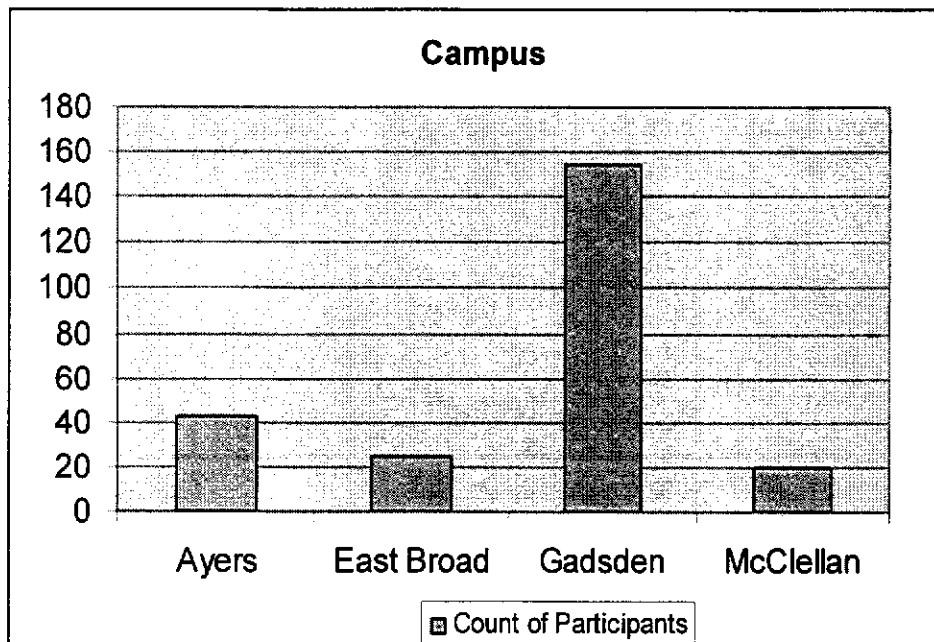
The Registrar and staff of the Admissions and Records Office developed the survey instrument cooperatively. The strategic goals and objectives of the office and the processes and procedures employed to accomplish the goals were factors in the development of the instrument. The survey instrument was distributed by campus mail and personal delivery to a selected sample of Tuesday/Thursday 9:30 classes on all campuses. Prior arrangements made with the Director of Institutional Research, Jim Pitchford, and instructors to administer the survey contributed to the overall good response rate. Participants were not asked to provide name or other identifying information. Surveys were returned in an envelope provided so that the respondent's identity, class and section remained anonymous. Distribution, administration, and collection of the survey required no more than 10 minutes of instructional time. Three hundred and eighty-five surveys were distributed during the second week of February, 2005. Two hundred and forty two surveys were returned representing a 63% return rate. Analysis was done during the first week in March, 2005. Participants were asked to respond whether they "Agree," "Disagree," or "Cannot evaluate" forty-one Likert-scale items. Participants responded as to how they obtained class schedule information, from the newspaper, online, on campus. The Cronbach's Alpha Reliability Measure was calculated to be 0.8893 and is considered very good. Analysis of completed surveys was accomplished using the computer software, *Statistical Programs for Social Sciences, SPSS[®]*, version 11.0.

Demographic Analysis

The survey asked participants to respond to six demographic items: age, gender, home internet access, campus, and degree objective.

Analysis of the returned surveys returned revealed that 93 (38.4%) of the 242 respondents were male and 149 (61.6%) of the respondents were female. The survey instrument queried participants as to which campus they primarily enrolled in classes. The largest group was the Gadsden-Wallace Drive campus (63.6%). Other campus totals and percentages are provided in the following table.

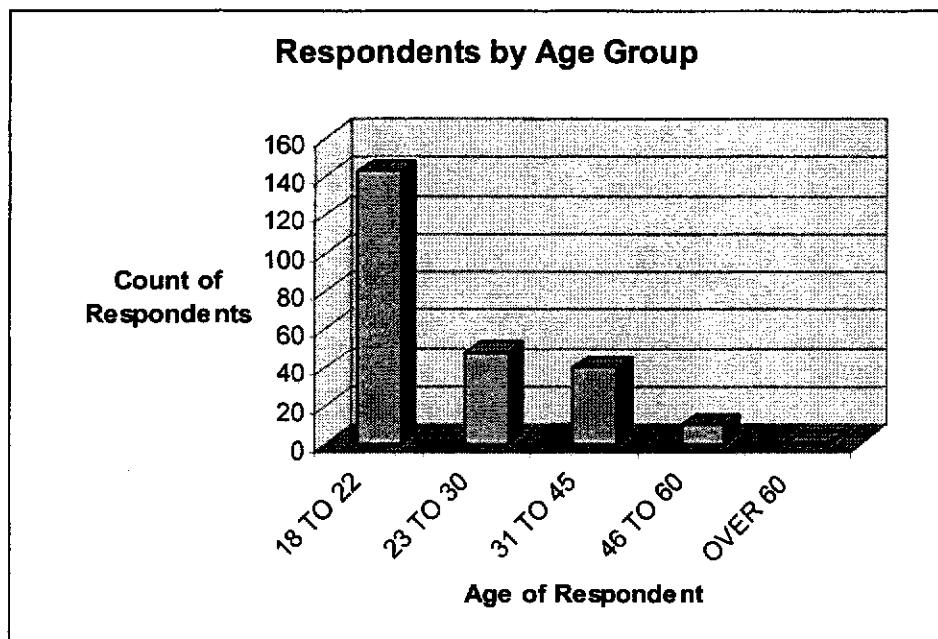
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ayers	43	17.8	17.8	17.8
	East	25	10.3	10.3	28.1
	Broad				
	Gadsden	154	63.6	63.6	91.7
	McClella	20	8.3	8.3	100.0
	n				
	Total	242	100.0	100.0	



Almost 60% of the respondents were traditional college age students (18 to 22 years old). The second largest group of respondents was those aged 23 to 30. The youngest respondent reported his/her age as 17. The oldest respondent was 67.

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 TO 22	143	59.1	59.1	59.1
	23 TO 30	48	19.8	19.8	78.9
	31 TO 45	40	16.5	16.5	95.5
	46 TO 60	10	4.1	4.1	99.6
	OVER 60	1	.4	.4	100.0
	Total	242	100.0	100.0	

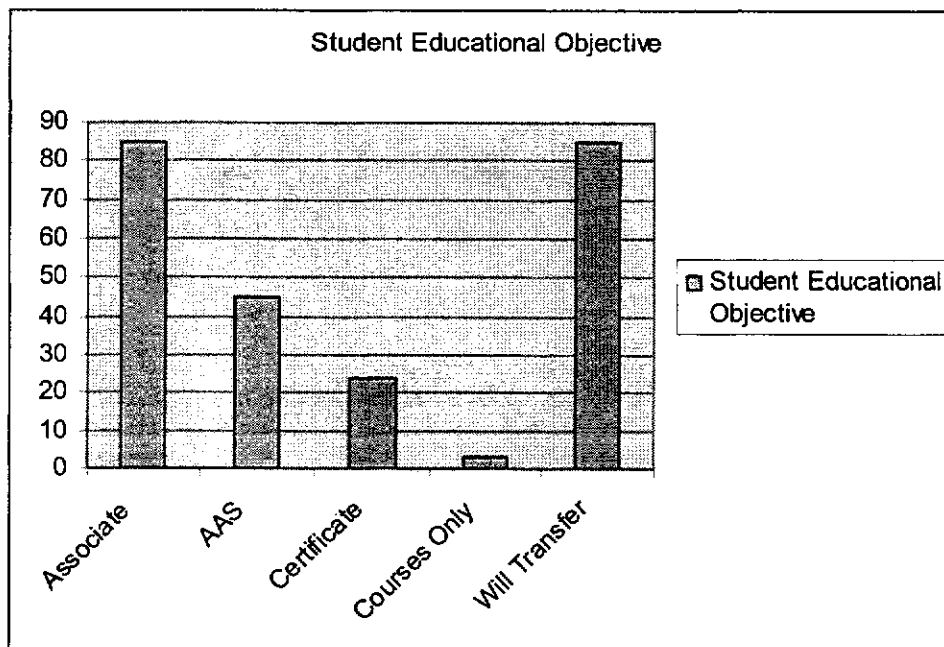


Eighty-two percent of respondents indicated they had access to the internet at home compared to 18% who did not.

INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	199	82.2	82.2	82.2
	no	43	17.8	17.8	100.0
	Total	242	100.0	100.0	

Students indicated they planned to transfer to another institution without earning a degree at Gadsden State in 35% of the cases for which a response was received. Another 35% of respondents plan to earn an Associate degree, 19% plan to earn an Associate of Applied Science degree, 10% expect to complete one of the certificate programs (Note: no distinction was made between Full Certificate and Short Certificate goals), and just over 1% cite personal enrichment as their educational objective.



DEGREE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate	85	35.1	35.1	35.1
	AAS	45	18.6	18.6	53.7
	Certificate	24	9.9	9.9	63.6
	Courses	3	1.2	1.2	64.9
	Only				
	Will	85	35.1	35.1	100.0
	Transfer				
	Total	242	100.0	100.0	

Part II: Item Analysis and Discussion of Results

Analysis and Discussion of Items Relating to Quality of Service Provided

Analysis of survey items predicated on courtesy, respect for the individual, and general helpfulness with respect to students as individuals revealed that 69.5% of students perceived that the staff member who answered the phone was courteous and 88.3% perceived the staff member who assisted them at the counter was courteous. Furthermore, 87.9% of students who responded perceived that the staff member who assisted them treated them with respect. The Admissions & Records staff members were perceived as helpful by 87.9% of students and 81.2% of students responding perceived the staff member as interested in helping them.

Clearly, telephone communications are problematic in that about one-third of students perceive the same staff members as helpful and unhelpful, courteous and discourteous depending on the means of communication. Perhaps one conclusion that may be drawn from Item #10, "Staff member who answered the phone was courteous," may be that students were asking for protected, confidential information that cannot be divulged by phone. Another possibility is that students were unable to complete the call due to heavy volume of students at the counter or attempting to call the same number.

COURTE10

10. Staff member who answered the phone was courteous

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	166	69.5	69.5	69.5
	Disagree	16	6.7	6.7	76.2
	Cannot Evaluate	57	23.8	23.8	100.0
	Total	239	100.0	100.0	

RESPEC17

17. I was treated with respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	210	87.9	87.9	87.9
	Disagree	13	5.4	5.4	93.3
	Cannot Evaluate	16	6.7	6.7	100.0
	Total	239	100.0	100.0	

COURTE18

18. Staff member was courteous [office visit]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	211	88.3	88.3	88.3
	Disagree	12	5.0	5.0	93.3
	Cannot Evaluate	16	6.7	6.7	100.0
	Total	239	100.0	100.0	

HELPF20

20. Staff member was helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	210	87.9	87.9	87.9
	Disagree	13	5.4	5.4	93.3
	Cannot Evaluate	16	6.7	6.7	100.0
	Total	239	100.0	100.0	

INTERE21**21. Staff member seemed interested in helping me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	194	81.2	81.2	81.2
	Disagree	25	10.5	10.5	91.6
	Cannot Evaluate	20	8.4	8.4	100.0
	Total	239	100.0	100.0	

Analysis and Discussion of Items Related to Class Schedules.

When asked how the classes offered fit their work schedule, 39.7% indicated they had difficulty arranging a schedule to accommodate their work. Implications of this finding may be that further investigation of student work-related habits would be helpful in designing the class schedule. Students responding to the survey indicated a preference for morning classes in 86.6% of cases. When students were asked, "I prefer to schedule my classes for the evening," 20.5% agreed and 69.0% disagreed. Weekend formats were preferred by 11.3% of respondents and of particular interest is that 28% of students indicated that they would enroll in more online classes if more were offered. A final item, #40, asked students, "I obtained information about classes offered for Spring 2005 at GSCC primarily through Schedule of Classes (1) published in the newspaper, (2) obtained on campus, or (3) published online." Student responses were almost evenly distributed between the three options as indicated in the table and graph below.

From the analysis of results obtained, several conclusions can be developed which include offering more classes online or at least Web-assisted, analysis of the schedule of classes to ensure that sufficient sections are offered to accommodate students who must schedule classes around work or family obligations, and continuing to publish the schedule in the local newspapers (see Figure 1).

WORK29

29. I had difficulty scheduling the classes I needed due to conflicts between my work schedule and classes offered.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	95	39.7	39.7	39.7
	Disagree	117	49.0	49.0	88.7
	Cannot Evaluate	27	11.3	11.3	100.0
	Total	239	100.0	100.0	

MORN34

34. I prefer to schedule my classes for the mornings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	207	86.6	86.6	86.6
	Disagree	23	9.6	9.6	96.2
	Cannot Evaluate	9	3.8	3.8	100.0
	Total	239	100.0	100.0	

EVEN35

35. I prefer to schedule my classes for the evenings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	49	20.5	20.5	20.5
	Disagree	165	69.0	69.0	89.5
	Cannot Evaluate	25	10.5	10.5	100.0
	Total	239	100.0	100.0	

WKEND36

36. I prefer more weekend classes (Friday night/Saturday)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	11.3	11.3	11.3
	Disagree	185	77.4	77.4	88.7
	Cannot Evaluate	27	11.3	11.3	100.0
	Total	239	100.0	100.0	

MOREON37

37. I would enroll in more online classes if more were offered.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	67	28.0	28.0	28.0
	Disagree	133	55.6	55.6	83.7
	Cannot Evaluate	39	16.3	16.3	100.0
	Total	239	100.0	100.0	

OBTAIN40

40. I obtained information about classes offered for Spring 2005 at GSCC primarily through Schedule of Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	newspaper	76	31.8	31.8	31.8
	on campus	91	38.1	38.1	69.9
	online	72	30.1	30.1	100.0
	Total	239	100.0	100.0	

OBTAIN40

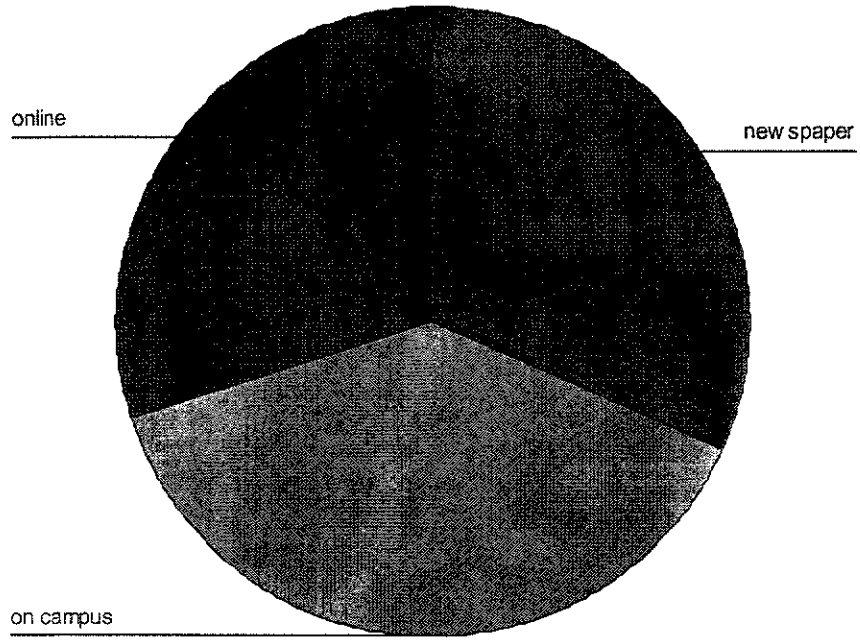


Figure 1: Students obtain information about class offering from a variety of sources.

Survey

➤ We are asking for your opinion about services offered by Admissions & Records.

➤ There is no right or wrong answer and honest opinions are very much appreciated.

➤ All surveys and comments are anonymous and will be treated in an individually confidential manner.

➤ PLEASE!!!! DO NOT LEAVE AN ITEM BLANK. Simply select the choice *closest* to your opinion.

<p>Gender</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>	<p><u>Most of my classes are on the (Check only one)</u></p> <p><input type="radio"/> Ayers Campus</p> <p><input type="radio"/> Cherokee County Center</p> <p><input type="radio"/> East Broad Campus</p> <p><input type="radio"/> Gadsden-Wallace Drive Campus</p> <p><input type="radio"/> McClellan Center</p> <p><input type="radio"/> Valley Street Campus</p>
<p>Age</p> <p><input type="radio"/> 18 to 22</p> <p><input type="radio"/> 23 to 30</p> <p><input type="radio"/> 31 to 45</p> <p><input type="radio"/> 46 to 60</p> <p><input type="radio"/> Over 61</p>	<p><u>Educational Objective</u></p> <p><input type="radio"/> Associate Degree (AA or AS)</p> <p><input type="radio"/> Associate in Applied Science Degree (AAS)</p> <p><input type="radio"/> Certificate</p> <p><input type="radio"/> C26 Certificate</p> <p><input type="radio"/> I'm just taking courses for personal enrichment</p> <p><input type="radio"/> I will transfer to another college or university before earning a degree</p>
<p><i>Do you have Internet access at home?</i></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	

Please indicate whether you *Agree, Disagree, or Cannot Evaluate* each of the following statements. Please respond to each item.

1. My call to the Admissions Office was unanswered..... Agree Disagree Cannot Evaluate
2. My call to the Records Office was unanswered Agree Disagree Cannot Evaluate
3. My call to Admissions Office was answered promptly Agree Disagree Cannot Evaluate
4. My call to Records Office was answered promptly..... Agree Disagree Cannot Evaluate
5. Staff member identified himself or herself on phone Agree Disagree Cannot Evaluate
6. Staff member who answered the phone was courteous Agree Disagree Cannot Evaluate
7. I received an immediate answer to my question..... Agree Disagree Cannot Evaluate
8. I received an accurate answer to my question Agree Disagree Cannot Evaluate
9. I was referred to someone who could help me Agree Disagree Cannot Evaluate
10. I was put on hold for too long..... Agree Disagree Cannot Evaluate
11. Staff member replied to my email promptly..... Agree Disagree Cannot Evaluate

Please Continue on the Back of This Page

12. Staff member returned my phone message promptly Agree Disagree Cannot Evaluate
13. I was greeted promptly in the Admissions Office Agree Disagree Cannot Evaluate
14. I was greeted promptly in the Records Office Agree Disagree Cannot Evaluate
15. I had to wait in line too long in Admissions..... Agree Disagree Cannot Evaluate
16. I had to wait in line too long in Records..... Agree Disagree Cannot Evaluate
17. I was treated with respect Agree Disagree Cannot Evaluate
18. Staff member was courteous..... Agree Disagree Cannot Evaluate
19. Staff member was knowledgeable..... Agree Disagree Cannot Evaluate
20. Staff member was helpful..... Agree Disagree Cannot Evaluate
21. Staff member seemed interested in helping me..... Agree Disagree Cannot Evaluate
22. Staff member had good oral communications skills..... Agree Disagree Cannot Evaluate
23. It was easy to obtain information about Admissions..... Agree Disagree Cannot Evaluate
24. The Application for Admission was easy to complete Agree Disagree Cannot Evaluate
25. I received a prompt acceptance letter from the College Agree Disagree Cannot Evaluate
26. It was easy to communicate with the Admissions Office..... Agree Disagree Cannot Evaluate
27. It was easy to communicate with the Records Office..... Agree Disagree Cannot Evaluate
28. It was easy to register for classes..... Agree Disagree Cannot Evaluate
29. It was easy to Drop or Add classes..... Agree Disagree Cannot Evaluate
30. It was easy to get my grades at the end of the term..... Agree Disagree Cannot Evaluate
31. I had difficulty scheduling the classes I needed due to
conflict with my work schedule..... Agree Disagree Cannot Evaluate
32. I will use the Online Student System to register next term Agree Disagree Cannot Evaluate
33. I prefer to register in person Agree Disagree Cannot Evaluate
34. I prefer to register Online Agree Disagree Cannot Evaluate
35. I would like better access to computers/network on campus... Agree Disagree Cannot Evaluate
36. I prefer morning classes..... Agree Disagree Cannot Evaluate
37. I prefer evening classes..... Agree Disagree Cannot Evaluate
38. I prefer more weekend classes (Friday night/Saturday) Agree Disagree Cannot Evaluate
39. I would like more online classes..... Agree Disagree Cannot Evaluate
40. I have met with my advisor at least once this term..... Agree Disagree Cannot Evaluate
41. I obtained information about classes offered for Spring 2005 at GSCC primarily through
 Schedule of classes published in the newspaper
 Schedule of classes obtained on campus
 Online Schedule of classes

Optional:

Please write any comments or suggestions that would help us improve our service to students in the space below. If you wish to receive a reply or response, please provide your contact information such as street address or email (name is optional).

Admissions & Records Staff Retreat

21-22 October 2005
Lake House at Leesburg, AL

Agenda

Friday, 21 October 2005

12:00 noon Depart GSCC for Leesburg
1:00 pm to 3:00 pm Unpack and Lunch
3:00 pm to 5:00 pm Introduction: *Practical Magic: 7 Keys*
5:00 pm to 7:00 pm Guest Presenter, Beth Holt, LPC
Myers-Briggs Personality Inventory, presented by Beth Holt, LPC
Stress, Stressors & You, presented by Beth Holt, LPC
7:00 pm to 8:30 pm Dinner
8:30 pm to 11:00 pm Conclusion: *Practical Magic: 7 Keys*

Saturday, 22 October 2005

8:00 am to 9:00 am Breakfast
9:00 am to 10:00 am *Keys to Success*
10:00 am to 11:00 am *How to Handle and Unhappy Customer*
11:00 am to 11:30 End Notes & Discussion
12:30 pm Arrive back at GSCC

Retreat Attendees

1. Vivian Burnett
2. Joan Eads
3. Donna McCartney
4. Mary Pruitt
5. Terri Riddle
6. Brenda Scott
7. Sherry Simmons

Presenters: Teresa Rhea and Beth Holt

Friday Lunch

1 ½ pounds turkey
1 ½ pounds ham
American Cheese sliced
Swiss Cheese sliced
Lettuce, tomato, pickles, onion rings
Condiments: mustard, mayonnaise
Sub Rolls and Croissants
Tortilla chips and salsa
Soft Drinks and Ice

Friday Dinner

Lasagna
Spinach Salad with Mandarin Oranges
& Almonds
French Bread
Banana Pudding (trifle style)
Drinks & Ice
Coffee & Creamer
Hot Chocolate


Break Menu Items

Brownies
Chips & Salsa
Fruit & Cheese cubes
Drinks, Coffee

Saturday Breakfast

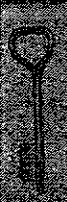
Sweet Rolls
Fruit Tray
Orange Juice
Coffee
Soft Drinks
Hot Chocolate

Total Cost: \$210.00



Practical Magic

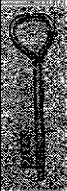
Seven Keys to Delivering Great Customer Service



*...Even When You Don't
Feel Like It!!*

*...Even When They Don't
Deserve It!!*

Practical Magic 2




Marty's Story

Marty could have spent 20 years being miserable and thinking he didn't get paid to give high-5s.

Marty's version of good customer service more than putting yourself in the customer's shoes, it remembering that the customer is a human being with a mortgage or rent, family to feed, a mother, father, etc.

A customer is a person with feelings just like us.

Practical Magic 3




Marty's Story

Marty made a choice: he could have chosen to think of his job as mundane, routine, and boring. Instead he chose to focus on the human faces in the line.

Marty worked out the best way to serve his customers, he's taken a job and upgraded it.

Marty upgraded his job by delivering a good attitude as he accomplishes his assigned task.

Practical Magic 4




Marty's Story

Not everyone would choose to be a toll booth operator.

But, if you were a tollbooth operator, would you want to be the happy one? The one who made a difference? The one whom people remembered?

Marty represents what genuine service is all about: a person who cares about his job and believes his contribution can and will positively benefit others.

Practical Magic 5




Marty's Story

OK, your answer is still that you wouldn't want to be a tollbooth operator. You say anger and unhappiness will force you to move on.

It rarely happens that way. Have you noticed that grumpy people are still grumpy even if they are in the best job in the world?

Practical Magic 6




Marty's Story

So what's in Marty's Story for us?
When you deliver good service,

1. The person who receives the most service is you
2. You are not at the mercy of your customers.
Choosing to give good service keeps you in control.
3. Life becomes easier, more fun, more meaningful.
Positive Energy attracts Positive Energy.
4. People notice that you do a great job and you become an asset.
Change your attitude, the whole world is filled with new opportunities.


Practical Magic 7



The Heart of the Matter

My Customer is Anyone who isn't Me.
We often think of customers as targets... someone to be sold to, haggled with, dealt with, served...
Really though, customers are people and people have relationships.
Consider the story of the Fast Food Server...


Practical Magic 8



The Heart of the Matter

"Here's your drink and I hope you choke on it"
This is a response from a fast food server who was fed up with a customer who dared to complain about the slow service.
Did the server really hope the drink would choke the customer?
Probably not, it was just a mindless thing to say. That's the problem with service.
We get so bored that our mind gets off somewhere else, and when we do that, we stop being with the customer. Word tumble out of our mouths and, before we know it, we've created a situation.


Practical Magic 9



The Heart of the Matter

If we served people the way we want to be served, we wouldn't have "situations."
The problem is most of us don't want to serve. "Serve" is a nasty word – something we did to make our way through high school or college.
One of the many definitions of the word "serve" is....

Practical Magic 10




The Heart of the Matter

"... to be of assistance, to help."
Most of us want to help if

1. We are in the mood
2. If we like the person
3. If we feel serving will advance our cause in some way.

One of the best ways to fight this **attitude** is...


Practical Magic 11



The Heart of the Matter

Wake UP!!
Yes, I know you are awake. What this really means is understanding in a visceral way that we are all in this together. In the words of Will Rogers (I think) it's waking up in the morning and thinking....
"Yippee, I'm still on the planet"

Practical Magic 12




The Heart of the Matter

"Maybe certain people I hate most at work just reflect a negative behavior pattern that I hate in myself, and that's why I don't like being around them."

Waking up means asking yourself the question, "What if I change my attitude for a second and give that person a break?"

Practical Magic

13



The Heart of the Matter


So you deliver great service. You could say, "I don't get paid by commission. Why should I work harder and not get paid for it?" In a strict sense you would be right.

If you deliver great service as we've defined it, you may not get more money today, but chances are that, when you change your pattern of behavior, everything will change, including your money.

More importantly, you'll feel a lot better about yourself, your job, and others.

Practical Magic

14



The Heart of the Matter

Serving is about being a *giver* instead of a *taker*.

If you think about it, we all serve other people.

Take a deep breath and hold it.

Let the answer to the next question "pop" into your head.


Am I a giver or a taker?

Exhale

Whatever your answer, you get to choose how to react to this question. You can choose to think positive thoughts or negative thoughts.

Practical Magic

15



The Heart of the Matter

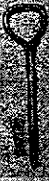
Sometimes people take because they have nothing to give.

If your job is to solve the problems of others all day, take 5 minutes breaks now and then.

Here are some suggestions:

Practical Magic

16



The Heart of the Matter


We all serve and we all get tired of it sometimes. 68% of customers are lost because an employee didn't handle their complaint well.

Out of 25 dissatisfied customers,

- 1 complains
- 24 are dissatisfied & don't complain
- 24 non-complainers tell between 10 and 20 other people about their bad experience.
- Between 250 and 500 potential customers learn about the bad service.

Practical Magic

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The Heart of the Matter

In 1981 Jan Carlzon, president of Scandinavian Airline Systems, was delivered news that his company had lost \$8 M.

He researched the problem and found its root was not in planes, hangers, or SOP. Instead, he found he was losing money because customers were unhappy.

Practical Magic

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The Heart of the Matter


Research showed that every time a customer comes into contact with an employee (baggage handling, flight reservations, etc.) the customer forms an opinion of the airline.

Carlzon defined these experiences as "Moments of Truth."

He calculated that every SAS customer has 5 MOT on each flight. 10 M customers represent 50 M MOT and these opportunities can be good or bad.

Practical Magic

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The Heart of the Matter

Calzon decided that SAS needed to focus on customer care and guess what? A little over one year later, the company turned an \$8M loss into a \$71 M gross profit.

How did they do it?

Practical Magic

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The Heart of the Matter


Managers served the front-line service providers so that they in turn could serve the passengers.

Catering staff kept planes well stocked so that flight attendants could assist passengers.

Maintenance workers made it possible for flight to take off on time.

Practical Magic

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The Heart of the Matter


Sounds too simple?

A focus on customer service permeates throughout an organization.

The foundation of this principle is simple: opportunities to satisfy and retain existing customers, to interact with colleagues in a helpful manner, to build teams and to manage people better is fundamental to good customer service.

Practical Magic

22



The Heart of the Matter


Chances are that, if you aren't a great customer, it will be a push for you to give good service.

1. Take a moment to sit quietly and relax
2. Inhale one deep breath.
3. Hold it.
4. Ask yourself, "Do I treat my customers as I like to be treated?"
5. Exhale.

Every person is a customer at some time or another.

Practical Magic

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The Heart of the Matter

Positive Energy

We may not all have Julia's particular brand of *charisma* but what will work just as well is a willingness to serve and be served.

It is easy to fall into Jim's way of doing business.

The key is to learn that we all serve and are served every day of our lives, that our attitude is the important part. Consider this:

Practical Magic

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The Heart of the Matter

Much of our lives is determined by the tone of the script we write for ourselves.

We can choose comedy, drama, tragedy, or romance.

It's our CHOICE!!

Practical Magic

25



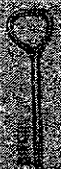
Serving Up Your Best

(Even When Feeling Your Worst)

- ◆ When you feel great, serving is fairly easy.
- ◆ When you feel depressed or have major problems in your life its very difficult.
- ◆ Showing a willingness to serve under less than ideal personal conditions is a skill that can be learned but it takes *courage*.

Practical Magic

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Serving Up Your Best

(Even When Feeling Your Worst)

- ◆ Showing a desire to serve *does not* mean being a *door mat*.
- ◆ To serve others is ultimately to serve ourselves because when we open our hearts, our spirit grow and becomes stronger.
- ◆ Here's how you do it....

Practical Magic

27



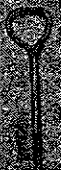
Serving Up Your Best

(Even When Feeling Your Worst)

1. Put your own feelings backstage for a short while – give yourself an emotional break.
2. Focus on the customer
3. Bring them to front stage in your mind.
4. Take care of their needs.

Practical Magic

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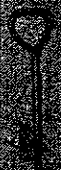
Serving Up Your Best

(Even When Feeling Your Worst)

- ◆ Have you ever helped someone and felt the uplift in spirit?
- ◆ Let your mind be free of all the chatter. Let go of all your problems, worries, and ego, and let your mind take a break from your personal issues.
- ◆ Let the inner strength that enables you to turn off the little voice in your head that says "you aren't good enough, thin enough, good-looking enough, or smart enough".

Practical Magic

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Serving Up Your Best

(Even When Feeling Your Worst)

- ◆ OK, you are thinking "I have a life. I don't want to bring my customer to front stage and put myself backstage!"
- ◆ Yes, it's true, you do have a life and part of that life includes working with customers.
- ◆ All our customers have need to be served, make it easy for yourself to help them, get into the flow of delivering *super service* and discover how good it feels to do a great job.

Practical Magic

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Keys to Success

Practical Customer Service in a
Magical Way

Keys to Success

- ✦ I will present to you 7 basic keys to delivering great customer service.
- ✦ These keys form a flow of communication between you and your customer.
- ✦ Keeping this flow smooth will help you and your customer by lessening the conflicts and anxiety caused by miscommunication.
- ✦ When you are "in the flow" your job will run more smoothly and you will find it more enjoyable.

The Right Attitude

- ✦ Seeing the good in yourself and your circumstances is an important step in having a positive attitude.

The Right Attitude

- ✦ The strange thing about having the right attitude is that it starts with *taking away* instead of *adding to*.
- ✦ If we're in the business of customers, if we work with people, if people are in our life, we need to take time to listen – with a positive attitude.
- ✦ We need to empty ourselves of our own immediate concerns and focus our complete attention on serving the customer.

The Right Attitude

- ✦ Make the choice to be happy.
 - Happiness is not something we left behind or are working toward
 - Its right now.
- ✦ Be the best you can be.
- ✦ Don't take things personally, and
- ✦ Keep smiling

Understand the Customer's Needs

- ✦ Imagining what it is like to be your customer is a powerful thought.

Understand the Customer's Needs

- ✦ Other people's shoes rarely fit.
- ✦ If we want to understand people better, we have to make allowances.
- ✦ What does it mean to "put yourself in their position"?

Understand the Customer's Needs

- ✦ Listen with an Open Mind
 - One that is open to new experiences and ideas.
 - Don't jump to conclusions
- ✦ How do we retain an open mind?
- ✦ Develop listening and answering skills

Understand the Customer's Needs

- ✦ Look
- ✦ Focus
- ✦ Body Language
- ✦ Don't take it personally

Understand the Customer's Needs

- ✦ What do they really need/want/desire?
- ✦ Verify & Clarify
 - Restate the details
 - It's a "feel-good" thing.
 - The customer can breathe a sigh of relief.
- ✦ OK, its not 100% fool proof. Sometimes there are Barriers to Problem Solving

Understand the Customer's Needs

- ✦ Some of the barriers to problem solving arise from the *customer's attitude*. For example:
 - They don't want to work with you
 - They want to work against you
 - They don't trust you
 - They don't respect your ability to help

Understand the Customer's Needs

- ✦ Another barrier to solving problems is *not taking responsibility*. They want to know that you
 - Will help them
 - Can correctly diagnose their problem
 - Want to provide the right solution
- ✦ Remember, you know all about the services you provide, they do not. *Be Patient.*

Communicate Clearly

- ✘ We sometimes overwhelm our customer with too much information. Always think KISS
 - Keep It Simple
 - and Sincere
 - See I knew what you were thinking!

Reach Agreement

- ✘ Incorporate the customer's ideas into your solution if possible.
- ✘ Don't be afraid to listen – listening doesn't mean you are agreeing – just listen.
- ✘ Perhaps you could say something like: "I can see why you feel that way, and another way to look at it is ..."

Reach Agreement

- ✘ Yes, I know there are always those looking for a "freebie"
- ✘ How you deal with that depends on
 - Policy
 - Can you offer reasonable explanation?
 - Is there a Win-Win scenario?

Reach Agreement

- ✘ Reaching agreement is not a battle of power.
 - We all have an impulse to be competitive, to win.
 - Turn those competitive impulses into complimentary impulses.
 - Reaching agreement is making it right for everyone concerned.

Reach Agreement

- ✘ I'm not advocating "giving away the store"
- ✘ Our job is to help the student in the most harmonious way possible.
- ✘ I'm not promoting the subservient "Dickens-like" characters – just asking you to keep your options for negotiating open.
- ✘ Acrimonious negotiations never have the best results.

Reach Agreement

- ✘ Some phrases to use to calm a situation down:
 - "I like your idea about ..."
 - "We can work with your suggestion to ..."
 - "From my experience I think your best option is ..."
 - "I like your idea, and perhaps we can also..."

Reach Agreement

- ✧ Although we can't become door mats and automatically affirm everyone's request,
- ✧ We can make sure we treat everyone who comes into contact with us with
 - Respect
 - Dignity
 - Courtesy
- ✧ There is never an reason to be rude.

Check Understanding

- ✧ When you explain to customers how their service need will be met by your organization, they feel in control.

Check Understanding

- ✧ Checking for Understanding does not mean re-stating the problem. It means re-stating the steps of the solution in terms of time, service steps, etc.
 - Make sure the customers understand the solution you've offered
 - Be prepared for customer input
 - Verify the facts
 - Check for agreement of the plan
 - Accept responsibility
 - End on a positive note.

Check Understanding

- ✧ SOP (Standard Operating Procedure) is the habits we've learned.
- ✧ If we must hand over the customer and the problem to the Business Office (etc.), make sure the Business Office and the customer know that you are doing so.
- ✧ This prevents them having to re-hash the entire scenario.
 - If it's complicated, walk down there with the customer.
 - Make a phone call if necessary.

Check Understanding

- ✧ I'm not saying you have to spend all your time with a customer's problems that are not part of the Admissions & Records service area,
- ✧ Just be aware of help you can provide, extend a helping hand when you can.
- ✧ If you think your work is too stressful and you don't have time for people "stuff" – mentally step away from the job for a moment a look back on it.
- ✧ You will see that your job is all about "people stuff."

Check Understanding

- ✧ Phrases to Avoid
 - I can
 - I can
 - I can
 - I can
 - I can
- ✧ If you say "I can" the customer thinks, "Yes, but will you?"

Check Understanding

- ✦ Phrases to use
 - I will
 - I will
 - I will
 - I will
- ✦ When we say "We will," we are saying that something will be done.
- ✦ Do what you say you will do.

Take Action

- ✦ Taking action not only helps you and the person you are helping. It leads you to enlightenment.

Take Action

- ✦ Have you noticed how some people jump into projects only to get burned out halfway through? It's easy to do and there are many reasons:
 - Boredom
 - Complexity
 - Resources
 - Money
 - Time

Take Action

- ✦ If you are asked to take on a project and you know you have too many things on your plate, it is not rude to ask if this project takes priority over #3, #4, and #5 you are already doing.
- ✦ It is rude to say this in a nasty or harassed way.

Take Action

- ✦ Turn "negatives" into "positives." Do you hear yourself saying "I'm too busy!" or "It's horrible here today!"?
- ✦ Though precedes action – become aware of how you think about your work.
- ✦ Get rid of the negative thoughts – negative actions will then disappear.
- ✦ Consciously replace negative thoughts with positive thoughts. It takes effort at first, but the rewards are great.

Take Action

- ✦ Our customers come to the office because they have no where else to go.
- ✦ Think about a time when a service-provider gave you more than you expected.
- ✦ Wasn't it fabulous? Didn't it restore your faith in human beings?
- ✦ You have the choice: you can choose to beat yourself up or you can start changing your thoughts and taking the right action.

Take Action

Take Action

- ✦ Leopards may not change their spots, but caterpillars turn into butterflies.
- ✦ We can change to positive thinking about ourselves, our co-workers, our bosses, our work.
- ✦ Right actions follow right thoughts.

Take Action

- ✦ Keys to taking the right actions
 - Listen
 - Do what you say you will do
 - Take that extra small step toward super-service
 - Say "Thanks"

Take Action

- ✦ Take the initiative
- ✦ Be responsible
- ✦ Be willing to get input from the customer
- ✦ Listen
- ✦ Use compassion when speaking the truth
- ✦ Remember we all want the same things
- ✦ Keep you tone quiet and peaceful
- ✦ Let your barriers down
- ✦ Clarify, verify, and check for mutual agreement
- ✦ Communicate
 - Explain
 - Reassure

Build on Satisfaction

- ✦ Added value means going the extra mile or beyond the call of duty

Build on Satisfaction

- ✦ Think back to yesterday and list your successes. List everything and anything that you perceive as successful.

Build on Satisfaction

✧ Tomorrow, when you wake up, pick one item from the list and *build on it*.

How to Handle an Unhappy Customer

Tales from the Front Line

Keys to Handling an Unhappy Customer

- Your attitude is contagious. If you hold a friendly space for customers to vent their anger, they will calm down more quickly, and you will feel more in control and professional.

Defusing Unhappy Customers

Show empathy that you understand their situation.
I'm sorry.

Encourage venting to help them get rid of their anger.
Please tell me what happened.

Stay objective and don't take it personally.
I can understand how you would feel that way.

Remain calm to the situation by remaining peaceful.
I believe we can resolve this.

Listen attentively and show you are listening.
Yes, I see...

Defusing Unhappy Customers

Take responsibility and show urgency.
I will make sure this problem is resolved ASAP.

Involve the customer in the solution
How would you like this handled?

Give added value
Another way we can help resolve this situation is ...

Provide an action plan.
This is what I propose to do...

Involve your management.
I will make ___ aware of this problem.

Defusing Unhappy Customers

- ❖ Never, Never, Never
 - ❖ 1. Get angry yourself
 - ❖ 2. Tell them to calm down
 - ❖ 3. Defend yourself
 - ❖ 4. Interrupt
 - ❖ 5. Fail to acknowledge their anger

Defusing Unhappy Customers

- ❖ Do these things instead
 - ❖ 1. Listen actively for what they want to happen
 - ❖ 2. Allow their rage to burn itself out.
 - ❖ 3. Visualize them cooling down.
 - ❖ 4. Keep yourself calm by breathing calmly
 - ❖ 5. Acknowledge their feelings

Defusing Unhappy Customers

- ❖ It doesn't matter if they are right or wrong, they need to air their complaint. If you do not treat them with care, you may lose them completely.
- ❖ Remember, listening does not mean you are agreeing with them. You are acting as a sounding board – let it bounce off you.

Defusing Unhappy Customers

- ❖ Here's a counseling technique that works every time (almost)
 1. Write down what they are saying
 2. Use positive words
 3. Give your name (My name is ___ and I will help you).
 4. Show that their issue is your priority
 5. Thank them for the opportunity
 6. Sound confident and responsive.

Defusing Unhappy Customers

- ❖ Avoid the following phrases like they are the plague:
 1. I'll get to you in a minute
 2. The policy states ...
 3. I've been too busy to ...
 4. This never happens normally...
 5. I'm sorry, that's not my responsibility (job)

Now, how did you want to be treated?

- With a sense of urgency?
- Reassured that the problem can be resolved?
- That the person is confident and responsive?
- Any others?

Think of a time when you were an unhappy customer...

- Can you remember how you felt?
- Were you concerned that the service did not meet your needs?
- Any other feelings?

Defusing Unhappy Customers

- ❖ Use these phrases instead
 1. I will take care of that right away.
 2. How can I help?
 3. Tell me more about this problem
 4. That's quite a problem, I don't blame you for being upset.
 5. I'll make sure this gets corrected right away.

Stress, You, and How to Cope

- If you are really angry at someone, the only person that you can be sure is really suffering is you.
 - For most of us, voodoo dolls don't work.
 - When we feel anger and hatred, we are the ones feeling it.
-

Stress, You, and How to Cope

- If there is conflict in your life, who is creating it? You, maybe?
 - If you are not creating it, you may be feeding it.
 - The solution is to let go of our feelings and serve the customer. Its doesn't mean that you must lose your own identity.
 - We have free choice to move where and when we will.
-

Stress, You, and How to Cope

- We've all been at this for more than a few days, we can see in advance where the stressors are.
 - We know what kind of boss we have, who our co-workers are, who our customers are.
 - Don't see yourself at the mercy of other people. Here are some rules for avoiding Stress and Burnout...
-

Stress, You, and How to Cope

1. Identify the stressful situation
 2. Identify solutions.
 3. Plan how to bring your solutions into effect.
 4. Plan your reward.
 1. *Chocolate anyone?*
-

Stress, You, and How to Cope

- Use one sentence to describe the most stressful situation in your job at this moment.
 - Write out two solutions that will help the situation.
 - Choose the most effective solution that will bring the strongest and most lasting results (10 words or less)
 - Write down your reward. *Choose something that you really enjoy, that doesn't cost a lot of money or take too much time.*
-

Stress, You, and How to Cope



2004-2005 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: November 1, 2005

Approved by (Dean/VP) *Vah A. Rashed*

Part I

Statement of Standing Goal #1: To achieve a 2% increase in counseling and advisement services (including admissions, counseling, career counseling, college transfer advisement, retention counseling, re-entry counseling for dropouts, schedule planning assistance, placement testing/advisement, and scholarship advisement) to students in the Gadsden State Community College service area.

Evaluation Method for Goal #1: To compare the number of students, counseled and/or contacted annually, using the monthly student contact report form.

Evaluation Findings for Goal #1: The total number of students contacted for the 2003-2004 academic year was 33,096. The total student contacts for the 2004-2005 academic year was 33,740, which is an increase of 1.02%.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: The outcome was .08% under the stated goal which indicates the need for changes in recruitment and other areas where direct student contact is involved. We will start gathering recruitment statistics from other comparable size community college and revisit the current recruitment and counseling plan.

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

2004-2005 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: November 1, 2005

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #2: To facilitate self-awareness and individual growth through counseling in both individual and group settings.

Evaluation Method for Goal #2: Compare responses to questions #6, #9 and #10 (related to student self-awareness and individual growth, as a result of counseling services) of the annual Counseling Student Satisfaction Survey and achieve at least a 75% rating on these items.

Evaluation Findings for Goal #2: Of the evaluation forms returned, 100% gave a favorable response to questions #6, #9, and #10. (see attached survey)

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: None discernable at this time.

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

2004-2005 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: November 1, 2005

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #3: To provide a quality orientation program that assists new and potential students in experiencing a successful entry into Gadsden State Community College

Evaluation Method for Goal #3: To compare yearly the positive response on the Orientation Evaluation.

Evaluation Findings for Goal #3: In 2004 we had 93% to respond favorably to the summer orientation program. In 2005 we have a 93% to respond favorably to the summer orientation program. However, 23 students or 6% omitted the question.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: We would like to close the gap between the number of students who call-in and reserve a seat for orientation, but do not attend.

2004-2005 Program/Area Evaluations

Organizational Unit: Counseling and Recruitment

Person Responsible: Deborah C. Beverly

Date Submitted: November 1, 2005

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #4: To assist students in developing appropriate objectives to achieve their goals and in developing a specific plan for success.

Evaluation Method for Goal #4: To achieve an 85% positive rating on questions #6, #9 and #10 (related to student self-awareness and individual growth as a result of counseling services) on the Counseling Student Satisfaction Survey yearly

Evaluation Findings for Goal #4: A positive rating of 85% and up was achieved on the Counseling Student Satisfaction Survey on questions #6,, #9, and #10.

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

PART II

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

Statement of 2004-2005 Objective #1: To develop a plan to utilize distance learning in Career Exploration course for GSCC

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1: To develop an on-line career exploration Course for GSCC students		
1.1 Conduct a random survey of GSCC students to determine their interests in an on-line career exploration	<u>Aug. 2005</u>	<u>Ongoing</u>
1.2 To research and evaluate other online exploration courses at various institutions	<u>Aug. 2005</u>	<u>Ongoing</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

The enrollment for Career Exploration has been decreasing for the last several years. The class is not being offered at this time. This objective will be dropped from our strategic initiative.

Statement of 2004-2005 Objective #2: To establish a Faculty/Liaison Program at GSCC to more fully involve faculty in recruiting and outreach activities.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1: To provide faculty and staff with information on how the Faculty/Staff Liaison program is structured and other pertinent information about the program		
1.1 Survey faculty for their interest in the Faculty/Staff Liaison Program	<u>Aug. 2005</u>	<u>Sept. 2005</u>

- | | | |
|--|------------------|------------------|
| 1.2 Gather faculty and staff interest from Initial e-mail | <u>Aug. 2005</u> | <u>Aug. 2005</u> |
| 1.3 Conduct workshops for faculty/staff who Are interested in serving on the program | <u>Aug. 2005</u> | <u>Ongoing</u> |

Strategic Initiative #2:

To provide the opportunity for faculty and staff to establish and capitalize on these community based relationships that exist among staff of GSCC

- | | | |
|---|------------------|------------------|
| 1.1 Organize interested faculty/staff who expressed an interest in the Faculty/ Staff Liaison Program | <u>Aug. 2005</u> | <u>Aug. 2005</u> |
| 1.2 Develop faculty and staff training workshop on recruiting procedures and the structure of the Faculty/Staff Liaison Program | <u>Aug. 2005</u> | <u>Ongoing</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #3: To implement and evaluate our proposed on-line orientation course.

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

Strategic Initiatives for Objective #3:

To pilot an on-line orientation course for Fall Semester 2003

- | | | |
|---|------------------|------------------|
| 1.1 Conduct a random survey of on-line orientation students to determine interest, knowledge gained, and usefulness of the course | <u>Dec. 2003</u> | <u>May 2004</u> |
| 1.2 Implement the on-line orientation for Spring 2004 | <u>Jan. 2004</u> | <u>Jan. 2004</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

State of 2004-2005 Objective #4: To promote the new on-line high school counselor information link on GSCC's website.

Strategic Initiative for Objective #4:

To participate in the development and provide
Input and updates of pertinent high school
Counselor information

- 1.1 Disperse needed high school counselor
information to web development
personnel and GSCC staff when needed Feb. 2004 Ongoing

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Gadsden State Community College

Counseling and Recruitment
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Penny L. Achemachy
Signature

10-31-05
Date

Emily Greer
Signature

10-31-05
Date

Rebecca Vici
Signature

10-31-05
Date

[Signature]
Signature

11/2/05
Date

Signature

Date

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Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: Financial Aid

Person Responsible: Kim Carter

Date Submitted: November 15, 2005

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #1:

To eliminate delays in the awarding and disbursement of aid, evaluate the effectiveness of existing financial aid policies and procedures.

Evaluation Method for Goal #1:

Student Services survey results will be used to determine if financial aid policies and procedures should be improved.

Evaluation Findings for Goal #1:

Overall, Financial Aid Student Services survey results were positive. Based on the overall rating given, modifications to existing policies and procedures will not be implemented. However, the Financial Aid Office will continue to review policies for enhancement to services provided.

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

NA

PART II

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

Statement of 2004-2005 Objective #1: To partner with at least one elementary school in the city of Anniston to establish an America Reads tutorial programs.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1 Public awareness campaign conducted by Financial Aid Office.	<u>8/30/2004</u>	<u>9/2004</u>
Collaborate with appropriate academic departments/divisions to promote program and identify prospective tutors.	<u>05/15/2004</u>	<u>07/2004</u>
Place announcements on bulletin boards in prominent places on the Ayers Campus.	<u>05/01/2004</u>	<u>08/2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Although all initiatives were completed, due to limited student response, the college was unable to provide tutorial assistance to Anniston city elementary schools through the Federal Work Study program.

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

Statement of 2004-2005 Objective #2: Improve services offered to students.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1 Provide students online access to forms.	<u>03/15/2004</u>	<u>04/2004</u>
Provide students online access to award notifications.	<u>05/15/2004</u>	<u>Unable to complete</u>
Mail notices to students encouraging early filing of financial aid application.	<u>03/15/2004</u>	<u>04/2004</u>
Collaborate with certain departments to offer financial aid application workshops.	<u>02/15/2004</u>	<u>03/2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Strategic initiative 2.1 was not completed because the college's data processing/computer center must purchase a software package capable of posting online awards. Estimated purchase price of this type of software package is \$5000.00.

**ADMINISTRATIVE
PROCESSES**

**2004-2005
UNIT EVALUATIONS**

Memo

To: Robert Dark
From: Lisa Thacker *Lisa Thacker*
Date: 2/17/2006
Re: Administrative Processes Committee

Please find attached the 2004 – 2005 Program/Area Evaluations for the following areas:

- Financial and Administrative Services
- Management Information Systems
- Financial Services
- Physical Plant – Ayers Campus
- Maintenance & Housekeeping - Anniston
- Maintenance & Housekeeping - Gadsden
- Safety-Security, Postal, and Transportation Services
- Strategic Planning and Institutional Research
- Institutional Effectiveness
- Human Resources
- Athletics

Please let me know if further action is needed from the committee concerning these evaluations. Thank you for the opportunity to be involved in the evaluation process.

2004-2005 Program/Area Evaluations

Organizational Unit: Financial and Administrative Services

Person Responsible: Dr. Jim Prucnal

Date Submitted: 11/10/05

Approved by (Dean/VP) 

Part I

Statement of Standing Goal #1: Provide financial management for the College.

Expected educational Outcomes and Assessment Measures:

1. To file the appropriate reports as required with the Department of Postsecondary Education.
2. To budget for administrative services to accomplish general goals of the College.

Evaluation Method for Goal #1:

Review completion dates of reports and monitor budget.

Evaluation Findings for Goal #1:

All financial reports submitted on time including financial statements, IPEDS, and Facilities Master Plan. The fiscal year ended with the College in excellent financial position and with two major goals being met for the first time:

- A) Chancellor's required 5% "set-aside"
- B) Three month unrestricted fund balance.

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

None

valuation 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.

Statement of 2004-2005 Objective #1: To ensure that proper documentation for administrative services is implemented.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
1. Strategic Initiative #1: Monitor practices and procedures so that reports are completed.		
1.1 Develop Facilities Master Plan Request for Department of Postsecondary Education (ACHE specs.)	<u>7/31/05</u>	<u>9/12/05</u>
1.2 Update Master Plan for all campuses.	<u>7/31/05</u>	<u>Not completed</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

1.2 Not completed due to funds being cut from budget.

2004-2005 Program/Area Evaluations

Organizational Unit: Financial and Administrative Services

Person Responsible: Dr. Jim Prucnal

Date Submitted: 11/10/05

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #2: Develop, maintain, and supervise capital projects of the College

Expected Educational Outcomes and Assessment Measures:

1. Examine construction projects for completion status.
2. Examine Browder Hall to determine if elevator is in use.
3. Examine McClellan 3181 to determine if it is available for Spring 2005 classes.
4. Examine all State Board approved projects to determine completion percent.

Evaluation Method for Goal #2:

1 – 4. Physical evaluation of construction sites.

Evaluation Findings for Goal #2:

All projects have been completed with the exception of the Job Corps gymnasium and the Ayers Auto Body Shop Renovation which are both underway.

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

The Job Corps gymnasium was bid and construction began 7/9/05. The project is financed and administered by the Department of Labor. GSCC's only involvement is to make sure State policy is followed since it is constructed on our land.

The official decision to renovate and return the Ayers Auto Body Shop to its former use was not clearly made until September 2005. This project got underway in October 2005.

PART II

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

Statement of 2004-2005 Objective #2: To complete renovations using plant funds.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
1. Strategic Initiative #2: Monitor design and construction of various capital projects		
1.1 Examine each capital project budgeted at 10-01-04 for completion		
a.) Browder Hall Elevator	<u>06-30-05</u>	<u>9/28/05</u>
b.) McClellan 3181 Building Renovation	<u>12-31-04</u>	<u>11/8/04</u>
c.) Ayers Shop Renovation	<u>06-30-05</u>	<u>Started 9/30/05</u>
d.) Job Corps Gymnasium	<u>06-30-05</u>	<u>Started 7/9/05</u>
e.) Completion of TBI Interior	<u>09-30-05</u>	<u>Not started *</u>
f.) Renovation of Allen Hall 1 st Floor	<u>09-30-05</u>	<u>See below **</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

*e.) TBI Interior planned for 2006. Architect is working on drawings.

**f.) Entered feasibility study with architect June 2005. Study not complete at 9/30/05.

2004-2005 Program/Area Evaluations

Organizational Unit: Financial and Administrative Services

Person Responsible: Dr. Jim Prucnal

Date Submitted: 11/10/05

Approved by (Dean/VP) _____

Part I

Statement of Standing Goal #3: Provide auxiliary services to students, faculty, staff, and community.

Expected Education Outcomes and Assessment Measures:

1. Operate the College bookstore at a profit.
2. Operate the College cafeteria at a profit.
3. Operate vending at a profit.

Evaluation Method for Goal #3:

Examine 9/30/05 Books of Account to determine profit or loss.

Evaluation Findings for Goal #3:

The bookstore had an operating profit of \$89,378. Vending had an operating profit of \$56,093 and the cafeteria had a operating loss of \$100,024. Including the other auxiliary enterprises, the total of fund 3 operations was positive.

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

The cafeteria has always operated at a loss while both the bookstore and vending have been profitable. The cafeteria's loss was less than it has been in the recent past. Overall, auxiliaries are profitable. The Dean of Financial and Administrative Services will review operations of the cafeteria with the Food Services Director in order to reduce costs further and increase revenues.

PART II

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

Statement of 2004-2005 Objective #3: To provide auxiliary services that break-even financially.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
1.1 Examine bookstore accounts to verify an operating profit.	<u>09/30/05</u>	<u>9/30/05 *</u>
1.2 Examine cafeteria accounts to verify an operating profit.	<u>09/30/05</u>	<u>9/30/05 **</u>
1.3 Examine vending accounts to verify an operating profit.	<u>09/30/05</u>	<u>9/30/05 ***</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

* 1.1 Operating profit of \$89,378


**1.2 Operating loss of \$100,024

***1.3 Operating profit of \$56,093

Gadsden State Community College

Financial and Administrative Services
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.



Signature

11-10-05

Date



Signature

11/14/05

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Gadsden State Community College

Financial and Administrative Services
Organizational Unit

I hereby affirm that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

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Date

*30 Robert Clark
12/15/05
w*

2004-2005 PROGRAM/AREA EVALUATIONS

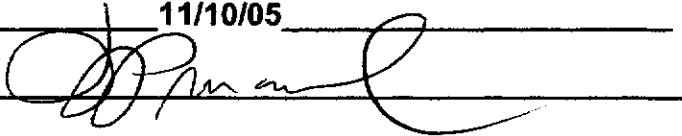
ORGANIZATIONAL UNIT: MANAGEMENT INFORMATION SYSTEMS

PERSON RESPONSIBLE: JEFF GREEN, DIRECTOR OF COMPUTER SERVICES

DATE SUBMITTED:

11/10/05

APPROVED BY (DEAN/VP):



PART I

Statement of Standing Goal #1:

Maintain a working knowledge of new technology to provide the college with the best possible support for the changing needs of the community.

Evaluation Method(s) for Goal #1:

Compare percentage of Faculty/Staff connected to campus network to previous year percentage.

Evaluation Findings for Goal #1:

99% of full-time connected compared to 96% in previous year.

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

None identified.

Evaluation Method(s) for Goal #1:

Compare number of Faculty/Staff with personal computers less than 2 years old to the number with computers older than 2 years old.

Evaluation Findings for Goal #1:

Unable to determine a count.

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

Purchase software to poll all computers on system and retrieve accurate number.

Statement of Standing Goal #2:

Evaluate new systems and maintain existing systems.

Evaluation Method(s) for Goal #2:

Survey a random sample of the Faculty/Staff to verify if their needs are being met.

Evaluation Findings for Goal #2:

Random survey shows 88% of agreed needs are being met.

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

Determine what areas feel needs are not being met and develop a plan to increase the number of areas that have needs met to 90%.

Evaluation Method(s) for Goal #2:

Survey a random sample of students to verify if their needs are being met.

Evaluation Findings for Goal #2:

98% agreed Computer Services is meeting their needs (Evaluation of Campus and Services)

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

None identified.

Statement of Standing Goal #3:

Provide academic, administrative support, and fulfill state reporting requirements.

Evaluation Method(s) for Goal #3:

Compare turn around time at end of semester for state reporting to previous year time.

Evaluation Findings for Goal #3:

The reporting time has remained constant with previous year. The time is 2 weeks following end of semester which makes the reports normally a minimum of 1 week early.

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

None identified

Evaluation Method(s) for Goal #3:

Survey random sample of college personnel to identify if needs are being met in an acceptable time frame.

Evaluation Findings for Goal #3:

78% of users surveyed agreed needs are met in acceptable time frame.

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

Increase percentage to 90% by additional employees or automation of reporting.

Statement of Standing Goal #4:

Provide the needed applications and support to pass computer based audit by Examiners of Public Accounts.

Evaluation Method(s) for Goal #4:

Review the number of findings resulting from the computer based audit.

Evaluation Findings for Goal #2:

No audit findings related to computer services.

Identified weakness/deficiencies and remedial actions to address weakness/deficiencies:

None identified.

PART II

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
A. OBJECTIVE #1:		
To reduce annual maintenance costs, forms costs, and provide users with faster turn around time.		
1. Strategic Initiative #1: Replace existing hardware with newer technology and advanced capabilities.		
1.1 Drop existing tape drives from maintenance contract for substantial yearly savings.	<u>Dec. 2004</u>	<u>Nov. 2004</u>
1.2 Drop existing terminal controllers from maintenance contract for substantial yearly savings.	<u>Dec. 2004</u>	<u>Nov. 2004</u>
B. OBJECTIVE #2:		
Develop record keeping of cable locations an all campuses.		
1. Strategic Initiative#1: Enhance telephone cable records.		
1.1 Develop a detailed map of all phone wires on each campus to aid in outside plant operations and internal wiring problems ** not completed due to time constraints	<u>Nov 2004</u>	<u>under development</u>
1.2 Develop personal computer based system to give location of each extension in phone system. ** not completed due to time constraints	<u>Dec .2004</u>	<u>under development</u>

2. Strategic Initiative #2: Enhance network cable records.

- 1.1 Develop an online system to maintain cable locations through hubs and switches on the network of each campus.

Jan 2005 under development

** not completed due to mapping of current system not complete

C. OBJECTIVE #3:

Expand college telephone system.

1. Strategic Initiative #1: Install new software on main telephone switch.

- 1.1 Upgrade to newest version of software for all switches connected to the college.

Jun. 2005 July 2005

2. Strategic Initiative #2: Upgrade and replace wiring on all campuses.

- 1.1 Evaluate and replace telephone wiring on East Broad and Valley Street campuses.

Jul. 2005 under development

** not completed to budget constraints

- 1.2 Evaluate and replace fiber optic cabling on George Wallace, East Broad, and Valley Street campuses.

Jul. 2005 under development

** not completed to budget constraints

3. Strategic Initiative #3: Install new telephone switch at Valley Street.

- 1.1 Upgrade switch to same standards of other college phone switches to give option to upgrade.

Aug. 2005 under development

** not completed to budget constraints

D. OBJECTIVE #4:

Relocate college network system.

1. Strategic Initiative #1: Move network system to computer room.

- 1.1 Install network racks on computer room floor and verify power, air conditioning, and space are adequate.

Apr. 2005 Aug 2005

- 1.2 Move fiber connections, network connections, and network equipment into network rack.

May 2005 under development

** due to acquiring and installing of racks in late August unable to complete during 2004-05

Gadsden State Community College

MANAGEMENT INFORMATION SYSTEMS
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Bruce Ross
Signature

11-14-05
Date

Tom Carter
Signature

11-14-05
Date

Francis Mack
Signature

11-14-05
Date

David Buzard
Signature

11-14-05
Date

Jay D. Johnson
Signature

11-14-05
Date

Jeffery J. [unclear]
Signature

11-14-05
Date

Linda Woodward
Signature

11-16-05
Date

Donna Bonlin
Signature

11-18-05
Date

Signature

Date

Signature

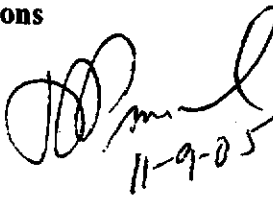
Date

Signature

Date

2004 - 2005 Program/Area Evaluations

Organizational Unit: Financial Services
Person Responsible: Jacqueline Clark
Date Submitted: November 2, 2005

Approved 
11-9-05

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. To maintain a 80% favorable rating on the Student Survey in each of the following areas:

The procedures for payment of tuition and fees are easy to follow.

The services and information provided by the Business Office are satisfactory.

The services and information provided by the Student Refund Office are satisfactory.

- b. To maintain an 80% favorable rating on the Employee Survey in each of the following areas:

The payroll office provides adequate office hours and information regarding employee pay.

The Business Office provides adequate office hours and information regarding charges and receipts.

The Purchasing Office processes purchase order and bid requests in a timely manner.

The Accounts Payable Office processes checks and requests for information in a timely manner.

The Financial Services Office processes information and budget revision requests in a Timely manner.

Evaluation Findings for Goal #1:

- a. On-line student evaluations of Financial Services revealed the following:
Results exceed the targeted 80% favorable rating.
- b. On-line employee evaluations of the Business Office revealed the following:
Results exceed the targeted 80% favorable rating.

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

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 of Alabama 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, 2004 issued February 18, 2005 reported no matters of noncompliance relating to Financial Services.
- b. No state or federal grantor agencies noted noncompliance matters relating to Financial Services.

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

Prep. Robert Clark
C. Jacqueline Clark
Jim Pascual
11/9/05

Statement of Standing Goal #3:

To provide financial services employees with equipment and knowledge to support the activities for which they are responsible

Evaluation Method for Goal #3:

- a. At least one professional development opportunities on customer service per business office employee
- b. At least one professional development opportunity on specific duties (return of Title IV funds, cash management, financial management, payroll, purchasing, etc.) to each accountant

Evaluation Findings for Goal #3:

- a. All business office staff attended at least one professional development
- b. All accountants attended at least one professional development

Part II

Statement of 2004-2005 Objective #1:

Collect and distribute financial services data in automated format

Strategic Initiative:	Projected Date	Completed Date
1.1 Image and store all financial services documentation on server	01/05	On Going Process
1.2 Transmit monthly budget managers' reports electronically	10/04	Not Complete
1.3 Obtain reports requested from the computer center electronically and print in offices to computer or CD	01/05	Not Complete
1.4 Approve purchase orders electronically and disburse via email, fax or mail.	10/04	09/05
1.5 Print personal computer files directly to imaging system	12/05	Not Complete

Statement of 2004-2005 Objective #2:

Modify purchasing system and budgeting systems to more timely provide needed items to user departments

Strategic Initiative:	Projected Date	Completed Date
2.1 Modify purchasing system to allow requisitioning employees to input data into PU01 and forward to cabinet member electronically when purchasing percentage is exceeded	10/04	Not Complete
2.2 Modify purchasing and budgeting systems to allow funds to be automatically transferred between certain object codes to allow purchase orders to be keyed.	06/05	Not Complete

Statement of 2004-2005 Objective #3:

Improve the financial return from the operations of grant programs to cover applicable administration and operation and maintenance costs.

Strategic Initiative:	Projected Date	Completed Date
3.1 Apply for a negotiated indirect cost rate to replace the fixed 8% rate currently allowed by grantors.	03/05	12/04

Problems Encountered:

Computer center was not able to complete the programming required for 1.2, 1.3, 1.5, 2.1, and 2.2.

Gadsden State Community College

Financial Services
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Angela W. Jilka
Signature

10/31/05
Date

Susan P. Hawkins
Signature

10/31/05
Date

Chiquita Steward
Signature

11/1/05
Date

Janice McCormick
Signature

11/1/05
Date

Dennis Snow
Signature

11/1/05
Date

Did Thompson
Signature

11/1/05
Date

Linda Amathy
Signature

11/1/05
Date

Jessica Slater
Signature

11/02/2005
Date

May A. Blenis
Signature

11/04/05
Date

Signature

Date

Signature

Date

Gadsden State Community College

Financial Services
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 -- 2005 Strategic Plan with the above named Organizational Unit.

Angela W. Willis
Signature

10/31/05
Date

Anna Hawkins
Signature

10/31/05
Date

Christi Howard
Signature

11/1/05
Date

Janet McCannick
Signature

11/1/05
Date

David Snow
Signature

11/1/05
Date

Ad Thompson
Signature

11/1/05
Date

Janet Montgomery
Signature

11/1/05
Date

Janet Stewart
Signature

11/02/2005
Date

Linda Palmer
Signature

11/02/2005
Date

Falynn Cartmill
Signature

11/02/05
Date

Signature

Date

Gadsden State Community College

Financial Services
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Angela W. Jellis
Signature

10/31/05
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Susan P. Hawkins
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Chiquita Steward
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11/1/05
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Janice McCormick
Signature

11/1/05
Date

Dorice Snow
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11/1/05
Date

Chad Thompson
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11/1/05
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Linda Abernathy
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11/1/05
Date

Jessica Slater
Signature

11/02/2005
Date

Shirley D. Nepper
Signature

11-9-05
Date

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Date

Printed ✓
12-8-05

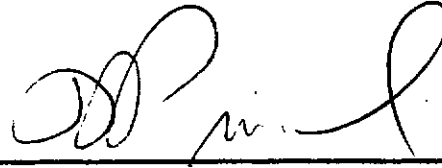
2004-2005 Program/Area Evaluations

Organizational Unit: Physical Plant Ayers Campus

Person Responsible: Phillip E. Bain

Date Submitted: November 10, 2005

Approved by (Dean/VP) _____



Part I

Statement of Standing Goal #1:

To promote a physical environment conducive to learning.

Evaluation Method for Goal #1:

Survey results will indicate that 90% of student and employees responding to the survey will be satisfied with the physical facilities of the Ayers Campus

Evaluation Findings for Goal #1:

Based on Employee and Student surveys, the Ayer Campus of the College overall met goal number one with a range from a low of 71% to a high of 100%. See Below

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

Areas of concern:

Condition of Bathrooms 88%-Discuss problems with Director of Buildings and Grounds to remedy problems.

Campus Parking 71%-Note: added new parking this fall

Lighting in Parking lot-78%- Need lighting on new parking lot

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

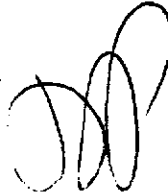
2004-2005 Program/Area Evaluations

Organizational Unit: Maintenance Dept- Calhoun County

Person Responsible: Don Smith

Date Submitted: November 10, 2005

Approved by (Dean/VP) Phillip Bain



Part I

Statement of Standing Goal #1:

To ensure buildings and grounds are clean and well maintained.

Evaluation Method for Goal #1:

Survey results will indicate that 90% of student and employees responding to the survey will be satisfied with the cleanliness of physical facilities of the Ayers Campus

Evaluation Findings for Goal #1:

Based on Employee and Student surveys, the Ayer Campus of the College overall met goal number one with a range from a low of 71% to a high of 100%. See Below
Based on Employee and Student surveys, the McClellan Center of the College overall met goal number one with a range from a low of 38% (parking availability) to a high of 100%. See Below

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

Areas of concern: Ayers Campus

Condition of Bathrooms 88%-Met with staff and contracted services to remedy problems to obtain satisfactory rating

Campus Parking 71%-Note: added new parking this fall

Lighting in Parking lot-78%- Need lighting on new parking lot

Areas of concern: McClellan

Condition of Bathrooms 83%-Met with campus director and asked her to discuss problems with contracted services to remedy problems to obtain satisfactory rating

Campus Parking 38%-Note: need new parking

Lighting outside building and parking lot 80% & 77%-Need to budget additional lighting and coordinate with Jacksonville State University to correct problems.

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

2004-2005 Program/Area Evaluations

Organizational Unit: Physical Plant Ayers Campus

Person Responsible: Phillip E. Bain

Date Submitted: November 10, 2005

Approved by (Dean/VP) _____



Part I

Statement of Standing Goal #2:

To identify, pursue, and construct/improve the physical facilities to meet the growing needs of the Ayers Campus student population.

Evaluation Method for Goal #2:

Acquiring additional funding and constructing additional space.

Evaluation Findings for Goal #2:

Acquired funding for Parking lot and completed project.

Renovated electrical dept and moved electronics dept. with facility renewal fees.

Expanded Welding dept with facility renewal fees.

Renovated and expanded dean suite to house President offices.

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

Need for large meeting area on Ayers Campus- We proposed renovating Cabinetmaking/Drafting building over 2 years ago; however, the Cabinetmaking program has been re-opened and the lack of funds have prevented us from adding a well-needed large meeting area on the Ayers Campus

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

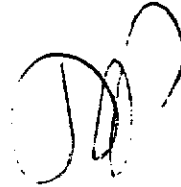
2004-2005 Program/Area Evaluations

Organizational Unit: Maintenance Dept Calhoun County

Person Responsible: Don Smith

Date Submitted: November 10, 2005

Approved by (Dean/VP) Phillip E. Bain



Part I

Statement of Standing Goal #2:

To review and update Preventive Maintenance Plan to address routine maintenance needs.

Evaluation Method for Goal #2:

Survey of employees will indicate that 90% of employees maintenance request are completed in a timely manner

Evaluation Findings for Goal #2:

This question as to timely completed maintenance request is not on the evaluation surveys.

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

The questions of the cleanliness of restroom did not meet goals due to lack of personnel and contracted services-Met with our staff, campus directors and contracted services to address complaints.

We need to add a question on the survey forms as to maintenance request being completed in a timely manner.

(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.

Statement of 2004-2005 Objective #1:

To update Facilities Master Plan for the Ayers Campus in conjunction with the College's Facilities Master Plan

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1 Serve on the College's Facilities Planning Taskforce		
Strategic Initiatives for Objective #2 Meet with employees to determine future needs of campus-Met during Budget talks	04-05	04-05

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Serve on College's Facilities Planning Taskforce- Due to work schedule, I have not attended a meeting in over a year. I met with the committee at least 2 times over the last 3 years.

PART II

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

Statement of 2004-2005 Objective #1:
To budget additional staff for 04-05

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
1. I met with my staff and supervisor to justify need for additional staff	04-05	04-05

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Did not meet objective as no additional funding was provided.

PART II

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

Statement of 2004-2005 Objective #2:

Assist in the transition of the Anniston Center to McClellan Center

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
Move center	08-04	11-04

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

(Repeat outline above for each Objective and Initiative)

PART II

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

**Statement of 2004-2005 Objective #2:
To update Preventive Maintenance Plan**

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2 Meet with Gadsden campus Maintenance staff to set standard procedures between campuses.		Not completed

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

A meeting was never scheduled during the past year due to other projects, such as the move from the Anniston Center to McClellan and renovation of Welding, etc. The Director of Buildings and Grounds-Calhoun County will schedule a meeting with Maintenance Supervisor for the Gadsden Area to address this objective.

(Repeat outline above for each Objective and Initiative)

PART II

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

Statement of 2004-2005 Objective #3:

Assist in the transition of the Anniston Center to McClellan Center

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
Move center	08-04	11-04

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

(Repeat outline above for each Objective and Initiative)

Gadsden State Community College

Maintenance Dept - Calhoun County
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Lee Baum
Signature

11-10-05
Date

[Signature]
Signature

11-10-05
Date

[Signature]
Signature

11-10-05
Date

Scott Murphy
Signature

11-10-05
Date

[Signature]
Signature

11-10-05
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Steve Taylor
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11-10-05
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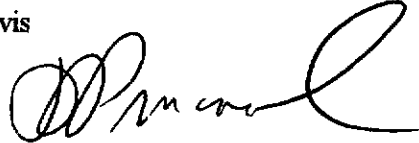
Date

2004-2005 Strategic Plan Evaluation

Organizational Unit: Departments of Grounds and Housekeeping

Person Responsible: Stewart Davis

Dean's Approval: Jim Prucnal



Assessment

Statement of Standing Goal #1:

To ensure buildings are clean and well maintained.

Evaluation Method of Goal #1:

Compare survey results against projected goal of 90% satisfaction by students, staff, and employees.

Evaluation Findings of Goal #1:

The survey showed an approval of 93% satisfaction rating by the students. The response of the faculty/staff is a 77% rating. The overall average is 85%.

Identified weakness/deficiency and actions to address current issues:

The conclusion that we have arrived at is uncontrollable sickness in the housekeeping division which led to long periods of understaffing. At this time we are currently back up to full staff and hope to make improvements.

Statement of Standing Goal #2:

To review and update the preventative maintenance to address routine maintenance needs.

Evaluation Method of Goal #2:

Compare survey results against projected goal of 90% satisfaction in the area of maintenance requests being completed in a timely manner.

Evaluation Findings of Goal #2:

Due to a survey among number of calls received and length of time taken to address emails we have received a 94% satisfaction rating.

Identified weakness/deficiency and actions to address current issues:

The issues were resolved by having a more organized manner in which to complete and prioritize jobs. These changes came about by having morning meetings and scheduling of jobs.

Objectives Completed

Projected/Completed

Objective #1: To budget additional staff for the 2004-2005

1. *Strategic Initiative #1:* To seek to employ one electrician
2. *Strategic Initiative #2:* To employ 1 additional Maintenance Technician.

10/04 / Complete 3/05

3. *Strategic Initiative #3:* To employ 1 additional Housekeeping personnel.

10/04 / Due to Funding
Not Completed

11/04 / Complete 11/15

Objective #2: Upgrade and improve equipment for grounds keeping and the manner in which it is utilized

1. *Strategic Initiative #1:* Schedule parking lot and grounds cleaning at Gadsden, Ayres, Anniston, and Valley Street Campuses.
2. *Strategic Initiative #2:* Purchase reasonable size Bobcat for the purpose of moving and repairing damage and routine maintenance on physical landscape
Not Complete
3. *Strategic Initiative #3:* Purchase a total care floor machine for the purpose of increasing productivity, and assisting in the quality of floor maintenance and appearance

4/04 / Complete

6/04 / Due to Funding

5/04 / Due to Funding
Not Complete

Objective #3: To renovate deficient buildings on Gadsden Campuses.

1. To renovate Ralls Hall
2. To remodel first floor Allen Hall on East Wing
3. To enlarge Wallace Drive Maintenance building
4. To replace roof on Valley Street Carpentry Building
5. Replace roof on Valley Street Cafeteria

9/04 / Complete

9/05 / Complete

9/05 / Complete

6/04 / Complete

6/05 / Not Complete

Job did not start till 10/05

Acknowledgement of Strategic Plans 2004-2005

I, the undersigned, do hereby state that I have read, understood, and had the opportunity for input on all items and statements contained in the 2004 - 2005 Strategic Plans form.

Maintenance Staff

- 1. George Brightman
- 2. Phillip Byram
- 3. Cory Carter
- 4. Don Cornelius
- 5. Charles Fears
- 6. Ronald Lankford
- 7. James Newton
- 8. Christopher Robinson
- 9. Edward Slaten
- 10. Teresa Williams
- 11. Earl Woody

George Brightman
Phillip Byram
Cory Carter
Don Cornelius
Charles Fears
Ronald Lankford
James Newton
Christopher Robinson
Edward Slaten
Teresa Williams
Earl Woody

Housekeeping Staff

- 1. Scynca Batista
- 2. Judy Doughtry
- 3. Jerry Dunn
- 4. Ray Hollanquest
- 5. Ethyl Moore
- 6. Danny Owens
- 7. Doris Ragland
- 8. John Zachery

Scynca Batista
Jerry M. Dunn Jr.
Ray Hollanquest
Ethyl Moore
Danny Owens
Doris Ragland
Judy Doughtry
John Zachery


2004-2005 Program/Area Evaluations

Organizational Unit: Safety-Security, Postal, Transportation Services

Person Responsible: Sam Ledbetter, Director of Safety and Security

Date Submitted: November 20, 2005

Approved By:

11-9-05 

Part 1

Statement of Standing Goal #1

Integrate safety into the daily campus operation.

Evaluation Method for Goal #1

All campus surveys should show no less than an 80% approval rating.

Evaluation Findings for Goal #1

All departments had an overall rating of above 80%.

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

One campus scored less than 80% for exposure of security. This campus did not have a full-time officer. It has now been assigned a full-time officer.

Statement of Standing Goal #2:

Identify and mark emergency no parking areas campus wide.

Evaluation Method for Goal #2:

Develop and mark progress on a hard copy campus map as required. No parking areas are painted.

Evaluation Findings for Goal #2:

Wallace Drive campus is 30% complete as of 12-31-04.

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

No known weaknesses. We have purchased a top of the line striping machine and have a printed plan to complete all parking lot requirements as weather and student level will permit.

Statement of Standing Goal #3:

To improve in-house postal operations.

Evaluation Method for Goal #3

Monitor and survey time to process morning and afternoon mail for all campus locations.

Evaluation Findings for Goal #3

Mail service for all six campus locations was monitored and surveyed four times during the year with all mail delivered the next day and during duty hours.

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

A noted weakness is in the area of off-campus transfer mail and packages. Back-up couriers within Security have been designated and two other employees who live close to out of area campus locations have agreed to carry or transfer mail on a short notice. This has resulted in an acceptable turnaround time for all locations.

Statement of Standing Goals 4&5

Establish well-trained security staff of full-time and part-time employees using only required overtime.

Evaluation Method for Goals 4&5

Survey Security employees and monitor training and performance.

Evaluation Findings for Goals 4&5

All survey results show an increase in student and employee view of security staff. All but one regular employee attended two outside professional development sessions. All qualified with their weapons according to APOST requirements.

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

None Noted

Statement of Standing Goal #6:

Monitor and upgrade Safety and Security for Dorm.

Evaluation Method for Goal #6

Survey Dorm residents and Security duty reports.

Evaluation Findings for Goal #6:

Survey and study of shift reports show the need for a full-time third shift officer stationed in the Dorm. There is a need for additional cameras in the parking lot and basement area. Security shift report complaints about noise and outside parking lot problems. Two cameras were added in the basement area.

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

A third shift officer and additional student workers have been added with very positive feedback. Additional surveillance has been added in the basement area. Dorm noise and parking lot activity have decreased.

Statement of Standing Goal #7:

Train and equip Safety and Security staff with automatic defibullators.

Evaluation Method for Goal #7:

Complete training for all staff and purchase additional equipment.

Evaluation Findings for Goal #7:

All coaches and the Security staff have been trained.

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

Complete training of Security staff and re-access requirements and need for additional equipment. Purchase new batteries and develop policy statement.

PART II

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

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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Statement of 2004-2005 Objective #1:

Complete floor plans of all Gadsden State Community College buildings

Strategic Initiatives for Objective #1:

Expand details for all buildings

1.1 Review each plan for recorded details	<u>12-31-04</u>	<u>4-15-04</u>
1.2 Completed approved copies located in Maintenance and Security	<u>12-31-04</u>	<u>4-15-05</u>
1.3 Approved copies with Gadsden Police and Fire	<u>12-31-04</u>	<u>Project Terminated due to funding and manpower restraints.</u>

Statement of 2004-2005 Objective #2:
Enhance professional development for Safety
and Security Employees

Strategic Initiatives for Objective #2

Plan and organize training sessions

2.1 CPR for all Safety and Security	<u>3-30-05</u>	<u>2-15-05</u>
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2.2 Defibulator training for 50% of Safety and Security	<u>3-30-05</u>	<u>12-31-05 (25%)</u>
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Statement of 2004-2005 Objective #3:
Improve fire safety

Strategic Initiative for Objective #3

Schedule regular fire inspections on all campus

3.1 Inspect all building each quarter	<u>Each Quarter</u>	<u>Completed</u>
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3.2 Inspect all fire extinguishers each quarter	<u>Each Quarter</u>	<u>Completed</u>
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3.3 Repair or replace as needed, all usable fire extinguishers	<u>12-31-05</u>	<u>12-31-05</u>
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Statement of 2004-2005 Objective #4:
Improve school fleet

Strategic Initiative for Object #4:

Centralize control of fleet

4.1 Establish record control of fleet by location	<u>7-30-05</u>	<u>8-15-04</u>
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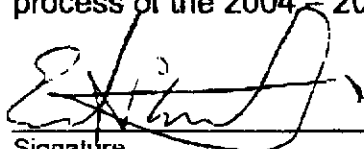
4.2 Establish fuel use by vehicle	<u>7-30-05</u>	<u>8-15-04</u>
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4.3 Establish maintenance record by vehicle	<u>7-30-05</u>	<u>8-15-04</u>
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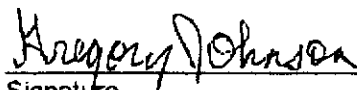
Gadsden State Community College

~~Safety, Security, Postal, Transportation and Term~~
Organizational Unit

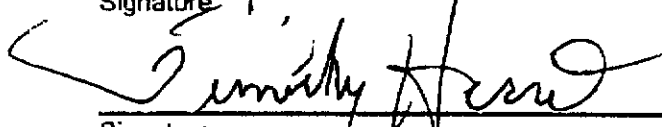
I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.


Signature

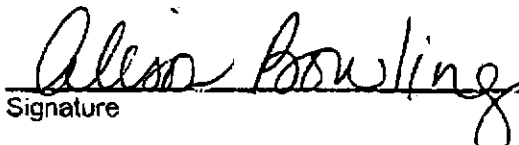
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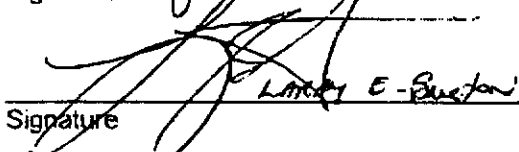
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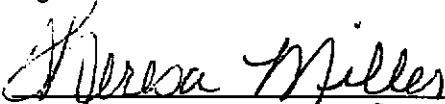
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Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: Institutional Research

Person Responsible: Jim Pitchford

Date Submitted: December 22, 2005 (Revised February 14, 2006)

Approved by (Dean/VP) Lisa Tucker 2-17-06

Jennie Dobson

Part I

Statement of Standing Goal #1:

To coordinate the development of an annual strategic plan and a 3-year management plan

Evaluation Method for Goal #1:

Institutional Research Evaluation Survey

Evaluation Findings for Goal #1:

Annual strategic plan and 3-year plan was developed per IE calendar. No specific question on IR survey addressed the plan but responses to overall assessment of IR ranged from 90-100% positive evaluations. The expected outcome specified that 90% of the survey respondents would agree that IR data was adequate to support decision-making. Survey results indicate that the expected outcome target was met.

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

The 2005-2006 IR evaluation survey should address specifically the effectiveness of the annual and 3-year plan.

Part I

Statement of Standing Goal #2:

To conduct research activities that deal with enrollment, retention, program completion, job placement, employee satisfaction and needs assessment.

Evaluation Method for Goal #2:

Variances/deficiencies reported by DPE monitor.

Evaluation Findings for Goal #2:

No major variances were found by the DPE monitor. Minor variances were corrected prior to final submission of IPEDS reports.

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

IR data regarding these measures should be reported by program as well as collectively.

Part I

Statement of Standing Goal #3:

To disseminate pertinent research data in support of strategic planning and evaluation to administrators, faculty, and community interest groups.

Evaluation Method for Goal #3:

Institutional Research Survey

Evaluation Findings for Goal #3:

The 45 respondents gave 90 to 100% positive ratings to each of the IR inventory survey items.

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

Survey comments identified the need to secure better data on 4-year transfers, particularly in specific majors.

(Survey results attached.)

Institutional Research Evaluation - 2005

Office of Institutional Research – Jim Pitchford

August 2005

(45 Responses)

Research Inventory Item of reports currently being provided	Adequate	Inadequate/Not provided	Status Unknown	Omits
1. Retention Rates	37	1	6	1
2. Program completion rates	40	1	4	0
3. Student achievement in general education	28	3	14	0
4. Student achievement in fields of major	31	4	9	1
5. Student perception of college programs and services	39	2	3	1
6. Employer assessment of programs	40	0	5	0
7. Job placement rates	39	1	5	0
8. State and professional certification/registry examination scores	26	0	16	3
9. Student performance after transfer to senior institutions	28	2	12	3
10. Community needs assessment	25	2	17	1
11. Graduate completer surveys	42	0	2	1
12. Please indicate whether you believe that institutional research data is provided on a timely basis	38	0	6	1

Comments

1. I believe additional numbers (percentages) need to be kept concerning students going to a four-year institution so the programs can give good data to new or possible future students who ask these questions. I would like to see a numerical breakdown of transfer students from the GSCC degree programs and the numbers of these students that go on to four-year institutions. I would like to know so when I talk to potential or new students I can say that XX% of the civil engineering technology degree students go on to a four-year college.
2. There are a few of these I do not remember so I would not be able to really assess their effectiveness.
3. I like having the information sent by email.
4. The College is committed to documenting and reporting accountability of services.
5. Much of the data needed must be obtained from senior institutions that often do not provide it in a timely manner, if at all. Transfer performance in major subject areas is so useful as a measure of student outcomes in the evaluation of goals and objectives.
6. I appreciate the reports your office generates. Community needs assessment is crucial. Have we done such surveys?

PART II

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

Statement of 2004-2005 Objective #1:

To improve student retention

**Projected
Completion
Date**

**Actual
Completion
Date**

Strategic Initiatives for Objective #1:

1. To initiate a follow-up study of non-returning students
 - 1.1 Identify non-returning students from Fall 2005
 - 1.2 Develop non-returning student survey
 - 1.3 Mail survey to non-returning students
 - 1.4 Tabulate survey results
 - 1.5 Identify reasons for withdrawal and Make recommendations

1/2005

Initiative deferred

1/2005

Initiative deferred

2/2005

Initiative deferred

3/2005

Initiative deferred

2/2005

Initiative deferred

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

In February 2005, the President established an Enrollment Management Taskforce and the strategic objectives were included in the charge. The final report of the Taskforce was presented in August 2005 and a new Office of Enrollment Services was established in December 2005. The Retention plan will be incorporated into that office for 2005 – 2006.

PART II

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

Statement of 2004-2005 Objective #2:

To improve strategic planning and evaluation by creating an on-line submissions and reporting database for IE process.

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

Strategic Initiatives for Objective #2:

1. Create a network-based hierarchial database

1.1 Conduct feasibility study for database	<u>9/2005</u>	<u>No action taken on initiative</u>
1.2 If database is feasible, create a pilot project for strategic planning/evaluation	<u>11/2005</u>	<u>No action taken on initiative</u>
1.3 Debug pilot system and implement college wide.	<u>1/2006</u>	<u>No action taken on initiative</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Need to work with administrators in Computer Services to design and implement system. Project should be assigned to Assistant Dean for Institutional Effectiveness and Human Resources.

Gadsden State Community College

Institution Research

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Nona Bridger

Signature

12/27/05

Date

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Date

2004-2005 Program/Area Evaluations

Organizational Unit: Institutional Effectiveness

Person Responsible: Robert Dark

Date Submitted: November 15, 2005

Approved by (Dean/VP) 

Part I

Statement of Standing Goal #1: Coordinate the dissemination of surveys/evaluations according to the timelines established in the Institutional Effectiveness Calendar

Evaluation Method for Goal #1: A minimum of 80% of the respondents to question #26 on the Employee Evaluation of College and Services will "Agree" or "Strongly Agree" that the Office of Institutional Effectiveness disseminates surveys/evaluations according to the timelines established in the Institutional Effectiveness Calendar.

Evaluation Findings for Goal #1: 72% (67 of 93 responses) agree or strongly agree that the Office of Institutional Effectiveness disseminates surveys/evaluations according to the timelines established in the Institutional Effectiveness Calendar.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: 27% (25 of 93 responses) indicated that that the responding individual either had no opinion, or insufficient information. This may indicate a need for a better understanding of the Institutional Effectiveness plan and associated processes among College constituents.

Statement of Standing Goal #2: Provide survey/evaluation results to appropriate functional units/programs.

Evaluation Method for Goal #2: A minimum of 75% of the respondents to question #27 on the Employee Evaluation of College and Services will "Agree" or "Strongly Agree" that the office of Institutional Effectiveness is effective in providing survey/evaluation results that affect this functional unit/program.

Evaluation Findings for Goal #2: 73% (68 of 93 responses) agree or strongly agree that the office of Institutional Effectiveness is effective in providing survey/evaluation results that affect this functional unit/program.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: 26% (24 of 93 responses) indicated that the responding individual either had no opinion, or insufficient information. Since most survey/evaluation results are disseminated by the Office of Institutional Research, this statement may need to be revised on the Employee Evaluation of College and Services.

Statement of Standing Goal #3: Provide an Institutional Effectiveness orientation to College personnel on an annual basis.

Evaluation Method for Goal #3: A minimum of 80% of the respondents to question #28 on the Employee Evaluation of College and Services will "Agree" or "Strongly Agree" to the statement "I understand the Institutional Effectiveness process".

Evaluation Findings for Goal #3: 69% (64 of 93 responses) agree or strongly agree to the statement "I understand the Institutional Effectiveness process".

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: 25% (23 of 93 responses) indicated that the responding individual either had no opinion, or insufficient information. In addition, almost 6% (6 of 93 responses) disagreed with the statement.

Although a short presentation on the I.E. Processes was presented last year to a few college employees, an annual College personnel orientation has not taken place. Perhaps future professional development opportunities for college personnel will include Institutional Effectiveness information

PART II

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

Objective #1: Make available to students and College personnel certain evaluation instruments and forms via the College website.

	<u>Projected Completion</u>	<u>Date Completed</u>
1.1 Provide on-line access to, and completion of, "Employee Evaluation of College and Services", and "Student Evaluation of Campus & Services.	<u>FALL '04</u>	<u>Incomplete</u>
1.2 Provide on-line access to the Institutional Effectiveness Implementation Calendar.	<u>FALL '04</u>	<u>Incomplete</u>
1.3 Provide on-line access to a standardized form for completion of Unit Strategic Plans.	<u>SPRING '05</u>	<u>Incomplete</u>
1.4 Develop an I.E. webpage as an informational resource for College personnel.	<u>SPRING '05</u>	<u>Incomplete</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

While more evaluations are being conducted "Electronically" (examples: Employee Evaluation of College and Services, and Student Evaluation of Faculty), much work remains in order to have a complete "on-line" evaluation system.

The College website has undergone major changes since the merger, and hopefully the future will allow this office to have a presence there.

2004-2005 Program/Area Evaluations

Organizational Unit: Human Resources

Person Responsible: Kimberly Cobb

Date Submitted: November 10, 2005 (Revised February 7, 2006)

Approved by Dean/VP: Lisa Shacker

Part I

Statement of Standing Goal #1:

To coordinate the employment process following SBE, DPE, and federal employment laws.

Evaluation Method for Goal #1:

Report from *Shuford/Kennedy* Consent Decree Audit should contain no major deficiencies.

Evaluation Findings for Goal #1:

The 2004-2005 *Shuford* Annual Report was submitted to DPE as required. There has been no adverse response. Ms. Jackie Sexson, Director of Legal and Human Resources for DPE, last audited GSCC employment processes on March 19, 2004. The *Shuford/Kennedy* Consent Decree Audit has not been performed for 2004-2005.

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

None identified.

Statement of Standing Goal #2:

To provide guidance and support to selection committees.

Evaluation Method for Goal #2:

Committee members will be surveyed with a goal of 95% responding with "strongly agree" or "agree" to statements on satisfaction with HR guidance and support.

Evaluation Findings for Goal #2:

Over 90% of respondents "strongly agree" or "agree" with statements on satisfaction with HR guidance and support.

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

Committee composition requirements limit number of members who can lend expertise to the process with specific in-field knowledge of the vacant position. Members are often selected based on objectivity, leadership, and organizational skills. Will be mindful of member expertise when forming committees.

Statement of Standing Goal #3:

To maintain complete and organized files of selection committee activities.

Evaluation Method for Goal #3:

Report from *Shuford/Kennedy* Consent Decree Audit should contain no major deficiencies.

Evaluation Findings for Goal #3:

The *Shuford/Kennedy* Consent Decree Audit was last performed on March 19, 2004. The Audit has not been performed for 2004-2005.

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

None identified.

Statement of Standing Goal #4:

To submit employment and personnel reports as directed.

Evaluation Method for Goal #4:

Prepare required reports by specified deadlines.

Evaluation Findings for Goal #4:

All required reports were submitted in a timely manner.

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

None identified.

Statement of Standing Goal #5:

To generate full-time and part-time employment contracts.

Evaluation Method for Goal #5:

All personnel files will contain evidence of work history and all employees 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 paperwork.

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

To accommodate part-time employees working on other campuses, application/payroll materials have been collected in departments on each campus and forwarded to HR. Departments have been promptly notified if information is incomplete. Also, HR must receive verification of part-time instructor credentials before a contract is issued.

Statement of Standing Goal #6:

To maintain accurate and current applicant and employee databases.

Evaluation Method for Goal #6:

Sample data to ensure accuracy for information requests, report production, or applicant history.

Evaluation Findings for Goal #6:

Databases are accurate and current.

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

None identified.

PART II

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

Statement of 2004-2005 Objective #1:

To update the support personnel classification manual.

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

Produce an up-to-date manual

1.1	Review and revise support personnel position descriptions	10/01/04	Not completed
1.2	Review and revise reclassification policies and forms	10/01/04	Not completed

Time sensitive activities such as job searches, reports, employment contracts, and other daily demands were given priority. This objective is addressed in the 2005-2006 Unit Strategic Plan.

Statement of 2004-2005 Objective #2:

To improve the new employee orientation process.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2: Propose a comprehensive program.		
1.1 Develop a powerpoint training session to present at first of semester for new employees	<u>05/31/05</u>	Not completed
1.2 Plan agenda including other departments	<u>05/31/05</u>	Not completed

Dr. Culverhouse has formed the Office of Professional Development which is developing a comprehensive orientation program. The Office of Human Resources has provided input into the process. The Director of Human Resources continues to provide a brief individual new employee orientation.

Statement of 2004-2005 Objective #3:

To enhance professional development opportunities for all college employees.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3: Plan and organize training sessions with assistance from the Professional Development Committee.		
1.1 Design and conduct interest surveys among employees	<u>10/01/04</u>	<u>6/16/03*</u>
1.2 Arrange at least two training sessions per academic year	<u>05/31/05</u>	<u>05/31/05</u>

*Dr. Culverhouse conducted a professional development interest survey via e-mail on 6/16/03. This information was used to plan and organize activities for 2003-04 and 2004-05. The Office of Professional Development is now primarily responsible for professional development activities. Ten training sessions were presented to faculty and staff during the 2004-2005 year.

Gadsden State Community College

Human Resources
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Kimberly Cole
Signature

11-10-2005
Date

Frenchie McEntyre
Signature

11/10/2005
Date

Signature

Date

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2004-2005 Program/Area Evaluations

Organizational Unit: Athletics

Person Responsible: Riley Whitaker

Date Submitted: Revised February 14, 2006

Approved by (Dean/VP) *Lisa Shacker 2-17-06*

Part I

Statement of Standing Goal #1: Make athletics an integral part of the education of athletes, instilling pride in their achievements/recognition.

Evaluation Method for Goal #1: Students athletes will complete an end-of-the-year survey in which 75% of respondents will indicate "agree" or "strongly agree" that athletics has helped to instill pride in their personal achievements/recognition and their educational development.

Evaluation Findings for Goal #1: Survey results indicate that 90% 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. Complete survey results are on file in the Athletic Director's office.

Statement of Standing Goal #2: Insure that the graduation rates/transfer rates of students athletes will be equivalent to that of the entire student body.

Evaluation Method for Goal #2: As reported in the annual Student Right-to-Know Graduation and Transfer Report(s), the graduation (completion) rate of student athletes will be equivalent to that of the entire student body.

Evaluation Findings for Goal #2: Based on the latest information available from Institutional Research (2000 and 2001 cohorts), athletes had an average completion rate of 14.6% and a transfer out rate of 43.2%. The average completion rate for the entire student body was 21.7% and the transfer out rate was 19.2%.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: The completion rate for student athletes was below the rate for the entire student body, while the transfer out rate for student athletes continues to be above the rate for the entire student body. However, the completion rate for athletes almost tripled the rate from the previous cohort studied. The Student Athlete Academic Follow-up Reporting System has been implemented, and coaches are diligent in

sending periodic progress reports to instructors for all student athletes and following up on those athletes who need academic assistance.

Statement of Standing Goal #3: Provide student activity opportunities for students who do not compete in intercollegiate athletics.

Evaluation Method for Goal #3: The annual On-line Student Evaluation of Campus and Services survey will indicate that 75% of the respondents "agree" or "strongly agree" that intercollegiate athletics provided appropriate student activity opportunities for students to attend.

Evaluation Findings for Goal #3: Results of the On-line Student Evaluation of Campus and Services indicate that 90% of respondents "agree" or "strongly agree" that "intercollegiate athletics provided appropriate opportunities for students' activities.

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

Statement of Standing Goal #4: Athletics will serve as effective liaison between the College and the community and will provide a means by which student athletes are perceived as positive role models by members of the community.

Evaluation Method for Goal #4: An annual survey of area high school coaches will indicate a 75% favorable response rate to statements regarding the athletic program and the positive influence of student athletes.

Evaluation Findings for Goal #4: Results of the annual survey of area high school coaches showed that 100% of those surveyed had a favorable perception of the athletic program at Gadsden State. Coaches for both men and women's sports were surveyed and all respondents felt that the athletes at GSCC were positive role models for high school athletes. Suggestions for improvement to the athletic program included (1) recruit more local talent, when possible, (2) community college coaches should be more visible in the high schools, keeping open lines of communication, (2) improve dressing facilities for baseball and softball, (3) improve playing areas in the Complex and parking lot, and (4) increase the seating capacity of Beck Field House to make it possible for the College to resume hosting the Etowah County Basketball Tournament.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: The Athletic Director will direct coaches to visit local high school coaches, and, when possible, recruit local talent. The Athletic Director will continue to seek support and funding for improvements to the softball and baseball complex and to increase the seating capacity of the gymnasium at GSCC.

PART II

Statement of 2004-2005 Objective #1: Improve or Upgrade athletic facilities	<u>Projected Completion</u>	<u>Actual Completion</u>
Strategic Initiative #1 Tennis court renovations		
1.1 Resurface tennis court behind Beck FH	<u>May 2005</u>	<u>Incomplete</u>
1.2 Install lights and water fountain at tennis complex behind Beck.	<u>May 2005</u>	<u>Incomplete</u>
Strategic Initiative #2 Baseball field renovations		
2.1 Construct new batting cages	<u>May 2005</u>	<u>Incomplete</u>
Strategic Initiative #3 Softball Complex renovations		
3.1 Complete renovations of press box	<u>May 2005</u>	<u>Incomplete</u>
3.2 Cover or relocate the air conditioning unit	<u>Oct. 2004</u>	<u>Incomplete</u>
3.3 Move garbage container out of parking area	<u>May 2005</u>	<u>Incomplete</u>
3.4. Construct dressing rooms for softball	<u>May 2005</u>	<u>Incomplete</u>
3.5 Construct new batting cages	<u>May 2005</u>	<u>Incomplete</u>
Strategic Initiative #4 Provide an electronic marquis for athletics		
4.1 Conduct a cost feasibility study	<u>May 2005</u>	<u>Deleted</u>
4.2 Identify fund raising sources	<u>May 2005</u>	<u>Deleted</u>
4.3 Construct base and install marquis	<u>May 2005</u>	<u>Deleted</u>

Describe barriers or problems encountered and plans to complete Initiatives for Objective #1: Campus-wide financial constraints prevented the completion of the above planned initiatives. The Athletic Director will continue to seek support and funding for improvements to the athletic complexes and will develop a long-range plan for those improvements. Strategic initiative #4 was deleted because the President is in the process of obtaining a sign for the campus.

**Statement of 2004-2005 Objective #2:
Improve student athlete academic performance**

Strategic initiative #1: To initiate a "Student Athlete Follow-up Reporting System.		
1.1 Complete implementation of academic intervention strategy.	<u>May 2005</u>	<u>January 2005</u>
1.2. Evaluate success of follow-up system	<u>May 2005</u>	<u>Incomplete</u>

Describe barriers or problems encountered and plans to complete Initiatives for Objective #2: The Student Athlete Follow-up Reporting System is complete; coaches selected a uniform follow-up procedure to monitor student academic progress. However, due to the illness and absence of the Athletic Director for much of the 2004-2005 Athletic season, formal evaluation of the success of the follow-up system was not completed as planned. The increase in completion/graduation rate is a good indicator that the Follow-up Reporting System is effective. The coaches will be surveyed in 2006 to assist in the evaluation of the follow-up system.

Statement of 2004-2005 Objective #3:

Initiate and/or facilitate more competitive athletic championship events to be held at GSCC.

- | | | |
|--|-------------------|----------------|
| 1. Work cooperatively with area coaches to host high school championship events. | <u>Continuous</u> | <u>Ongoing</u> |
| 2. Work cooperatively with City of Gadsden Recreation Department to host or co-host competitive events for which GSCC has adequate facilities. | <u>Continuous</u> | <u>Ongoing</u> |
| 3. Initiate bid proposals to host competitive AJCCC championships. | <u>Continuous</u> | <u>Ongoing</u> |

Describe barriers or problems encountered and plans to complete Initiatives for Objective #3:

(1) Gadsden State hosted the Etowah County Baseball Tournament and high school teams used the softball fields for both practice and games. No basketball events were hosted as the seating capacity for Beck Field House gymnasium is inadequate to host high school tournaments. (2) Gadsden State co-hosted with the City of Gadsden Recreation Department several local invitational softball tournaments and one National Tournament. (3) Gadsden State hosted an invitational cross country meet for 2-year colleges and hosted the State Men's and Women's AJCCC cross country meet.

**COMMUNITY
OUTREACH
&
ECONOMIC
DEVELOPMENT**

**2004-2005
UNIT EVALUATIONS**

2004-2005 Program/Area Evaluations

Organizational Unit: Community Traffic Safety Program

Person Responsible: Melinda Cooper

Date Submitted: November 14, 2005

Approved by (Dean/VP): John E. Blue, II *John E. Blue, II*

Part I

Statement of Standing Goal #1: To obtain federal and state grant funding for continuance of and in support of the Community Traffic Safety Program (CTSP).

Evaluation Method for Goal #1: To secure approval of three (3) federal CTSP grants.

Evaluation Findings for Goal #1: The CTSP secured three (3) federal CTSP grants totaling \$230,873.00.

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

Evaluation Method for Goal #1: To secure approval of one (1) state CTSP grant.

Evaluation Findings for Goal #1: The CTSP secured two (2) state CTSP grants totaling \$157,873.00.

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

Statement of Standing Goal #2: To coordinate a Public Information and Education Program about traffic safety for the East Central Region of Alabama.

Evaluation Method for Goal #2: To coordinate seven (7) Public Information and Education courses/presentations and/or campaigns about traffic safety, to include but not limited to, occupant protection, child passenger safety, drinking and driving, and bicycle safety.

Evaluation Findings for Goal #2: The CTSP coordinated at least 35 Public Information and Education (PIE) courses/presentations and/or campaigns about traffic safety, to include but not limited to, one (1) "Click It or Ticket" campaign with three (3) PIE presentations on occupant protection, one (1) Child Passenger Safety (CPS) Technician Course (CTSP supported one (1) other CPS Technician Course), one (1) "You Drink and Drive, You Lose" campaign with 12 PIE presentations, two (2) SIDNE events (Simulated Impaired DrivINg Experience), four (4) Fatal Vision events on impaired function, and CTSP supported five (5) bicycle safety classes for 4th graders, one (1) bicycle safety class for adults, and four (4) bicycle safety/skill rodeos.

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

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Evaluation Method for Goal #2: To coordinate the display of four (4) billboards within the region, to promote safe driving and encourage compliance with Alabama's traffic laws.

Evaluation Findings for Goal #2: After careful internal program consideration and after hearing ADECA voice concerns about "paid media" expense, CTSP staff decided to not pursue the display of any billboards. Instead, the CTSP decided to purchase PIE materials on various traffic safety issues, since both the billboard funds and PIE funds were within the same budget category of Operating Expenses.

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

Evaluation Method for Goal #2: To circulate four (4) press releases, each to 15 media organizations, and each around a national holiday or other blitz period as designated by ADECA, to promote traffic safety initiatives through use of various types of media throughout the region.

Evaluation Findings for Goal #2: The CTSP circulated 49 press releases, to 49 media organizations, and 108 press releases by law enforcement departments participating in the CTSP, to various local media throughout the region, and each around a national holiday/blitz period as designated by ADECA, to promote traffic safety initiatives through use of various types of media throughout the region.

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

Statement of Standing Goal #3: Coordinate blitzes for the conduction of overtime traffic enforcement throughout the region, in support of the Community Traffic Safety Program

Evaluation Method for Goal #3: To coordinate four (4) traffic safety/traffic enforcement blitzes.

Evaluation Findings for Goal #3: The CTSP conducted two (2) traffic/safety enforcement blitzes, since ADECA only funded two (2) blitzes during 2004-2005.

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

Evaluation Method for Goal #3: To provide \$150,000 in grant funding for overtime traffic safety/traffic enforcement.

Evaluation Findings for Goal #3: The CTSP secured \$123,000 between two (2) federal grants for overtime traffic safety/traffic enforcement. There were no state grants approved for overtime. ADECA advised each CTSP region exactly how much grant funding for which each region was to apply. ADECA did not allocate as much funding to our East Central Region as we had hoped. In addition, the CTSP applied for an Enforcing Underage Drinking Laws grant in the amount of \$81,600, some of which would have been used for overtime traffic enforcement; however, ADECA did not approve this grant.

**2004-2005 Program/Area Evaluations
For Community Traffic Safety Program
Page Three**

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

Statement of Standing Goal #4: Provide grant funding through which law enforcement departments throughout the region would receive traffic safety and/or traffic enforcement equipment.

Evaluation Method for Goal #4: To coordinate applicable grant project(s) through which traffic safety and/or traffic enforcement equipment totaling a worth of \$100,000, would be purchased for law enforcement departments throughout the region.

Evaluation Findings for Goal #4: The CTSP secured and coordinated one (1) state grant from ADECA approved in the amount of \$50,000.00 for traffic safety and/or traffic enforcement equipment in support of the CTSP and for law enforcement departments participating in the CTSP throughout the region. ADECA advised each CTSP region exactly how much grant funding for which each region was to apply. ADECA did not allocate as much funding to our East Central Region as we had hoped. This grant was awarded by ADECA on 08-26-05, with an end-date to encumber the funds by 09-30-05 through Purchase Orders.

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

Part II

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

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #1: To secure continued funding of four (4) previously approved grants.

Strategic Initiatives for Objective #1: To seek approval by ADECA of the federal Community Traffic Safety Coordination (CTSC) Grant, the federal Selective Enforcement (STEP) Grant, the federal Alcohol Incentive (AI) Grant, and the state Law Enforcement/Traffic Safety Trust Fund (LETS TF) Grant.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Prepare a grant application packet for each applicable grant, to include budget and attachments	<u>12-15-04</u>	<u>06-17-05</u>
1.2 Obtain applicable signatures for each grant application packet	<u>12-31-04</u>	<u>06-23-05</u>

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	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.3 Copy for file each grant application packet and route copies accordingly, then submit each grant application packet to ADECA	<u>12-31-04</u>	<u>06-24-05</u>
1.4 Upon issuance of a grant award by ADECA, complete the acceptance forms for each applicable grant	<u>02-28-05</u>	<u>08-30-05</u>
1.5 Obtain applicable signatures on each grant's acceptance forms	<u>03-07-05</u>	<u>09-01-05</u>
1.6 Copy for file each grant's completed acceptance forms and route copies accordingly, then submit each grant's acceptance forms to ADECA	<u>03-07-05</u>	<u>09-01-05</u>

Comments on Strategic Initiatives for Objective #1: ADECA informed the CTSP as to when to apply for each applicable grant. The last grant for which the CTSP applied was the LETS TF Grant for equipment. The dates listed above in the "Actual Completion Date" column, are those applicable to this last grant in 2004-2005. The CTSP secured the CTSC Grant, two (2) AI Grants, the LETS TF Grant (for equipment), and a TF Grant (for operations). However, ADECA did not approve the STEP Grant, state-wide.

Statement of 2004-2005 Objective #2: Coordinate Public Information and Education (PIE) initiatives through educational courses/presentations, law enforcement departments during check-points and traffic stops, paid advertisement, and public service announcements/news stories about traffic safety.

Strategic Initiative #1 for Objective #2: To coordinate two (2) Click It or Ticket occupant protection campaigns, one around Thanksgiving holiday and the other around Memorial Day holiday.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Design and purchase display of two (2) billboards to promote vehicle occupant protection	<u>05-13-05</u>	<u>N/A</u>
1.2 Develop and distribute PIE campaign information to law enforcement departments for distribution to the public during Thanksgiving holidays	<u>10-22-04</u>	<u>N/A</u>
1.3 Develop and circulate a press release to 15 media organizations about the Thanksgiving holiday campaign, from which public service announcements and news stories will occur	<u>11-17-04</u>	<u>N/A</u>

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	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.4 Develop and distribute PIE campaign information to law enforcement departments for distribution to the public during Memorial Day holiday	<u>04-22-05</u>	<u>05-06-05</u>
1.5 Develop and circulate a press release to 15 media organizations about the Memorial Day holiday campaign, from which public service announcements and news stories will occur	<u>05-18-05</u>	<u>05-23-05</u>

Comments on Strategic Initiative #1 for Objective #2: After careful internal program consideration and after hearing ADECA voice concerns about "paid media" expense, CTSP staff decided to not pursue the display of any billboards. Instead, the CTSP decided to purchase PIE materials on various traffic safety issues, since both the billboard funds and PIE funds were within the same budget category of Operating Expenses. ADECA did not allocate overtime funding for, nor did they/we have a Thanksgiving "Click It or Ticket" campaign. For the campaign around Memorial Day, the CTSP had 19 press releases, two (2) press conferences, 15 media interviews, and eight (8) other media contacts by law enforcement departments and CTSP staff. In addition, there was a state-wide press conference, which was attended by several law enforcement departments from our region.

Strategic Initiative #2 for Objective #2: To coordinate one (1) Child Passenger Safety (CPS) course.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
2.1 Sponsor and coordinate one (1) Child Passenger Safety Technician Course	<u>06-25-05</u>	<u>09-29-05</u>
2.2 Sponsor and coordinate one (1) CPS seat check-up event	<u>06-25-05</u>	<u>09-29-05</u>

Strategic Initiative #3 for Objective #2: To coordinate two (2) DUI campaigns to combat drinking and driving, one around Christmas/New Year's holidays and the other around July 4th holiday.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
3.1 Purchase display of 2 billboards to promote sober and responsible driving	<u>05-13-05</u>	<u>N/A</u>
3.2 Develop and distribute PIE campaign information to law enforcement departments for distribution to the public during Christmas/New Year's holidays	<u>12-08-04</u>	<u>N/A</u>

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	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
3.3 Develop and circulate a press release to 15 media organizations about the Christmas/New Year's holiday campaign, from which public service announcements and news stories will occur	<u>12-15-04</u>	<u>N/A</u>
3.4 Develop and distribute PIE campaign information to law enforcement departments for distribution to the public during July 4 th holiday	<u>06-03-05</u>	<u>07-22-05</u>
3.5 Develop and circulate a press release to 15 media organizations about the July 4 th holiday campaign, from which public service announcements and news stories will occur	<u>06-29-05</u>	<u>08-19-05</u>

Comments on Strategic Initiative #3 for Objective #2: ADECA did not allocate overtime funding for, nor did they/we have a Christmas/New Year's holiday campaign, nor did they/we have a July 4th holiday campaign. Per ADECA, we had a Labor Day Blitz "You Drink and Drive, You Lose" campaign. For the campaign around Labor Day, the CTSP had 138 press releases, six (6) press conferences, seven (7) media interviews, and ten (10) other media contacts by law enforcement departments and CTSP staff. Our region also had its first two (2) "Hands Across the Border" partnership press conferences between Alabama and Georgia traffic safety advocates. This partnership occurred during the Labor Day campaign and was attended by several law enforcement departments from our region.

Strategic Initiative #4 for Objective #2: To assist in coordinating three (3) Bicycle Safety classes and one (1) Bicycle Rodeo.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
4.1 Assist in the coordination of 1 Bicycle Safety Class for adults	<u>03-19-05</u>	<u>04-04-05</u>
4.2 Assist in the coordination of 2 Bicycle Safety Classes for school age children	<u>05-20-05</u>	<u>03-04-05</u>
4.3 Assist in the course set-up, conduction, scoring, and participant ranking of 1 Bicycle Rodeo	<u>05-14-05</u>	<u>06-14-05</u>

Comments on Strategic Initiative #4 for Objective #2: The CTSP assisted the Calhoun County Metropolitan Planning Organization with five (5) Bicycle Safety Classes for 4th grade children, and with four (4) Bicycle Rodeos.

**2004-2005 Program/Area Evaluations
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Statement of 2004-2005 Objective #3: Coordinate four (4) blitzes, during which law enforcement departments work overtime to conduct traffic safety/traffic enforcement during the holidays of Thanksgiving, Christmas/New Year's, Memorial Day and July 4th.

Strategic Initiative #1 for Objective #3: To coordinate two (2) Click It or Ticket occupant protection campaigns, one around Thanksgiving holiday and the other around Memorial Day holiday, during which law enforcement departments pay officers overtime through the grant projects, to conduct traffic enforcement to make roadways safer around holidays when traffic volume is increased.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Develop and distribute campaign enforcement information to law enforcement departments for use during Thanksgiving holiday	<u>10-22-04</u>	<u>N/A</u>
1.2 Collect Thanksgiving blitz traffic enforcement contacts data from law enforcement departments and consolidate into a regional report, then submit such to ADECA	<u>12-03-04</u>	<u>N/A</u>
1.3 Collect and process packets requesting reimbursement for overtime worked around Thanksgiving holiday	<u>01-14-05</u>	<u>N/A</u>
1.4 Develop and distribute campaign enforcement information to law enforcement departments for use during Memorial Day holiday	<u>04-22-05</u>	<u>05-06-05</u>
1.5 Collect Memorial Day blitz traffic enforcement contacts data from law enforcement departments and consolidate into a regional report, then submit such to ADECA	<u>06-10-05</u>	<u>06-13-05</u>
1.6 Collect and process packets requesting reimbursement for overtime worked around Memorial Day holiday	<u>07-29-05</u>	<u>08-02-05</u>
1.7 After entering reimbursement claims data into database, assess total overtime funds expended around Memorial Day holiday	<u>08-31-05</u>	<u>07-25-05</u>

Comments on Strategic Initiative #1 for Objective #3: ADECA did not have a Thanksgiving "Click It or Ticket" occupant protection campaign in 2004-2005.

**2004-2005 Program/Area Evaluations
For Community Traffic Safety Program
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Strategic Initiative #2 for Objective #3: To coordinate two (2) DUI campaigns to combat drinking and driving, one around Christmas/New Year's holidays and the other around July 4th holiday, during which law enforcement departments pay officers overtime through the grant projects, to conduct traffic enforcement to make roadways safer around holidays when traffic volume is increased.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
2.1 Develop and distribute campaign enforcement information to law enforcement departments for use during Christmas/New Year's holidays	<u>12-08-04</u>	<u>N/A</u>
2.2 Collect Christmas/New Year's blitz traffic enforcement contacts data from law enforcement departments and consolidate into a regional report, then submit such to ADECA	<u>01-07-05</u>	<u>N/A</u>
2.3 Collect and process packets requesting reimbursement for overtime worked around Christmas/New Year's holiday	<u>02-04-05</u>	<u>N/A</u>
2.4 Develop and distribute campaign enforcement information to law enforcement departments for use during July 4 th holiday	<u>06-03-05</u>	<u>07-22-05</u>
2.5 Collect July 4 th blitz traffic enforcement contacts data from law enforcement departments and consolidate into a regional report, then submit such to ADECA	<u>07-15-05</u>	<u>09-19-05</u>
2.6 Collect and process packets requesting reimbursement for overtime worked around July 4 th holiday	<u>08-31-05</u>	<u>in-process</u>
2.7 After entering reimbursement claims data into database, assess total overtime funds expended around July 4 th holiday	<u>08-31-05</u>	<u>09-16-05</u>

Comments on Strategic Initiative #2 for Objective #3: ADECA did not have a Christmas/New Year's or July 4th "You Drink and Drive, You Lose" campaign in 2004-2005. The dates listed above under the "Actual Completion Date" column are for the Labor Day "You Drink and Drive, You Lose" campaign. The final reimbursement claims are in-process at the time of preparation of this report.

**2004-2005 Program/Area Evaluations
For Community Traffic Safety Program
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Statement of 2004-2005 Objective #4: Provide grant equipment for CTSP participating law enforcement departments throughout the region for use during traffic safety and/or traffic enforcement initiatives.

Strategic Initiatives for Objective #4: Through approved equipment grants, issue traffic safety/traffic enforcement equipment to law enforcement departments.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Develop and circulate guidelines for operation of the equipment grant	<u>08-06-04</u>	<u>06-10-05</u>
1.2 Collect equipment lists of desired items from law enforcement departments and prepare applicable budget revision	<u>09-17-04</u>	<u>06-17-05</u>
1.3 Review vendors and equipment items requested by departments and decide sources from which to purchase equipment	<u>10-01-04</u>	<u>09-27-05</u>
1.4 Upon ADECA's approval of Budget Revision reflective of desired equipment, prepare Purchase Orders	<u>10-29-04</u>	<u>09-27-05</u>
1.5 Submit Purchase Orders to vendors	<u>11-03-04</u>	<u>09-29-05</u>
1.6 Upon receipt of equipment, coordinate payment of applicable invoices	<u>12-31-04</u>	<u>in-process</u>
1.7 Prepare and submit to ADECA the college's reimbursement request for purchase of equipment	<u>01-21-05</u>	<u>in-process</u>
1.8 After entering equipment expenditure data into database, assess total equipment funds expended	<u>02-04-05</u>	<u>09-27-05</u>

Comments on Strategic Initiatives for Objective #4: No Budget Revision was needed for ADECA for this equipment grant. This equipment grant was awarded by ADECA on 08-26-05, with an end-date to encumber the funds by 09-30-05 through Purchase Orders.

Amended: 11/02/05

2004-2005 Program/Area Evaluations

Organizational Unit: Economic Development

Person Responsible: Kathy Gillison-Parker

Date Submitted: November 14, 2005

APPROVED BY (Dean/VP) John E. Blue, II 

Part I

Statement of Standing Goal #1: Maintain an organizational unit of the College to strengthen public-private partnerships.

Evaluation Method for Goal #1: Establish and/or staff 3 public-private partnerships through Gadsden State Community College's organizational unit of Economic Development.

Evaluation Findings for Goal #1: The Economic Development unit did staff and or establish over 3 public-private partnerships. The four public-private partnerships include: Northeast Alabama Economic Development Consortium, Jacksonville State University, Alabama Department of Economic and Community Affairs, and Health Resources and Services Administration.

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

Statement of Standing Goal #2: 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 Economic Development unit did participate in 3 strategic initiatives related to economic development. They include: participation in the Calhoun County Chamber of Commerce Economic Summit, participation in the Calhoun County Chamber of Commerce Synchronist Existing Industry Survey, and participation in the Calhoun County Chamber of Commerce Education Committee.

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

Statement of Standing Goal #3: Promote partnerships which result in collaborations in response to business/industry expansion and recruitment.

Evaluation Method for Goal #3: Participate in 3 community based discussions, committees, forums, taskforces and/or events to promote industrial and economic development opportunities for the College service area.

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Evaluation Findings for Goal #3: The Economic Development unit participated in 5 community based discussions, committees, forums, taskforces and/or events to promote economic development opportunities for the College service area. They include: participation in the Calhoun County Chamber of Commerce Economic Summit, participation in the Calhoun County Chamber of Commerce Synchronist Existing Industry Survey, Calhoun County Chamber of Commerce Leadership Calhoun County, Calhoun County Chamber of Commerce Education Committee and the Fiber Optic Initiative Phase I and II.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: No weaknesses/deficiencies noted.

Statement of Standing Goal #4: Provide the leadership and administrative oversight to operate the Joe M. Ford Center for Economic Development.

Evaluation Method for Goal #4: Provide the physical facilities necessary to support 3 community based meetings and/or events in which to promote economic development.

Evaluation Findings for Goal #4: The Economic Development unit provided the physical facilities to support more than 3 community based meetings and/or events in which to promote economic development. These include: Meetings with Job Corp, Hope Unity Fund Board Meetings, Fiber Optic Initiative Meetings, Cherokee County Facility Meetings, AEA Meetings, FBI Supervisor training meetings, and Etowah County School Board Meetings.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: No weaknesses/deficiencies noted.

PART II

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

Statement of 2004-2005 Objective #1: Hire and/or maintain staff for the Joe M. Ford Center and the unit of Economic Development.

Strategic Initiatives for Objective #1: Employ a full time Receptionist to support operations of the Joe M. Ford Center for Economic Development.

	Projected Completion Date	Actual Completion Date
1.1 Develop a Job Description	<u>08/30/04</u>	<u>07/25/05</u>
1.2 Announce the job	<u>09/01/04</u>	_____ (1)
1.3 Hire the Receptionist	<u>10/01/04</u>	_____ (1)

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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2004-2005, if applicable.

The objective was completed through a lateral transfer rather than a new hire. The receptionist for the Ford Center Information Desk was in place on September 1, 2005.

Statement of 2004-2005 Objective #2: Purchase furnishings as needed for the Joe M. Ford Center for Economic Development.

Strategic Initiatives for Objective #2: Purchase window treatments for offices and classrooms.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Evaluate capital equipment budget	<u>12/01/04</u>	<u>09/30/04</u>
1.2 Coordinate capital equipment procurement	<u>01/30/05</u>	<u>10/21/04</u>
1.3 Coordinate and support equipment inventory modification	<u>04/30/05</u>	<u>10/31/04</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2004-2005, if applicable.

Statement of 2004-2005 Objective #3: Assist the Dean/VP in his role as Executive Director of the Northeast Alabama Economic Development consortium (NEAEDC) to coordinate meeting(s) of the NEAEDC.

Strategic Initiatives for Objective #3: Coordinate meeting(s) and related paperwork.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
3.1 Coordinate meetings date(s).	<u>08/01/05</u>	_____ (1)
3.2 Schedule meeting(s).	<u>08/30/05</u>	_____ (1)
3.3 Prepare meeting packets.	<u>08/30/05</u>	_____ (1)
3.4 Attend meeting(s) to record minutes.	<u>08/30/05</u>	_____ (1)
3.5 Prepare minutes of meeting(s).	<u>08/30/05</u>	_____ (1)

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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2004-2005, if applicable.

This initiative was completed through alternate ways. The full board did not meet although the Executive Director and Chair met quarterly. Meeting outcomes were recorded and are on file.

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2004-2005 Program/Area Evaluations

Organizational Unit: Educational Talent Search – Ayers Campus

Person Responsible: Carol Tidwell

Date Submitted: 10/10/05

Approved by (Dean/VP): 

Part I

Statement of Standing Goal #1: Identify, select and enroll 700 students with postsecondary potential each year. 67% of the participants will be both low income and potential first generation students.

Evaluation Method for Goal #1: Applications were taken on new participants and entered into a database. Each application was reviewed and approved by the program director. The database produced reports to monitor participant status percentage. In addition to the program database, each advisor maintained a spreadsheet on each assigned target location to assist the advisor in determining participant eligibility status percentage. The two recordkeeping methods assure accurate reporting.

Evaluation Findings for Goal #1: Program served 705 participants in the project year ending August 31, 2005. 67% (476) were both low income and potential first generation students.

Statement of Standing Goal #2: 90% of participants enrolled in grades 6-8 will complete the current grade level and advance to the next grade level. 80% of participants in grades 9-11 will complete the current grade and advance to the next grade level.

Evaluation Method for Goal #2: All participants are tracked from one grade to the next using Blumen software and by personal contacts with advisors.

Evaluation Findings for Goal #2: 93% of 6-8th grade participants completed the current grade level and advanced to the next grade. 95% of 9-11th grade participants completed the current grade level and advanced to the next grade.

Statement of Standing Goal #3: 90% of seniors will graduate each year.

Evaluation Method for Goal #3: All participants are tracked and evaluated to determine progress and graduation status. Advisors contact each senior individually to assist with college admissions and financial aid.

**2004-2005 Program/Area Evaluations
For Educational Talent Search – Ayers Campus
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Evaluation Findings for Goal #3: 90% of seniors graduated.

Statement of Standing Goal #4: 50% of participants who are high school or college dropouts will reenter high school, enroll in a GED program, or reenter college each year.

Evaluation Method for Goal #4: All participants are tracked and contacted by mail, phone, and in person, when possible, to make every effort to get students back on track.

Evaluation Findings for Goal #4: The program only experienced 2 dropouts this program year. Of these 2 (100%) are attending GED classes in the Cheaha Regional Adult Education program and continue to be a part of the ETS program.

Statement of Standing Goal #5: 90% of college ready participants will receive assistance with financial aid and admissions applications each year.

Evaluation Method for Goal #5: All seniors and their parents are encouraged to attend a financial aid workshop. Personal contacts are made with each student to ensure that the participant receives the appropriate admissions and financial aid forms for their desired college. Advisors and director are available to assist students and parents in this process.

Evaluation of Findings for Goal #5: 100% of college ready participants received assistance with financial aid and admissions applications.

Statement of Standing Goal #6: 80% of college ready participants will enter or reenter a postsecondary educational program each year.

Evaluation Method for Goal #6: Students will be tracked through the admissions and records office of their perspective college.

Evaluation of Findings for Goal #6: 83% of college ready participants entered a postsecondary educational program this program year.

Statement of Standing Goal #7: Retain 80% of participants in the program from one academic year to the next (excluding those who graduate, transfer to another high school, or exit for reasons of health or death).

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Evaluation Method for Goal #7: Participants are tracked from one year to the next in Blumen software.

Evaluation of Findings for Goal #7: 95% of participants from the 2003/04 program year were retained to participate in the 2004/05 program year. 89% of participants from the 2004/05 program year were retained to participate in the 2005/06 program year.

Statement of Standing Goal #8: 50% of program participants will have a parent or family member attend at least one college opportunity event at the Ayers Campus each year.

Evaluation Method of Goal #8: All participants' families are invited to attend workshops by mail and phone calls. These workshops are geared toward family involvement in the college selection process and for financial aid information.

Evaluation Findings for Goal #8: No events were held on the Ayers Campus due to very low participation in past years. In the 2004/05 year, the director went to each target school that she could go into and conducted workshops on the school campus. These workshops were held during class time and also at night. Workshops were coordinated with high school counselors however parental participation continued to be low. Parents of 8th grade participants received a college planning calendar. Parents of 11th and 12th grade participants were provided with invitations to meet with the program director individually for assistance.

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

**2004-2005 Program/Area Evaluations
For Educational Talent Search – Ayers Campus
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PART II

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

Statement of 2004-2005 Objective #1: Enroll at least 700 youths, two thirds of which are low-income and potential first generation college students.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
ETS director and outreach advisors will select participants using various means.		
1.1 Referrals from target school personnel	<u>08/2005</u>	<u>08/2005</u>
1.2 ETS applications	<u>08/2005</u>	<u>04/2005</u>
1.3 Personal interviews	<u>08/2005</u>	<u>08/2005</u>
1.4 Achievement test scores	<u>08/2005</u>	<u>08/2005</u>
1.5 Academic and personal needs analysis	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #2: At least 90% of participants in grades 6-8 and 80% of participants in grades 9-11 will advance to the next grade level.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
Outreach advisors will maintain contact with participants, parents, and target school personnel to offer participants services to achieve this objective.		
1.1 Academic advisement	<u>08/2005</u>	<u>08/2005</u>
1.2 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.3 Career mentoring	<u>08/2005</u>	<u>08/2005</u>
1.4 Workshops on "Why High School"	<u>08/2005</u>	<u>10/2004</u>
1.5 Workshops on "Why College"	<u>08/2005</u>	<u>12/2004</u>
1.6 Educational field trips	<u>08/2005</u>	<u>06/2005</u>
1.7 Cultural field trips	<u>08/2005</u>	<u>06/2005</u>

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Statement of 2004-2005 Objective #3: Of the high school seniors, 90% will graduate (excluding those that exit the program).

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
ETS director and outreach advisors will provide a number of services to encourage graduation.		
1.1 Academic assessment of need	<u>08/2005</u>	<u>08/2005</u>
1.2 Career counseling	<u>08/2005</u>	<u>04/2005</u>
1.3 Financial Aid counseling	<u>01/2006</u>	<u>08/2005</u>
1.4 College campus visits	<u>08/2005</u>	<u>04/2005</u>
1.5 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.6 Motivational workshops	<u>08/2005</u>	<u>08/2005</u>
1.7 ACT preparation workshops	<u>08/2005</u>	<u>03/2005</u>
1.8 Parental involvement	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #4: 50% of participants who are high school, college dropouts will reenter high school, enroll in a GED program, or reenter college each year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #4		
ETS administrative assistant tracks and identifies participants and notifies the director and advisors. Director and advisors attempt to contact participants personally or by mail providing referral services.		
1.1 GED Centers	<u>08/2005</u>	<u>08/2005</u>
1.2 Department of Human Resources	<u>08/2005</u>	<u>08/2005</u>
1.3 Area Vocational Schools	<u>08/2005</u>	<u>08/2005</u>
1.4 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.5 Needs Assessment	<u>08/2005</u>	<u>08/2005</u>
1.6 Parental/spousal involvement	<u>08/2005</u>	<u>08/2005</u>
1.7 Motivational workshops	<u>08/2005</u>	<u>08/2005</u>
1.8 Career counseling	<u>08/2005</u>	<u>08/2005</u>
1.9 WIA program	<u>08/2005</u>	<u>08/2005</u>
1.10 Vocational Rehab. Services	<u>08/2005</u>	<u>08/2005</u>

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Statement of 2004-2005 Objective #5: 90% of the college ready participants will receive assistance with financial aid and admissions application each year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #5		
Financial Aid and admissions information will be provided clearly and completely using various means.		
1.1 Financial aid seminar	<u>01/2006</u>	<u>04/2005</u>
1.2 Newsletters	<u>08/2005</u>	<u>02/2005</u>
1.3 Parental letters	<u>08/2005</u>	<u>08/2005</u>
1.4 Personal help with FAFSA completion	<u>08/2005</u>	<u>08/2005</u>
1.5 College admission seminar	<u>08/2005</u>	<u>08/2005</u>
1.6 College visits	<u>08/2005</u>	<u>04/2005</u>

Statement of 2004-2005 Objective #6: 80% of college ready participants will enter or reenter a postsecondary educational program each year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #6		
Director and outreach advisors will use various means to achieve this objective.		
1.1 Career counseling	<u>08/2005</u>	<u>08/2005</u>
1.2 Parental involvement	<u>08/2005</u>	<u>08/2005</u>
1.3 College campus visits	<u>08/2005</u>	<u>04/2005</u>
1.4 Financial Aid/Scholarship assistance	<u>08/2005</u>	<u>08/2005</u>
1.5 Admission procedure assistance	<u>08/2005</u>	<u>08/2005</u>
1.6 Why College workshop	<u>08/2005</u>	<u>12/2004</u>

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Statement of 2004-2005 Objective #7: 80% of ETS participants will be retained in the program from one academic year to the next (excluding graduate, transfers or students exited for reasons of health or death)

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #7		
Outreach advisors will maintain contact with each participant and target school personnel to offer a range of services to achieve this objective.		
1.1 Grade specific workshops	<u>08/2005</u>	<u>08/2005</u>
1.2 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.3 Why High School workshops	<u>08/2005</u>	<u>10/2004</u>
1.4 Individual academic advisement	<u>08/2005</u>	<u>08/2005</u>
1.5 Individual career advisement	<u>08/2005</u>	<u>08/2005</u>
1.6 Educational/cultural field trips	<u>08/2005</u>	<u>04/2005</u>

Statement of 2004-2005 Objective #8: 50% of ETS participants will have a parent or family member attend at least one college opportunity event at the Ayers Campus each year.

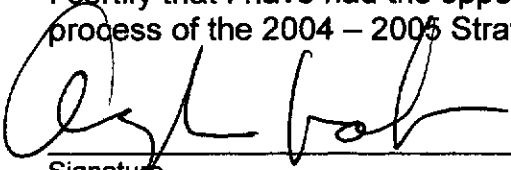
	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #8		
Program staff will provide opportunities for parental involvement and will publicize these events by various means.		
1.1 Newsletters	<u>08/2005</u>	<u>02/2005</u>
1.2 Public service announcements	<u>08/2005</u>	<u>08/2005</u>
1.3 Outreach advisor contact	<u>08/2005</u>	<u>08/2005</u>
1.4 Participant encouragement	<u>08/2005</u>	<u>08/2005</u>
1.5 Target school personnel	<u>08/2005</u>	<u>08/2005</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable. All initiatives were completed.

Gadsden State Community College

Educational Talent Search - Ayers Campus
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.



Signature

10/6/05

Date



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2004-2005 Program/Area Evaluations

Organizational Unit: Educational Talent Search – Ayers Campus

Person Responsible: Carol Tidwell

Date Submitted: 10/10/05

Approved by (Dean/VP): *Val A. Pitt*

Part I

Statement of Standing Goal #1: Identify, select and enroll 700 students with postsecondary potential each year. 67% of the participants will be both low income and potential first generation students.

Evaluation Method for Goal #1: Applications were taken on new participants and entered into a database. Each application was reviewed and approved by the program director. The database produced reports to monitor participant status percentage. In addition to the program database, each advisor maintained a spreadsheet on each assigned target location to assist the advisor in determining participant eligibility status percentage. The two recordkeeping methods assure accurate reporting.

Evaluation Findings for Goal #1: Program served 705 participants in the project year ending August 31, 2005. 67% (476) were both low income and potential first generation students.

Statement of Standing Goal #2: 90% of participants enrolled in grades 6-8 will complete the current grade level and advance to the next grade level. 80% of participants in grades 9-11 will complete the current grade and advance to the next grade level.

Evaluation Method for Goal #2: All participants are tracked from one grade to the next using Blumen software and by personal contacts with advisors.

Evaluation Findings for Goal #2: 93% of 6-8th grade participants completed the current grade level and advanced to the next grade. 95% of 9-11th grade participants completed the current grade level and advanced to the next grade.

Statement of Standing Goal #3: 90% of seniors will graduate each year.

Evaluation Method for Goal #3: All participants are tracked and evaluated to determine progress and graduation status. Advisors contact each senior individually to assist with college admissions and financial aid.

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Evaluation Findings for Goal #3: 90% of seniors graduated.

Statement of Standing Goal #4: 50% of participants who are high school or college dropouts will reenter high school, enroll in a GED program, or reenter college each year.

Evaluation Method for Goal #4: All participants are tracked and contacted by mail, phone, and in person, when possible, to make every effort to get students back on track.

Evaluation Findings for Goal #4: The program only experienced 2 dropouts this program year. Of these 2 (100%) are attending GED classes in the Cheaha Regional Adult Education program and continue to be a part of the ETS program.

Statement of Standing Goal #5: 90% of college ready participants will receive assistance with financial aid and admissions applications each year.

Evaluation Method for Goal #5: All seniors and their parents are encouraged to attend a financial aid workshop. Personal contacts are made with each student to ensure that the participant receives the appropriate admissions and financial aid forms for their desired college. Advisors and director are available to assist students and parents in this process.

Evaluation of Findings for Goal #5: 100% of college ready participants received assistance with financial aid and admissions applications.

Statement of Standing Goal #6: 80% of college ready participants will enter or reenter a postsecondary educational program each year.

Evaluation Method for Goal #6: Students will be tracked through the admissions and records office of their perspective college.

Evaluation of Findings for Goal #6: 83% of college ready participants entered a postsecondary educational program this program year.

Statement of Standing Goal #7: Retain 80% of participants in the program from one academic year to the next (excluding those who graduate, transfer to another high school, or exit for reasons of health or death).

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Evaluation Method for Goal #7: Participants are tracked from one year to the next in Blumen software.

Evaluation of Findings for Goal #7: 95% of participants from the 2003/04 program year were retained to participate in the 2004/05 program year. 89% of participants from the 2004/05 program year were retained to participate in the 2005/06 program year.

Statement of Standing Goal #8: 50% of program participants will have a parent or family member attend at least one college opportunity event at the Ayers Campus each year.

Evaluation Method of Goal #8: All participants' families are invited to attend workshops by mail and phone calls. These workshops are geared toward family involvement in the college selection process and for financial aid information.

Evaluation Findings for Goal #8: No events were held on the Ayers Campus due to very low participation in past years. In the 2004/05 year, the director went to each target school that she could go into and conducted workshops on the school campus. These workshops were held during class time and also at night. Workshops were coordinated with high school counselors however parental participation continued to be low. Parents of 8th grade participants received a college planning calendar. Parents of 11th and 12th grade participants were provided with invitations to meet with the program director individually for assistance.

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

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PART II

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

Statement of 2004-2005 Objective #1: Enroll at least 700 youths, two thirds of which are low-income and potential first generation college students.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
ETS director and outreach advisors will select participants using various means.		
1.1 Referrals from target school personnel	<u>08/2005</u>	<u>08/2005</u>
1.2 ETS applications	<u>08/2005</u>	<u>04/2005</u>
1.3 Personal interviews	<u>08/2005</u>	<u>08/2005</u>
1.4 Achievement test scores	<u>08/2005</u>	<u>08/2005</u>
1.5 Academic and personal needs analysis	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #2: At least 90% of participants in grades 6-8 and 80% of participants in grades 9-11 will advance to the next grade level.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
Outreach advisors will maintain contact with participants, parents, and target school personnel to offer participants services to achieve this objective.		
1.1 Academic advisement	<u>08/2005</u>	<u>08/2005</u>
1.2 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.3 Career mentoring	<u>08/2005</u>	<u>08/2005</u>
1.4 Workshops on "Why High School"	<u>08/2005</u>	<u>10/2004</u>
1.5 Workshops on "Why College"	<u>08/2005</u>	<u>12/2004</u>
1.6 Educational field trips	<u>08/2005</u>	<u>06/2005</u>
1.7 Cultural field trips	<u>08/2005</u>	<u>06/2005</u>

**2004/2005 Program/Area Evaluations
For Educational Talent Search – Ayers Campus
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Statement of 2004-2005 Objective #3: Of the high school seniors, 90% will graduate (excluding those that exit the program).

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
ETS director and outreach advisors will provide a number of services to encourage graduation.		
1.1 Academic assessment of need	<u>08/2005</u>	<u>08/2005</u>
1.2 Career counseling	<u>08/2005</u>	<u>04/2005</u>
1.3 Financial Aid counseling	<u>01/2006</u>	<u>08/2005</u>
1.4 College campus visits	<u>08/2005</u>	<u>04/2005</u>
1.5 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.6 Motivational workshops	<u>08/2005</u>	<u>08/2005</u>
1.7 ACT preparation workshops	<u>08/2005</u>	<u>03/2005</u>
1.8 Parental involvement	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #4: 50% of participants who are high school, college dropouts will reenter high school, enroll in a GED program, or reenter college each year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #4		
ETS administrative assistant tracks and identifies participants and notifies the director and advisors. Director and advisors attempt to contact participants personally or by mail providing referral services.		
1.1 GED Centers	<u>08/2005</u>	<u>08/2005</u>
1.2 Department of Human Resources	<u>08/2005</u>	<u>08/2005</u>
1.3 Area Vocational Schools	<u>08/2005</u>	<u>08/2005</u>
1.4 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.5 Needs Assessment	<u>08/2005</u>	<u>08/2005</u>
1.6 Parental/spousal involvement	<u>08/2005</u>	<u>08/2005</u>
1.7 Motivational workshops	<u>08/2005</u>	<u>08/2005</u>
1.8 Career counseling	<u>08/2005</u>	<u>08/2005</u>
1.9 WIA program	<u>08/2005</u>	<u>08/2005</u>
1.10 Vocational Rehab. Services	<u>08/2005</u>	<u>08/2005</u>

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Statement of 2004-2005 Objective #5: 90% of the college ready participants will receive assistance with financial aid and admissions application each year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #5		
Financial Aid and admissions information will be provided clearly and completely using various means.		
1.1 Financial aid seminar	<u>01/2006</u>	<u>04/2005</u>
1.2 Newsletters	<u>08/2005</u>	<u>02/2005</u>
1.3 Parental letters	<u>08/2005</u>	<u>08/2005</u>
1.4 Personal help with FAFSA completion	<u>08/2005</u>	<u>08/2005</u>
1.5 College admission seminar	<u>08/2005</u>	<u>08/2005</u>
1.6 College visits	<u>08/2005</u>	<u>04/2005</u>

Statement of 2004-2005 Objective #6: 80% of college ready participants will enter or reenter a postsecondary educational program each year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #6		
Director and outreach advisors will use various means to achieve this objective.		
1.1 Career counseling	<u>08/2005</u>	<u>08/2005</u>
1.2 Parental involvement	<u>08/2005</u>	<u>08/2005</u>
1.3 College campus visits	<u>08/2005</u>	<u>04/2005</u>
1.4 Financial Aid/Scholarship assistance	<u>08/2005</u>	<u>08/2005</u>
1.5 Admission procedure assistance	<u>08/2005</u>	<u>08/2005</u>
1.6 Why College workshop	<u>08/2005</u>	<u>12/2004</u>

**2004-2005 Program/Area Evaluations
For Educational Talent Search – Ayers Campus
Page Seven**

Statement of 2004-2005 Objective #7: 80% of ETS participants will be retained in the program from one academic year to the next (excluding graduate, transfers or students exited for reasons of health or death)

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #7		
Outreach advisors will maintain contact with each participant and target school personnel to offer a range of services to achieve this objective.		
1.1 Grade specific workshops	<u>08/2005</u>	<u>08/2005</u>
1.2 Tutoring	<u>08/2005</u>	<u>05/2005</u>
1.3 Why High School workshops	<u>08/2005</u>	<u>10/2004</u>
1.4 Individual academic advisement	<u>08/2005</u>	<u>08/2005</u>
1.5 Individual career advisement	<u>08/2005</u>	<u>08/2005</u>
1.6 Educational/cultural field trips	<u>08/2005</u>	<u>04/2005</u>

Statement of 2004-2005 Objective #8: 50% of ETS participants will have a parent or family member attend at least one college opportunity event at the Ayers Campus each year.

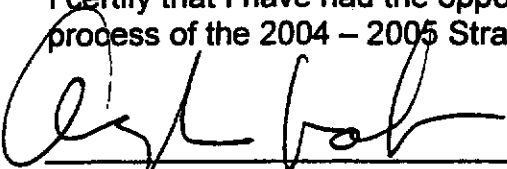
	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #8		
Program staff will provide opportunities for parental involvement and will publicize these events by various means.		
1.1 Newsletters	<u>08/2005</u>	<u>02/2005</u>
1.2 Public service announcements	<u>08/2005</u>	<u>08/2005</u>
1.3 Outreach advisor contact	<u>08/2005</u>	<u>08/2005</u>
1.4 Participant encouragement	<u>08/2005</u>	<u>08/2005</u>
1.5 Target school personnel	<u>08/2005</u>	<u>08/2005</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable. All initiatives were completed.

Gadsden State Community College

Educational Talent Search - Ayers Campus
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.



Signature

10/6/05

Date



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2004-2005 Program/Area Evaluations

Organizational Unit: Gadsden GEAR-UP Partnership

Person Responsible: Carl C. Byers, Jr.

Date Submitted: November 10, 2005

Approved by (Dean/VP) Valerie A. Richardson 1/5/7

Part I

Statement of Standing Goal #1: To establish a GEAR-UP program in the Gadsden City School District that is based on the community partnership model and that results in increased access to a college education for all students.

Evaluation Method for Goal #1:

- a. Performance Measure #1 – Actual establishment of program in 3 city schools.
- b. Performance Measure #2 – Establishment of community-wide partnerships.
- c. Performance Measure #3 – Annual Steering Committee/Core Team meeting.

Evaluation Findings for Goal #1: A and b goals were successfully completed. C goal was scheduled but had to be canceled due to another function scheduled the same night in the City School System.

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

None identified.

Statement of Standing Goal #2: To increase the likelihood of students attending and succeeding in college.

Evaluation Method for Goal #2:

- a. Performance Measure #1 – Offering tutoring services twice weekly at each school every week during the academic year.
- b. Performance Measure #2 – Offering daily in-class assistance to students requiring additional help in their academics.

- c. Performance Measure #3 – Offering professional development activities approximately twice a year to teachers to enhance their effectiveness and methodologies.
- d. Performance Measure #4 – Providing an annual “Computers in the Homes” program to at least 5% of our student population to enhance the academic experience for those students whose families would not otherwise be able to provide this educational tool.

Evaluation Findings for Goal #2: Goal successfully completed

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

None identified

Statement of Standing Goal #3: To enrich the partnership school system to provide the support and climate needed to provide equal access to college for all students.

Evaluation Method for Goal #3: Performance Measure #1 – Providing at least 4 college visits during the year to acclimate students to a realistic college atmosphere.
Performance Measure #2 – Offering weekly mentoring services provided by local volunteers as a form of positive reinforcement for students.
Performance Measure #3 – Involving local business and industry partners in the planning and implementation of job-shadowing activities for our students in an effort to ensure that these students are aware of the type of education and training required to attain specific types of jobs.

Evaluation Findings for Goal #3: Mentoring services given on an as-needed basis, when volunteers are available. Facilitators are available to students on a daily, walk-in basis to assist with any immediate issues or concerns.

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

Main deficiency identified: Tutor/mentor recruitment.

Remedial action: Continual attempts to work with local entities to encourage tutor/mentor participation.

PART II

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

Statement of 2004-2005 Objective #1: To maintain the Gadsden GEAR-UP Partnership and related volunteer services.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
1. Provide services and activities to warrant an effective GEAR-UP Partnership		
1.1 Continuous recruitment of volunteers.	<u>5/05</u>	<u>8/05</u>
1.2 Maintain formal written documentation formalizing the partnership and its operational procedures.	<u>5/05</u>	<u>5/05</u>
1.3 Monitor member participation levels in terms of meeting attendance and matching resources.	<u>5/05</u>	<u>5/05</u>
1.4 Perform annual partnership performance evaluation.	<u>4/05</u>	<u>4/05</u>
1.5 Monitor involvement of each school's community-based partners as measured by in-kind donations, mentors, tutors, etc.	<u>5/05</u>	<u>8/05</u>

Statement of 2004-2005 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.

Strategic Initiatives for Objective #2

1, Monitor and analyze students' academic performance and participation in GEAR-UP activities.		
1.1 Monitor program and delivery of services in all targeted schools.	<u>4/05</u>	<u>4/05</u>
1.2 Monitor student participation rates in program activities.	<u>4/05</u>	<u>6/05</u>
1.3 Administer and analyze student surveys annually.	<u>4/05</u>	<u>4/05</u>

- | | | |
|--|-------------|-------------|
| 1.4 Observe outcome measures as they relate to academic performance as specified in the grant. | <u>4/05</u> | <u>4/05</u> |
|--|-------------|-------------|

Statement of 2004-2005 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.

Strategic Initiatives for Objective #3:

- | | | |
|---|-------------|-------------|
| 1. Increase parental involvement and participation via leisure activities, workshops, chaperoning and continuing education classes. | | |
| 1.1 Evaluate parent survey responses. | <u>4/05</u> | <u>4/05</u> |
| 1.2 Assess parent participation rates in program activities. | <u>4/05</u> | <u>6/05</u> |
| 1.3 Examine the effectiveness of utilizing GEAR-UP incentives to increase parental involvement. | <u>4/05</u> | <u>6/05</u> |
| 1.4 Assess the number of parents who return to school, increase their literacy, or seek additional training as a result of GEAR-UP referrals. | <u>5/05</u> | <u>5/05</u> |

Statement of 2004-2005 Objective #4: To increase student motivation to attend college.

Strategic Initiatives for Objective #4:

- | | | |
|---|-------------|-------------|
| 1. Incorporate activities that encourage students to go to college. | | |
| 1.1 Review student survey responses. | <u>4/05</u> | <u>6/05</u> |
| 1.2 Increase student participation rates in college preparation classes and GEAR-UP activities. | <u>5/05</u> | <u>5/05</u> |
| 1.3 Encourage greater participation and performance in core college preparation courses. | <u>5/05</u> | <u>5/05</u> |
| 1.4 Strive to increase student participation rates in college classes during high school. | <u>5/05</u> | <u>5/05</u> |

Statement of 2004-2005 Objective #5:

To increase students' academic achievement so that they have the skills and academic background needed to attend college.

Strategic Initiative for Objective #5:

1. Forge a joint effort with counselors, administrators, and teachers by keeping abreast of students' overall academic performance.

1.1 Review standardized test scores.	<u>5/05</u>	<u>4/05</u>
1.2 Monitor grades and overall school performance.	<u>5/05</u>	<u>5/05</u>
1.3 Measure achievement of instructional program goals.	<u>5/05</u>	<u>5/05</u>
1.4 Gauge participation rates in optional academic activities.	<u>5/05</u>	<u>6/05</u>

Statement of 2004-2005 Objective #6:

To increase student behaviors and course selection correlated to college attendance.

Strategic Initiative for Objective #6:

1. Fostering overall knowledge of overall qualifications for college by monitoring attendance, study skills, and course selection.

1.1 Encourage greater participation in aspects of GEAR-UP program.	<u>5/05</u>	<u>5/05</u>
1.2 Monitor attendance and truancy rates.	<u>5/05</u>	<u>5/05</u>
1.3 Observe study skills and organizational habits.	<u>5/05</u>	<u>5/05</u>
1.4 Evaluate course selection in high school.	<u>5/05</u>	<u>5/05</u>

Statement of 2004-2005 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.

Strategic Initiative for Objective #7:

1. To ensure a conducive learning environment for students by providing workshops, demonstrating new instructional methods, and participating in school activities.

1.1 Adhere to teacher/counselor responses to baseline survey.	<u>5/05</u>	<u>5/05</u>
1.2 Strive to influence an increase in staffing patterns as a result of GEAR-UP.	<u>5/05</u>	<u>5/05</u>
1.3 Motivate teacher/counselor participation in professional development activities.	<u>5/05</u>	<u>6/05</u>
1.4 Administer teacher/counselor workshop and class evaluation forms.	<u>5/05</u>	<u>Not Completed</u>
1.5 Introduce new instructional methods in the classroom.	<u>5/05</u>	<u>5/05</u>
1.6 Promote a number of special school-sponsored activities and programs.	<u>5/05</u>	<u>5/05</u>

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

A workshop was planned; however, the principals did not want to have a number of teachers/counselors away at the same time for a workshop. Unfortunately, the workshop was cancelled. We did have some counselors/teachers attend our Financial Aid Workshop. This allowed them to become more aware of the requirements/time frame for their students applying for financial aid. We also had some counselors to participate in some of our college visits.

Statement of 2004-2005 Objective #8: To extend the impact of GEAR-UP to the entire school system (system change).

Strategic Initiative for Objective #8:

1. To broaden the scope and impact of GEAR-UP so that students will be able to excel in today's college environment.		
1.1 Disseminate materials to all parents and teachers.	<u>5/05</u>	<u>6/05</u>
1.2 Encourage participation of non-GEAR-UP teachers/counselors in activities.	<u>5/05</u>	<u>6/05</u>
1.3 Aim for replication of aspects of GEAR-UP techniques in elementary schools (when possible).	<u>5/05</u>	<u>6/05</u>

2004-2005 Program/Area Evaluations

Organizational Unit: Governmental Relations

Person Responsible: Larry Stowe

Date Submitted: November 14, 2005

Approved by (Dean/VP) John E. Blue, II *John E. Blue, II*

Part I

Statement of Standing Goal #1: Strengthen partnerships with governmental leaders and elected officials.

Evaluation Method for Goal #1: Participate in 12 meetings with governmental leaders and elected officials.

Evaluation Findings for Goal #1: The Governmental Relations unit has participated in 21 meetings with governmental leaders and elected officials. These include meetings with city councils, county commissions, State legislators and Federal legislators.

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

Statement of Standing Goal #2: Maintain an organizational unit of the College to support the development of strategic initiatives relating to local, state and/or federal legislation as it relates to the College.

Evaluation Method for Goal #2: Participate in 3 legislative planning sessions on legislation that is relative to the College and its mission.

Evaluation Findings for Goal #2: The Governmental Relations unit has participated in 6 legislative planning sessions on legislation that is relative to the College and its mission. These include meetings with city, county, state and federal legislators and/or their designees.

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

Statement of Standing Goal #3: To provide the resources and support necessary 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 #3: Attend 3 city, county, regional and state meetings to gain insight on public policy and participate in governmental forums to educate our electorate on our institutional mission and goals.

**2004-2005 Program/Area Evaluations
Governmental Relations
Page Two**

Evaluation Findings for Goal #3: The Governmental Relations unit has attended and participated in 5 city, county, regional and state meetings to gain insight on public policy and participate in governmental forums to educate our electorate on our institutional mission and goals.

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

Part II

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

Statement of 2003-2004 Objective #1: Utilize the Joe M. Ford Center for community events.

Strategic Initiative #1 for Objective #1: Host meeting(s) of governmental leaders and elected officials.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Host meeting of city and/or, county governmental elected officials	<u>06/30/05</u>	<u>06/10/05</u>
1.2 Host meeting of state governmental elected officials	<u>07/30/05</u>	<u>08/10/05</u>
1.3 Host meeting of federal governmental and elected officials	<u>08/30/05</u>	<u>08/17/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Strategic Initiative #2 for Objective #1: Host periodic seminars, forums, and/or convene summits necessary to promote governmental relations.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
2.1 Host meeting of city and/or, county governmental elected officials	<u>06/30/05</u>	<u>06/10/05</u>
2.2 Host meeting of state governmental elected officials	<u>07/30/05</u>	<u>08/10/05</u>
2.3 Host meeting of federal governmental and elected officials	<u>08/30/05</u>	<u>08/17/05</u>

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If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2003-2004 Objective #2: Meet with governmental leaders to forge political consensus on issues critical to the mission of GSCC.

Strategic Initiative #1 for Objective #2: Meet with governmental leaders.

	Projected Completion Date	Actual Completion Date
2.1 Meet with city and/or county governmental Elected officials.	<u>06/30/05</u>	<u>06/10/05</u>
2.2 Meet with state governmental elected officials.	<u>07/30/05</u>	<u>08/10/05</u>
2.3 Meet with federal governmental and elected officials.	<u>08/30/04</u>	<u>08/17/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

2004-2005 Program/Area Evaluations

Organizational Unit: Community and External Affairs

Person Responsible: Jack Page

Date Submitted: November 14, 2005

Approved by (Dean/VP) John E. Blue, II 

Part I

Statement of Standing Goal #1: Aggressively pursue opportunities to engage Gadsden State Community College in partnerships outside the traditional role of a community college that will enhance the image of GSCC locally, regionally and nationally.

Evaluation Method for Goal #1: Pursue partnerships with 3 organizations that will enhance the image of GSCC.

Evaluation Findings for Goal #1: The Community and External Affairs unit has partnered with 3 organizations that will enhance the image of GSCC. These organizations include: Alabama Department of Agriculture and Industry, D & F Manufacturing, and Sportsman Club.

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

Statement of Standing Goal #2: Build the financial resources of the GSCC Foundation in order for those resources to be utilized to enhance the learning environment of the College.

Evaluation Method for Goal #2: Increase the financial resources by 10% in the GSCC Foundation account.

Evaluation Findings for Goal #2: The financial resources of the GSCC Foundation have increased by 10.84%.

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

Statement of Standing Goal #3: Assist the Alumni Association Board of Directors in building the number of active members in the Association.

Evaluation Method for Goal #3: Increase by 10% the number of members of the Alumni Association over 2002-2003 membership numbers.

Evaluation Findings for Goal #3: The Alumni Association has increased the number of members by 18%.

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

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Community and External Affairs
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Statement of Standing Goal #4: Continue to seek additional local, state, and federal funding, either private or public, to help address the deferred maintenance deficit.

Evaluation Method for Goal #4: Pursue monies for the purpose of deferred maintenance.

Evaluation Findings for Goal #4: Money for deferred maintenance has not been received in this fiscal year.

Identified weaknesses/deficiencies and remedial action to address weaknesses/deficiencies: *During 2005-2006 money is being pursued through a state bond issue that, if approved, will provide adequate money for deferred maintenance.*

PART II

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

Statement of 2004-2005 Objective #1: Work with the Gadsden State Community College Foundation to learn the operations, goals and funding sources.

Strategic Initiatives for Objective #1: Attend/host meetings of GSCC Foundation.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Attend meeting of GSCC Foundation.	<u>11/30/04</u>	
1.2 Determine current financial resources	<u>12/15/04</u>	<u>12/15/04</u>
1.3 Determine means to increase financial resources.	<u>01/30/05</u>	<u>01/03/05</u>
1.4 Implement means to increase financial resources.	<u>02/28/05</u>	<u>02/28/05</u>
1.5 Evaluate new current financial resources.	<u>05/30/05</u>	<u>05/30/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable. *Due to scheduling conflict was unable to attend Foundation meeting.*

Statement of 2004-2005 Objective #2: Work with the Gadsden State Community College Alumni Association to learn the operations, goals and funding sources.

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Office of Community and External Affairs
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Strategic Initiatives for Objective #2: Attend/host meetings of GSCC Alumni Association.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Attend meeting of Alumni Association.	<u>11/30/04</u>	<u>09/29/04</u>
1.2 Determine current membership numbers.	<u>12/15/04</u>	<u>12/15/04</u>
1.3 Determine means to increase membership numbers.	<u>01/30/05</u>	<u>01/30/05</u>
1.4 Implement means to increase membership numbers.	<u>02/28/05</u>	<u>02/28/05</u>
1.5 Evaluate new current membership numbers.	<u>05/30/05</u>	<u>05/30/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #3: Work to identify the non-traditional needs of the local business community.

Strategic Initiatives for Objective #3: Meet with local business community leaders to determine non-traditional needs.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Meeting with 5 local business leaders.	<u>11/30/04</u>	<u>11/30/04</u>
1.2 Determine needs.	<u>12/15/04</u>	<u>02/15/05</u>
1.3 Determine means to meet the needs.	<u>01/30/05</u>	<u>02/20/05</u>
1.4 Implement means to meet the needs.	<u>02/28/05</u>	<u>02/20/05</u>
1.5 Evaluate implementation and/or new needs.	<u>05/30/05</u>	<u>07/23/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #4: Participate in activities as directed by the President.

Strategic Initiatives for Objective #4: Attend meetings as directed by the President.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 Attend 6 meetings as directed by the President.	<u>07/30/05</u>	<u>09/15/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

2004-2005 Program/Area Evaluations

Organizational Unit: HBCU and FEDERAL INITIATIVES

Person Responsible: Willie L. Duncan

Date Submitted: November 14, 2005

Approved by (VP) John E. Blue, II

John E. Blue II

Part 1

Statement of Standing Goal #1:

Provide additional classroom space and training areas to the Valley Street Campus.

Evaluation Method for Goal #1:

Purchase of property adjacent to the Valley Street Campus was not accomplished – the property was sold to another entity and is no longer available.

Evaluation Findings for Goal #1:

Existing space will be evaluated to accomplish this goal – A new statement of Outcomes and Assessment will be submitted to support this finding.

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

Property was not purchased but existing space is being evaluated for future training areas.

Statement of Standing Goal #2:

Acquire grants for new programs to enhance diversity in training programs.

Evaluation Method for Goal #2:

Pursue 3 grants for developmental programs of study for minority students.

Evaluation Findings for Goal #2:

A consultant was contracted for six months to provide assistance in grant development, contacts, and assist in the resubmission of UNCF HBCU Access Report grant for funding. The HBCU Federal Initiatives Office has been established with UNCF Special Programs, HUD, and Minority Access, Inc. to participate in grant opportunities. The UNCF SP/NLM – HBCU Access Report was not funded for the 2004-2005 fiscal year.

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Page Two

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

No UNCF SP/NLM-HBCU grants were funded by the federal government during this fiscal year. The HBCU will continue to seek this and other federal funding in the next fiscal year.

Statement of Standing Goal #3:

Pursue funding through HBCU congressional appropriations.

Evaluation Method for Goal #3:

Meet with and form 3 partnerships with other HBCU's in order to lobby federal representatives and senators. GSCC representatives have met with the congressional delegation to discuss plans for the GSCC-Valley Street Campus, and submit requests for appropriations based on expected growth through new programs.

Evaluation Findings for Goal #3:

A dialect has been established between the HBCU Federal Initiative Director, the Vice President of GSCC, the HBCU contracted consultant, and the congressional delegates of Alabama. The contracted consultant has established communication with other HBCU presidents/coordinators interested in forming a partnership to lobby for federal funds.

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

Funding distribution based on competitive process. GSCC must submit aggressive and attainable plans for VS Campus. Will continue to seek funding for 2005-2006.

Statement of Standing Goal #4:

Seek federal contracts.

Evaluation Method for Goal #4:

Contact at least 5 federal agencies for contract relative to work that can be performed by GSCC.

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Evaluation Findings for Goal #4:

One (1) contract has been submitted for GSCC administrative approval and is awaiting approval. Communication has been established with independent contractors and proposals for work have been submitted to provide services/funding to Gadsden State Community College, thereby enhancing HBCU initiatives.

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

None

Part II

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

Objective # 1: Re-roof vocational buildings and Shops to include Carpentry, Job Corps Dedicated Air Conditioning & Refrigeration and Carpentry, the Job Corps Education Building, and the Air Conditioning & Refrigeration Shop.

Strategic Initiative #1: Continue to keep the Institutional Planning & Assessment Committee abreast of the roofing concerns on the Valley Street Campus

1.1 Acquire RFP's for the repair/replacement of roofs on Valley Street buildings/shops. 8/31/05 8/31/05(1)

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

(1) RFP's (Request for Proposal's are prioritized yearly on the college Facilities Master Plan and has been approved by the president. These proposals have been submitted to the Chancellor and State Board of Education for approval and funding.

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Page Four**

Objective #2: Purchase property adjacent to the Valley Street property for the purpose of constructing a Multi-purpose Building or other learning facilities

	<u>Projected Completion</u>	<u>Date Completion</u>
<u>Strategic Initiative #1:</u> To consult with property owners to determine cost.	<u>08/31/05</u>	<u>05/00/05(1)</u>
<u>Strategic Initiative #2:</u> To acquire bid for property.	<u>08/31/05</u>	<u>_____ (1)</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

(1) Property sold to another entity. HBCU will review current space and determine how to best utilize available space.

2004-2005 Program/Area Evaluations

Organizational Unit: Institutional Advancement & Community Services

Person Responsible: Valerie Richardson

Date Submitted: October 24, 2005

Approved by (Dean/VP) 

Part I

Statement of Standing Goal #1:

To promote awareness of the pre-college TRIO programs and GEAR-UP.

Evaluation Method for Goal #1:

1. Increase in the information taken to the Public Relations Committee for news releases, targeted advertising, radio spots, and articles in the GSCC Update.
2. Increase in the promotional advertisement and the participation in community events of the pre-college TRIO and GEAR-UP programs.

Evaluation Findings for Goal #1:

In the 2003-2004, only three articles or news releases were developed for Upward Bound, GEAR-UP and Talent Search. In 2004-2005, a total of seven items ranging from field trips (3) to endangered funding (3) to student and program success (1) were taken to the Public Relations Committee. This represents a 100% increase in articles. Additionally, the grant programs did increase their participation in community events such as Richard Shelby town hall meetings (2 events attended by 9 Institutional Advancement employees) and United Way Day of Caring (2 events attended by 8 Institutional Advancement employees).

Statement of Standing Goal #2:

To identify, pursue, implement, and monitor Federal/state grant programs.

Evaluation Method for Goal #2:

1. Clear audit of all Federal/state grant programs.
2. Existing Federal/state grant programs that are scheduled for renewal will be re-funded.

Evaluation Findings for Goal #2:

The last completed audit of the Federal/state grant programs was clear. Four programs were up for renewal: Housing and Urban Development/Community Outreach Partnership Center (HUD/COPC), Student Support Services (SSS), GEAR-UP and Child Care Access Means Parents in School (CCAMPIS). SSS and CCAMPIS

**2004-2005 Program/Area Evaluations
For Institutional Advancement & Community Services
Page Two**

were renewed and GEAR-UP was not. No official notification has taken place for the COPC grant.

Statement of Standing Goal #3:

To organize, monitor, and evaluate the college's fund-raising initiatives (excluding the Foundations).

Evaluation Method for Goal #3:

1. All fund-raising activities will be approved in advance, following the procedures as outlined in the college regulations. This approval will be documented by a form with the signatures of the Dean of Student Services, the Dean of Financial and Administrative Services, the Dean of Institutional Advancement and the President.
2. An analysis of revenues and profits and individual evaluation of each fundraiser will be completed.

Evaluation Findings for Goal #3:

The Dean of Student Services and Dean of Institutional Advancement positions were combined into a Vice President position, so the form and procedure changed to reflect this new organizational structure. All fund-raisers (46) have completed paperwork on file with the required signatures on the form.

Statement of Standing Goal #4:

To coordinate professional development activities among Institutional Advancement employees.

Evaluation Method for Goal #4:

1. Participate in at least one joint satellite teleconference with attendees representing multiple campuses.
2. Schedule one or more professional development activities with participation of staff from all locations.

Evaluation Findings for Goal #4:

One joint satellite teleconference was scheduled for December at the Ayers Campus, but satellite transmission problems prevented participation. However, videotapes of the conference were obtained for distribution to and viewing by all program directors and

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their staff people. Two joint professional development opportunities were held with representation from all campuses: a meeting in December for discussion of unit goals (on Ayers Campus), and a web conference on Assessment of Students in September (on Wallace Drive).

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

None identified.

PART II

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

Statement of 2004-2005 Objective #1:

To promote awareness and interest of the grant programs available through GSCC.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
Initiative #1: Increase the number of applicants for pre-college grant programs.		
1.1 Advertise in local football programs.	<u>8/2004</u>	<u>N/A*</u>
1.2 Distribute the new advertising posters with program information to local high schools.	<u>2/2005</u>	<u>N/A*</u>
Initiative #2: Increase awareness of the HBCU designation of Valley Street and the Title III fund that serves that campus.		
2.1 Develop a targeted marketing package with the assistance of Public Relations.	<u>12/2004</u>	<u>N/A*</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2004-2005, if applicable.

*There were no funds available in the individual grant budgets, the counseling budget or the Public Relations budget to purchase the advertising, posters or targeted marketing package called for in these initiatives.

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Statement of 2004-2005 Objective #2:
To increase the grants management area.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #2		
Initiative #1: Hire a full-time grants writer.		
1.1 Identify additional funds and project in budget.	<u>4/2005</u>	<u>N/A*</u>
1.2 Conduct search.	<u>7/2005</u>	<u>N/A*</u>
1.3 Interview and hire grants writer.	<u>9/2005</u>	<u>N/A*</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2004-2005, if applicable.

*No funds were available for hiring additional personnel.

Statement of 2004-2005 Objective #3:
To increase interaction and encourage communication among all Institutional Advancement personnel.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #3		
Initiative #1: Plan a division calendar with joint activities.		
1.1 Register for a satellite teleconference to be held jointly.	<u>3/2005</u>	<u>12/2004*</u>
1.2 Schedule a professional development for all staff.	<u>1/2005</u>	<u>12/2004</u>
1.3 Plan IA calendar for upcoming year.	<u>12/2004</u>	<u>12/2004</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2004-2005, if applicable.

*The teleconference registration was completed, however, the conference was viewed via videotape.

Gadsden State Community College

Institutional Advancement & Community Services
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Pam Johnson
Signature

10/5/2005
Date

Heidi Fogelman
Signature

10/21/2005
Date

Donna Howington
Signature

10/24/05
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: Public Relations Department

Person Responsible: Kay Smith-Foster

Date Submitted: November 14, 2005

Approved by (VP) John E. Blue, II *John E. Blue, II*

Part I

Statement of Standing Goal #1: To promote recruitment and increase credit enrollment by promoting the interests of the college in our communities, and making high school students in these communities aware of the services our college has to offer.

Evaluation Method for Goal #1: The promotion of academic, technical and extracurricular activities was done with television, radio and newspaper ads throughout the year. News releases were sent to the media to inform the community of special programs/events and target advertising was done. GSCC counselors and staff made appearances at local high schools throughout the year to participate in their programs and events. The Show Band, Southern Belle Dancers, and A Capella choir performed High School recruiting shows at many area middle and high schools during the year.

Evaluation Findings for Goal #1: The preliminary enrollment reports show a decrease in total credit enrollment of 5.8%, and a decrease of 3.1% in credit enrollment of traditional students (18 – 20). The results of the Freshman Student Survey show that 25% of incoming freshmen were influenced in their decision to attend Gadsden State by some form of media advertising. Ten percent of incoming freshman stated that they were influenced in their decision by High School recruiting shows, and 20% were influenced by a GSCC recruiter/counselor visit to their high school.

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 on a regular basis since one of the keys to successful marketing is "saturation" of the product to the target audience. For example, television advertising is only affordable once, or twice, each year. Most newspaper/radio advertising is only done during semester registration. Thus, there is a lack of consistent advertising throughout the year. The Public Relations department should be a means of blanketing our service area with as much information and advertising as possible about the College, its services, programs, opportunities afforded to the students. The College has recently set in place an Enrollment Taskforce that will be directly responsible for recruiting and retention of students. This will allow the PR Department to focus on advertising and information for the College as a whole, as additional funding is made available.

2004-2005 Program/Area Evaluations Public Relations Department

Statement of Standing Goal #2: To establish colors, a slogan, and message, that is readily identifiable by faculty and staff.

Evaluation Method for Goal #2: A poll was conducted of a core group of faculty/staff members to get their response to questions concerning the current slogan and school colors. The slogan was used in all college advertising, brochures and publications (where space was admissible) printed throughout the year. Promotional items that could be used as recruiting tools in our service areas were distributed to faculty/staff members.

Evaluation Findings for Goal #2: The results of the survey revealed that 54% of faculty/staff knew the current college slogan but only 9% knew the school colors.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: The effort to promote the new slogan was extensive, but there was very little promotion done to acquaint faculty/staff members with the school colors. A direct effort should be made to make faculty/staff members aware of the appropriate school colors, slogan and mascot.

Statement of Standing Goal #3: To adequately promote the departments and programs of the College.

Evaluation Method for Goal #3: Faculty and staff participated in a survey of the Public Relations department administered by the College's Institutional Research Department.

Evaluation Findings for Goal #3: When polled, 59% of faculty/staff members stated that their department had been adequately promoted by the PR Department.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: An inadequate amount of funding for advertising prevents a continual promotion in the media of every program and department. A lack of information from deans and department heads also hampers the promotion of existing and new programs. A continual link to the Public Relations Department has been made available on the College's homepage in the form of a News Release Request form. If faculty/staff members will utilize this form, it can serve as a means of promoting their departments.

Statement of Standing Goal #4: To promote faculty/staff participation in college and community events.

Evaluation Method for Goal #4: Faculty/staff members were asked to submit information about their community service/volunteer involvement. Information concerning attendance at college events was obtained from event sponsors.

Evaluation Findings for Goal #4: Sufficient information could not be obtained to determine whether there was an increase or decrease in faculty/staff participation in community or service oriented activities. There was a 5% increase in the number of faculty/staff who attended college events.

2004-2005 Program/Area Evaluations Public Relations Department

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: It is difficult to obtain the information necessary to determine the number of faculty/staff who are involved with community/volunteer services because many will not respond when asked about their participation. This is not a negative observation due to the fact that some faculty/staff members simply choose not to disclose this information for personal reasons. Faculty/staff members appear not to be interested in or do not have the time to attend many college events and activities.

Statement of Standing Goal #5: To promote the "One-College" concept in our expanded communities.

Evaluation Method for Goal #5: A comparison was done by the Public Relations staff of the number of college sponsored events for 2003-2004 and 2004-2005.

Evaluation Findings for Goal #5: The findings showed a 23.2 decrease in the number of college sponsored community activities/events in 2004-2005.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: This decrease was due in part to the discontinuation of the HUD grant in the fall of 2004. This grant provided funding for numerous events and activities for residents in our service areas through the Neighborhood Network.

Statement of Standing Goal #6: To promote better internal college communications between the Public Relations Department and all other area/departments of the college.

Evaluation Method for Goal #6: A comparison of the number of college sponsored events which received some type of media coverage in 2003-2004 and 2004-2005.

Evaluation Findings for Goal #6: There was a 5% decrease in the number of college/departmental sponsored events that received widespread media coverage.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: There was a slight decrease in full media coverage due in part to the fact that the "GSCC Reports" radio program was discontinued after the college radio station was closed. This program featured faculty/staff members on a weekly basis discussing upcoming college events and activities. The communication breakdown between college departmental staff and the Public Relations department is still a problem. The PR department is not being informed about some events in a timely manner so that news releases may be sent to inform the public about upcoming events and activities.

**2004-2005 Program/Area Evaluations
Public Relations Department**

PART II

Statement of 2004-2005 Objective #1: To improve community awareness of academic, technical, and continuing education programs available.

Strategic Initiative for Objective #1: To promote a public awareness campaign through various forms of media and recruiting shows.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
1.1 To have 6 recruiting programs involving GSCC band and A Capella choir to service area schools.	<u>May 2005</u>	<u>May 2005</u>
1.2 To schedule a minimum of six speaking engagements concerning GSCC programs and services.	<u>May 2005</u>	<u>August 2005</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Statement of 2004-2005 Objective #2: To support major college and community events.

Strategic Initiatives for Objective#2:

Strategic Initiative #1: To promote GSCC Alumni Association activities and college involvement in community functions.

1.1 To promote and advertise alumni events and feature outstanding alumni in focus ads.	<u>May 2005</u>	<u>May 2005</u>
1.2 To promote college participation in community drives fundraising events and awareness campaigns.	<u>May 2005</u>	<u>August 2005</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

**2004-2005 Program/Area Evaluations
Public Relations Department**

Strategic Initiative #2: To promote public awareness of campus events/activities.

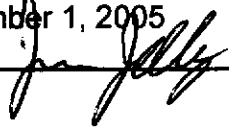
- | | | | |
|-----|--|-----------------|-----------------------|
| 2.1 | To produce 50 GSCC Reports radio programs. | <u>May 2005</u> | <u>Not completed</u> |
| 2.2 | To provide continuous updated information for website and Presidential update. | <u>May 2005</u> | <u>September 2005</u> |

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

The GSCC Reports program was discontinued in 2004 due to the closing of the on campus radio station. This closing made it impossible for department personnel to continue producing the radio program for distribution. There are no current plans to pursue this type of programming in the coming year.

2004-2005 Program/Area Evaluations

Organizational Unit: Service Learning
Person Responsible: Beryl Odom
Date Submitted: November 1, 2005
Approved by (Dean/VP) _____



Part I

Statement of Standing Goal #1: To establish additional partnerships with community service agencies, faith-based organizations, and area schools where students are able to serve and learn through meaningful service learning projects and/or activities

Evaluation Method for Goal #1: Increase in number of partnerships and training for new agencies

Evaluation Findings for Goal #1: Partnerships are created on a "need to" basis. During 2004-2005, approximately 10 new schools and 15 new agencies became partners.

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Service Learning Coordinator needs to spend more time working with agencies and schools so that supervisors and principals understand what is expected of service sites

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 #1: Increase in number of faculty utilizing service learning in courses

Evaluation Findings for Goal #1: During 2004-2005 faculty in accounting, math, English, and social studies joined the ranks

Identified weaknesses/deficiencies and remedial action to address

weaknesses/deficiencies: Since the coordinator is no longer full-time, it makes it more difficult to get to all campuses to work with other faculty because of teaching duties. A more concerted effort can be made to meet with groups on each campus prior to the beginning of each semester to work with faculty as a group.

PART II

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

Statement of 2004-2005 Objective #1: To promote service learning on all campuses of GSCC

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
August, 2004	not complete
January, 2005	

Strategic Initiatives for Objective #1: To hold workshops and meetings by departments/disciplines to insure that everyone understands the theory, practice, and procedures involved in service learning

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

It is extremely difficult to find times to meet with groups, whether by department/division/campus. Instead, the SL Coordinator attempted to identify individuals who had expressed an interest in service learning. In some cases, when agencies or schools asked for specific kinds of assistance, the Coordinator contacted faculty who might be able to supply students through a service option in a particular course.

Statement of 2004-2005 Objective #2: To focus on civic engagement as a key element of GSCC's Service Learning Program

<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
August, 2004	August, 2004
January, 2005	January, 2005

Strategic Initiatives for Objective #2: To hold mandatory orientation sessions for all first-time service learning students

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

All first-time service learning students now attend one of the over 20 sessions offered during the first month of each semester. Besides presenting the theory of service learning, its benefits, and the process, the Service Learning Coordinator emphasizes

the civic awareness and engagement that service learning should create in each student who participates. A great deal of importance is placed on the concept of students becoming "citizen-servants."

Statement of 2004-2005 Objective #3: To engage faculty, staff, and students in more community service activities

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

Strategic Initiatives for Objective #3: To promote college-wide participation in community service activities

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

The Service Learning Center promoted *Make a Difference Day*, worked with the SGA and Inter-Club Council to promote special service projects for Thanksgiving and Christmas. The Center also encouraged support of special relief efforts for tsunami victims in Southeast Asia, held a *Celebration of Service*, and recognized efforts of all volunteers during *National Volunteer Week* in April.

Statement of 2004-2005 Objective #4: To redesign and update existing web pages for Service Learning

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

Strategic Initiatives for Objective #4: To work with webmaster regarding information needed on pages

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Lack of time prevented this activity from ever taking place. The Service Learning Center will make this a priority during the upcoming year.

**GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN EVALUATION
2004-2005**

Organizational Unit: Student Activities
Person Responsible: Judy Hill
VP's Approval: Valerie A. Richardson 1/85

I. Part I

Statement of Standing Goal #1:

Offer a broad spectrum of programs and events to provide opportunities for educational, personal, and professional advancement.

Evaluation Measures of Goal #1:

- A variety of clubs will be sponsored by GSCC to allow students opportunity for membership among academic, career-oriented, civic/service, social/recreational, and faith-based organizations.
- Student attendance at the Student Leadership Luncheon will reflect diversity as to gender, race, age, and majors.
- Coordinator of Student Activities will keep a tally of events sponsored by campus clubs and organizations as reported by advisors to demonstrate the level of diversity in programming for the College.

Evaluation Findings for Goal #1:

- Variety of Student Clubs:

<u>Faith-based (2)</u>	<u>Academic/Career (13)</u>	<u>Social/Recreational (6)</u>	<u>Civic/Service (4)</u>
Baptist Campus Ministries	Alpha Beta Gamma	International Student Association	Circle K
Chi Alpha	Computer Science	A Cappella Choir	Lions Club
	Student Nurses Association	Show Band	Ambassadors
	Inst. Electrical Electronic Eng.	Southern Belles	BACCHUS
	Medical Lab Tech Society	Residence Hall Association	
	Nat'l Tech Honor Society	Student Government Association	
	Paralegal Association		
	Phi Beta Lambda		
	Phi Theta Kappa		
	Realtime Reporting		
	Rho Theta Sigma		
	Science-Math-Engineering		
	Voc. Industrial Clubs of America (VICA)		

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

No deficiencies identified.

Statement of Standing Goal #2:

Support a strong, active SGA, demonstrating a presence at all campuses.

Evaluation Measures for Goal #2:

- SGA will sponsor at least one social event on each campus for fall and spring semesters.
- SGA will sponsor campus-wide elections SGA executive officers and representatives as well as for various campus issues.
- SGA will have representatives on each campus.
- SGA will sponsor or participate in at least one event that is service or policy oriented each semester.
- SGA calendars will be made available at all instructional sites.

Evaluation Findings for Goal #2:

- Halloween costume contests were offered in Gadsden, Anniston, and Ayers. Spring semester had Homecoming (Gadsden), M*A*S*H (McClellan), Valentine Fever (Ayers)
- SGA elections boxes and advertisements were placed at the following locations as well as available on-line for Spring elections:
 - Inzer Breezeway
 - Construction Technology Building
 - Prater Hall
 - Anniston Center
 - Ayers Student Center
 - Cherokee Co. Center

* Each campus was represented in SGA offices and meetings.

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

No deficiencies identified.

**GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN EVALUATION- STUDENT ACTIVITIES
2004-2005**

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Statement of Standing Goal #3:

SGA will offer support to and receive support from clubs and organizations on-campus through the Inter-Club Council.

Evaluation Measures for Goal #3:

- SGA will organize the Inter-Club Council to assist student clubs and organizations with programming, fund-raising, service projects, and marketing.
- Have at least 3 meetings of the Inter-Club Council, two fall and one spring.
- Host at least 40 representatives at the Leadership Luncheon for organizational representatives.
- Receive events calendars from at least 50% of the active clubs and organizations for the campus tallies maintained by the Coordinator of Student Activities.

Evaluation Findings for Goal #3:

- Inter-Club organized Keeping the Connection, Homecoming, G-Day.

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

Event calendars were not solicited by the Coordinator of Student Activities. It was suggested by the Student Services Planning and Evaluation Committee that a more attainable record would be to request a list of activities from Club Sponsors and review events on the college's Public Relations calendars each month.

**GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN EVALUATION- STUDENT ACTIVITIES
2004-2005**

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Statement of Standing Goal #4:

Implement a variety of traditional events throughout the academic year.

Evaluation Measures for Goal #4:

- A generous spectrum of social activities and events will be provided, sponsoring at least one event each month that draws an attendance of not less than 25 participants.
- Establish events similar to the traditional events of Get on Board Day and G-Day in Anniston for McClellan and Ayers students.

Evaluation Findings for Goal #4:

- Student Activities experienced a very successful year. Some of the more notable events are listed below:
 - Sept. – Get on Board (1000 – Gadsden, 500 - Ayers), SGA elections (5 voting sites), Fall Talent Show (6 contestants, 35 audience at Ayers), Voter Registration (200 – Gadsden, 3 Ayers, 30 Anniston), Student Leadership Luncheon (Gadsden – 50), Student Leadership Rally (Ayers – 12)
 - Oct. – Costume Contests at (about 70 involved among 4 sites), Halloween Dance (200 – Gadsden)
 - Nov. – Tie One On (Ayers – 75, Gadsden – 100); Tailgate Pep Rally (Gadsden – 200)
 - Dec. – Christmas Parade (Gadsden – 6 {rain})
 - Jan. – Homecoming (Gadsden – 500)
 - Feb. – Valentine Fever (Ayers – 65)
 - Mar. – Swim Party (Gadsden – 11), Talent Show (Gadsden – 150)
 - Apr. – M*A*S*H (McClellan – 150), G-Day (Gadsden – 500 {rained}), SGA Elections (5 voting sites plus on-line)
 - May – SGA Induction Luncheon (Gadsden – 25)
 - June – Summer Sizzler (Gadsden – 150, Ayers – 100, McClellan – 50)
 - July – Summer Sizzler (Valley Street – 120), Student Leadership Institute (4 – Gadsden, Ayers, McClellan represented)
 - Aug.- Assisted with four orientation sessions (Gadsden – 400, Anniston – 125)
- Get on Board Day was held at Ayers Campus in a format identical to the traditional Gadsden events. M*A*S*H was held at McClellan Center as a complimentary program to G-Day.

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

Student Services Planning and Evaluation Committee suggested planning at least one major social/educational event at the Valley Street Campus to be certain that students in those programs are included in Student Activities. This goal is included in the strategies for 2005-2006 and is anticipated by the Vice President of Student Services.

**GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN EVALUATION- STUDENT ACTIVITIES
2004-2005**

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II. Part II

Statement of 2004-2005 Objective #1:

Duplicate events and programs at convenient locales for all students, as much as resources permit.

	<u>Projected Completed</u>	<u>Date Completed</u>
Strategic Initiative #1:		
Sponsor a "get on board" type event in Anniston in the fall semester.	<u>9/30/04</u>	<u>9/15/04</u>
1.1 Coordinate with Campus Directors.	<u>8/15/04</u>	<u>8/15/04</u>
1.2 Approach all club sponsors about chapters/members in Anniston.	<u>8/28/04</u>	<u>8/28/04</u>
1.3 Market the event w/students, faculty, & staff.	<u>9/07/04</u>	<u>8/28/04</u>
1.4 Coordinate with Showband and Choir.	<u>8/15/04</u>	<u>8/15/04</u>
1.5 Implement event(s).	<u>9/30/04</u>	<u>9/15/04</u>
Strategic Initiative #2: Identify SGA Representatives for McClellan and Ayers.		
2.1 Select a liaison officer for SGA from Ayers and McClellan.	<u>8/01/04</u>	<u>9/22/04</u>
2.2 Post signs to attract interested students.	<u>10/01/04</u>	<u>9/07/04</u>
2.3 Host elections/selection	<u>10/15/04</u>	<u>9/22/04</u>
2.4 Host a planning meeting with newly elected reps.	<u>10/31/04</u>	<u>10/6/04</u>
Strategic Initiative #3: Implement at least one campus-wide SGA sponsored event in Anniston each semester.		
3.1 Assist students in implementing fun, inexpensive events to interest a broad spectrum of students.	<u>05/15/05</u>	<u>9/30,2/10,4/5</u>
3.2 Implement a fall social/recreational event.	<u>On-going</u>	<u>Continuing</u>
3.3 Implement a spring social/recreational event.	<u>12/10/04</u>	<u>9/30/04</u>
	<u>5/01/05</u>	<u>4/05/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

**GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN EVALUATION- STUDENT ACTIVITIES
2004-2005**

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Statement of 2004-2005 Objective #2:

Create an awareness in and expectation for students to have student ID cards and for faculty/staff to wear ID badges.

		<u>Projected Completed</u>	<u>Date Completed</u>
Strategic Initiative #1:	Make obtaining IDs as convenient as possible for students/faculty/staff.	<u>9/15/04</u>	<u>9/23/04</u>
1.1	Equip fully functioning ID systems at Ayers and McClellan.	<u>7/01/04</u>	<u>1/04/05</u>
1.2	Make IDs for students beginning with orientation meetings and fall registration.	<u>7/10/04</u>	<u>9/23/05</u>
1.3	Send allemp messages regarding badges and IDs at least once each semester.	Fall: <u>8/20/04</u> Spring: <u>1/10/05</u> Summer: <u>5/30/05</u>	<u>8/20/04</u> <u>1/10/05</u> <u>5/30/05</u>
1.4	Schedule weekly ID times at the three locations.	<u>9/15/04</u>	<u>9/15/04</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

**GADSDEN STATE COMMUNITY COLLEGE
UNIT STRATEGIC PLAN EVALUATION- STUDENT ACTIVITIES
2004-2005**

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Statement of 2004-2005 Objective #3:

Serve as an information clearinghouse and resource on competitive scholarships for GSCC and transfer institutions.

	<u>Projected Completed</u>	<u>Date Completed</u>
Strategic Initiative #1: Publish a college-wide newsletter at least twice each fall and spring to emphasize competitive scholarship opportunities.	<u>Early Fall</u> <u>Late Fall</u> <u>Early Spring</u> <u>Mid-Spring</u>	<u>10/01/04</u> <u>11/30/04</u> <u>02/01/05</u> <u>N/A*</u>
Strategic Initiative #2: Work with Financial Aid Officers to keep bulletin boards current with scholarship information monthly.	<u>6/01/05</u>	<u>5/01/05</u>
Strategic Initiative #3: Keep faculty/staff informed about key scholarship opportunities for students through campus intranet (e.g. transfer, Cooke, Goldwater, minority, etc.)	<u>3/15/05</u>	<u>3/15/05</u>
Strategic Initiative #4: Provide a visible, non-threatening contact and resource for students, prospective students, and prospective donors regarding scholarship opportunities.	<u>On-going</u>	<u>Continuing</u>
4.1 Publish the phone number associated with scholarships in at least three campus publications.	<u>9/01/04</u>	<u>SGA, Scope, Emails</u>
4.2 Offer business cards, at least one per week, to drop-by visitors or campus and community contacts.	<u>5/15/05</u>	<u>5/15/05</u>
4.3 Visit as expediently as possible by phone or in person with individuals who have indicated interest in scholarship information (target of 24 hour turn-around and not more than one week in response time).	<u>5/15/05</u>	<u>5/15/05</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

* Second spring issue of Scholarship Scope was not published. The time commitment to mid- to late-spring events in addition to the work surrounding transfer scholarship supervision and honors day participation did not permit another edition to be created. The solution would be to eliminate the second newsletter for Spring or to publish them in January and February.

2004-2005 Program/Area Evaluations

Organizational Unit: Student Support Services

Person Responsible: Dale Hill

Date Submitted: November 14, 2005

Approved by Vice-President: Valerie A. Richardson

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
Ninety-five percent (95%) or two hundred and eighty-seven (287) students persisted toward completion of the academic program in which they were enrolled.

Graduation rates of SSS students
Sixty-seven (67) SSS students graduated with an AS, AAS, or Certificate Degree. Forty percent (40%) of the eligible sophomore 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

Over thirty-three percent (33%) (forty students) of the students in the Transfer Initiative transferred 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.

On transfer day over twenty representatives were available in Inzer Cafeteria to talk with GSCC students. The University of Alabama in Huntsville and the University of Alabama in Birmingham had representatives available in Inzer Breezeway. SSS students were sent letters and emails encouraging them to talk with representatives and with an advisor. During 2004-2005, five college representatives came to the SSS office to meet with SSS students. College representatives were from Alabama A&M, Auburn, The University of Alabama, Jacksonville State University, Jacksonville State Disability Services. Campus visits were taken to The University of Montevallo, The University of Alabama, Virginia Institute- Culinary in Birmingham and Jacksonville State University.

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 will total at least 300.

Evaluation Measure #2 - Number of activities and seminars for SSS students will vary each semester with at least 10 each semester.

Evaluation Measure #3 - Number of hours of tutorial services offered to SSS students will vary according to need.

Evaluation Measure #4 - Percentage of students retained two semesters will be 70% or 210 students.

Evaluation Measure #5 - Percentage of students graduating will be 40% of sophomores.

Evaluation Measure #6 - Number of students attending cultural events will be 40% or 120 students.

Evaluation Findings for Goal #3:

Evaluation Measure #1 - Number of students enrolled in SSS.
Over 300 students enrolled in SSS in the 2004-2005 academic year.

Evaluation Measure #2 - Number of activities and seminars for SSS students.
Fifty-five (55) workshops, seminars, transfer and cultural events were offered to SSS students for the 2004-2005 academic year. Total attendance for the activities and seminars was five hundred ninety-nine (599).

Evaluation Measure #3 - Number of hours of tutorial services offered to SSS students.
Three thousand five hundred and seventy-one (3571) hours of tutoring took place in 2004-2005.

Evaluation Measure #4 - Percentage of students retained two semesters.
Ninety-six percent (96%) of the 2004-2005 SSS students were retained for two semesters.

Evaluation Measure #5 - Percentage of students graduating.
Sixty-seven (67) SSS students graduated. This was forty percent 40 % of the (169) eligible sophomore students.

Evaluation Measure #6 - Number of students attending cultural events.
One hundred thirty-eight (138) different students attended cultural events through SSS in 2004-2005. The total attendance at SSS events was five hundred and ninety-nine students (599). There were fifty-five activities offered.

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

No weaknesses/deficiencies found

PART II

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

Statement of 2004-2005 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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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.	<u>10/01/04</u>	<u>10/31/04</u>
1.2 Test scores, transcripts, and grades recorded.	<u>10/30/04</u>	<u>10/31/04</u>
Strategic Initiative #2- Offer services to aid students.		
2.1 Tutorial services recommended when needed and all hours recorded.	<u>08/30/05</u>	<u>08/05/05</u>
2.2 Academic advisement hours recorded.	<u>08/15/05</u>	<u>08/01/05</u>
2.3 Seminars offered and dated sign-in sheets recorded.	<u>08/01/05</u>	<u>08/01/05</u>
2.4 Cultural events documented written descriptions of trips, numbers attending and evaluations by each student.	<u>08/01/05</u>	<u>08/15/05</u>
2.5 Accommodations provided when needed.	<u>08/15/05</u>	<u>08/15/05</u>
2.6 Mid-term progress reports on each student.	<u>08/01/05</u>	<u>07/20/05</u>

Statement of 2004-2005 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

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
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.	<u>08/01/05</u>	<u>06/01/05</u>
1.2 Speakers from four-year institutions to meet individually with students.	<u>08/01/05</u>	<u>06/01/05</u>
1.3 Transfer seminars.	<u>08/01/05</u>	<u>07/15/05</u>
1.4 Financial aid seminars.	<u>05/15/05</u>	<u>07/15/05</u>
1.5 Follow up on transfer students. (Letters sent to students, four-year institutions, and follow up with phone calls.)	<u>08/31/05</u>	<u>10/07/05</u>

**2004-2005 Program/Area Evaluations
For Student Support Services
Page 6**

Strategic Initiative #2- Develop a communication network with instate four-year institutions to enhance transfer.

- 2.1 Attend transfer programs for advisors.
- 2.2 Attend transfer days with students.
- 2.3 Notify students when recruiters will be on campus.
- 2.4 Notify students of scholarships available at various institutions.
- 2.5 Follow up with four-year institutions.

Projected Completion Date	Actual Completion Date
<u>05/15/05</u>	<u>05/15/05</u>
<u>08/01/05</u>	<u>06/01/05</u>
<u>08/01/05</u>	<u>08/01/05</u>
<u>08/01/05</u>	<u>08/15/05</u>
<u>08/31/05</u>	<u>10/30/05</u>

Statement of 2004-2005 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.
- 1.2 Midterm grade reports.
- 1.3 Offer accommodations such as note takers, readers, and quiet areas for testing.

Projected Completion Date	Actual Completion Date
<u>08/15/05</u>	<u>07/15/05</u>
<u>07/31/05</u>	<u>07/22/05</u>
<u>08/10/05</u>	<u>08/15/05</u>

Strategic Initiative #2- Provide SSS students with counseling services.

- 2.1 Career counseling.
- 2.2 Special needs counseling.
- 2.3 Academic advising.
- 2.4 E-mail students throughout the semester.

<u>08/15/05</u>	<u>08/15/05</u>
<u>08/01/05</u>	<u>08/15/05</u>
<u>08/01/05</u>	<u>08/15/05</u>
<u>08/01/05</u>	<u>08/15/05</u>

**2004-2005 Program/Area Evaluations
For Student Support Services
Page 7**

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Initiatives were completed in 2004-2005.

Gadsden State Community College

Student Support Services-Gadsden

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Melissa Davis
Signature Melissa Davis

November 14, 2005
Date

Debbie Duminski
Signature Debbie Duminski

November 14, 2005
Date

Marlene Gaither
Signature Marlene Gaither

November 14, 2005
Date

Dale Hill
Signature Dale Hill

November 14, 2005
Date

Ann Porter
Signature Ann Porter

November 14, 2005
Date

Danny Wilborn
Signature Danny Wilborn

November 14, 2005
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: Student Support Services/Ayers Campus (SSS)
Person Responsible: Sherry Curtis, Program Director
Date Submitted: November 15, 2005
Approved by (Dean/VP): Valerie A. Richardson

Part I

Statement of Standing Goal #1:

To expand the mentoring program to increase retention.

Evaluation Method of Goal #1:

List of mentorees in Program Year (PY) 2003-2004 compared to the list of mentorees in PY 2004-2005 and the documented contacts made with these mentorees by the Student Support Services (SSS) mentors.

Evaluation Findings for Goal #1:

SSS served 12 more students in the mentoring program in 2004-2005 than it served in 2003-2004. This was an increase of at least 10% which was the Educational Outcome Objective.

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

Even though SSS achieved its desired increase in students who are participants in the mentoring program, there is a need to mentor more SSS students. The program had a paid mentor in PY 2004-2005. Budgetary considerations prevent the program from having more paid mentors. The program will address the need for more mentors by instituting a volunteer mentor program among experienced SSS students. This can be done over the next one to three years.

Statement of Standing Goal # 2:

To increase the transfer rate to four-year colleges and universities for SSS students.

Evaluation Method for Goal #2:

SSS has a goal of at least 12% of participants to transfer to a four-year college or university each year. The program looks at the number of students who have graduated or who have achieved at least 24 semester hours and determines that these two groups would be eligible for transfer. Each year we report our actual transfer numbers to the U.S. Department of Education on the Annual Performance Report. By comparing the numbers each year, the program can evaluate the progress being made in carrying out the mission of helping participants transfer to a four-year college or university.

Evaluation Findings for Goal #2:

SSS achieved the transfer goal (12%) for the 2004-2005 program year. The actual percent was 18%. This was an increase over last year (2003-2004).

Identified Action to Address Goal #2:

Student Support Services will continue, through its Transfer Initiative Program, to encourage and facilitate the transfer process. The program is enrolling more students who are in General Studies. These students are already planning to transfer. We also have more students in programs that are transferable. Our campus visitations are vital in facilitating this goal.

Statement of Standing Goal #3:

To provide the SSS students greater access to technology.

Evaluation Method for Goal #3:

The Student Success Center Building was redesigned in 2003-2004 so that SSS could have a larger dedicated computer lab which would be available for use by SSS participants. A larger lab was needed to handle the high demand for access to technology by SSS students. In the summer of 2005, SSS purchased four new computers to replace older computers. Many SSS students do not have computers at home, so access to the lab is vital to providing technology access to all of our students.

Evaluation Findings for Goal #3:

SSS now has a large dedicated lab for participants. The lab has 11 computer stations. In addition, SSS has purchased two new laptop computers for check-out by SSS students. Thus, access to technology has increased for SSS students. The number of students who have used the SSS lab computers and use the laptops for check-out has increased by at least 30% as measured by the sign-in sheets in the computer lab and the laptop check-out system.

Statement of Standing Goal #4:

To provide supplemental instruction in writing skills.

Evaluation Method for Goal #4:

Evaluation survey completed by students who had taken advantage of supplemental writing instruction.

Evaluation Findings for Goal #4:

SSS had planned to offer a supplemental writing instruction class once a week to SSS participants who expressed an interest in attending such an arrangement. We did not use that exact format for helping students with writing skills. We used an alternative plan to help students with writing assignments. We offered professional individual tutoring to those students who needed help with writing skills.

Remedial Action to Address Goal # 4:

SSS offered the supplemental writing skills instruction through professional individual tutoring.

Statement of Standing Goal #5:

To successfully re-apply for a SSS grant for the Ayers Campus. To earn all possible prior experience points.

Evaluation Method for Goal #5:

Meeting the deadline for the submission of the SSS grant proposal to the U.S. Department of Education. Prior experience points are earned by meeting all objectives of the grant in 2003-2004.

Evaluation Findings for Goal #5:

GSCC submitted a SSS grant proposal to the U.S. Department of Education. SSS earned all possible prior experience points. Anticipated date for notification of renewal of SSS grant: March 2005. Student Support Services was awarded a new SSS grant to start in September of 2005 for a period of four years.

Part II

Statement of 2004-2005 Objectives, Strategic, Initiatives, and Strategic Activities:

Program Objectives are stated in the grant. ALL OBJECTIVES ARE TIED BACK TO THE SSS MISSION STATEMENT.

Objective #1:

The staff will select and enroll 200 eligible students in the SSS program during the year 2004-2005. At least 2/3 of the participants will be low income and first generation. The remaining 1/3 will be either low income or first generation or disabled or low-income/disabled. Of all disabled participants, at least 1/3 will also be low income.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative(s) for Objective #1		
Initiative #1: To identify eligible students based on Department of Education guidelines.		
1.1 Participate in college registration of students	<u>06/2005</u>	<u>06/2005</u>
1.2 Visit developmental classes	<u>07/2005</u>	<u>07/2005</u>
1.3 Seek faculty recommendations	<u>05/2005</u>	<u>05/2005</u>
1.4 Interview prospective students for SSS	<u>05/2005</u>	<u>05/2005</u>

SSS served 145 low-income and first generation students, 8 low-income only students, 43 first generation only students, 2 disabled students, and 2 disabled and low-income students for a total of 200 active students during the PY 2004-2005. Five inactive students were reported.

Statement of 2003-2004 Objective #2:

Related to academic progress. 70% of SSS participants will earn 12 or more credit hours fall and spring semesters.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative(s) to for Objective #2:		
1.1 Work with Financial Aid Office	<u>07/2005</u>	<u>07/2005</u>
1.2 Use SSS Supplemental Grant Aid funds	<u>05/2005</u>	<u>05/2005</u>
1.3 Assist students in taking 12 or more credit hours	<u>06/2005</u>	<u>06/2005</u>

71.5% of SSS students earned 12 or more credit hours during the PY 2004-2005.

Statement of 2004-2005 Objective #3:

Related to academic progress mission. 75% of SSS participants will maintain an Overall Grade Point Average that reflects Good Standing (2.00 or better on a 4.0 scale). This goal was met by 94.5% in PY 2004-2005.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative(s) for Objective #3:		
1.1 Identify at-risk students	<u>08/2005</u>	<u>08/2005</u>
1.2 Provide academic support	<u>08/2005</u>	<u>08/2005</u>
1.3 Provide academic advisement	<u>08/2005</u>	<u>08/2005</u>
1.4 Offer workshops for academic development		

94.5% of SSS students maintained an overall Grade Point Average that reflected good standing.

Statement of 2004-2005 Objective #4:

Related to retention mission. 70% of SSS participants will be retained and persist toward completion of their academic program from one academic year to the next, excluding participants who transfer, graduate, or exit for reasons of health.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative(s) for Objective # 4:		
1.1 Provide tutoring	<u>08/2005</u>	<u>08/2005</u>
1.2 Provide mentoring	<u>08/2005</u>	<u>08/2005</u>
1.3 Provide financial aid counseling and assistance	<u>08/2005</u>	<u>08/2005</u>
1.4 Provide academic counseling and advising	<u>08/2005</u>	<u>08/2005</u>
1.5 Provide personal counseling	<u>08/2005</u>	<u>08/2005</u>
1.6 Provide faculty referral	<u>08/2005</u>	<u>08/2005</u>
1.7 Provide cultural enrichment fieldtrips	<u>07/2005</u>	<u>07/2005</u>

76% of SSS students were retained from PY 2004-2005 into PY 2005-2006. It has been our experience that some students who did not return in the fall of 2005 will return in the spring 2006. We will report these students on the 2005-2006 annual report.

Statement of 2004-2005 Objective # 5:

Related to graduation mission. 25% of SSS students will graduate each year.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative for Objective #5:		
1.1 Good record keeping to track graduation rates	<u>08/2005</u>	<u>08/2005</u>
1.2 Provide a variety of academic, financial, personal support	<u>08/2005</u>	<u>08/2005</u>

26% of SSS students graduated during PY 2004-2005. The goal was achieved.

Statement of 2004-2005 Objective # 6:

Related to transfer mission. 12% of SSS students will transfer each year.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative for Objective # 6:		
1.2 Provide college visits	<u>07/2005</u>	<u>07/2005</u>
1.3 Provide four-year college catalogs	<u>08/2005</u>	<u>08/2005</u>
1.4 Assist SSS students in application process	<u>08/2005</u>	<u>08/2005</u>
1.5 Provide financial aid information	<u>08/2005</u>	<u>08/2005</u>

18% of SSS students transferred during PY 2004-2005.

Statement of 2004-2005 Objective # 7:

Related to administrative requirements. 100% of all administrative requirements of the program will be met in a timely fashion in the areas of administrative operations, record keeping, reporting, and financial accountability.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative for Objective # 7:		
1.1 Plan all project activities on an annual master plan	<u>09/2004</u>	<u>09/2004</u>
1.2 Assign dates for activities	<u>08/2005</u>	<u>08/2005</u>
1.3 Assign staff areas of responsibilities	<u>08/2005</u>	<u>08/2005</u>
1.4 Prepare Annual Performance Report for Department of Education	<u>11/2005</u>	<u>11/2005</u>

100% of all administrative requirements were met for PY 2004-2005.

Statement of 2004-2005 Objective # 8:

Related to supportive institutional climate for SSS students. 70% of participants will indicate they agree that Gadsden State fosters an institutional climate supportive of the successes of low income and first generation college students and students with disabilities as measured by an annual survey.

	<u>Projected Completion</u>	<u>Date Completed</u>
Strategic Initiative(s) for Objective # 8:		
1.1 Use information from college surveys	<u>07/2005</u>	<u>07/2005</u>
1.2 Use information from SSS generated surveys	<u>07/2005</u>	<u>07/2005</u>

87.2% indicated they agree that Gadsden State Community College/Ayers Campus fosters an institutional climate supportive of the successes of low income and first generation college students and students with disabilities as measured by an annual survey (primarily based in SSS student survey that ask if they agree with the above statement).

Gadsden State Community College

Student Support Services
Organizational Unit
Ayers Campus

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Sherry Gwin
Signature

11-15-05
Date

Sherry C. Woods
Signature

11-15-05
Date

Cynthia C. Carr
Signature

11-15-05
Date

Signature

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2004-2005 Program/Area Evaluations

Organizational Unit: Talent Search

Person Responsible: Cherlyn C. Stowe

Date Submitted: November 15, 2005

Approved by (Dean/VP):

Valerie A. Richardson 1/9/05

Part I

Statement of Standing Goal #1:

To identify 600 eligible youths with potential for postsecondary education within the academic school year, two-thirds of which will be low-income and potential first generation postsecondary participants.

Evaluation Method for Goal #1:

Applications and referrals were taken for Gadsden-Etowah Talent Search (GETS) in the target schools. These applications were evaluated as to eligibility and need.

Evaluation Findings for Goal #1:

Enough eligible students were identified and enrolled during the 2004-2005 year to total 600 participants. Of the 600 selected participants 400 were low-income and potential first generation postsecondary participants, which met the two-thirds requirement.

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

None were found in this objective.

Statement of Standing Goal #2:

To ensure that at least 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.

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For Talent Search
Page Two**

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 who were eligible for postsecondary have enrolled in college.

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

None were found in this objective.

Statement of Standing Goal #4:

To publicize clearly and completely the availability of financial aid to 100% of senior 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.

**2004-2005 Program/Area Evaluations
For Talent Search
Page Three**

Statement of Standing Goal #5:

To ensure that 60% of secondary school dropouts served will reenter an educational program this project period.

Evaluation Method for Goal #5:

Attempts were made to personally contact secondary school dropouts by telephone and direct mailings. Their reentry into an educational program was verified.

Evaluation Findings for Goal #5:

60% of secondary school dropouts served did reenter an educational program during this project period.

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

None were found in this objective.

Statement of Standing Goal #6:

To encourage 50% of postsecondary stopouts served to reenter a program of postsecondary education this project period.

Evaluation Method for Goal #6:

When postsecondary stopouts are identified, they receive the appropriate counseling and encouragement to reenter postsecondary.

Evaluation Findings for Goal #6:

There were no postsecondary stopouts identified this project year.

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

None were found in this objective.

**2004-2005 Program/Area Evaluations
For Talent Search
Page Four**

Statement of Standing Goal #7:

To ensure that 75% of non-graduating secondary participants served in the project year will be retained in secondary school for the next academic term.

Evaluation Method for Goal #7:

Non-graduating participants were tracked from one academic term to the next to determine secondary enrollment.

Evaluation Findings for Goal #7:

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 schools and counseled participants on college admissions. The counselors continued to track participants through personal contacts and telephone calls.

Evaluation Findings for Goal #8:

100% of "college ready" participants received assistance in applying for college admissions.

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

None were found in this objective.

**2004-2005 Program/Area Evaluations
For Talent Search
Page Five**

Statement of Standing Goal #9:

To provide computerized information and printouts on careers, colleges, and scholarships to at least 70% of the senior participants.

Evaluation Method for Goal #9:

Talent Search counselors conducted in-school workshops on careers and colleges providing participants with computer printouts about their chosen career interests. Printouts of chosen careers were mailed to some participants. Participants also received individual, personal and/or academic counseling.

Evaluation Findings for Goal #9:

70% of senior participants received computerized information and printouts on careers, colleges, and scholarships.

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

None were found in this objective.

Statement of Standing Goal #10:

To publicize field trips, campus visits, mentoring, tutoring, workshops, and other activities to 100% of participants, target school personnel, and the community.

Evaluation Method for Goal #10:

Newsletters, newspaper articles, school announcements 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.

**2004-2005 Program/Area Evaluations
For Talent Search
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Part II

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

Statement of 2004-2005 Objective #1:

To enroll at least 600 youths, two-thirds of which are low-income and potential first generation postsecondary participants.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #1		
Initiative #1: Select participants using stated criteria.		
1.1 Receive referrals from target school personnel.	<u>08/2005</u>	<u>08/2005</u>
1.2 Distribute Talent Search applications.	<u>08/2005</u>	<u>08/2005</u>
1.3 Conduct personal interviews.	<u>08/2005</u>	<u>08/2005</u>
1.4 Evaluate achievement test scores.	<u>08/2005</u>	<u>08/2005</u>
1.5 Evaluate academic and personal needs. *	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #2:

To ensure 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		
Initiative #1: Conduct intervening services.		
1.1 Assess academic need of participants.	<u>05/2005</u>	<u>05/2005</u>
1.2 Conduct career counseling.	<u>05/2005</u>	<u>05/2005</u>
1.3 Conduct financial aid counseling.	<u>05/2005</u>	<u>05/2005</u>
1.4 Conduct mentoring.	<u>05/2005</u>	<u>05/2005</u>
1.5 Conduct college campus visits.	<u>05/2005</u>	<u>05/2005</u>
1.6 Conduct tutoring.	<u>05/2005</u>	<u>05/2005</u>
1.7 Conduct motivational workshops.	<u>05/2005</u>	<u>05/2005</u>

**2004-2005 Program/Area Evaluations
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Statement of 2004-2005 Objective #3:

To ensure at least 80% of participants who complete secondary school enroll in a program of postsecondary education by October after graduating.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #3		
Initiative #1: Conduct intervention strategies.		
1.1 Continue career counseling.	<u>08/2005</u>	<u>08/2005</u>
1.2 Continue parental involvement.	<u>08/2005</u>	<u>08/2005</u>
1.3 Continue financial aid and admissions information.	<u>08/2005</u>	<u>08/2005</u>
1.4 Continue scholarship information.	<u>08/2005</u>	<u>08/2005</u>
1.5 Conduct college campus visits.	<u>08/2005</u>	<u>08/2005</u>
1.6 Conduct "Why College" workshops.	<u>08/2005</u>	<u>05/2005</u>
1.7 Continue career mentoring.	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #4:

To ensure 100% of participants eligible for admission to a postsecondary program will receive information on the availability of financial aid.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #4		
Initiative #1: Continue publicizing financial aid availability using varied individual and media based programs.		
1.1 Conduct financial aid seminar.	<u>03/2005</u>	<u>03/2005</u>
1.2 Distribute newsletters.	<u>03/2005</u>	<u>03/2005</u>
1.3 Contact Gadsden State Community College (GSCC) Public Relations Office	<u>03/2005</u>	<u>03/2005</u>
1.4 Contact local community service programs.	<u>03/2005</u>	<u>03/2005</u>

**2004-2005 Program/Area Evaluations
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Statement of 2004-2005 Objective #5:

To ensure at least 60% of secondary school dropouts served by Talent Search will reenter a program of education during a project year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #5		
Initiative #1: Identify and serve participants with the aid of numerous referral services, target school personnel and a wide range of instructional media.		
1.1 Contact adult education personnel.	<u>08/2005</u>	<u>08/2005</u>
1.2 Contact Department of Human Resources personnel.	<u>08/2005</u>	<u>08/2005</u>
1.3 Contact area vocational school personnel.	<u>08/2005</u>	<u>08/2005</u>
1.4 Initiative tutoring.	<u>08/2005</u>	<u>08/2005</u>
1.5 Assess needs.	<u>08/2005</u>	<u>08/2005</u>
1.6 Seek parental involvement.	<u>08/2005</u>	<u>08/2005</u>
1.7 Conduct motivational workshops. *	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 Objective #6:

To ensure at least 50% of postsecondary school dropouts will reenter a postsecondary program during the project year.

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Strategic Initiatives for Objective #6		
Initiative #1: Identify participants through various agencies and personnel in order to provide services which encourage reentering educational programs		
1.1 Contact target school personnel.	<u>08/2005</u>	<u>08/2005</u>
1.2 Contact parents of dropouts.	<u>08/2005</u>	<u>08/2005</u>
1.3 Initiate tutoring program.	<u>08/2005</u>	<u>08/2005</u>
1.4 Assess needs of dropouts.	<u>08/2005</u>	<u>08/2005</u>
1.5 Initiate motivational counseling.	<u>08/2005</u>	<u>08/2005</u>
1.6 Conduct career counseling. *	<u>08/2005</u>	<u>08/2005</u>

**2004-2005 Program/Area Evaluations
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Statement of 2004-2005 Objective #7:

To ensure 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>
Strategic Initiatives for Objective #7		
Initiative #1: Maintain contact with participants and target school personnel in order to offer a range of services.		
1.1 Conduct tutoring program.	<u>05/2005</u>	<u>05/2005</u>
1.2 Encourage career mentoring.	<u>05/2005</u>	<u>08/2005</u>
1.3 Conduct "Why High School" workshops.	<u>05/2005</u>	<u>05/2005</u>
1.4 Conduct individual counseling sessions.	<u>05/2005</u>	<u>05/2005</u>
1.5 Conduct "Why College" workshops.	<u>05/2005</u>	<u>05/2005</u>
1.6 Conduct educational field trips.	<u>05/2005</u>	<u>07/2005</u>

Statement of 2004-2005 Objective #8:

To ensure 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>
Strategic Initiatives for Objective #8		
Initiative #1: Track and maintain contact with "college ready" participants using an assortment of services to assist in college admission.		
1.1 Provide assistance in admission procedures.	<u>08/2005</u>	<u>08/2005</u>
1.2 Provide information on various colleges.	<u>08/2005</u>	<u>08/2005</u>
1.3 Provide information on scholarships.	<u>08/2005</u>	<u>08/2005</u>
1.4 Conduct college campus visits.	<u>08/2005</u>	<u>07/2005</u>
1.5 Provide assistance with completing financial aid forms.	<u>08/2005</u>	<u>08/2005</u>
1.6 Conduct motivational workshops.	<u>08/2005</u>	<u>05/2005</u>

**2004-2005 Program/Area Evaluations
For Talent Search
Page Ten**

Statement of 2004-2005 Objective #9:

To ensure at least 70% of senior participants will receive computer printouts on careers, colleges, and scholarship information.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #9		
Initiative #1: Utilize computer software programs and other sources to provide senior participants with relevant information.		
1.1 Introduce FOCUS (career software).	<u>08/2005</u>	<u>08/2005</u>
1.2 Introduce Financial Aid for Minorities (booklet).	<u>08/2005</u>	<u>08/2005</u>
1.3 Utilize Occupational Outlook Handbook.	<u>08/2005</u>	<u>08/2005</u>
1.4 Introduce GSCC Career Center computer programs and publications.	<u>08/2005</u>	<u>08/2005</u>

Statement of 2004-2005 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 <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #10		
Initiative #1: Continue to keep the participants and target school personnel abreast of all activities provided by the program using varied means of communication.		
1.1 Distribute newsletters.	<u>08/2005</u>	<u>08/2005</u>
1.2 Provide announcements at target schools.	<u>05/2005</u>	<u>05/2005</u>
1.3 Initiate telephone contacts.	<u>08/2005</u>	<u>08/2005</u>
1.4 Encourage radio spots.	<u>08/2005</u>	<u>08/2005</u>
1.5 Encourage local newspaper articles.	<u>08/2005</u>	<u>08/2005</u>
1.6 Contact GSCC Public Relations Office.	<u>08/2005</u>	<u>08/2005</u>

* Most activities are continuous and on-going throughout the project year.

Gadsden State Community College

Talent Search
Wallace Drive Campus

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Judy Elliott
Signature

11.7.05
Date

Patricia McGee
Signature

11-7-05
Date

Charles C. Stone
Signature

11/7/05
Date

Signature

Date

Signature

Date

Signature

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Date

2004-2005 PROGRAM/AREA EVALUATION

Organizational Unit: Veterans Upward Bound (VUB)

Person Responsible: James C. Johnson

Date Submitted: November 9, 2005

Approved by (Dean/VP): Valerie A. Richardson 1/29

PART I

Statement of Standing Goal #1:

To recruit and enroll a minimum of 120 eligible veterans who are, according to federal guidelines, economically disadvantaged, and/or first-generation college students.

Evaluation Method for Goal #1:

1. Enter student information into a computerized database, which will total the number of participants enrolled in the program and the eligibility status of each participant. Federal grant requirements provide for a minimum of one hundred twenty eligible participants to be enrolled in the program during a reporting year and at least two-thirds of the eligible participants enrolled must qualify as both low-income and potential first-generation college students.
2. Allow each participant the opportunity to complete a VUB survey. The survey is designed to measure the quality of customer service rendered to participants, program assessment, and allows participant input into the program.

Evaluation Findings of Goal #1:

1. Forty-two new participants were entered into the computerized database in 2004-2005. The information entered into the computerized database provided details on each program participant's eligibility status for program enrollment and the data entered for 2004-2005 revealed that the program exceeded the minimum enrollment requirements.
2. Two hundred participants were enrolled during the 2004-2005 reporting period, which indicated that the recruiting component of the program is both strong and effective.
3. Of the surveys that were completed by participants during 2004-2005 reporting period, ninety-eight percent of the participants surveyed reported satisfaction with the services offered by the program. The evaluation is designed to collect information from all participants about their program experiences and the effectiveness of program staff in meeting their educational needs. The results of the survey were combined and the results were used to assist program staff in identifying and correcting any deficiencies or weaknesses reported by the participants.

2004-2005 Program/Area Evaluation
Veterans Upward Bound
Page Two

Statement of Standing Goal #2:

To enhance participants' academic skills, cultural and educational awareness, career development opportunities, and personal enrichment.

Evaluation Method of Goal #2:

1. Administer standardized achievement tests and compare the results.
2. Allow participants to complete evaluations after attending VUB cultural activities and self-esteem seminars. These evaluations will measure program effectiveness and provide program staff with information necessary for improvements.

Evaluation Findings for Goal #2:

1. The results of the standardized achievement pre- and posts-tests were compared and an increase in the participants' scores was reflected. Standardized achievement tests were administered to each program participant enrolled in a program of postsecondary education.
2. The evaluations on program cultural and educational awareness, career development opportunities, and personal enrichment were reviewed. Ninety-eight percent of the participants who completed an evaluation responded favorably toward programs of cultural and educational awareness, career development, and personal enrichment.

Statement of Standing Goal #3:

To assist participants in the identification and development of the necessary skills that will guide them toward enrollment and successful completion of a postsecondary education.

Evaluation for Goal #3:

1. Evaluate participant transcripts and records.
2. Review the results of the standardized achievement tests and follow-up with tutoring and personal contacts.

Evaluation Findings for Goal #3:

1. Two hundred participants were enrolled in the program during the 2004-2005 reporting period. The grant requires that the program have one hundred and twenty participants enrolled during the reporting period. These participants demonstrated a potential for success in postsecondary education.

2004-2005 Program/Area Evaluation
Veterans Upward Bound
Page Three

2. While participating in the VUB program, participants were assisted in applying for postsecondary admission, gaining admission, and/or providing services while attending college. Participants are enrolling in a program of postsecondary education and maintaining a level of participation in VUB that increases the potential for successful completion of a program of postsecondary education. VUB will continue to ensure that participants are provided with the necessary services to foster educational success.

3. Individualized instruction and tutoring services were successfully provided to participants. Participants who are enrolled in VUB continue to receive services based on need with emphasis on directing participants toward enrollment in postsecondary education and with the goal of completing a degree or certificate program within a period established by the participant and VUB.

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

The program has met its objectives for 2004-2005. VUB will continue to improve upon the services offered to participants enrolled in the program for the 2005-2006 reporting year. Any weaknesses/deficiencies will be continually identified and remedial action taken as necessary in order to continue to meet the objectives of the program.

**2004-2005 Program/Area Evaluation
Veterans Upward Bound
Page Four**

PART II

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

Statement of 2004-2005 Objective #1:

To improve the community awareness of the Gadsden State Community College Veterans Upward Bound program.

	Projected Completion <u>Date</u>	Actual Completion <u>Date</u>
Strategic Initiatives for Objective #1: Conduct public awareness of the Gadsden State Veterans Upward Bound program.		
1.1 Will continue to submit VUB program information to media outlets within the service area.	<u>08/2005</u>	<u>08/2005</u>
1.2 Will continue to publish and distribute the VUB quarterly newsletter (The Patriot) to program participants and other interested parties.	<u>08/2005</u>	<u>08/2005</u>
1.3 Will provide current information to GSCC's public relations office for distribution within GSCC and through any other appropriate means that promotes the services of VUB.	<u>08/2005</u>	<u>08/2005</u>
1.4 Will continue to network with local community agencies by arranging visits to such agencies, providing program information for distribution by these agencies, and utilize available resources from these agencies to promote and successfully accomplish the mission of VUB.	<u>08/2005</u>	<u>08/2005</u>

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

**2004-2005 Program/Area Evaluation
Veterans Upward Bound
Page Five**

Statement of 2004-2005 Objective #2:

To continue to improve and expand the services of the Veterans Upward Bound program to better serve the ten county target area provided for in the grant.

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

Initiative #1: Routinely travel throughout the ten county target area to distribute brochures and literature regarding the Veterans Upward Bound program.

2.1 Contact and establish cooperation from all federal and state veteran agency representatives and any veteran-related community service organizations in the target area to include, but not limited to, the Alabama State Employment offices, Veterans Affairs offices, Anniston Army Depot, Veterans Health Administration, American Legion Posts, and Disabled American Veterans Organizations. These associations will strengthen program visibility within these particular agencies and within the larger community in which VUB serves.

08/2005

08/2005

2.2 Offer training opportunities for participants by utilizing the resources available from these agencies and expand opportunities within the target area.

08/2005

08/2005

If initiative was not completed, describe barriers or problems encountered and describe plans to complete initiatives in 2005-2006, if applicable.

Gadsden State Community College

Veterans Upward Bound

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

James C Johnson
Signature

11-7-2005
Date

Debra Hennis
Signature

Nov 7, 05
Date

Carol Wilson
Signature

November 7, 2005
Date

Maggie Ingram
Signature

NOV. 7, 05
Date

Katrina Johnson Harden
Signature

11/10/05
Date

Beth D. Holt
Signature

11-10-05
Date

Deborah R. Weese
Signature

11-15-05
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

**Gadsden State Community College
2004-2005 Program/Area Evaluations**

Organizational Unit: Title III – Strengthening Historically Black Colleges
and Universities Program (HBCU)

Person Responsible: Tarva Vaughn

Date Submitted: November 4, 2005

Approved by (Dean/VP): 

Part I:

Statement of Standing Goal #1:

Goal #1: To increase awareness among area high school students of the opportunities in technical programs offered at the College.

Evaluation Method for Goal # 1:

The establishment of ongoing relationships with at least 75% of area high schools.
Presentation of College Prep Seminars in at least 80% of area high schools.
Presentation of College Prep Seminars in at least 100% of area vocational schools.
Outreach activities to various college entities and community groups.

Evaluation Findings for Goal #1:

Title III has an established on-going relationship with at least 75% of the area high schools and vocational schools. College Prep Seminars were presented to Job Corps vocational students and the Ivey Academy from a local sorority.

Staff members of the Title III Program serve on the President's Enrollment Management Taskforce and Multicultural and Diversity Taskforce. Both taskforce are charged with placing special emphasis on racial/ethnic diversity as it related to faculty, staff, administrators, students, student activities and community outreach activities.

The Director of the Title III Program and the Outreach/Enrollment Coordinator are also working with the Director of HBCU & Federal Initiatives to bring additional certificate and associate degree programs on the Valley Street Campus.

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

Planned College Prep Seminars were postponed and canceled due to scheduling conflicts with other school activities. To address this problem, area school counselors will be contacted earlier during the first of November 2005 to schedule seminars beginning January, 2006.

Part I:

Statement of Standing Goal #2:

Goal #2: To increase awareness of retention strategies among the faculty and staff.

Evaluation Method for Goal # 2:

Development and implementation of an intrusive academic advising approach for students. Administration of the College Student Inventory (CSI), the Retention Survey, and utilization of the Early Alert Program.

Evaluation Findings for Goal #2:

During the 2003-2004 academic year, 76% of the faculty housed on the Valley Street Campus received training and information on retention strategies. In the 2004-2005 academic year, 100% of the faculty and staff housed on the Valley Street Campus have received training and or information on retention strategies. The CSI was administered to students; results were shared with students and faculty. Results of the survey also served as a catalyst as to the type of intrusive counseling and interventions that were needed for each respective student. The retention survey was also administered to students. The importance of the Early Alert Program was emphasized to faculty with an explanation of this activity in the retention of students. An informative Retention Handbook was given to each instructor. The outcomes reflective of this goal indicate a successful collaboration in implementing and providing ongoing advising and counseling.

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

Because of positive results, we will continue our current practices and continue to strive for future improvements in providing services and programs to faculty and staff to enhance their understanding of workable and appropriate retention strategies. Additionally, we will evaluate faculty and staff schedules to determine the "best" times to offer activities.

Part I:

Statement of Standing Goal #3:

Goal #3: To increase enrollment of minority students in Valley Street programs by 10%.

Evaluation Method for Goal # 3:

Conduct presentation to outreach programs to reach prospective minority students through the HUD partnership program and other applicable programs. To provide assistance for obtaining financial aid to 100% of minority students and to provide assistance with enrollment in college to 100% of minority students.

Evaluation Findings for Goal #3:

Funding for the HBCU/HUD Program ended in August 2004. Therefore a partnership with them was not possible. Students needing assistance for obtaining financial aid are referred to the Financial Aid Department. Students needing assistance with enrollment in college are referred to the Office of Admissions. Once the admissions process is completed, Activity I provide assistance with the registration process, which includes academic and career advising.

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

In order to ensure diversity on our campus, the enrollment of minority students is extremely important. We will explore different enrollment strategies; participate in seminars/workshops that address minority enrollment and recruitment and explore other community colleges plans for the recruitment and retention of minority students.

Part I:

Statement of Standing Goal #4:

Goal #4: To increase the number of students utilizing counseling services on the Valley Street Campus.

Evaluation Method for Goal # 4:

The number of students on the Valley Street Campus utilizing counseling services will increase. Counseling services information will be provided to 100% of the students enrolled on the Valley Street Campus.

Evaluation Findings for Goal #4:

Information about the counseling services was distributed to each student enrolled in the programs on the Valley Street Campus. There were a total of 559 students served during the fall and spring semesters. Students were provided counseling services based on their particular needs. Needs were accessed with the use of the CSI, the Early Alert System, Education Plans, and the Retention Survey.

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

Because of the positive results, we will continue our present practices and continue to strive for future improvement in providing student support services.

Part I:

Statement of Standing Goal #5:

Goal #5: To provide tutorial services for students enrolled on the Valley Street Campus.

Evaluation Method for Goal # 5:

Evaluating methods include analyzing the CSI and/or Retention Survey which was administered to each student enrolled in a program on the Valley Street Campus. Students and the advisement/retention counselor are able to identify specific counseling services needed which will enable the student to meet their educational and career goals.

Evaluation Findings for Goal #5:

Every student enrolled on the Valley Street Campus was administered the CSI and or Retention Survey. The student's results were assessed by the advisement retention counselor. The students were given the findings and appropriate interventions were identified. Additionally, each student received a copy of the tutorial schedule. Twenty-eight students requested and received tutorial services.

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

We will continue to strive for future improvement in providing student support services.

Part I:

Statement of Standing Goal #6:

Goal #6: To design and implement effective expansion and renovation of a multi-purpose instructional classroom.

Evaluation Method for Goal # 6:

A meeting was held with the Title III Director to discuss new program offerings and a design for renovating new classroom space in the Construction Technology Laboratory. With new program(s) and a design in place, a classrooms/lab renovation project was implemented to include classrooms/lab space, office and restroom area. Local contractors were hired to implement construction for the project.

Evaluation Findings for Goal #6:

An appropriate program was determined and renovation designs were based on specific needs for the program. The Construction Technology Laboratory has been renovated into multi-purpose classroom/lab with the following improvements: Sheet rocked walls, drip in ceiling with new light fixtures, painting in most areas, doors, and air conditioning/heating installed. The project was completed as far as funding was available.

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

The project is incomplete and will resume when funding for 2005-2006 becomes available.

Part I:

Statement of Standing Goal #7:

Goal #7: To provide faculty and staff with information concerning professional development activities.

Evaluation Method for Goal #7:

Professional Development Needs were assessed through meetings conducted to assist in determining the professional development needs of the faculty and staff of the Valley Street Campus. Included in the meetings were areas such as the role Title III could have in meeting the needs of professional development activities, suggested times for presentations, topics, and factors that would motivate attendance were covered.

Evaluation Findings for Goal #7:

The response of faculty and staff were favorable to having access to professional development activities. Flyers and e-mail were used to alert faculty and staff to professional development activities that were conducted. A Professional Development Handbook for faculty and staff was created and distributed to all faculty and staff of the Valley Street Campus.

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

We will continue to improve our current efforts in order to strive for future improvement in providing professional development activities for faculty and staff. In looking at the factor of time it has been difficult to offer activities when faculty and/or staff would have the opportunity to attend proposed programs.

Part I:

Statement of Standing Goal #8:

Goal #8: To provide new faculty, staff, and/or part-time personnel with a new faculty staff orientation program.

Evaluation Method for Goal #8:

Results of a Professional Development Needs assessment survey was utilized to assist in determining the professional development needs of the faculty and staff of the Valley Street Campus. Included in this survey was an area addressing new faculty/staff orientation.

Evaluation Findings for Goal #8:

The development of an orientation program is an ongoing activity. At this point new faculty/staff orientation guidelines have been developed and have been utilized. Information from best practices of other institutions continues to be reviewed.

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

The development of an orientation program is an ongoing activity which requires additional research and program development.

Part I:

Statement of Standing Goal #9:

Goal #9: To develop web-based faculty and staff development activities.

Evaluation Method for Goal # 9:

Faculty attendance in the participation of "Valley Street Campus Technology Training" sessions. Faculty participation in developing or receiving assistance in the development of computer generated practice examinations and the review of available software in the computer laboratory. Incorporation by faculty of technology in their curriculum and teaching methodologies.

Evaluation Findings for Goal #9:

The LPN faculty continues to incorporate multimedia presentation tools, software, utilized website resources and student practice certification examinations. A license for Quia, a simple to use online platform, was districted to two Practical Nursing instructors. These have been utilized for posting instructional materials. They were also trained in the use of the Tegrity system which allows instructional events to be recorded and archived in an online environment. Students have access to archived sessions beyond this reporting period. The Air Conditioning and Refrigeration faculty have utilized an online learning environment created in WebCT. This environment allows students the opportunity to prepare for certification examinations such as the EPA certification. Success rates for passing the certification examinations have consistently improved. ACR instructors also use multimedia presentations, Smart Board use and digital imaging technologies. All faculty on the Valley Street Campus has participated in at least one workshop or accessed training materials. Faculty continues to utilize electronic mail for institutional and/or instructional communications.

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

No weaknesses were identified in this area other that the "time" element. We will continue to strive for future improvement in providing web based professional development activities.

Part I:

Statement of Standing Goal #10:

Goal #10: To improve student technology proficiency outcomes.

Evaluation Method for Goal # 10:

Five computer lab orientation sessions were conducted for all Valley Street Campus students. During these sessions students were required to complete the "Student Survey on Educational Technology". Additionally, a follow-up survey is conducted upon students completing their coursework. A pre-assessment of knowledge for basic computer skills is determined as well as a post-assessment.

Evaluation Findings for Goal #10:

All Valley Street students were required to attend computer lab orientation sessions. During this time rules for utilizing the computer lab were discussed and the College's "Policies on Computer Use and Internet" was reviewed. The Alabama Virtual Library was assessed in addition to a demonstration of how to use the Student Online System. As a result of the learning assessment tools utilized during this period improvements in the students proficiency levels were obtained. Included in the "Student Survey on Educational Technology", were general computer competency questions. The Pre-assessment mean average for the skill component of the "Student Survey on Educational Technology" was sixty-nine (69%). The post-assessment mean average increased to ninety-two percent (92%) indicating a twenty-three percent (23%) increase in knowledge level for computer based competencies.

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

Because of the positive results, we will continue our current practices. However, we will continue to strive for future improvement in assessing student technology proficiency outcomes.

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

None identified.

Statement of Standing Goal #3:

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

Evaluation Method for Goal #3:

Expected Educational Outcomes and Assessment Measures:

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

Evaluation Findings for Goal #3:

1. All existing articulation agreements are confirmed.
2. All revisions due to curricula changes have been made.
3. There are no new secondary career/technical programs in our area.

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

None identified.

Statement of Standing Goal #4:

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

Evaluation Method for Goal #4:

Expected Educational Outcomes and Assessment Measures:

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

Evaluation Findings for Goal #4:

1. 80% of those seeking employment in the field are employed in the field.

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

None identified.

PART II

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

Statement of 2004-2005 Objectives

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
Objective #1: To promote awareness among high school students of the opportunities in occupational/technical fields and the availability of education and training in College.		
1. Strategic Initiatives for Objective #1: Increase student', counselors,' parents and teachers' awareness through various methods.		
1:1 Visit high schools and develop outreach relationships.	<u>8/12/05</u>	<u>8/12/05</u>
1:2 Conduct college prep-seminars.	<u>8/12/05</u>	<u>8/12/05</u>
1:3 Develop PowerPoint presentations.	<u>8/12/05</u>	<u>not completed*</u>
1:4 Revise brochure.	<u>5/12/05</u>	<u>not completed*</u>
1:5 Advise prospective students of financial aid/scholarship procedures.	<u>8/12/05</u>	<u>8/12/05</u>

Objective #2: To promote awareness among faculty/staff of retention strategies and how they affect attrition.

1. Strategic Initiative #2: To increase knowledge of retention strategies.		
2:1 Conduct professional development programs and workshops on retention strategies.	<u>8/12/05</u>	<u>8/16/05</u>
2:2 Assess faculty's awareness and needs.	<u>8/12/05</u>	<u>8/16/05</u>
2:3 Review exemplary programs retention plans.	<u>8/12/05</u>	<u>5/26/05</u>

*1:3 and 1:4 A PowerPoint presentation was developed for study and test taking skills. Plans are to develop a video presentation that encompasses all activities of Title III. Once the plans for the video are finalized, a brochure will be designed as a supplement to the video.

Objective #3: To increase enrollment of minority students.

1. **Strategic Initiative #3:** To design and implement diverse activities which will encourage the enrollment of minority students.

3:1 Develop and implement outreach programs.	<u>8/12/05</u>	<u>not completed*</u>
3:2 Assist students with financial aid applications.	<u>8/12/05</u>	<u>8/12/05</u>
3:3 Assist students with enrollment process.	<u>8/12/05</u>	<u>8/12/05</u>

Objective #4: To increase student's utilization of counseling services.

1. **Strategic Initiative #4:** Increase awareness of counseling services.

4:1 Develop brochure outlining available counseling services.	<u>8/12/05</u>	<u>8/25/05</u>
4:2 Contact students per letter upon admission to College.	<u>8/12/05</u>	<u>8/29/05</u>
4:3 Offer new student orientation.	<u>8/12/05</u>	<u>8/29/05</u>
4:4 Develop educational programs with HUD participants.	<u>8/12/05</u>	<u>not applicable*</u>
4:5 Develop "hands on" counseling intervention strategies with students.	<u>8/12/05</u>	<u>8/25/05</u>

Objective #5: To provide tutorial services for enrolled students.

1. **Strategic Initiative #5:** Develop and implement tutorial services for students.

5:1 Publicize tutorial services.	<u>8/12/05</u>	<u>8/12/05</u>
5:2 Identify students needing assistance.	<u>8/12/05</u>	<u>8/29/05</u>
5:3 Secure tutors.	<u>8/12/05</u>	<u>8/12/05</u>

*3:1 Although Title III has established on-going relationships with at least 75% of the area high schools we have not reached the extent to which we want to accomplish our goal. Plans will be in effect for students from various schools to participate in college prep Seminars on the Valley Street Campus. Seminars will focus on careers, leadership, Financial aid, and other information as needed.

*4:4 The HBCU/HUD initiative was not funded beyond August 2005. Therefore, the Title III Program will not have a partnership with HUD participants.

Objective #6: To design and renovate a multipurpose classroom.

1. **Strategic Initiative #6:** Analyze, plan, design, renovate and or construct a new classroom.

6:1 Complete renovation on one classroom. 8/12/05 not completed*

6:2 Analyze feasibility of constructing new classroom areas. 8/12/05 8/25/05

Objective #7: To provide faculty/staff with professional development activities.

1. **Strategic Initiative #7:** To design, develop and implement professional development activities for faculty/staff.

7:1 Conduct needs assessment. 8/12/05 8/25/05

7:2 Review exemplary programs. 8/12/05 8/25/05

7:3 Conduct workshops/seminars. 8/12/05 8/25/05

Objective #8: To provide faculty/staff/part-time personnel with a new faculty/staff orientation program.

1. **Strategic Initiative #8:** Develop a new faculty/staff orientation program.

8:1 Analyze personnel needs. 8/12/05 8/25/05

8:2 Review personnel orientation programs. 8/12/05 8/25/05

8:3 Design & implement orientation program. 8/12/05 8/25/05

Objective #9: To encourage faculty/staff to utilize internet resources.

1. **Strategic Initiative #9:** To develop web-based faculty and staff professional development activities.

9:1 Conduct a needs assessment. 8/12/05 8/25/05

9:2 Design and develop relevant material. 8/14/05 8/25/05

9:3 Implement web presence. 8/14/05 8/25/05

Objective #10: To improve students' technology application and skills.

1. **Strategic Initiative #10:** To improve student technology proficiency outcomes.

10:1 Conduct pre and post technology skills. 8/14/05 8/26/05

10:2 Conduct computer lab orientations. 8/14/05 8/26/05

10:3 Present various computer workshops. 8/14/05 8/19/05

*6:1 The renovation is incomplete based on funding for the 2004-2005 year. The project will Resume during the 2005-2006 fiscal year.

Gadsden State Community College

2004-2005 Program/Area Evaluations
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Dawn Bush

Signature

11/4/05

Date

Clay Carter

Signature

11/4/05

Date

Linda Hollingsworth

Signature

11-4-05

Date

Rob Bradford

Signature

11-4-05

Date

Louella Bufana

Signature

11-4-05

Date

Thomas Adams

Signature

11-4-05

Date

Tarva Vaughn

Signature

11/4/05

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

2004-2005 Program /Area Evaluations

Organizational Unit: Upward Bound - Gadsden

Person Responsible: Patricia Rutledge

Date Submitted: November 15, 2005

Approved by (Dean/VP)

Valerie A. Richardson

Part 1

Statement of Standing Goal # 1: To identify and select 55 to 65 Regular and 20 Initiative Expansion low-income/potential first generation high school students with at least a moderate interest and potential for postsecondary education, who are highly motivated to accept and benefit from the opportunities afforded by the Upward Bound program.

Evaluation Method for Goal # 1: Students must meet the eligibility guidelines mandated by the Department of Education which states a participant must be classified in at least one category, as follows:

- All students must be either from low-income families or be potential first-generation college students.
- Two-thirds of the participants in a project must be both low-income and potential first-generation college students.
- The remaining one-third must be either low-income or potential first-generation college students.

Evaluation Findings for Goal# 1: Applications were taken from all interested persons in the target area, primarily freshmen and sophomores:

Based on 85 eligible participants		
Low-income and first -generation	65	(77 %)
Low-income only	14	(17%)
First generation only	6	(9%)

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

No identifiable weaknesses were noted.

Statement of Standing Goal # 2: To provide a year-round program of intensive academic enrichment in English, math, science, social studies, computer technology, and other core disciplines; thus generating the motivation and confidence necessary to pursue and complete a baccalaureate degree.

Evaluation Method for Goal # 2: The Upward Bound curriculum consists of two phases: The Academic Phase, offered during the regular school year; and the Summer Residency Phase, which includes a bridge program for graduating senior participants.

The student's progress is monitored and recorded on an (IPAS) Individual Plan for Academic Success form. Progress is monitored through teacher progress reports, UB counseling sessions, grade reports, and standardized testing. A performance report is submitted yearly to the Department of Education that requires evaluation of each participant's academic performance.

Evaluation Findings for Goal # 2: A careful analysis of student grades standardized test scores, and progress reports submitted by instructors indicated that 60% of the participants showed an increase of 1 to 8 percentage points in their GPA.

Identified weaknesses/deficiencies and remedial action to address weaknesses/

Deficiencies: The task of working with additional "Higher Risk" students is challenging, as it relates to the recent Initiative Expansion program, but we are gradually seeing improvements with the help of additional tutors, teachers, and computer software programs.

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: The Upward Bound program monitors the progress of students while in school, by contacting teachers and guidance counselors. Students are given surveys regarding their thoughts on life skills and lessons. After high school graduation, former participants are tracked in college by mail out surveys and phone contacts. The final correspondence is made once the participant is working in his/her chosen field.

Evaluation Findings for Goal # 3: At least 75% of the participants continue to give favorable comments regarding the effectiveness of the program, and the impact it has made on their lives. In addition, many of our UB graduates enrolled in college, return and work as summer advisors.

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

Postsecondary institutions and previous students are not always forthcoming in submitting follow-up information. We are constantly reminding them of the fact that we are not required, but have permission to request the necessary information by the Department of Education.

Statement of Standing Goal # 4: To enrich the lives of parents/guardians and siblings of participants by providing opportunities for exposure to and involvement in various Upward Bound activities.

Evaluation Method for Goal # 4: Attendance records of scheduled sessions such as orientations, workshops, and parent enrichment sessions will show that a minimum of 75% of parents/guardians are supportive in UB activities.

Evaluation Findings for Goal # 4: Findings indicate that there is an increase in parent/guardian participation. Through returned surveys submitted to the parents/guardians, we are consistently seeing improvements in the students' outlook regarding education.

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

We presently have 50% participation from the parents/guardians. With flexible scheduling and alternate meeting times, we remain confident that participation will gradually increase.

PART II

Statement of 2004-2005 Objective #1:

To identify and select 80 to 85 eligible Participants who demonstrate both an academic need for the program and the potential and desire to commit to the requirements of the program.

**Projected
 Completion
 Date**

**Actual
 Completion
 Date**

Strategic Initiatives for Objective #1

An eligible participant must be classified In at least one category as follows:

- First generation college student or
- Low-income individual

9/20/04

4/30/05

Objective # 2

To assess the needs of 100% newly selected participants within 15 days of admission.

Strategic Initiatives for Objective #2

To determine what services are needed, An Individual Plan for Academic Success (IPAS) will be used for each participant.

9/20/04

4/30/05

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.

Strategic Initiatives for Objective #3

The participant's progress will be monitored by grade and progress reports received from the high schools.

9/30/04

4/30/05

	<u>Projected Completion Date</u>	<u>Actual Completion Date</u>
<p>Objective #4 To provide a rigorous academic program resulting in 75% of the participants maintaining a 3.0 on a 4.0 scale, with 20% maintaining a 2.50, and remaining 5% with a 2.0 GPA.</p>		
<p>Strategic Initiatives for Objective #4 A student whose GPA falls below 2.5 will be required to attend tutoring.</p>	<u>9/30/04</u>	<u>4/30/05</u>
<p>Objective #5 To retain 75 Upward Bound students for an intensive six week Summer Residency Program.</p>		
<p>Strategic Initiatives for Objective #5 Documentation by attendance rosters, evaluations by instructors and inventories submitted to the participants.</p>	<u>7/15/05</u>	<u>7/15/05</u>
<p>Objective #6 To provide a level of support: instruction counseling, tutoring, and confidence building for senior participants resulting in 95% resulting from high school each year.</p>		
<p>Strategic Initiatives for Objective #6 Senior UB participants are enrolled in pre-college readiness courses designed to promote academic success in high school each year.</p>	<u>9/30/04</u>	<u>6/30/05</u>
<p>Objective #7 To provide a Summer Bridge Program for graduating seniors designed to increase college readiness resulting in 100% of participating seniors enrolling in college.</p>		
<p>Strategic Initiatives for Objective #7 We will make sure that senior bridge students enroll in classes that will transfer to any college or university.</p>	<u>6/1/05</u>	<u>7/15/05</u>

**Projected
Completion
Date**

**Actual
Completion
Date**

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 enrollees completing a baccalaureate degree within six years.

Strategic Initiatives for Objective #8

Submit follow-up surveys twice a year 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 feel at ease about and within the academic environment with 50% of the parents/guardians participating in these programs.

Strategic Initiatives for Objective #9

We will continue to monitor the participation of our parents through sign in sheets at scheduled activities.

Also, offer opportunities for parents to accompany us on field trips

9/30/04

7/15/05

Gadsden State Community College

Upward Bound
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Jamikia Wilson
Signature

11-15-05
Date

Elaine J. Henry
Signature

11-15-05
Date

Signature

Date

Signature

Date

Signature

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Date

2004-2005 Program/Area Evaluation

Organizational Unit: Upward Bound Program (Ayers Campus)

Person Responsible: Sharon McGruder

Date Submitted: November 30, 2005

Approved by (Dean/VP): *Vicki A. Rehal*

Part I

Statement of Standing Goal #1: Enrollment: The Ayers Upward Bound (UB) will identify and select 50 participants within 60 days of each project year with at least two-thirds (67%) of the participants both low income and potential first generation college students and one-third (33%) either low income or potential first generation.

Evaluation Method for Goal #1:

The goal is measurable based on numbers and percentages given. The objective is attainable given the resources requested for this project and the commitments of the college, community, and individuals.

Evaluation Findings for Goal #1:

The timeline was not met for identifying all of the 50 program participants. We met the goal of 50 program participants, but the goal was not met within 60 days of the program year. All of the program participants met the admission criteria for the program. All of this was made possible with the coordination of services from UB staff and the schools in the target areas.

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

The number of program participants was slow to come in. It is felt this was due to the change (all new staff) in program staff. The change seems to have slowed the process for acquiring new and returning participants. Now that the new staff is in place and acquaintances have been made, this problem seems to be resolved.

Statement of Standing Goal #2: Grade Point Average: To insure that 70% of the Ayers UB participants will increase their Grade Point Average (GPA) by at least .2 (two tenths) by the end of each spring semester based on a 4.0 grading scale.

Evaluation Method for Goal #2:

The goal is measured based on grade report data collected by the UB staff and entered into the Blumen database, which is used to generate a GPA history from the participant's initial entry into the program and at the end of each subsequent academic year.

**2004-2005 Program/Area Evaluation
Upward Bound (Ayers Campus)
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Evaluation Findings for Goal #2:

Of the 58 participants served in 2004-2005, there were only 26 GPAs available with a beginning and ending GPA for the academic year. Of the 26, the outcome was 19 (73 %) showed an increase of .2 (2 tenths) or greater in their cumulative GPA and 5 (19 %) maintained the same GPA. At the end of the 2004-2005 academic year, of the 26 GPAs reported 19 (77%) of the participants had a GPA of 3.0 and greater on a 4.0 scale.

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

Although we met our goal, there will be a focus on collecting all beginning and ending GPA's for all participants.

Statement of Standing Goal #3: Performance on Standardized Tests: To insure that 60% of UB participants will demonstrate one grade level of improvement in academic subjects tested annually.

Evaluation Method for Goal #3:

The goal is measurable based on the administration of the ARIO Achievement Test and the pre-test and post-test scores are maintained in an external file.

Evaluation Findings for Goal #3:

The ARIO Educational Assessment tool is no longer used for reporting purposes, this was the primary assessment tool used to demonstrate the academic improvement of the program participants. With the deletion of the ARIO Assessment tool, we used alternate means to measure the students' progress. We monitored their progress through transcripts, grades, previous test results, other measures of academic performance, and UB academic sessions. We served 58 participants in 2004-2005, all 58 (100%) of the participants successfully moved to the next grade level. They all demonstrated improvement in Math skills and English skills.

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

ARIO is not a recognized standardized test. In an effort to provide more detailed information regarding standardized testing measures for academic skills and competencies in the future, we have incorporated state and national standardized testing measures (ACT Plan) to demonstrate improvement.

Statement of Standing Goal #4: Grade Advancement: To ensure that 80% of participants will complete their current grade level and advance to the next grade level each year.

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Evaluation Method for Goal #4: The goal is measurable since UB staff monitors the grade reports and credits earned several times a year and enters the information into the Blumen database, where participants are tracked individually and by cohort through their enrollment in UB.

Evaluation Findings for Goal #4:

All (100%) of the 2004-2005 program participants completed their current grade and advanced to the next grade level.

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

None.

Statement of Standing Goal #5: College Admission Test Performance: To ensure that 60% of participants who are juniors or seniors will score at or above the state average for college-bound students on college admission tests.

Evaluation Method for Goal #5: The goal is measurable as UB staff record when participants take the ACT Test, as well as the scores earned. The information is entered into the Blumen database, where participants are tracked individually and by cohort through their enrollment in UB.

Evaluation Findings for Goal #5:

There were 8 seniors in the program. There were no ACT Test scores reported by the students

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

The program participants need to take the ACT Test for college entrance purposes. All of the participants will be expected to take the ACT Test, during their junior year in high school. All students will be expected to be more responsible in providing documentation of the score received.

Statement of Standing Goal #6: Program Retention: To ensure that 70% of participants will be retained in the project through the beginning of the next program year or will earn a high school diploma.

Evaluation Method for Goal #6: The goal is measurable based on the Blumen database, which records student participation from enrollment to exit, and then tracks them through eight years of college participation.

**2004-2005 Program/Area Evaluation
Upward Bound (Ayers Campus)
Page Four**

Evaluation Findings for Goal #6:

In 2004-2005, there were 58 participants served, 39 (67%) were retained, continuing participants from the previous year and there were 19 new participants to round out the yearly participant count.

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

None.

Statement of Standing Goal #7: Graduation Rate: To ensure that 95% of the 12th grade participants will earn a high school diploma (excluding those who move out of the target area, transfer, enter military service, or exit for reasons of health or death).

Evaluation Method for Goal #7: The goal is measurable as the UB staff collect and record graduation data each year for entry in the Blumen database.

Evaluation Findings for Goal #7:

All 8 (100%) senior class participants graduated from high school. 6 of 8 (75%) were Bridge students, of which 5 went on to enroll in a postsecondary institution. 1 Non-Bridge student enrolled in a postsecondary institution. 1 student entered military service and 1 Bridge student did not enroll in a postsecondary institution. 6 of the 8 (75%) seniors enrolled in a postsecondary institution.

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

None.

Statement of Standing Goal #8: Postsecondary Enrollment: To ensure that 85% of participants who graduated from high school will enroll in a postsecondary institution the next term.

Evaluation Method for Goal #8: The goal is measurable by information in the Blumen database, based on collected data regarding college enrollment of participants.

Evaluation Findings for Goal #8: There were 8 scheduled graduating participants. All 8 (100%) graduated from high school. 6 of 8 (75 %) were Bridge students. 7 of 8 (88 %) seniors applied for admission to a postsecondary institution. 6 of 8 (75 %) enrolled in a postsecondary institution. During tracking contacts, 1 graduate participant was a Bridge student, but could not be located for follow-up and 1 graduate entered military service.

**2004-2005 Program/Area Evaluation
Upward Bound (Ayers Campus)
Page Five**

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

PART II

Objectives for 2004-2005 with Strategic Initiatives/Activities

Objective 1: The Ayers State Upward Bound Project will serve 50 participants within 60 days of the start of each project year with at least two-thirds (67%) of the participants being both low income and potential first generation college students and one-third (33%) being either low income or potential first generation.

Strategic Initiative # 1: Upward Bound director and advisor will recruit, interview, and select participants using various criteria.

	Projected Completion	Date Completed
The UB project director and UB professional staff will meet with the target schools', principals, and guidance counselors to develop recruitment procedures.	<u>Aug/04</u>	<u>Aug/04</u>
Distribute UB brochures, referral forms, and eligibility requirements to target schools and students.	<u>Aug/04</u>	<u>Aug/04</u>
Notify media and distribute information to community referral agencies and individuals.	<u>Sept/04</u>	<u>Sept/04</u>
Referrals received from target school personnel.	<u>Sept/04</u>	<u>Sept/04</u>
Distribute applications and assist with information.	<u>Sept/04</u>	<u>Sept/04</u>
Evaluate applications and collect data regarding eligibility.	<u>Sept/04</u>	<u>Sept/04</u>
Conduct interviews	<u>Sept/Oct/04</u>	<u>Sept/04</u>
UB Director makes final selection and notifies students in writing.	<u>Sept/Oct/04</u>	<u>Sept/04</u>

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Upward Bound (Ayers Campus)
Page Six

Academic and personal needs analysis.

Sept/Oct/04 Sept/Oct/04

Objective 2: 70% of the participants will increase their GPA by at least .2 (two-tenths) at the end of each spring semester, based on a 4.0 grading scale.

Strategic Initiative # 2: The UB Director and advisor will monitor each participant's progress.

	Projected Completion	Date Completed
UB director, UB advisor and teachers will develop an Individual Education Plan (IEP) for each participant.	<u>March/05</u>	<u>Incomplete*</u>
Students' grades will be requested at the end of the fall and spring semesters.	<u>May/05</u>	<u>May/05</u>
Academic counseling and advising are provided according to each participant's grades and needs.	<u>Jan/05</u>	<u>Jan/05</u>

Comments: *Completing an Individual Education Plan (IEP) on each of the participants is incomplete at this time. A form has been developed and will be completed individually with each participant, on or before January, 2006.

Objective 3: 60% of the participants will demonstrate one grade level of improvement in academic subjects tested annually as measured by the ARIO Educational Assessment.

Strategic Initiative # 3: The UB staff will assess basic skills levels and subject-area proficiency.

	Projected Completion	Date Completed
The ARIO Assessment will be administered.		
Pre-test	<u>Oct/04</u>	<u>Oct/04</u>
Post-test	<u>May/05</u>	<u>May/05</u>
Results from both tests will be compared and recorded.	<u>May/05</u>	<u>May/05</u>

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Academic instruction will be provided according to the ARIO Assessment results. May/05 May/05

Tutoring will be required, as needed. May/05 May/05

Objective 4: 80% of the participants will complete their current grade level and advance to the next grade level each year.

Strategic Initiative # 4: The UB staff will achieve the objective by:

	Projected Completion	Date Completed
Providing academic year instruction.	<u>May/05</u>	<u>May/05</u>
Providing tutoring and summer academic counseling as needed.	<u>May/05</u>	<u>July/05</u>
Providing an intensive summer academic internship.	<u>July/05</u>	<u>July/05</u>

Comments: Tutoring and summer academic counseling is made available as needed, in the academic program as well as in the summer enrichment program.

Objective 5: 60% of the participants who are juniors and seniors will score at or above the state average for college-bound students on college admissions tests.

Strategic Initiative # 5: The UB staff will achieve the objective in several ways:

	Projected Completion	Date Completed
ACT orientation/individual computer practice.	<u>May/05</u>	<u>May/05</u>
Distribute ACT application packages and assist with application process.	<u>May/05</u>	<u>May/05</u>
Collect and record participants' scores	<u>May/05</u>	<u>May/05</u>

Objective 6: 70% of the participants will be retained in the project through the beginning of the next program year or will earn a high school diploma.

**2004-2005 Program/Area Evaluation
Upward Bound (Ayers Campus)
Page Eight**

Strategic Initiative # 6: The UB staff will achieve the objective by:

	Projected Completion	Date Completed
Documentation through attendance rosters.	<u>May/05</u>	<u>July/05</u>
Evaluations submitted by instructors and participants.	<u>May/05</u>	<u>July/05</u>
Integration of cultural, social, and recreational activities in the summer component	<u>July/05</u>	<u>July/05</u>
Use of stipends as an incentive	<u>July/05</u>	<u>July/05</u>

Comments: Documentation is completed for all program activities, which includes but is not limited to attendance rosters, participant progress evaluations, program evaluations, etc.

Objective 7: 95% of the 12th grade participants will earn a high school diploma, except those participants who move out of the target area, transfer, enter military service, or exit for reasons of health or death.

	Projected Completion	Date Completed
Strategic Initiative #7: The UB staff will achieve the objective by:		
Providing an intensive academic year component	<u>May/05</u>	<u>May/05</u>
Providing an academically intensive summer component	<u>July/05</u>	<u>July/05</u>
Providing tutoring and individual academic counseling, as needed	<u>July/05</u>	<u>July/05</u>

Objective 8: 85% of the participants who graduate from high school will enroll in a postsecondary institution in the next term.

Strategic Initiative #8: Counselors will achieve using various means of assistance, including the following:

**2004-2005 Program/Area Evaluation
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Page Nine**

	Projected Completion	Date Completed
Career workshops	<u>May/05</u>	<u>July/05</u>
Career exploration activities	<u>June/05</u>	<u>June/05</u>
Parental involvement	<u>June/05</u>	<u>June/05</u>
College visits	<u>June/05</u>	<u>June/05</u>
Exposing participants to college campus life during the summer internship	<u>June/05</u>	<u>June/05</u>

Gadsden State Community College

**Upward Bound, Harry M. Ayers Campus
Organizational Unit**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Sharon McJunder
Signature

11/30/05
Date

Jane [Signature]
Signature

11/30/05
Date

Gadsden State Community College

EDGR - Vice President

Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 - 2005 Strategic Plan with the above named Organizational Unit.

Linda Carter
Signature

Nov. 1, 2005
Date

Kathy Gillison-Parker
Signature

11.08.2005
Date

John A. Pyle
Signature

11/08/05
Date

Lorey Stone
Signature

11/08/05
Date

Belinda Herring
Signature

11/09/05
Date

Jeff Buf
Signature

11-9-05
Date

John Stone
Signature

11-9-05
Date

John E. Cho, II
Signature

11.14.05
Date

Signature

Date

Signature

Date

Signature

Date

Gadsden State Community College

Community Traffic Safety Program
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Melinda C. Cooper

Signature

11-1-05

Date

James R. McHugh

Signature

11-1-05

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Gadsden State Community College

Public Relations
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Paul Fitch
Signature

10-20-05
Date

Gay-Ann Smith Foster
Signature

10-20-05
Date

Kathy Brown
Signature

10-20-05
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Gadsden State Community College

HBCU and Federal Initiatives
Organizational Unit

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Shirley Hall
Signature

9/28/05
Date

Mack Green Jr.
Signature

9/31/05
Date

Brothy Foster
Signature

9/31/05
Date

Willie L. Davis
Signature

9/28/05
Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

2004-2005 Program/Area Evaluations

Organizational Unit: HUD/Neighborhood Network Community Development Center

Person Responsible: Sharon McGruder

Date Submitted: November 30, 2005

Approved by (VP/Dean): *John A. Richards*

The HUD/HBCU Initiative was not refunded for the 2004-2005 program year. The initiative ended September, 2004. The Neighborhood Network Community Development Center program activities were terminated as a result of the initiative/program termination.

Gadsden State Community College

**HUD/HBCU – Neighborhood Network Community Development Center
Organizational Unit**

I certify that I have had the opportunity for input into the Evaluation and Assessment process of the 2004 – 2005 Strategic Plan with the above named Organizational Unit.

Sharon McJuder
Signature

11/30/05
Date

