



UNIT
PLANS
2021-2022

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Unit President's Office

Goal

Increase the percentage of Gaston and Lincoln County High School graduates attending Gaston College

Reason for Goal

To promote educational attainment in Gaston and Lincoln counties and to increase College FTEs in order to have sufficient resources to carry out the College Mission

Assigned

President; Exec. VP for Academic and Student Affairs; VP for Educational Partnerships; VP for Academic Affairs; VP for Student Affairs; VP for Economic and Workforce Development; and Exec. Dir. Marketing & Communications

Relation to Strategic Plan

Strategic Direction 1 – Strategy 7; Strategic Direction 4 – Strategy 4

Assessment Means

Percentage of 2021 high school graduates who took classes at Gaston College in the 2021-22 academic year.

Success Criteria

Increase the number of Gaston and Lincoln County High School graduates attending Gaston College to 40%.

Assessment Results

Approximately 16% of 2021 high school graduates took classes at Gaston College in the 2021-22 academic year.

Use of Results for Continuous Improvement

Develop an action plan during the 2022-23 year to increase the percentage of high school graduates who apply and enroll at Gaston College after graduation.

Unit

President's Office

Goal

Increase access in Lincoln County for curriculum, continuing education, and Basic Skills programs.

Reason for Goal

To provide greater access to programs that have primarily been on the main campus

Assigned

President; Exec. VP for Academic and Student Affairs; VP for Educational Partnerships; VP for Academic Affairs; VP for Student Affairs; VP for Economic and Workforce Development; and Exec. Dir. Marketing & Communications

Relation to Strategic Plan

Strategic Direction 1; Strategic Direction 4

Assessment Means

Enrollment and FTE reports

Success Criteria

Increase course offerings at Lincoln Campus by 10% including curriculum, continuing education, and basic skills.

Assessment Results

In the 2020-21 academic year, 71 sections curriculum and continuing education sections were taught at the Lincoln Campus. In the 2021-22 academic year, 86 sections curriculum and continuing education sections were taught at the Lincoln Campus. This represents a 21% increase. Pharmacy Technology was added as a curriculum program and the number of continuing education offerings increased.

Use of Results for Continuous Improvement

Continue to implement new programs and course offerings at the Lincoln Campus including esthetics and nail technology. Continue to investigate ways to offer manufacturing and applied engineering technology courses in Lincoln County.

Unit

President's Office

Goal

Increase access at Kimbrell Campus for focused and targeted Textile Technology, Fiber Innovation, and Advanced Materials curriculum and continuing education programs.

Reason for Goal

To create a world-class fiber innovation center focused on advanced materials and the textile industry. The full programs and services offered at the Kimbrell Campus will become the focal point for our region and state providing advanced fiber development, high quality training, degree programs, workforce development programs, apprenticeships, and a textile academy.

Assigned

President; VP/General Manager – Manufacturing & Textile Innovation Network; VP for Economic and Workforce Development

Relation to Strategic Plan

Strategic Direction 2, Strategies 1 and 4

Assessment Means

Program approvals, State Construction Office approval, and state allocations

Success Criteria

Programs implemented and building construction on schedule

Assessment Results

Investing \$11.3M to construct a state-of-the-art Fiber Innovation Center. Applied for and granted \$5.3M from NC General Assembly in 2020-21 and an additional \$5.0M in 2021-22 for new construction. Construction anticipated to begin fall 2022. The curriculum textile program began offering classes in fall 2022. The Textile Academy is anticipated to begin in spring 2023.

Use of Results for Continuous Improvement

Continue to grow the curriculum textile technology program. Implement the Textile Academy. Begin construction on the Fiber Innovation Center.

Unit

President's Office

Goal

Implement and Develop Intercollegiate Athletics

Reason for Goal

To provide students with opportunities they would have at four-year colleges/universities and to provide more student engagement opportunities.

Assigned

President; Athletic Director; and VP for HR, Organizational Development, Safety

Relation to Strategic Plan

Strategic Direction 3

Assessment Means

Number of student athletes and number of sports programs implemented

Success Criteria

Implement five intercollegiate athletic programs

Assessment Results

Men's basketball, men's baseball, women's softball, Women's cross country, and women's beach volleyball were implemented during the 2021-22 academic year. An athletic director and coaches were hired, and over 70 student athletes participated. Seven athletes made NJCAA Academic All American. The baseball team finished first in its division its first year.

Use of Results for Continuous Improvement

Beach volleyball courts have been constructed. All home basketball games will be played in one location in 2022-23. Efforts continue to resource funds to build a main gym and auxiliary gym on Campus. Plans are to implement esports as the next program. Plans are to implement intramural sports.

Unit

President's Office

Goal

Increase the number of Career and College Promise Pathways for high school students at each of the Gaston and Lincoln County Public Schools

Reason for Goal

To promote additional access and educational opportunities for high school students. To help support the purpose of Perkins.

Assigned

VP for Educational Partnerships; Exec. VP for Academic and Student Affairs; and VP for Academic Affairs

Relation to Strategic Plan

Strategic Direction 1 – Strategy 5; Strategic Direction 2 – Strategy 4; Strategic Direction 4 – Strategy 4

Assessment Means

Number of Career and College Promise Pathways

Success Criteria

Increase programs at each high school.

Assessment Results

The number of College Now pathways has grown from 21 programs in the 2020-21 school year to 28 programs for 2021-2022.

Use of Results for Continuous Improvement

42 programs are planned for 2022-23.

Unit

President's Office

Goal

Develop educational pipelines to prepare a workforce to meet current and future needs of employers

Reason for Goal

To increase enrollment in program areas where there is a demonstrated shortage of qualified workers to meet the needs of local businesses and industries

Assigned

VP for Economic and Workforce Development; Exec. VP for Academic and Student Affairs; and VP for Academic Affairs

Relation to Strategic Plan

Strategic Direction 2 – Strategies 1, 4, and 5

Assessment Means

Number of programs

Success Criteria

Increase the number of workforce-related programs. Increase number of Apprenticeship 321 programs and develop industry specific academies to meet the demands of Gaston and Lincoln County.

Assessment Results

Implemented Pharmacy Tech program, Health Information Technology program, and Applied Engineering Technology program. Apprentices increased from 86 to 89. The number completing increased from 77 to 119. The number of pre-apprentices increased from 7 to 12.

Use of Results for Continuous Improvement

Collaborating with CVCC to have a Respiratory Therapy program for fall 2023. Working to develop a Surgical Technology program for fall 2023.

Unit President's Office

Goal

Collaborate with Gaston and Lincoln County Economic Development to expand existing industry and to recruit new industry to Gaston and Lincoln Counties

Reason for Goal

To assist the two counties served in increasing employment opportunities for their citizens

Assigned

President; VP for Economic and Workforce Development

Relation to Strategic Plan

Strategic Direction 2; Strategic Direction 4 – Strategy 5

Assessment Means

Job Expansions

Success Criteria

Jointly (EDCs and GC) meet with business and industry to determine existing industry needs. Meet with industries on a regular basis to establish training programs. Expand the number of jobs in Gaston and Lincoln Counties.

Assessment Results

The North Carolina Community College System ranked Gaston College as the #1 Customized Training program.

Gaston County New and Expanding Jobs 2021 - Present

<u>Company Name</u>	<u>Industry Type</u>	<u>Investment</u>	<u>No. of New Jobs</u>
<u>Polykemi</u>	Plastics	\$11.80 M	22
Knoll	Metal Working	<u>\$ 7.89 M</u>	31
Dry Pro	Advanced Materials	<u>\$ 1.50 M</u>	125
<u>Dymax</u>	Adhesives for Electronics	\$21.50 M	59
J&L Machine Fab	Metal Working	\$ 925 K	25
GNT	Advanced Food Processing	\$30.00 M	40
Project GT	Advanced Manufacturing	<u>\$ 7.89 M</u>	31
Project Ashbury	Advanced Manufacturing	\$48.00 M	200
Project Hearth	Advanced Manufacturing	\$135.00 M	128
Amazon II	Manufacturing of Products	\$15.00 M	150
Project Unnamed	Advanced Manufacturing	\$159.00 M	675
TOTALS GASTON COUNTY		\$438.51 M	1,486

Lincoln County New and Expanding Jobs 2021 – Present

<u>Company Name</u>	<u>Industry Type</u>	<u>Investment</u>	<u>No. of New Jobs</u>
Cataler	Advanced Manufacturing Auto	\$11.40 M	3
Blum	Advanced Manufacturing	\$23.07 M	10
FMS Enterprises	Textile Ballistics	<u>\$ 3.08 M</u>	8
Husky Rack & Wire	Manufacturer of Metal Racks	<u>\$ 2.30 M</u>	3
UNOX	Advanced Manufacture Ovens	<u>\$ 3.23 M</u>	27
HYDAC	Advanced Manuf. Power Fluids	<u>\$ 1.00 M</u>	5
Huber Technology	Adv <u>Manuf</u> Waste Water Equip	\$35.00 M	30
Hodges International	Textiles Gov and Large Corp	<u>\$ 7.00 M</u>	104
Bosch	Adv Manufacturing Tooling	\$150.00 M	501
TOTALS LINCOLN COUNTY		\$229.08 M	691
TOTALS FOR GASTON COLLEGE SERVICE AREA		\$667.59 M	2,177

Use of Results for Continuous Improvement

Continue regular meetings with EDCs

Unit

President's Office

Goal

Advance the College's organizational effectiveness, operations, and decision-making to support a cohesive community driven college

Reason for Goal

To ensure data needs are identified, defined, governed, and accurately reported relative to student demographics, FTE, budget (state and county), and inform the board appropriately

Assigned

President; VP for Finance, Facilities and Operations; VP for HR, Organization Development, Safety; Exec. VP for Academic and Student Affairs; and VP for Economic and Workforce Development

Relation to Strategic Plan

Strategic Direction 5

Assessment Means

Audits and number of communication opportunities

Success Criteria

Fiscal audits will be clean. Communicate with faculty/staff monthly

Assessment Results

- Monthly fiscal management of budget information and accuracy of budgets.
- Communicated with faculty/staff monthly with operations and fiscal management.
- Semi-annually detailed communication was provided through college-wide faculty/staff meetings.
- VP meetings occur bi-weekly with analysis of student data, FTE, and budget tracking.
- Fiscal audits with clean and clear financial audit.

Use of Results for Continuous Improvement

Separated facilities from the finance area in order to provide time to devote to the increasing complexities in each area.

Unit

President's Office

Goal

Ensure the college's accreditation process for 2022 in accordance to SACSCOC reaffirmation process

Reason for Goal

Accreditation is required by state law and code

Assigned

President; VP for Academic Affairs; and Exec. VP for Academic and Student Affairs

Relation to Strategic Plan

Strategic Direction 1

Assessment Means

SACSCOC Board of Trustee's vote

Success Criteria

SACSCOC Board of Trustee's vote to reaffirm the College's accreditation

Assessment Results

The SACSCOC Board of Trustee's voted to reaffirm the College's accreditation at its June 16, 2022 meeting. No additional report was requested

Use of Results for Continuous Improvement

The College submitted a one-page summary of the Quality Enhancement Plan.

Unit

President's Office

Goal

Communicate with all constituent groups of the college including working effectively with student leaders

Reason for Goal

Communication with constituent groups is important to all groups being heard and feeling that their interests are represented.

Assigned

President

Relation to Strategic Plan

Strategic Direction 4; Strategic Direction 5, Strategies 1, 4, and 5

Assessment Means

Frequency of email and in-person communications

Success Criteria

Communicate with constituents monthly

Assessment Results

Started Rhino Chats in January 2022. Semi-annual detailed communication was provided through college-wide faculty/staff meetings.

Legislative Contacts: Senator Kathy Harrington, Senator Ted Alexander, Representative Donnie Loftis, Representative John Torbett, Representative Kelly Hastings, Representative Jason Saine, Congresswoman Virginia Foxx

Regular meetings with economic development associations, school superintendents, and health care representatives

Use of Results for Continuous Improvement

Identified new programs including Applied Engineering Technology, Respiratory Therapy, Surgical Technology, and Health Information Technology

Unit

President's Office

Goal

Serve on Chamber Board of Directors, Economic Development Board of Directors, Gaston County Schools Advisory Committee, and other notable local, regional, and statewide boards (NCCCS Presidents Association, etc.)

Reason for Goal

Job duties for the President include providing the leadership necessary to encourage economic and workforce development within the community and developing the educational programs necessary to meet identified needs, representing the College to the community, promoting positive relationships and open communication with all constituencies, building and strengthening cooperative partnerships with local schools, business, industry, and government to provide hands-on opportunities and internships, developing positive public relations, representing the College to appropriate local, state, and federal agencies, exerting influence on community college policy development, providing for continued membership in relevant associations, and keeping the Board of Trustees informed of important College matters.

Assigned

President

Relation to Strategic Plan

Strategic Direction 4

Assessment Means

Service on Boards and Associations

Success Criteria

Serving on the Boards and Associations described by the Duties of the President

Assessment Results

During the 2021-22 academic year, the President served on the following Boards and Associations:

- North Carolina Community College System Presidents Association
- North Carolina Community College System Presidents Program Committee
- North Carolina Community College System Presidents Strategic Planning Committee with State Board of Community Colleges
- Gaston Business Association Board Member
- Montcross Area Chamber of Commerce Board Member
- Gaston County Public Schools Industry Advisory Board
- Gaston College Foundation Board

- Textile Technology Advisory Board

Use of Results for Continuous Improvement

See previous Use of Results dealing with new programs, economic development, etc.

Unit

President's Office

Goal

Communicate with Gaston and Lincoln County Board of Commissioners and Manager's to ensure ongoing financial support

Reason for Goal

One of the job duties of the President is to provide leadership to enhance the continued fiscal soundness of the College.

Assigned

President

Relation to Strategic Plan

All Strategic Directions

Assessment Means

County budgets

Success Criteria

The College receives budgets from both Gaston and Lincoln counties

Assessment Results

The President met with County Managers from both counties and has attended County Commissioners meetings as appropriate. Gaston College received budgets from both counties, and the management of the county budgets is presented to the Board at each meeting.

Use of Results for Continuous Improvement

Continue to advocate for College need according to the job description

Unit

President's Office

Goal

Seek and secure funding to meet the Capital goals of the college. Seek external funding to support equipment, facilities, professional development, and other institutional support

Reason for Goal

Job duties of the President include providing leadership to enhance the continued fiscal soundness of the College and providing leadership and demonstrating fiscal responsibility in ongoing capital construction projects that meet the College's strategic plan.

Assigned

President; Chief Development Officer and Exec. Dir. Gaston College Foundation

Relation to Strategic Plan

All Strategic Directions

Assessment Means

Budgets, grants, and donations

Success Criteria

Sufficient money was received to initiate/implement projects

Assessment Results

2021 – 2022 RESULTS:

- Awarded \$2,000,000 CyberSecurity 3 campuses – NC General Assembly
- Awarded \$5,000,000 Fiber Innovation Center – NC General Assembly
- Collaborative Grant with NC State – Good Jobs Challenge – EDA \$7.3M June 2022 award notification
- Draft Grant \$2,500,000 Economic Development Administration – Fiber Innovation Center
- Draft Grant \$2,000,000 Golden Leaf Foundation – Equipment – Fiber Innovation Center

Use of Results for Continuous Improvement

Continue to seek funding for the Fiber Innovation Center due to increased costs and supply chain issues. Develop and implement a plan to spend the funds awarded for cybersecurity.

Unit

President's Office

Sub-unit (if applicable)

Textile Technology Center

Goal

Because of expanding work and numerous upcoming retirements, ensure that we have an adequate, well-trained workforce to carry out the mission of the Kimbrell Campus and the Textile Technology Center.

Reason for Goal

Stabilize the professional textile staff to maintain and continue to strengthen partnerships with and service to the Textile Industry. Continue to support the unique statewide mission of the Textile Technology Center.

Assigned

Don Rusch, Director

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction II Goal 4

Strategic Direction IV Goal 2

Assessment Means

Current staffing level of textile professionals and textile staff development classes.

Success Criteria

Maintain current staffing level of textile professionals and increase the number of completed staff development classes.

Assessment Results

Utilize outside consulting, cross training, group project participation & planning meetings with clients. Provide customer and partner visit opportunities. Support Campus Education and Training Programs. Note utilization tracks limited due to Covid restrictions.

Use of Results for Continuous Improvement

Although limited, utilize in person opportunities where not restricted due to Covid. Training and utilization of virtual resources to ensure staff is active and engaged with both Campus and Textile industry resources with Covid medical product trends in the forefront.

Unit
President's Office

Sub-unit (if applicable)
Textile Technology Center

Goal

Increase the marketing, public relations and outreach of the Textile Technology Center.

Reason for Goal

Strengthen partnerships with and service to the Textile Industry. Continue to support the unique statewide mission of the Textile Technology Center.

Assigned

Don Rusch, Director

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction IV Goal 3

Assessment Means

Technologies to enhance internal and external communication.

Success Criteria

Market Textile Technology Center services via social media, website, print media and radio.

Assessment Results

Utilize the MTIN network, Trade Shows, Industry Organizations (STA, SYFA), MTIN Service Catalog, YouTube Video, Tours, Trade Publications Social media.

Use of Results for Continuous Improvement

Due to Covid restrictions, improvements continued through use of virtual applications and programs. Examples include virtual trade shows, Zoom Conferences and on-line applications.

Unit

Administrative and People Services

Sub-unit (if applicable)

Human Resources

Goal

Evaluate NEOGOV PERFORM to transition from a hardcopy to an online performance appraisal system.

Reason for Goal

To improve efficiency and effectiveness.

Assigned

Director – HR, Director – OD & Safety and respective teams

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Review of evaluation.

Success Criteria

Documentation of materials developed, and training sessions held.

Assessment Results

Complete

Use of Results for Continuous Improvement

On-Going

Unit

Administrative and People Services

Sub-unit (if applicable)

Human Resources

Goal

Implement HR organizational development plan for a new HR-Director, new Talent Acquisition Coordinator, New Comp & Benefits Coordinator, and new HR Specialist.

Reason for Goal

To replace key positions to retain key knowledge due to retirements.

Assigned

VP – HR, OD & Safety

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Filling the current vacancies.

Success Criteria

Key positions replaced and new positions filled.

Assessment Results

Complete

Use of Results for Continuous Improvement

N/A

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development & Safety

Goal

Implement an organizational development plan to separate the Organizational Development and Safety Departments into a stand-alone department (ODS) and add an instructor/outreach specialist position and evaluate additional staffing.

Reason for Goal

To establish key functions for future growth and organizational effectiveness.

Assigned

VP – HR, OD & Safety & Director – OD & Safety

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Evaluate and review the plan.

Success Criteria

Combine Organizational Development and Safety

Assessment Results

Complete

Use of Results for Continuous Improvement

On-Going

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development & Safety

Goal

Enhance online learning via NeoGov's Learn and utilize course authoring software (e.g., Articulate 360).

Reason for Goal

To further expand professional development opportunities (i.e., online courses) to improve individual knowledge, skills, and abilities to foster overall organizational improvement.

Assigned

Director – OD & Safety

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Continue to review and expand organizational development opportunities as needed.

Success Criteria

Expanded PD opportunities as is evidenced through the College's PD Day and working with individuals and groups to provide online opportunities as requested.

Assessment Results

Complete

Use of Results for Continuous Improvement

Ongoing

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development & Safety

Goal

Research, outline, and begin the instructional design of a campus wide supervisor and leadership development program that offers, online, in-person, and hybrid learning and training opportunities.

Reason for Goal

To develop a method to train new supervisors and current and aspiring College leaders with identified core skills and the knowledgebase for successful management and leadership success at the College.

Assigned

Director - Organizational Development & Safety

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Researched and outlined the supervisor and leadership development program.

Success Criteria

Completed the evaluation and outline of supervisor and leadership development program.

Assessment Results

Complete

Use of Results for Continuous Improvement

On-going

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development & Safety/Environmental Health & Safety

Goal

Evaluate current EHS systems and begin the evaluation of Carolina Star status and develop a plan to reach this status.

Reason for Goal

Ensure the safety and health of faculty, staff, students, and visitors.

Assigned

Director – OD & Safety and Safety Coordinator

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Documentation of the evaluation of the EHS systems and review of the Carolina Star program.

Success Criteria

Documented material of evaluation and review.

Assessment Results

Complete

Use of Results for Continuous Improvement

Ongoing

Unit

Administrative and People Services

Sub-unit (if applicable)

Campus Police and Security

Goal

Develop and/or update department policies and procedures based on IACLEA Accreditation Standards.

Reason for Goal

Enhance training and development and consistency.

Assigned

Chief of Policy & Security

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Review of departmental policies in compliance with IACLEA Accreditation Standards.

Success Criteria

Documented updated policies and procedures.

Assessment Results

Complete

Use of Results for Continuous Improvement

On-going

Unit

Administrative and People Services

Sub-unit (if applicable)

Campus Police and Security

Goal

Provide security for athletic events as needed with specific requirements for basketball

Reason for Goal

Fan, player, and coaches' safety and to be in compliance with NJCAA standards.

Assigned

Chief of Police & Security

Relation to Strategic Plan

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments

Assessment Means

Review of plan to have safety/security personnel present at all games.

Success Criteria

Documented review of plan and implemented plan.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

WSGE 91.7 FM

Goal

Develop and post an RFP for a new automation system.

Reason for Goal

Enhance programming and scheduling aspects of WSGE and allow for remote access and adjustments as needed.

Assigned

VP HR, OD & Safety and WSGE Station Manager

Relation to Strategic Plan

Strategic Direction #4 Marketing, Public Relations, and Outreach

Assessment Means

Review and develop RFP for automation system.

Success Criteria

Documented and posted RFP for automation system.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Establish Position Descriptions for administrative and coaching positions in the athletic department.

Reason for Goal

To enhance the organizational structure of the department.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Review organizational structure of the athletic department.

Success Criteria

Position Descriptions completed and positions filled as needed and approved.

Assessment Results

Complete

Use of Results for Continuous Improvement

On-going

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Develop and execute Agreements (MOAs) for various athletic venues and partnerships (e.g., City of Gastonia (Sims, Martha Rivers, Phillips Place), First United Methodist Church, Gaston County Schools, Galaxy Beach Volleyball, Barr (Hitting/Pitching), Perfect Game, and Piedmont Charter).

Reason for Goal

To improve the continuity of practice and game day venues.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments

Assessment Means

MOAs completed.

Success Criteria

MOAs completed.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

In collaboration with the City of Gastonia, renovate Sims Park (turf, fence, locker rooms, dugouts, signage, etc.)

Reason for Goal

To provide a home stadium for the baseball program, while collaborating and developing positive relationships with the City of Gastonia.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #2 Pathways, Programs & Partnerships

Assessment Means

Evaluate progress renovation.

Success Criteria

Initial renovation complete.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Construct Beach Volleyball complex on the Dallas Campus.

Reason for Goal

To provide practice and game courts for the Beach Volleyball program.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments

Assessment Means

Ongoing evaluation of progress of complex.

Success Criteria

Complex complete.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Develop, post, and award a transportation RFP for athletics teams.

Reason for Goal

To address travel and transportation needs for athletic teams.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments

Assessment Means

Review and develop RFP.

Success Criteria

RFP awarded.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Establish student-athlete insurance and procedures

Reason for Goal

To develop specific insurance guidelines for student-athletes.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments

Assessment Means

Reviewed and established Insurance guidelines for student athletes

Success Criteria

Implemented insurance guidelines for student athletes in compliance with NJCAA standards.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Establish game-day operations process (Basketball)

Reason for Goal

To have a game day documented process that is easily accessible.

Assigned

VP HR, OD & Safety and Athletics Director

Relation to Strategic Plan

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments

Assessment Means

Review and establish operational processes for game-day.

Success Criteria

Documented operational game-day guidelines have been established and implemented.

Assessment Results

Complete

Use of Results for Continuous Improvement

Complete

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Academic Affairs

Goal

Work with program faculty, program administration, and distance education staff to ensure online courses meet relevant standards for quality.

Reason for Goal

The number of distance education (online) courses at the College continues to grow in response to external factors (such as the COVID-19 pandemic) and student demand. Additionally, recent guidance from the US Department of Education dictates that all online classes should include regular and substantive interaction (RSI) between faculty and students. In order to ensure Gaston College's online courses, meet RSI expectations and incorporate best practices in distance education, faculty and staff in Academic Affairs will work to make improvements to existing online courses, as needed.

Assigned

Vice President for Academic Affairs and Academic Deans

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1

Assessment Means

Course audits, course improvements

Success Criteria

RSI standards met for fully online courses; best practices incorporated in online courses, as applicable

Assessment Results

In Fall 2021, distance education staff shared best practices related to RSI with faculty. Additionally, a new faculty tab was added to Blackboard that outlines multiple resources for faculty, including: updated Gaston College online standards; instructions for integrating Zoom office hours in Blackboard; as well as RSI examples such as in-line grading tips; recording audio

and video feedback for students; grading journals; live captioning; providing feedback in the gradebook; and using rubrics.

Professional development was provided to faculty from the Association of College and University Educators (ACUE) beginning in January 2022. Five ACUE short-courses were offered to assist faculty in both online and seated classes, including: Inclusive Teaching for Equitable Learning; Creating an Inclusive and Supportive Learning Environment; Promoting Active Learning; Inspiring Inquiry and Preparing Lifelong Learners; and Designing Learner-Centered and Equitable Courses. As of August 2022, fifty GC faculty have completed at least one course.

During the 2021-2022 academic year, nine faculty participated in a project to pursue online course certification through Quality Matters (QM). QM is a non-profit organization that assists colleges with promoting quality standards for hybrid and online courses. QM standards are considered the “gold standard” for course quality. QM's Vision is to lead “quality assurance in online and innovative digital teaching and learning environments.” QM’s goals are to:

- Promote and improve the quality of online education and student learning nationally and internationally;
- Develop current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures;
- Recognize expertise in online education quality assurance and evaluation;
- Foster a culture of continuous improvement by integrating QM Standards and processes into organizational plans to improve the quality of online education;
- Provide professional development in the use of rubrics, tools and practices to improve the quality of online education; and
- Peer review and certify quality in online education.

Each faculty member completed QM training and worked with an instructional designer to prepare their course for a QM review. As of August, 2022, all nine faculty have earned QM certification for their submitted courses, including:

- ACA 122, College Transfer Success – Ms. Christine Ziemba-Tolbert
- BUS 110, Intro to Business – Mr. Scotty Brooks
- CIS 115, Intro to Programming and Logic – Ms. Kelly Hinson
- CTS 130, Spreadsheet – Ms. Angie Rudd
- ENG 111, Writing and Inquiry – Ms. Melanie Dekerlegand
- MAT 152, Statistical Methods I – Ms. Tonia Broome
- OST 137, Office Applications I – Ms. Leslie Martin
- PSY 150, General Psychology – Dr. Lori Metcalf
- ENG 112, Writing and Research in the Discipline - Ms. Michele Domenech

Use of Results for Continuous Improvement

Success rates in the newly certified QM courses will be tracked for improvements (pre-certification versus post-certification). Additionally, the division will be investing in additional faculty professional development and will be identifying ten faculty to pursue QM certification

for their courses during the 2022-2023 academic year. The division has also submitted a funding request to employ three part-time instructional designers (one in each academic division) in 2022-2023. A decision on this funding request is expected in September 2022.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Academic Affairs****Goal**

Seek and administer grant funds to support academic programs, academic support services, and student success efforts

Reason for Goal

To ensure that academic programs and associated support services are provided adequate resources; to support success of students in academic programs

Assigned

Vice President for Academic Affairs and Academic Deans

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1

Assessment Means

Grant report(s)

Success Criteria

Administration of grant funds and submission of grant report(s).

Assessment Results

During the 2021-22 academic year, the Division of Academic Affairs administered numerous grants funds from the National Science Foundation (SPARC project), NC Community College System (REACH project), and the Carolina Cyber Network (Cybersecurity program).

For the SPARC4 grant, 20 students actively participated in the program in the 2021-2022 academic year. Of these students, 12 were new participants to the program starting in either the Fall 2021 or Spring 2022 semester. The College awarded SSTEM (NSF grant) scholarships to five new scholars and nine returning scholars. Six additional scholars participated in the program in the 2021-2022 year with private funding (College donor). All students from previous cohorts who had been on leave during prior years graduated in 2021. At 88.9%, the third cohort of SPARC4 Scholars experienced a higher Fall 2020 to Fall 2021 persistence rate as compared to the general population of Associate in Science Students. Based on compiled GPA averages,

analysis indicates an overall program GPA of 3.29 for the third cohort of current SPARC4 Scholars (Fall 2020 start date and an overall current program GPA of 3.67 for the fourth cohort of SPARC4 Scholars (Fall 2021/Spring 2022 start date). A detailed report of findings was submitted to the National Science Foundation in May 2022.

For the SPARC5 grant, three cohorts of students have participated. Of the 12 scholars in the first cohort (Fall 2019 start date), ten have graduated from the College with an Associate in Science (AS) or Associate in Engineering (AE). One student is currently still attending and is on track to graduate in 2022. Cohort 1 retention from year one to year two is 92%. For cohort 2 (Fall 2020 Start Date), 14 scholars began of which eleven have graduated with an AS or AE. One student is still attending the College and is on track to graduate in the 2022-2023 academic year. Cohort 2 retention from year one to year two is 86%. For Cohort 3 (Fall 2021 Start Date), all nine scholars are still attending. Overall year one to year two retention is 88%. As such, the retention goal has been met. Overall transfer rate for cohort 1 and 2 is 93%. As such, the transfer objective has been met. A detailed report of findings was submitted to the National Science Foundation in December 2021.

For the REACH grant, an award of \$25,000 was given to the College in Spring 2022 from the North Carolina Community College System (NCCCS) to support recruitment of students. Target students for this project are students of color over the age of 24 years old. As a part of the project, the College developed four curriculum pathways embedded with certificates, diplomas, and degrees for students to start, complete a credential/exit, and re-enter, as able. The four pathways, reported to NCCCS in Spring 2022, are:

- Nurse aide I certificate (continuing education) → nurse aide II certificate (continuing education) → practical nursing diploma (curriculum) → AAS Nursing (curriculum)
- EMS 7400 certificate (continuing education) → AAS Emergency Medical Science (curriculum) → AAS Public Safety Administration – EMS Management (curriculum)
- Phlebotomy certificate (continuing education) → medical assisting diploma (curriculum) → AAS Medical Assisting (curriculum)
- Manufacturing Academy certificate (continuing education) → applied engineering certificate (curriculum) → AAS Applied Engineering

For the Cybersecurity program, grant funds were used to pay for a consultant to survey local business and industry and develop a local advisory board to support the program. The consultant also helped to identify program needs and apply for additional grant funding (yet to be awarded). Faculty in the cybersecurity program pursued a self-study with the National Security Agency (NSA) to gain Center for Academic Excellence (CAE) status for the program. CAE status was awarded to the College in Summer 2022.

The Division sought grant funds from the Bosch Foundation to support student competitions and similar active learning opportunities such as Skills, USA, math competitions, NASA rocket competition, and others. The College was awarded \$15,000 to support these activities in September 2022. Funds will be distributed throughout the 2022-2023 academic year.

The Division partnered with NC A&T University on a grant to support clean energy instruction and student support. The grant was awarded in August 2022 and the College will receive \$50,000 per year for the next four years to support our efforts. Additional details are being established at this time for use of funds, etc.

Use of Results for Continuous Improvement

All administered grant funds have shown tangible results that support student success. The Division will continue to seek and administer grant funds in the 2022-2023 academic year.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Academic Affairs****Goal**

Address equity challenges

Reason for Goal

To provide all students with the support they need to participate in educational opportunities and complete a credential.

Assigned

Vice President for Academic Affairs and Academic Deans

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1: Strategy 8

Assessment Means

Activities completed; equity gap reduction in student metrics (gateway course completion; fall-to-fall persistence; credits attempted/completed; four-year credential completion).

Success Criteria

Gaston College academic staff and faculty will participate in at least one event/activity focused on diversity, equity, and inclusion; the College will see an equity gap reduction in at least one student success metric by September 2022.

Assessment Results

Professional development was offered to faculty and staff throughout the academic year 2021-2022. Examples of this professional development include:

- Creating an Inclusive and Supportive Online Learning Environment (Spring 2022 eight-week course)
- Designing Learner-Centered and Equitable Courses (Spring 2022 eight-week course)
- Equitizing the Syllabus - January 2022
- Designing Equity Conscious Pathways that Support Student Success - March 2022
- Reimagining Teaching and Learning for More Equitable Educational Experiences - March 2022

- DACA and Undocumented Students: College Friendly Resources - May 2022

As a part of the College's involvement in Achieving the Dream, the Institution tracks several student success metrics including gateway math and English completion in year one (of enrollment), fall-to-fall persistence, credit accumulation, and credential completion within four years. During the 2021-2022 academic year, the College examined these metrics and found the following highlights:

- Gateway English completion has risen from 35% to 40% since Fall 2017 for Hispanic students
- Gateway math completion has risen from 16% to 26% since Fall 2017 for Hispanic students
- Fall-to-fall persistence has risen from 34% to 39% for Black students and 49% to 55% for Hispanic students since Fall 2016
- The percentage of credits completed during the first year of enrollment at the College has risen from 70% to 78% for Hispanic students since Fall 2017
- The percentage of students receiving a credential within four years of initial enrollment has risen from 20% to 21% for Hispanic students since Fall 2013

The College also began the REACH project to develop career pathways for adult students of color as well as the IDEA project with the Southern Association of Colleges and Schools Commission on Colleges. Data analysis for these projects will not occur until the 2022-2023 academic year.

Use of Results for Continuous Improvement

The College will continue to participate in faculty and staff professional development focused on equity, Achieving the Dream, REACH, and IDEA. Data analysis is on-going and aimed at continuous improvement of outcomes for students of color.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Academic Affairs****Goal**

Continue to make changes to existing programs of study and implement new programs of study as applicable to meet College and service area needs.

Reason for Goal

Programs of study are reviewed annually to determine any modifications necessary due to changes in industry, recommendations from advisory committees and transfer partners, financial viability, or other factors (i.e., curriculum changes, program termination, change in format of program, etc.). Additionally, new programs of study are added at the College as community and industry needs in the College's service area dictate.

Assigned

Vice President for Academic Affairs and Academic Deans

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1 and #2

Assessment Means

Programmatic changes and/or implementation of new programs

Success Criteria

At least one programmatic change will be completed.

Assessment Results

The Academic Affairs Division worked with academic leadership at Catawba Valley Community College (CVCC) to begin offering Respiratory Therapy instruction on the Dallas Campus of Gaston College. The Dallas Campus will serve as a satellite location for CVCC's program and FTE earned will be shared by Gaston College and CVCC. Final instructional service agreement (ISA) agreements were completed in November 2021 and the North Carolina Community College System approved the ISA in Spring 2022.

The College has offered a diploma in Biotechnology for several years. As a result of a request from the Gaston County Schools, the College's Curriculum Committee approved a reactivation

of the Associate in Applied Science in Biotechnology to begin in Fall 2022. This was approved by the committee in November 2021.

In November 2021, the Curriculum Committee and the College' Board of Trustees approved the addition of a Gunsmithing program for Fall 2022. This program with approved by the North Carolina Community College System and the Southern Association of Colleges and Schools Commission on Colleges in Spring 2022.

The College submitted four new broadcasting courses for consideration by the North Carolina Community College System in Spring 2022. These courses include:

- SMT 110, Play by Play (2-2-0-0-3): This course introduces students to methods used to plan for and execute work as a play-by-play announcer for live sports broadcasts. Topics include game preparation, working with analysts and reporters, proper tone and inflection, and best practices in play-by-play announcements during live broadcasts. Upon completion, students should be able to perform a play-by-play broadcast for a live sporting event.
- SMT 111, Sports Media Practicum I (0-9-0-0-3): This course introduces students to methods used to conduct field camera work, sports interviews, and basic play-by-play announcing. Topics include creating sports media content for radio and television, as well as social media or other online platforms. Upon completion, students should be able to create sports media content and demonstrate introductory-level proficiency in live streaming sporting events.
- SMT 112, Sports Media Practicum II (0-9-0-0-3): This course introduces students to methods used to conduct intermediate-level field camera work, sports interviews, and play-by-play announcing. Topics include creating intermediate-level sports media content for radio and television, as well as social media or other online platforms. Upon completion, students should be able to create sports media content and demonstrate intermediate-level proficiency in live streaming sporting events.
- SMT 113, Sports Media Practicum III (0-9-0-0-3): This course introduces students to methods used to conduct advanced-level field camera work, sports interviews, and play-by-play announcing. Topics include creating advanced-level sports media content for radio and television, as well as social media or other online platforms. Upon completion, students should be able to create sports media content and demonstrate advanced-level proficiency in live streaming sporting events.

The College submitted an application to the North Carolina Community College System (NCCCS) in August 2022 to offer instruction in Surgical Technology beginning in Fall 2023. That application is currently pending and is expected to be considered by NCCCS in October 2022.

Use of Results for Continuous Improvement

The College will continue to make changes to existing curriculum and add new program options as necessary to meet the demands of local business and industry. The College will also track the success of students in each program annually.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Academic Affairs****Goal**

Manage first-year implementation plan of the College's Quality Enhancement Plan (QEP)

Reason for Goal

The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As a part of the College's ten-year reaffirmation cycle, the Institution must plan and implement a five-year Quality Enhancement Plan. The first year of the QEP is academic year 2021-2022. A QEP is required for continued accreditation and continued accreditation is mandated by the North Carolina Community College System.

Assigned

Vice President for Academic Affairs and Academic Deans

Relation to Strategic Plan (President's Priorities or Unit Mission)

President's Priority

Assessment Means

Implementation of QEP

Success Criteria

Services provided to students through QEP

Assessment Results

The QEP Leadership Team (Heather Woodson, Damon Murray, and Zachary Kendra Dill) presented the College's QEP model to a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) visiting team during the College's SACSCOC on-site reaffirmation visit in September 2021. As a result of this visit and a review of the QEP publication, the SACSCOC team recommended some changes to the Institution's QEP assessment plan. Throughout the Fall 2021 semester, the QEP leadership team worked with the College's Institutional Effectiveness Office to develop a revised assessment plan for the QEP. This was submitted to SACSCOC in January 2022 and includes the following:

Summary of QEP Assessment.

Outcome	Assessment Means	Final Expected Outcome*
Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term.	Enrollment Data	73.2% of first-time fall credential-seeking students will have graduated or be still enrolled during the next fall semester.
Percentage of first-time fall associate degree seeking students enrolling in a gateway English course during their first two years of enrollment	Enrollment Data	62.6% of fall credential-seeking students will enroll in gateway English course during their first two years of enrollment.
Percentage of first-time fall associate degree seeking students enrolling in a gateway math or science course during their first two years of enrollment	Enrollment Data	73.2% of fall credential-seeking students will enroll in gateway math or science course during their first two years of enrollment.
Students will develop a clear academic plan aligned with their program of study.	WebAdvisor/Aviso	64% of new students will develop an academic plan.
Students will demonstrate responsibility for their academic success by actively participating in the advising process.	Welcome Survey New Student Advising Session	85% of new students will complete the Welcome Survey and New Student Advising.
Students will express satisfaction with advising services at Gaston College.	Gaston College Student Satisfaction Survey CCSSE	89% of students will express satisfaction with advising through the Gaston College Student Satisfaction Survey and 84.5% through CCSSE.

During the 2021-2022, the College saw 3810 students apply to the College (first time student at Gaston College). As of August 2022, approximately 1280 students completed the Welcome Survey, which is one activity associated with the College's QEP. The QEP advisory committee met three times during the academic year to review the first-year progress of the new model. The College also administered the Student Satisfaction Survey and the CCSSE Survey in Spring 2022. Review of survey data and student success data will begin in Fall 2022.

Use of Results for Continuous Improvement

Data analysis for the QEP will begin in Fall 2022 and will be on-going during the five-year duration of the QEP. Data will be reviewed by the QEP advisory committee who will make recommendations for improvements based on the data.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Academic Affairs****Goal**

Establish new partnerships to support academic programs

Reason for Goal

One of the College's Core Values is collaboration and partnership. As stated in the Institution's Strategic Plan, "We strive to be a leader and partner in building strong and vibrant relationships with businesses, industries, stake holders, school districts, transfer institutions, and community organizations.

Assigned

Vice President for Academic Affairs and Academic Deans

Relation to Strategic Plan (President's Priorities or Unit Mission)

Core value (Strategic Plan)

Assessment Means

Establishment of new partnership(s).

Success Criteria

At least one new partnership will be created.

Assessment Results

During the 2021-22 academic year, Academic Affairs faculty and administrators met twice per month with faculty and administration at North Carolina State University (NCSU) regarding the textile technology program (program content, course content, marketing, etc.) and the Community College Collaboration (C3) program. In January 2022, the College signed an articulation agreement for textile technology with NCSU. Additionally, the College became a part of NCSU's C3 program. The purpose of C3 is to assign community college students an academic advisor from NC State that supplements their community college advisor, provide community college students with additional technology tools, and offer community college engagement/networking opportunities both at NC State and at Gaston College. Students who are enrolled in C3 while at Gaston College who complete their Associate in Art, Associate in

Science, or an Associate in Engineering will be guaranteed admission to NCSU as long as they meet GPA requirements.

As previously mentioned in this unit plan, the College also formed a partnership with Catawba Valley Community College to offer respiratory therapy instruction on the Dallas Campus of Gaston College. An instructional service agreement was approved in November 2021 by the Board of Trustees for both institutions.

Use of Results for Continuous Improvement

The College will continue to pursue partnerships that support student success in the 2022-2023 academic year and will track the success of partnerships established in 2021-2022.

Unit
Academic Affairs

Sub-unit (if applicable)
Arts & Sciences Division

Goal

Support College-wide Guided Pathways project within the Arts & Sciences Division.

Reason for Goal

To help students clarify, select, and stay on a track to completion using embedded supports while increasing cultural and global awareness.

Assigned

Dean, Associate Deans, Department Chairs, Transfer Advising Center Staff, Global Education Team

Relation to Strategic Plan (President's Priorities or Unit Mission)

Direction #1 Strategies 1, 3, 4, 6, 8, 10, 11

Direction #3 Strategy 4

Direction #5 Strategy 2

Assessment Means

- Monitor student academic progress in AVISO/Student Planning
- The number of professional development sessions will be tracked
- The number of cultural and global awareness activities will be tracked
- SPARC Scholars program will be continued

Success Criteria

- Implement the use of pathways during advising sessions and in Academic Studies Courses
- Success Coach Training for all Arts and Science faculty will be conducted
- Professional development session related to student success initiatives, including Diversity, Equity, and Inclusion, will be offered annually for faculty/staff in the division
- At least five cultural and global awareness activities will be offered annually for students and faculty/staff
- At least five SPARC activities will be conducted annually

Assessment Results

Implement the use of pathways during advising sessions and in Academic Studies Courses

The College wide Quality Enhancement Plan: Path to Potential (P2P): A Case Management Advising Model at Gaston College was implemented beginning Fall 2022. All new students are required to schedule a meeting with their assigned advisor to create during their first semester to create a two-year plan. The two-year plans are based on the pathways created as a result of the Guided Pathways project.

Within the ACA 122 courses students:

- Learn about the different types of degrees available in postsecondary education
- Learn about the importance of selecting an applicable program of study based on their future goals and interests
- Provided information regarding their current Gaston College plan of study
- Review and learn about their current program name in AVISO and Self-Service
- Review and learn about their program of study (and others) through the use of the Gaston College Catalog (online)
- Learn about the Baccalaureate Degree Plans (BDPs)
- Learn about the importance of reviewing the BDPs for their prospective 4-year institutions and aligning courses in their program/plans of study
- Create a plan (sequence) of courses in Self-Service for each future semester based upon their GC Plan of Study and if intending to transfer include the courses (required) as indicated from their BDP or program admissions
- Sending/Sharing their created semester plan (sequence of courses) in Self-Service to/with their Academic Advisor - who is then expected to review the plan and discuss further with the student
 - Some students will have already met with their Academic Advisor and created their Semester Plan prior to the actual assignment in the ACA 122 course

Success Coach Training for all Arts and Science faculty will be conducted

All faculty in A&S completed Success Coach training. Below are the following training session dates/modalities.

- November 3, 2021 – in person
- November 5, 2021 – 2 sessions, in person
- November 11, 2021 – in person
- November 12, 2021 – 2 sessions, in person
- November 17, 2021 – in person
- December 3, 2022 – virtual
- Professional Development Day – April 13, 2022 – in person

Professional development session related to student success initiatives will be offered annually for faculty/staff in the division

- During the 2021-2022 academic year, several faculty within the Arts and Sciences division completed training through The Association of College and University Educators (ACUE) online training modules. These included: **Creating an Inclusive and Supportive Online Learning Environment** (12 faculty), **Inclusive Teaching for Equitable Learning** (6 faculty), **Promoting Active Learning Online** (16 faculty), and **Designing Learner-Centered and Equitable Courses** (15 faculty).
- Five Arts and Sciences faculty members created online classes which received Quality Matters certification. ACA 122: College Transfer Success, ENG 111: Writing and Inquiry, ENG 112: Writing/Research in the Discipline, MAT 152: Statistical Methods I, PSY 150: Introduction to Psychology
- During the 2021-2022 academic year, several faculty within the Arts and Sciences division completed Quality Matters online courses: “Improving Your Online Courses” (3 faculty members completed), “Applying the QM Rubric” (2 faculty members completed), and “Peer Reviewer” (1 faculty members completed)
- Brian Bookout, Logan Dupree, Beth McCall, and Dr. Patricia Williams attended the Chronicle’s Strategic-Leadership Program for Department Chairs, June 14-16, 2022
- English instructor, Beth McCall, lead the Arts and Sciences Spring 2022 Book Club session which focused on a discussion of Glenn Singleton’s book titled *Courageous Conversations about Race*. There were four cohorts of eight to nine people who participated.
- ACA faculty member Christine Ziemba-Tolbert and Associate Dean Brian Bookout attended the College Transfer Program Association (CTPA) meeting Friday, April 1, 2022.

At least five cultural and global awareness activities will be offered annually for students and faculty/staff

- Researched additional study tours opportunities for Gaston College students
 - Zoom session with Institute of Study Abroad – Ireland (September 2, 2021, 10 a.m. – Host Niamh Hamill. Ten faculty/staff attended this session
 - Zoom session with Study Abroad Association, November 4, 2022
- 11/15/2021 - 11:00 a.m. to 12:00 p.m. – presentation “Iceland: Exploring the Land of Fire and Ice”
- 11/15/2021 - 12:15 to 1:15 p.m. – presentation “Welcome to My Hometown, Okayama, Japan”
- 11/15/2021 - 10:00 a.m. - Interactive Virtual Tour of Madrid, Spain 11/16/2022- 10:00 to 10:50 a.m. – presentation “Curious International Business Etiquette”
- 11/16/2021 - 11:00 to 11:50 a.m. – presentation “HIP MOVES for International Student Success”
- 11/16/2021- 12:00 to 12:50 p.m. -presentation “Engineering: Past and Present”
- 11/16/2021 - 1:00 to 1:50 p.m. – presentation “Why thinking Globally is important”
- 11/16/2021 - 12:00 p.m. - Interactive Virtual Tour of Medellín, Columbia

- 11/17/2021 - 11:00 to 11:50 a.m. – presentation “Anthony Burgess and Malaysia: The End of Colonialism and the Beginning of Literature”
- 11/17/2021- 12:15 to 1:00 p.m. – presentation “Taiwanese/Chinese Glove Puppetry”
- 11/17/2021- 9:30 to 10:30 a.m.- presentation “Islam and the Taliban”
- 11/17/2021- 12:30 to 1:20 p.m. – presentation “Period. End of Sentence’: Transforming a Taboo into a Cause”
- 4/14/2021 Film screening of Softie
- 1/19/2021 presentation “No Common Ground: Confederate Monuments and the Ongoing Fight for Racial Justice” by Dr. Karen Cox
- 2/4/2021 music concert by Charlotte based band, A Sign of the Times
- 2/24/2021 presentation “Black Female Writers” by Dr. Janaka Lewis
- 3/2/2021 presentation “A Past That Heals the Future: Lessons from the History of Rape” by Dr. Rose Stremlau
- 3/3/2021 presentation “Invisible Bodies: Unlearning Respectability for Approaching Anti-Oppression Work
- 4/12/2021 Musical performance of Sonatine for Clarinet
- 4/19/2021 “Women in Art” zoom lecture
- 9/27/2022 “Leadership Lessons in Hip Hop” workshop
- 11/18/2022 National Transgender Day of Remembrance “Pronouns and Beyond: A Conversation of Gender”
- 1/26/2022 Film screening of The Murder of Emmett Till
- 1/31/2022 Film screening of Trail of History: Rock Hill’s Friendship Nine
- 2/28/2022 – Film screening – Killing Us Softly: Advertising’s Image of Women 12:00 & “Body Image: Who Cares? – presentation by Susan Flynn
- 3/2/2022 – Presentation – “The Role of Translation in the Making of Global Feminist Solidarities” by Dr. Emek Ergun
- 3/3/2022 The Fifth Annual International Women’s Day Celebration – Panel Discussion
- February 2022 - Black Profiles Series presented daily

At least five SPARC activities will be conducted annually

The following SPARC activities were conducted during the 2021-2022 academic year. Many of these events continued to be virtual due to COVID-19 pandemic.

Fall 2021

Date(s)	Topic	Notes About Activity
08/27/2021	SPARC Scholars Meeting	Mandatory for all SPARC Scholars
09/10/2021	SPARC Scholars Meeting	Meeting and Assigning of Mentors
10/08/2021	SPARC Scholars Meeting	Scholarship Information: JKC, Goldwater, Goodnight, etc...

Date(s)	Topic	Notes About Activity
10/08/2021	SPARC Scholars Meeting Catawba River	Kayaking with River Keepers
10/12-10/14/2021	UNC System Virtual Fair	https://myapps.northcarolina.edu/conferences/unc-system-virtual-transfer-fair
10/16/2021	UNCC Open House	https://future49er.charlotte.edu/register/oncampusopenhouse
Ongoing	NCSU Transfer Sessions	https://apply.ncsu.edu/portal/transfer-visits
Ongoing	App Transfer Sessions	https://ugrad.appstate.edu/portal/transferinfosession
Ongoing	WCU Transfer Sessions	https://ugadmissions.wcu.edu/portal/virtual_transfer_fairs
10/22/2021	SPARC Scholars Meeting	Fun Activities
11/05/2021	SPARC Scholars Meeting	Want to go to WCU?
11/12/2021	Engineering Panel	Q & A with Engineers
11/19/2021	SPARC Scholars Meeting	Want to go to App State?
12/02/2021	Fall Poster Presentation	Fall Poster Presentations
12/03/2021	SPARC Scholars Meeting	End of Semester Meeting

Spring 2022

Date(s)	Topic	Notes About Activity
1/21/2022	SPARC Scholars Meeting	Start of Semester Meeting
1/28/2022	SPARC Scholars Meeting	Email Etiquette/ Using Outlook
2/4/2020	SPARC Scholars Meeting	Art in Science
2/18/2022	SPARC Scholars Meeting	Mental Health and Disability Resource Talk
2/25/2022	Johnson C Smith University Tour	We are meeting at JCSU, a sign-up sheet will be sent out at the beginning of February.
3/3 and 3/4	NC state and Chapel hill	This will be an overnight trip, more information to come

Date(s)	Topic	Notes About Activity
3/18/2022	Scholarship Meetings	Discussion of Scholarship opportunities at 4 year Universities
3/22/2022	Natural Science Panel	Room RCB 126
3/31 and 4/1	WCU and App State	This will be an overnight trip, more information to come
4/8/2022	Kayaking	14 people max, sign up provided in March.
4/22/2022	Zoo Trip	Riverbanks Zoo in Colombia
Thursday 5/5/20	GC Poster Session	Mandatory Attendance for ALL SCHOLARS
Wednesday 5/6/20	End of Semester Meeting/Potluck	
Friday 5/15/20	Graduation	Mandatory for ALL Graduating Scholars

Use of Results for Continuous Improvement

Success criteria for this goal were satisfied. The Arts and Sciences division will continue to support components of the guided pathways project to help students select a pathway, stay on path, and complete their selected pathway.

Arts and Sciences Advising Center advisors will continue to create academic plans with students in Self Service.

Arts and Sciences faculty will transition to academic coaches during the Fall 2022 semester. Each faculty member will be responsible for “success coach” issues for students in their classes for all academic related issues (absences, no shows, participation, etc.).

Cultural and global awareness activities will continue to be offered to the college community and the SPARC Scholars program will be continued.

Unit
Academic Affairs

Sub-unit (if applicable)
Arts & Sciences Division

Goal

Promote community outreach and interdivisional collaboration at the College.

Reason for Goal

To strengthen interdivisional partnerships at the college and in the community to increase student success and completion.

Assigned

All Arts and Sciences personnel

Relation to Strategic Plan (President's Priorities or Unit Mission)

Direction #1 Strategies 1, 2, 3, 4, 5, 8, 10, 11

Direction #3 Strategy 4

Direction #5 Strategy 2

Assessment Means

- Community outreach and collaboration will be conducted annually
- Attend state-wide and national meetings of professional organizations annually (SACS, CTPA, etc.)
- Collaborate with College deans to meet the needs of students outside of the A&S division
- Advisory committee meeting for Associate in Fine Arts in Visual Arts, Early Childhood Education, Transfer, and Study Tours will be scheduled and held
- Instructional departments will work with Human Resources to comply with all applicable government safety standards

Success Criteria

- At least five community outreach or collaboration events will occur annually
- At least five divisional representatives will attend state-wide and national meetings of professional organizations annually as funds allow
- At least five meetings annually will be held to ensure interdivisional partnerships are successful
- Advisory committees will meet at least once per academic year as needed

- Meetings with Human Resources will occur, and safety standards will be met

Assessment Results

At least five community outreach or collaboration events will occur annually

- Dean, Tonia Broome, serves as a board member for the Dream Center Academy
- Academic Studies instructor, Chris Ziemba-Tolbert serves as a board member for the College Transfer Program Association
- Associate Dean, Brian Bookout serves as vice-president for the Gaston County Council on Aging
- Academic Studies instructor, Chris Ziemba-Tolbert serves as a board member for the North Carolina State University Transfer Advisory Board
- Academic Studies instructor, Chris Ziemba-Tolbert serves on the North Carolina Community College System Advising Leadership Board
- Early Childhood Education instructor, Dr. Eileen Yantz is the Executive Board Chair for the Partnership for Children of Lincoln and Gaston Counties
- Early Childhood Education instructor, Dr. Eileen Yantz is the Co-chairperson and Gaston College representative for the NCPrek Administrative Board for Gaston County
- Early Childhood Education instructor, Dr. Eileen Yantz served as a National Association for the Education of Young Children Accreditation Peer Site Reviewer
- Gaston College Galleries Exhibitions Summer and Fall 2021 and Spring 2022

Gallery Coordinator: Liliya Zalevskaya

Documentation: <https://www.flickr.com/photos/190098821@N03/albums>

- FB and IG: @gastoncollegegalleries
- Budget: \$2,000, total exhibitions 13.
- *Exhibitions in Rauch*: 6, including 2 in partnership with by Gaston County Art Guild
- *Exhibitions in Beam*: 6, 2 Student show awards sponsored by Art club, AFA
- Graduating shows done in collaboration with Portfolio and Resume Class
- *Off-campus exhibitions*: 1 at Gaston County Museum

At least five divisional representatives will attend state-wide and national meetings of professional organizations annually, as funds allow

- Chris Ziemba-Tolbert attended the College Transfer Program Association Meeting on Friday, April 1, 2022, from 9:30 a.m. to 12:30 p.m.
- Dean, Tonia Broome, attended the North Carolina Community College Advising Association (N3C2A at Cape Fear Community College, June 9, 2022).
- Associate Dean, Brian Bookout attended the College Transfer Program Association Meeting on Friday, April 1, 2022, from 9:30 a.m. to 12:30 p.m.
- English faculty member, Michele Domenech attended Global Distinction Annual Meeting at UNC-Chapel Hill on Monday, May 16 from 9:30-3:30.
- Math Instructor Jami McSwain, 2021-22 president of the North Carolina Organization of Student Success, hosted a statewide meeting on April 1, 2022.

Several GC faculty attended: Math Instructors Joanne Matz, Sandy Wright, and English instructors Melanie Dekerlegand, Brittney Prichard, Logan Dupree, and Beth McCall.

- Science Faculty Members Melissa Armstrong, Patricia Williams, Heather Woodson, Susan Whittemore, and Virginie Maggiotti-King attended the National Science Foundation/AAAS 2021 Virtual S-STEM Fall Forum between September 30 and October 1, 2021.

At least five meetings annually will be held to ensure interdivisional partnerships are successful

- The Global Education committee meets regularly throughout the academic year, and the membership represents faculty and staff from across the college.
- Several faculty members from Arts and Sciences serve on the college-wide Opioid Education Committee.
- Curriculum committee met November 3 and 16, 2021, to discuss college-wide curriculum changes.
- The academic deans meet regularly to discuss curricular needs.

Advisory committees will meet at least once per academic year as needed

- Early Childhood Education advisory board met on March 23, 2022
- The Gaston College Transfer Advisory Committee did not hold an annual meeting. Members of the Dean's office staff along with advisors within the Arts and Sciences Advising Center met individually with transfer institutions who have a Transfer Agreement Guarantee with Gaston College (Example: Monthly meetings were held with UNC Charlotte, multiple meetings also occurred with Gardner-Webb University and Appalachian State University.

(Note: Minute of these meetings are on file in the Dean's office)

Meetings with Human Resources will occur, and safety standards will be met

- Meetings were held on an as needed basis to correct any safety issues which were discovered during safety audits in both the art and science buildings.

Use of Results for Continuous Improvement

Success criteria for this goal were satisfied. The Arts and Sciences division will continue to promote community outreach and interdivisional collaboration at the College in order to strengthen partnerships both college and community wide to increase student success and completion.

Faculty and staff will continue to be encouraged to participate in community outreach or collaboration events and to attend state-wide and national meetings, where appropriate. Advisory committees for the Bob Blanton Gaston College Study Tours Program, Associate in Fine Arts program, Early Childhood Education, and the transfer programs will continue to meet on a yearly basis.

Faculty and staff in the division will collaborate with the Environmental, Health, and Safety coordinator to ensure all safety standards are met.

Unit

Academic Affairs

Sub-unit (if applicable)

Arts & Sciences Division

Goal

Meet the North Carolina Community College System Critical Success measures for college transfer student performance, student success rate in curriculum English and curriculum math.

Reason for Goal

To ensure students are meeting state performance measures at Gaston College and after transfer from Gaston College.

Assigned

Dean, Associate Deans, Department Chairs, Performance Measures Team Members

Relation to Strategic Plan (President's Priorities or Unit Mission)

Direction #1 Strategies 1, 3, 4, 6, 8, 10, 11

Direction #3 Strategy 4

Direction #5 Strategy 2

Assessment Means

- Performance measures are set annually by the North Carolina Community College System (NCCCS).

Success Criteria

- The division will meet or exceed the baseline level for the performance measures in college transfer and student success rates in curriculum English and curriculum math annually.

Assessment Results

- The division will meet or exceed the baseline level for the performance measures in college transfer and student success rates in curriculum English and curriculum math annually.

Performance Measures

Credit English Success	FA 2012 Cohort	FA 2013 Cohort	FA 2014 Cohort	FA 2015 Cohort	FA 2016 Cohort	FA 2017 Cohort	FA 2018 Cohort
System Excellence Level	66.6%	66.6%	66.6%	66.6%	66.6%	70.4%	70.4%
System Baseline	40.1%	40.1%	40.1%	40.1%	40.1%	47.1%	47.1%
Average College Percentage	61.0%	61.0%	61.0%	61.0%	60.6%	62.6%	62.6%
System Totals (All Students)	53.6%	54.7%	58.3%	61.7%	61.7%	62.0%	61.6%
Gaston College - Percentage	59.5%	61.9%	62.5%	58.8%	62.3%	60.3%	61.2%
Gaston College – Index Score	1.132	1.141	1.083	0.956	1.013	0.974	0.998

Credit Math Success	FA 2012 Cohort	FA 2013 Cohort	FA 2014 Cohort	FA 2015 Cohort	FA 2016 Cohort	FA 2017 Cohort	FA 2018 Cohort
System Excellence Level	46.2%	46.2%	46.2%	46.2%	46.2%	54.5%	54.5%
System Baseline	19.5%	19.5%	19.5%	19.5%	19.5%	29.9%	29.9%
Average College Percentage	41.5%	41.5%	41.5%	41.5%	42.7%	46.3%	46.3%
System Totals (All Students)	32.1%	33.8%	36.7%	41.4%	43.1%	45.2%	46.3%
Gaston College - Percentage	24.0%	29.3%	31.7%	35.0%	38.8%	39.9%	40.3%
Gaston College – Index Score	0.770	0.883	0.907	0.878	0.912	0.915	0.895

Transfer Performance	13-14	14-15	15-16	16-17	17-18	18-19	19-20
System Excellence Level	89.4%	89.4%	89.4%	89.4%	89.4%	91.1%	91.1%
System Baseline	74.4%	74.4%	74.4%	74.4%	74.4%	79.4%	79.4%
Average College Percentage	85.2%	85.2%	85.2%	85.2%	85.4%	87.2%	87.2%
System Totals (All Students)	84.9%	74.7%	85.2%	85.9%	86.4%	87.8%	87.8%
Gaston College - Percentage	80.1%	76.8%	85.3%	81.7%	85.6%	82.7%	84.6%
Gaston College – Index Score	0.943	0.906	0.999	0.950	0.991	0.942	0.966

2022 Performance Measures

61.2 % of first-time Associate Degree seeking and transfer pathway students passed a credit-bearing English course with a “C” or better within three years of their first fall term of enrollment. Gaston College exceeded the system baseline level set for this performance measure. The criteria set for this measure was met. There was an increase of 0.9 percentage point from the 2021 level.

40.3% of first-time fall Associate Degree seeking and transfer pathway students passed a credit-bearing math course with a “C” or better within three years of their first term of enrollment. Gaston College exceeded the system baseline level set for this performance measure. The criteria set for this measure was met. There was increase of 0.4 percentage point from the 2021 level.

Students who exited Gaston College as Associate Degree completers and those who completed 30 or more articulated transfer credits and subsequently transferred to a four-year university or college during the fall semester, 84.6% graduated prior to or remained enrolled at any four-year college or university the subsequent fall semester. Gaston College exceeded the system baseline level set for this performance measure. The criteria set for this measure was met. There was an increase of 1.9 percentage point from the 2021 level.

Activities to Support Performance Measure Success

Co-Admission Agreements

To improve the Transfer Performance Measure, the Arts and Sciences division continued and pursued new co-admission agreements with private and public universities in the area to ensure a smooth transition for transfer students, reduce the number of credits not applying towards the selected major, and increase degree completion at both the community college and university level.

The following co-admission agreements were continued during the 2021-2022 academic year:

- Gaston College and Appalachian State University – Aspire Appalachian
- Gaston College and Belmont Abbey College – Connect Program
- Gaston College and the University of North Carolina Charlotte – 49erNext
- Gaston College and East Carolina University – Pirate Promise Program
- Gaston College and Gardner Webb University – Bulldog Bound Program
- Gaston College and University of North Carolina Wilmington – Pathway to Excellence
- Gaston College and Johnson C. Smith University – Connect Program
- Gaston College and Lees-McRae College
- Gaston College and University of North Carolina Wilmington – Pathways to Excellence Program

Tutoring Services

The college continues to offer robust tutoring resources in the form of peer tutoring, a Writing Center, and The Math and Science Center (MASC). Both the Writing Center and the MASC are supported by coaches with at least a bachelor’s degree in the field of study in which they are tutoring.

Use of Results for Continuous Improvement

Success criteria for this goal were satisfied. Gaston College and the Arts and Sciences team exceeded the baseline level for performance measures in college transfer and student success rates in curriculum English and curriculum math for the 2021-2022 academic year.

The implementation of the QEP had a positive impact on the performance measures. Implementation of the action plan related to the QEP will continue to be a primary focus for the Arts and Sciences Advising Center.

The college will continue to offer student support services to students in the form of the Gaston College Writing Center and the Math and Science Center (MASC). In addition, the Arts and Science's division will continue to pursue new transfer agreements with local universities and to grow current partnerships to ensure a smooth transition for transfer students.

Unit
Academic Affairs

Sub-unit (if applicable)
Arts & Sciences Division

Goal

Implement strategies to increase enrollment and retention in Early Childhood Education courses/programs.

Reason for Goal

To strengthen student success within the Early Childhood program to meet the demand for qualified birth to kindergarten teachers within the community.

Assigned

All Early Childhood Education faculty

Relation to Strategic Plan (President's Priorities or Unit Mission)

Direction #1 Strategies 1, 2, 3, 4, 8, 10, 11

Direction #3 Strategy 4

Direction #4 Strategy 4, 5

Direction #5 Strategy 2

Assessment Means

- Fall to Spring and Fall to Fall retention
- Program enrollment trends
- Course retention and success rates
- Recruitment events

Success Criteria

- Program Fall to Spring and Fall to Fall retention will improve by 2 percentage points
- Course retention and success rates will improve by 2 percentage points
- Referrals for campus resources will be made by each faculty in the program within 3 absences and/or within 3 missed/failed assignments
- A "pardon weekend" will be instituted near the midterm of the semester by all faculty in the program to allow students to submitted missed assignments, with pre-determined grading sanctions. The number of participants will be tracked.
- At least five study sessions opportunities will be offered each semester

- Inactive students will be contacted via email and/or phone
- At least three recruitment events will be held annually

Assessment Results

Program Enrollment Over Time

A5522 Parent Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrollment (New and Returning)	133	142	118	103	77

There has been a steady decline in enrollment since Fall 2018.

Program Fall to Spring and Fall to Fall retention will improve by 2%.

Program Full Name	Early Childhood Education - Career Ready	Early Childhood Education - Transfer	Early Childhood Education - Transfer with Licensure
Program Code	A55220CR	A55220T	A55220TL
Fall 2019 to Fall 2020 Retention	67%	67%	60%
Fall 2020 to Fall 2021 Retention	50%	0%	0%
Fall 2019 to Spring 2020 Retention	33%	67%	100%
Fall 2021 to Spring 2022 Retention	100%	0%	0%

This goal was not met.

Course retention and success rates will improve by 2%

	Total Number Enrolled	Total Number of "No Shows"	Percentage of Withdrawals	Success Rate (C or higher)
2020-2021	369	6	17%	69%
2021-2022	357	3	15%	76%

The program withdrawal rate was reduced by 2 percentage points and the program success rate increased by seven percentage points. This goal was met.

Referrals for campus resources will be made by each faculty in the program within 3 absences and/or within 3 missed/failed assignments

Referrals for campus resources were made for Early Childhood Education (ECE) students by all ECE faculty within three absences and/or three missed/failed assignments. Documentation of most referrals was made in the Aviso Retention software system.

A “pardon weekend” will be instituted near the midterm of the semester by all faculty in the program to allow students to submitted missed assignments, with pre-determined grading sanctions. The number of participants will be tracked.

Each instructor offered an “amnesty” period for students to submit missed assignments.

At least five study sessions opportunities will be offered each semester

Ms. Riley: offered weekly 'optional instructor support/study sessions' for online courses both semesters via Zoom; sent the info via Blackboard and college email and have the link posted in announcements. Also, individual study/support sessions via Zoom or in person were offered as requested. Ms. Brassell: offers weekly study sessions on Tuesday evenings, specifically for EDU 119, and Thursday mornings for all other courses. Dr. Yantz: offered seven study sessions in the fall for EDU 251 and five in courses this spring.

Inactive students will be contacted via email and/or phone.

As Success coaches all Early Childhood Education faculty contact inactive students via email and/or phone, these activities are documented in Aviso.

At least three recruitment events will be held annually.

- Ms. Riley and Ms. Brassell staffed a table for the Early Childhood Education program at the Gaston College Fall Open House event on Saturday Oct 2, 2021.
- Ms. Riley staffed a table for the Early Childhood Education program at the Career Fair for Lincolnton Middle School.
- Ms. Yantz participated in a Gaston College interview with the Broadcasting department, hoping to stimulate interest in the program for undecided students.
- Dr. Yantz worked with one of the childcare centers to get their teachers further along with their early childhood education. The schools and certainly childcare centers have been somewhat 'closed' to outsiders due to Covid-19, which has limited outreach ability.

Use of Results for Continuous Improvement

The Arts and Sciences division will continue to monitor the enrollment, success, retention, and withdrawal rates within the Early Childhood Education area. A new pathway will be introduced for College Now students and classes will be offered in the area high schools, as requested.

Recruitments events will continue to be a priority for the Early Childhood Education instructors and the Arts and Sciences team.

Unit
Academic Affairs

Sub-unit (if applicable)
Career and Technical Education Division

Goal

Create a comprehensive, portable, marketing presentation about CTE division programs and job opportunities

Reason for Goal

The awareness of CTE programs and local workforce needs is lacking in our community. Creating a portable, engaging presentation that educates the community about numerous CTE programs and careers will be efficient and effective for the division and community.

Assigned

Dean, Associate Deans, Program Chairs

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4

Assessment Means

A comprehensive, portable, marketing presentation about the CTE division programs and job opportunities will be created and utilized in the community.

Success Criteria

A comprehensive, portable, marketing presentation about the CTE division programs and job opportunities is created and presented at least four (4) times in the community.

Assessment Results

1. **CTE Tuesday:** A joint effort between Apprenticeship 321, Educational Partnerships, and the CTE Division, CTE Tuesday seeks to make high school students aware of educational opportunities offered at Gaston College that align with career opportunities in our service communities. Each month a different CTE program and related industry partner are featured in a 15-minute Zoom presentation that is broadcast to high school classrooms.
 - *April 12, 2022: Textile Technology* (Jasmine Cox - GC) and Target (Dr. J'Den Williams) - Presentation to West Lincoln HS Interior Design Fundamentals class

- *May 10, 2022: Automotive Systems Technology* (Eric Rhom - GC) and Outcast Diesel Performance and Repair (Matthew Keener) - Presentation to West Lincoln HS Advanced Manufacturing I class
- *September 20, 2022: Air Conditioning, Heating and Refrigeration* (Derek Barrett – GC) and GSM (Mark Benton) - Presentation to 11 classes from Bessemer City High School, Hunter Huss High School, Lincoln High School, North Gaston High School, and West Lincoln High School.
 - Post-survey results:
 - 100% of respondents answered YES to "Today I learned about an educational opportunity at Gaston College."
 - 99% answered YES to "Today I learned about a career opportunity within Gaston or Lincoln County."
 - 66% answered YES to "I'm interested in learning more about this CTE program/career."

2. **Marketing Videos:** With the help of Perkins funds, the following programs were able to create professional marketing videos:

- Automotive Systems Technology
- Computer-Integrated Machining
- Engineering Technology
- Textile Technology

These videos are available on the Gaston College website, the Gaston College YouTube channel, and can be shared easily electronically with prospective students.

3. **Other Tours/Presentations:**

- **Leadership Gaston Presentations:** Leadership Gaston brings together people of diverse backgrounds and experiences who have demonstrated leadership potential and offers them a unique opportunity to increase their knowledge of Gaston County while building a community network of contacts. The Gaston College academic deans developed and presented to Leadership Gaston classes in September 2021 and April 2022. The presentation included information about all the different CTE programs Gaston College offers and took place on "Education Day."
- **School Tours/Presentations:**
 - October 7/14, 2021, and May 3/5, 2022: Lincoln County High School Advanced Manufacturing II students
 - November 16, 2021: West Lincoln High School Agricultural Mechanics Class (25 students)
 - March 1-2, 2022: Lincoln County 8th Graders (PTI, CAS, CAM)
 - June 21, 2022: Lincoln County Camp tour of PTI
 - June 22, 2022: Gaston County Commissioner's School (30 students) (CIM, Robotics, Textiles)
 - July 20, 2022: Upward Bound (25-30 students) (PTI)
 - July 21, 2022: LC Middle School Camp (33 students) (HVAC, Electrical, Auto

- July 25, 2022: Summer College Exploration (10 students) (Criminal Justice)
- July 26, 2022: Lincolnton Rising 9th Graders (CIM, Robotics, Info Tech)

Use of Results for Continuous Improvement

1. CTE Tuesdays will continue (and hopefully grow) throughout the 2022-23 academic year. Staff are meeting to decide how to best utilize and share the data collected in the CTE Tuesday post-surveys. Staff are continually refining and improving the presentation script, incentives (gift cards, etc.).
2. More program-specific marketing videos are planned in 2022-23.
3. Tours and presentations are ongoing in the CTE division. Gaston College Deans have been requested to present again at the November 2022 Leadership Gaston "Education Day" session.

Unit
Academic Affairs

Sub-unit (if applicable)
Career and Technical Education Division

Goal

Increase engagement and “outside-of-the-classroom” opportunities for students in CTE areas

Reason for Goal

“Student learning, persistence, and attainment in college are strongly associated with student engagement.” <https://cccse.org/why-focus-student-engagement>

Assigned

Dean, Associate Deans, Program Chairs, Faculty

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction #1
Strategic Direction #3

Assessment Means

The CTE division will offer at least five (5) “outside-of-the-classroom” opportunities to engage CTE students in the 2021-22 academic year.

Success Criteria

At least five (5) “outside-of-the-classroom” opportunities are offered to CTE students in the 2021-22 academic year.

Assessment Results

1. **Study Abroad Ireland:** The first CTE-initiated study abroad trip was approved in Spring 2022. Information Technology faculty Kelly Hinson and Angie Rudd are leading the trip to Ireland in November 2022. Of the 21 participants, three are current CTE students who represent the following programs: Networking and Cyber Defense, Broadcasting and Production Technology, and Human Services Technology. Five CTE faculty are traveling, representing Broadcasting and Production Technology, Information Technology, Nursing, and Textile Technology.

2. **Sports Broadcasting Team:** Broadcasting faculty/staff took advantage of Gaston College's new athletic teams to begin a Sports Broadcasting team to stream games as part of a production course. During the 2021-22 academic year, 43 broadcasts were successfully produced across all sports by a "Sports Team" of approx. 15 students. A new Sports Media degree will be proposed to the state due to the student and industry interest in this area.
3. **National Technical Honor Society (NTHS):** Approximately 40 students joined the NTHS in 2021-22. NTHS activities included an induction ceremony, going to a Rhinos basketball game, and SGA (Student Government Association) Valentines for Vets project.
4. **Lunch and Learn:** The Civil Engineering Technology program has planned a series of Lunch and Learns with local industry partners.
5. **National Cyberleague (NCL) Competition:** In Fall 2021, a Networking and Cyber Defense student participated in the NCL Competition, a leading cloud-based cybersecurity skills evaluation platform offering a safe environment for students to practice their cybersecurity skills.
6. **Industry connections:** CTE faculty provided numerous opportunities for students to connect with local industry. Examples include:
 - Field trip to Roechling Industries (MNT 110 – Intro to Maintenance)
 - Field trip to Gaston County Police Department K9 Unit (CJC 111 – Intro to Criminal Justice)
 - Field trip to CaroMont Health new hospital construction (ELC 113 – Residential Wiring)
 - Field trip to Wastewater Treatment Plant (CEG 212 – Intro to Environmental Technology)
 - Field trip to Checkers Hockey Game (BPT 232 – Video Production II)
 - Field trips for HVAC servicing course
 - Jim Morgan, past Chair of Krispy Kreme Doughnuts, Inc., spoke to Business students about leadership
 - Select students were invited to participate in program Advisory Board meetings in Spring 2022

Use of Results for Continuous Improvement

CTE faculty and staff will continue to look for ways to engage students and expose them to "real-life" opportunities outside the classroom. Many of the items listed above are continuing into the 2022-23 academic year. The division is also hoping to get some students and faculty involved in the Spring 2023 SkillsUSA competition. While informal feedback suggests these activities help students build valuable relationships in and out of the classroom, faculty and staff should attempt to collect more tangible data on how these opportunities impact students through surveys, etc.

Unit
Academic Affairs

Sub-unit (if applicable)
Career and Technical Education Division

Goal

Research apprenticeship pathways in the CTE division that would benefit our local workforce

Reason for Goal

Apprenticeship opportunities are beneficial for students and employers

Assigned

Dean, Associate Deans, Program Chairs, Faculty

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1

Strategic Direction #2

Strategic Direction #3

Assessment Means

In coordination with the Apprenticeship 321 Director and local business/industry, gaps will be identified. At least one (1) new apprenticeship pathway will be researched and developed, if feasible.

Success Criteria

At least one (1) new apprenticeship pathway in the CTE division will be researched and developed, if feasible.

Assessment Results

Five new apprenticeship pathways have been added that are related to programs in the CTE division:

- Welding (2 current apprentices)
- Accounting Tech
- Quality Control Tech (1 current apprentice)
- Brazing Operator (1 current apprentice)
- Press Brake Operator (1 current apprentice)

In addition, an Automotive pathway was investigated.

Use of Results for Continuous Improvement

CTE Division Faculty and Staff are integrally involved in both the Apprenticeship 321 program and local industry. They are fully aware of existing employment gaps and work diligently with both entities to develop pathways to address those gaps.

Unit
Academic Affairs

Sub-unit (if applicable)
Health and Human Services Division

Goal

Transition Health Programs as needed from Curriculum to Con Ed for cost effectiveness of students and improvement in enrollment.

Reason for Goal

To ensure enrollment is adequate and viability of the program at Gaston College is possible while also meeting the financial needs of the student.

Assigned

HHS Dean, Associate Dean and program leaders

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1: Commitment to Student Success & Completion

Assessment Means

Assess enrollment fall 2021, spring 2022 and summer 2022 in Phlebotomy

Success Criteria

At a minimum 10 people registered each semester during assessment cycle.

Assessment Results

Phlebotomy numbers for the academic year (summer 2021, fall 2021, spring 2022): 21
Phlebotomy moved to Continuing Education in fall semester 2022

Use of Results for Continuous Improvement

Continue to track numbers
Promote the credential to meet the healthcare needs of the community

Unit
Academic Affairs

Sub-unit (if applicable)
Health and Human Services Division

Goal

Continue to work with subgroup of HHS faculty and staff to review, work on and create a better process for Health program selective admission process. A more centralized approach similar to the College QEP focus.

Reason for Goal

To be more efficient in our program specific application process.

Assigned

Dean, Associate Dean, Admission Specialists for HHS

Relation to Strategic Plan (President's Priorities or Unit Mission)

4, Marketing/Public Relations/Outreach
2, Pathways to Programs & Partnerships

Assessment Means

Subgroup will meet to discuss current application process and work to have ways to improve the student process and steps

Success Criteria

Online Application using DocuSign
Streamlined and possibly combined point system sheets (on the website)
Develop an HHS Health Program Application webpage

Assessment Results

Online application systems were investigated and Smarter Select was chosen
Health Sciences Program Admissions Coordinator position created

Use of Results for Continuous Improvement

This goal will be carried forward with more specific steps for creating the centralized process for recruitment and selection.

Unit

Academic Affairs

Sub-unit (if applicable)

Health and Human Services Division

Goal

Increase partnership with CaroMont Regional Medical Center for a constant pipeline for their future healthcare staff from Gaston College.

Reason for Goal

To assist our largest employer in the County with employees to meet their patient care needs.

Assigned

Dean, Associate Dean, Program Leaders

Relation to Strategic Plan (President's Priorities or Unit Mission)

2, Pathways to Programs & Partnerships

Assessment Means

Set up ongoing meetings with leaders at CaroMont Health to discuss ways to improve hiring pipeline from Gaston College to CaroMont Health.

Success Criteria

Review current partnership and increase pathways opportunities for students to graduate and be hired at CaroMont.

Assessment Results

Regular meetings with CaroMont occurred
Partnership has increased with addition of apprenticeship for Practical Nursing

Use of Results for Continuous Improvement

Continued collaboration will occur, including CaroMont events on campus such as job fairs, as well as exploration of new apprenticeship cohorts.

Unit
Academic Affairs

Sub-unit (if applicable)
Health and Human Services Division

Goal

Continue to monitor go live of new health programs for the College:

Pharmacy Tech started Fall 2021 and Central Sterile Processing and Health Information Technology approved by NCCCS and SACSCOC to start January 2022

Respiratory Therapy partnership with CVCC sometime in 2022 or 2023

Reason for Goal

To ensure the continued needs of our local hospital practice partners and the community that we serve.

Assigned

Dean in combination with VP of Academic Affairs.

Relation to Strategic Plan (President's Priorities or Unit Mission)

#2 Pathways to Programs & Partnerships

Assessment Means

Research, meet with key community stakeholders and propose to the GC Board of Trustees and GC Curriculum Committee new Health Programs.

Success Criteria

Meeting with Hospital CEO's (Atrium Lincoln and CaroMont) to discuss their needs

Research and propose new Health Programs

Work with College VP and President to identify location and space for proposed new Health programs

Assessment Results

- Health Information Technology started in January 2022 with 12 students
- Central Sterile Processing started Fall 2022 with 10 students in the first cohort
- Partnership with Catawba Valley Community College for Respiratory Therapy (expected start - fall 2023)
- Space utilization occurred to house new health programs

Use of Results for Continuous Improvement

Continue partnership with Catawba Valley Community College for Respiratory Therapy

Unit
Academic Affairs

Sub-unit (if applicable)
Health and Human Services Division

Goal

Continue to monitor the success of the CaroMont Health Academy @ East Gaston High School and the New Early College High School/Medical Science Focus and grow where needed.

Reason for Goal

To meet the needs of our local hospital practice partner, Public School partners and the community that we serve.

Assigned

Dean in combination with VP of Academic Affairs, VP and Dean of Educational Partnerships and the College President

Relation to Strategic Plan (President's Priorities or Unit Mission)

#2 Pathways to Programs & Partnerships

Assessment Means

Continue to meet with key community stakeholders and review success of the Health Academy and new Early College High School.

Success Criteria

Meeting with Gaston County Schools (bimonthly)

Work with GC faculty and leaders that will have curriculum program pathways at EGHS and the Early College.

Ensure equipment needs, curriculum needs of faculty and students are met at all times for student success.

Possibly increase

Assessment Results

Meetings occurred with Gaston County Schools and Gaston College Educational Partnerships regarding the ongoing implementation of CaroMont Health Academy @ East Gaston High School and the health programs at Gaston Early College of Medical Sciences.

Use of Results for Continuous Improvement

Continue to collaborate with Educational Partnerships to meet the academic needs of the local high school population by offering health and human service courses as part of pathways in the dual-enrollment program and early colleges (College Now, CaroMont Health Academy at East Gaston High School, Gaston Early College of Medical Sciences, and Gaston Early College High School).

Unit
Academic Affairs

Sub-unit (if applicable)
Lincoln Campus

Goal

Increase accessibility, availability, and delivery of educational programs to meet the diverse needs of our students, businesses, and industries.

Reason for Goal

Dislocated workers, high school students and graduates, and other members of the community will have an opportunity to enroll in Gaston College.

Assigned

Dean, Lincoln Campus

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4, Strategy 4

Assessment Means

Record number of students enrolled at the Lincoln campus.

Success Criteria

Increase in enrollment numbers.

Assessment Results

Number of curriculum students decreased significantly in the past year from 87 in Fall 2021 to 69 in Fall 2022.

Use of Results for Continuous Improvement

Continue to look for ways to encourage students to enroll at Gaston College, Lincoln Campus

Unit
Academic Affairs

Sub-unit (if applicable)
Lincoln Campus

Goal

Strengthen partnerships with businesses, industries, and the community to increase the number of students in educational programs and workforce development classes.

Reason for Goal

To try to increase enrollment at the Lincoln campus.

Assigned

Dean, Lincoln Campus

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2, Strategy 2

Assessment Means

Review the enrollment data for the number of students enrolled in education programs and workforce development classes at the Lincoln campus.

Success Criteria

An increase in the enrollment numbers.

Assessment Results

Here are the numbers from 7/1/2021 to 6/30/2022; (Note: Previous year's numbers are in parentheses), Business and Industry Training-77 (76), Con Ed-464 (304), HRD-0 (0), Basic Skills-17 (167).

Use of Results for Continuous Improvement

Continue to maintain a positive approach to strengthening the partnerships in the community. Keep a record of the numbers for comparison purposes in future years.

Unit

Academic Affairs

Sub-unit (if applicable)

Lincoln Campus

Goal

Develop a proactive, multidimensional marketing approach to enhance public awareness about programs and services.

Reason for Goal

To create a feasible marketing plan for programs and services at the Lincoln Campus.

Assigned

Dean, Lincoln Campus

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4, Strategy 1

Assessment Means

Create an actual plan.

Success Criteria

Evidence that plan has been created.

Assessment Results

No marketing plan created.

Use of Results for Continuous Improvement

Continue to ask for and, once created, continue to look for ways to improve the plan.

Unit

Academic Affairs

Sub-unit (if applicable)

Lincoln Campus

Goal

Develop new programs to meet the changing employment needs of the region.

Reason for Goal

To continue to serve the needs of the local community.

Assigned

Dean, Lincoln Campus

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2, Strategy 2

Assessment Means

Collect data on the number of new programs at the Lincoln campus.

Success Criteria

Have at least one new program created on the Lincoln campus.

Assessment Results

One new program created – Pharmacy Tech

Use of Results for Continuous Improvement

Continue to look for ways to help with the creation of new programs

Unit

Academic Affairs

Sub-unit (if applicable)

Lincoln Campus

Goal

To successfully remodel the space vacated by Senior Services.

Reason for Goal

To make the best possible use of the new space both to serve our existing program and services, and to look at providing space for new programs.

Assigned

Dean, Lincoln Campus

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3, Strategy 2

Assessment Means

Remodel completed.

Success Criteria

Priorities of existing programs and services have been addressed, and space for new programs have been created.

Assessment Results

As of September 8th, 2022, in the main LC rooms LC 319 and 316 have been remodeled as additional space for the Nurse Aide Program. Rooms LC 300 and 302 have been remodeled for the Pharmacy Tech Program. In the Cochrane Building, rooms CSB 117 and 115 are in the process of being remodeled for Esthetics, and CSB 025 is being remodeled for the Nail Tech Program.

Use of Results for Continuous Improvement

Assist as needed with the remodeling plans for that area.

Unit
Educational Partnerships

Sub-unit (if applicable)

Vice President of Educational Partnerships Office, College Now and Early Colleges

Goal

Expand efforts to grow high school program enrollment; foster student persistence and completion of pathways; reduce equity gaps; and strengthen partnerships and collaborations with LEAs and university partners.

Reason for Goal

To increase enrollment and pathway completion for high school students by enhancing access, availability, and staff support.

Assigned

Dean of College Now, Early College Liaisons, & Vice President of Educational Partnerships

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1, 2, 3, 4, 5, 8
Strategic Direction 4 Strategy 3

Assessment Means

- *The number of students enrolled in CCP CTE pathway courses.
- *The number of students with No Shows and Withdrawals
- *The number of students persisting from fall to spring or from spring to fall.
- * Demographic data of students enrolled in CCP pathways.
- * Update the CCP webpages and marketing plan to provide better information and spread awareness of CCP to high school students and their parents.
- *Decrease the number of CCP students receiving W's, D's, and F's
- *Expand dual enrollment and early college options
- *The number of pathway completers

Success Criteria

- * Conduct focus groups with select high schools to better understand the equity gaps within CCP population
- * Educational Partnerships to develop an online New CCP Student Orientation procedure and tracking system.
- * Educational Partnerships will collaborate with Marketing to develop updated marketing materials, update the CCP website, and roll out the College's rebrand with existing College Now brand.
- *Deployment of New CCP Faculty training materials to new CCP faculty
- *Training of CCP success coaches and targeted outreach to CCP students demonstrating at risk behaviors
- *Expand use of Aviso to enhance the enrollment and advising process
- *Increase the number of pathways and expand the locations of available CCP pathways to multiple campuses and through multiple modalities

Assessment Results

In the fall 2021 term, GC had 7% withdrawal rate for transfer pathway students (which matches the NCCCS CCP CTP withdrawal rate) and an 8% withdrawal rate for CTE pathway students (which matches the NCCCS CCP CTP withdrawal rate), both of which are less than the overall college withdrawal rate of 12% for the same term.

Hiring of new faculty has been initiated and these positions will focus on teaching at high school locations and high school focused sections in English, math, art and psychology starting fall 2022.

In the 2020-2021 school year Gaston College had 89% of CCP students enrolled in CTP pathways and 11% in CTE pathways, this is a decrease in CTE pathway enrolled students from 2019-2020 where there were 80% CTP and 20% CTE pathway students. When compared to NCCCS numbers, the 2020-2021 school year, GC had a lower percentage of students in CTE pathways (10%) compared to the NCCCS average of 14% in CTE pathways. This data looks solely at primary pathways.

In 2019-2020, Gaston College offered 17 CTE pathways and two CTP pathways. In 2020-2021, Gaston College offered 25 CTE pathways and four CTP pathways. East Gaston High School was added as an off-campus site for the Health Science Academy partnership where six CTE pathways are offered as part of that pathway: Foundations of Healthcare, Pharmacy Technician, Foundations of Health and Fitness Science, Foundations of Nursing, Foundations of Medical Assisting, and Foundations of Animal Science.

New College Now Orientation video created and tracked by individual advisors as part of case management model.

College Now rebrand materials were updated to align with new college rebranding. New print materials will need to replace materials placed in high schools as a part of the 2019-2020 College Now rebrand initiative.

Number of pathway completers in the 2020-2021 school year is 2.17 times more than those that completed in the 2019-2020 school year.

In Fall 2021, Gaston Early College of Medical Sciences (GECMS) opened and enrolled 72 freshman and 11 sophomores. This program focuses on pathways in AGE-Nursing, Biotechnology, Human Services, and Health Information Technology.

Slight changes in demographic data of participants from previous years. In 2020-2021, 63% female and 37% male (2019-2020 65% female and 35% male) participated in dual enrollment at GC. Participants are still predominantly white females. From an ethnicity perspective, those that reported indicated 37% white (compared to 38% in 2019), 5% Hispanic (6% in 2019), 4% black (same in 2019), 1% Asian (same in 2019), 2% multiple (same in 2019), and 50% other/unknown (compared to 48% in 2019). When reviewing the data for sex and race/ethnicity, unknown/other females and white females, followed by unknown/other males and white males make up the majority of the enrollments in dual enrollment programs at Gaston College.

Training for advisors and faculty of College Now students were offered each semester. Faculty orientations were held at off-campus teaching sites to ensure readiness before first day of classes with students.

Use of Results for Continuous Improvement

Continue to explore ways to increase access to dual enrollment opportunities for underrepresented populations.

Explore additional CTE pathway partnerships with LEAs to encourage CTE pathway enrollment and completion.

Collaborate with TAG programs to create pathways for dual enrolled students to encourage completion and streamline experiences for CTP students.

Use feedback from students to grow and expand faculty and advisor trainings. Offer advanced training opportunities in order to create seasoned CCP faculty who can help mentor new CCP faculty when onboarded.

Evaluate year one of GECMS and look at options for recruiting fuller freshman classes for next lottery cycle.

Ensure new marketing print materials are diverse and representative of the demographics of the students represented in the GC service area.

Hold annual check in meetings with LEAs to explore opportunities for growing partnerships.

Unit
Educational Partnerships

Sub-unit (if applicable)
Upward Bound

Goal

Continue to monitor federal grant TRiO Upward Bound

Reason for Goal

To help ensure that this program is meeting goals set forth in their perspective grants.

Assigned

Director of Upward Bound & Vice President of Educational Partnerships

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 11

Assessment Means

Student success data.

Success Criteria**Upward Bound**

- Objective: Academic Performance – Grade Point Average
 - Goal: **60%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
- Objective: Secondary School Retention and Graduation
 - Goal: **90%** of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Assessment Results

Upward Bound

- Objective Academic Performance – Grade Point Average
 - *Goal:* **60%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
 - *Outcome:* **95%** of participants served during the project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the 2021-2022 school year.

- Objective Secondary School Retention and Graduation
 - *Goal:* **90%** of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
 - *Outcome:* **98%** of project participants served during the project year did continue in school for the next academic year, at the next grade level, or graduated from high school with a regular secondary school diploma.

Use of Results for Continuous Improvement

1. **Objective 1 – Academic Performance – Grade Point Average**

The project will utilize the results from the *Academic Performance – Grade Point Average* objective to form the basis for determining student's academic performance and need for additional program services during the academic year, as well as for summer academic programming.

Consistent focus on and monitoring of Power School, student grades and test results, attendance, established SMART goals, motivation and engagement will also assist the program with identifying the need for supplemental interventions and services to improve program delivery for the coming project year, as well as to determine overall achievement of the established objective.

2. **Objective 2 – Secondary School Retention and Graduation**

The project will use the results from the *Secondary School Retention and Graduation* objective to provide the degree of success, which students and the project achieved with grade promotion and high school completion.

Monitoring and constant review of student progress, the development and revision of Individual Academic Plans, and review of program evaluations will also aid the project in determining the need for program revisions, adaptations, or need for the continuation of vital services.

This intensive review will ensure that the project is providing the services and tools necessary to assist students with advancing to the next grade level, or graduating from high school with a secondary school diploma by the established year of attainment.

Results of student outcomes for retention and graduation will also provide the basis for improvement of program design, services and delivery, for the coming project year.

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Direction	Strategy			Results	Strengths	Areas for Improvement		
1	Early College students in their junior year will meet with the College Liaison to create a two-year plan.	1	8	Analysis of Early College students with two-year plans in Aviso	85% of juniors will have developed a two-year plan	98% of Early College juniors developed a two -year plan	Students were very receptive to creating plans and involved in the process. Plans were also shared with EC staff to ensure all staff were working on the same plan for each student.	Discussed if we should be developing plans earlier than junior year, especially as more students are exploring the four-year plan.	Greater collaboration between the student, the EC staff and GC staff.	Move to creating plans for sophomores, juniors, and continuing to monitor plans of seniors next year.
2	CCP students will be successful with grades of C or higher in college courses.	1	1	Analysis of course success rates for CCP students.	72% of CCP students will complete course work with grades of C or better.	Across the Summer 2021, Fall 2021, and Spring 2022 semesters course success rates were 93.4 % for grades of A, B, or C for CCP students.	CCP students are being successful in their college classes at high rates.	Explore ways to help students not being successful or who are not completing their courses.	Use of Aviso has increased as a way to better track and monitor students progress in classes and better communication with HS counselors was put in place to ensure that the schools and parents could be involved to help ensure student success.	Explore more efficient ways to communicate early alerts regarding course success to HS personnel in an effort increase success in courses and help students stay on track in their courses.
3	Career and College Promise students will feel better	1	1	Analysis of the results from the Spring 2022 Student	80% of students who complete at least 1 CCP class will feel that Gaston College is	90.26% of respondents agree or strongly agree that "Gaston College is helping me achieve my educational goals."	More students feel that GC is helping them achieve their	The survey did not break down this question for	Students are seeing the connection between GC classes and meeting their	Explore a separate College Now survey for

Unit Plans 2021-2022

Educational Partnerships Student Learning Outcomes

	prepared for their future goals.			Satisfaction Survey	helping them achieve their goals.		goals than was anticipated.	just CCP students.	personal educational goals.	2022-2023 school year.
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Unit
Academic and Student Affairs

Sub-unit
Institutional Effectiveness

Goal

1. Improve and streamline the program review and unit planning process.
2. Improve the continuing education evaluation process.
3. Develop interactive dashboards for sharing student learning and achievement data.

Ongoing Outcomes for the Office of Institutional Effectiveness:

- Ensure timely and accurate data reporting to federal, state, and other external agencies (i.e. IPEDS, NCCCS, grant requirements, SACSCOC, etc.)
- Ensure timely and accurate response to internal ad hoc data requests.
- Support continuous cycle of planning, assessment, and improvement.

Reason for Goal

As the new IE Director, in the 2021-2022 cycle I am learning Gaston College processes. My goal is to build on the current processes and make improvements to the metrics, questions, and framework. Improvements will support programs and units as they evaluate program viability, effectiveness, and student success for continuous improvement. The process should also support the college overall by serving as a means to assess and monitor progress towards the Strategic Plan. Data dashboards (much like the previous Tableau dashboards) will allow programs and areas to have on demand access to data for planning and decision-making.

Assigned

Director IE and IR Coordinator

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1, #11: Using data to assess and improve student success.
Strategic Direction 2, #2/3: Monitoring and using data about regional demo

Assessment Means

Institutional Effectiveness Pre-Post Survey to Faculty and Staff: IE will administer a survey to Faculty and staff in 2021 about the program review, unit plan, and continuing education evaluation processes, and access to institutional research. The survey will also be used to assess the IE outcomes that are ongoing. Results of the pre-survey will be used to draft a revised

framework for program review, unit plans, continuing education evaluations, and plan the data dashboards. A follow-up post-survey will be administered following implementation.

New program review and unit plan template developed.

New continuing education evaluations developed.

Data dashboards developed and posted for public view/use.

Success Criteria

100% Program review and unit plan completion.

At least 80% satisfaction/ effectiveness of program review and unit plan process.

At least 80% satisfaction/ effectiveness of continuing education evaluation process.

At least 80% satisfaction/ effectiveness of data reports or dashboards.

Assessment Results

Director IE was only employed at the College for five months. This position was not replaced until July 1, 2022. The IR Coordinator was never hired.

Use of Results for Continuous Improvement

Director IE and IR Coordinator was only employed at the College for five months. This position was not replaced until July 1, 2022. The IR Coordinator was never hired.

Unit
Academic and Student Affairs
Sub-unit (if applicable)
Learning Resources

Goal

Organizationally and spatially move each Learning Resource to the 2nd floor of Morris Library. This move will include the Writing Center, MASC, and the Learning Center.

Reason for Goal

Moving each department under one roof will allow staff in each department to integrate services and cross-train in order to provide the most efficient resource results.

Assigned

Dean, Learning Resources

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1: Strategy 2

Strategic Direction 3: Strategy 2

Assessment Means

Gaston College student evaluation survey

Success Criteria

Compare student satisfaction outcomes from previous student surveys to most recent.

Assessment Results

Satisfaction Rates are rated in a high category, showing continued good service reports demonstrate movement of services together has continued to provide high measurable outcomes.

Use of Results for Continuous Improvement

Continue to monitor satisfaction surveys and any input from faculty, student, or staff towards the unification of learning resources under one roof.

Unit

Academic and Student Affairs

Sub-unit (if applicable)

Marketing and Communications

Goal

Post a Request for Proposal (RFP) for updating the College's website design and content management system. Work with vendor(s) selected to launch a more functional and appealing website that attracts and converts more visitors.

Reason for Goal

Enhance the College's brand and reputation with a more visually appealing website that is accessible and easy to navigate. Also, improve the backend management process with a CMS that better handles higher education needs for website governance and helps ensure content is accessible prior to it being published.

Assigned

Executive Director of Marketing and Communications

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4 Marketing and Communications

Assessment Means

Launch a new College website that is clean, visibly attractive, accessible and easy for our audiences to navigate quickly.

Success Criteria

Selection of a qualified vendor that meets the needs of the College. Launching a website on time and within budget of the RFP that meets the College's RFP goals.

Assessment Results

Objectives related to attaining this goal were delayed due to a shortage of resources after losing multiple team members and these positions remaining unfilled. Additional resources and alternate options are being evaluated for this project going forward.

Use of Results for Continuous Improvement

Better market the college and its programs to increase FTE and foster greater pride.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Marketing and Communications****Goal**

Increase the College's presence and engagement on popular social media sites.

Reason for Goal

Continue to Heighten the College's reputation and brand when interacting with our audience in these channels.

Assigned

Digital Communications Manager

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4 Marketing and Communications

Assessment Means

Followers and other relevant engagement analytics will be tracked looking for monthly increases.

Success Criteria

Track engagement and followers across platforms from 2020-21 compared to 2021-22. Start accounts for athletics and track followers and growth throughout the first of the year.

Assessment Results

- Increased followers on all social media platforms and further emphasized the use of *trending* platforms to increase marketing and outreach to promote the College's programs, services, and brand.
- Promote the College's programs, services, and brand authentically by highlighting and using GC students that current and prospective students can relate to.
- Increased followers and engagement through main athletics social media channels

Use of Results for Continuous Improvement

Continue to emphasize the use of *trending* platforms to increase marketing and outreach to promote the College's programs, services, and brand.

Unit

Academic and Student Affairs

Sub-unit (if applicable)

Marketing and Communications

Goal

Launch an athletics website that is visually appealing, engaging and meets NJCAA compliance requirements.

Reason for Goal

To engage new audiences and to meet compliance requirements for the new athletics program.

Assigned

Executive Director of Marketing and Communications

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4 Marketing and Communications

Assessment Means

Launch a new athletics website that is visibly appealing, engaging and meets NJCAA compliance requirements.

Success Criteria

Launch the website by the start of the Fall semester with necessary team information and game statistics connections setup for basketball, baseball and softball to meet compliance. Give access to athletics staff that will be maintaining compliance requirements on an ongoing basis.

Assessment Results

- Website was launched by the start of the Fall semester and key athletics personnel have access to report scores/stats as required for compliance.

Use of Results for Continuous Improvement

Continue to use the website to highlight the growth and success of the college's athletic programs as well as utilize it to increase college pride.

Unit**Academic and Student Affairs****Sub-unit (if applicable)****Marketing and Communications****Goal**

Build relationships with media and news sources that can help increase exposure of the College across the community, throughout the state and among various industry groups. Utilize these relationships to help spread the word about positive, relevant, and/or important College stories.

Reason for Goal

To help increase awareness of the College locally and across the state.

Assigned

Communications/PR Specialist

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4 Marketing and Communications

Assessment Means

Media mentions will be tracked monthly looking for increases and opportunities for more exposure.

Success Criteria

Tracking all media mentions throughout 2021-22 and comparing to 2020-21 for increased exposure overall, within local or regional areas, or within certain industries/area.

Assessment Results

- Objectives related to attaining this goal were delayed after losing the newly hired PR Specialist in early 2022 and then being unable to successfully fill the position.
- An RFP was developed and submitted to find an established PR company that the College could partner with for ongoing Public Relations efforts. A vendor was selected and began work in August 2022. The success of the partnership will be evaluated going into the new academic year.

Use of Results for Continuous Improvement

Continue to look for ways to promote the college's programs, services, and brand through key media relationships.

Unit
Student Affairs

Sub-unit (if applicable)
Student Success and Retention

Goal

Increase the number of campus-wide outreaches from Counseling Services to enrolled students to increase awareness of Counseling Services.

Reason for Goal

To raise awareness of mental health needs and resources that are available to students.

Assigned

Director of Student Success and Retention

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 2
Strategic Direction 4 Strategy 3

Assessment Means

Question in Student Satisfaction Survey related to student awareness of Counseling Services and resources.

Success Criteria

Counseling services will work with the marketing department and other campus partners to produce and communicate/distribute timely and meaningful messaging to the student body each semester (Fall, Spring, Summer) pertaining to mental health and access to mental health resources.

Assessment Results

During the 2021-2022 academic year, Student Success and Retention (SSR) worked with the Marketing department and McLaughlin Young to develop brochures, flyers, and postcards to increase awareness of Counseling services and resources. These promotional and educational materials were shared with the campus community through multiple methods, including social media, emails, and attendance at campus events. Staff also conducted Counseling-related presentations for faculty, staff, and students. Unfortunately, we were unable to measure student awareness of Counseling services and resources, as there were no items assessing this information on the Spring 2022 Student Satisfaction Survey.

Use of Results for Continuous Improvement

Moving forward, Student Success and Retention will continue to collaborate with Marketing to develop and disseminate promotional and educational materials across the College through mail, social media, email, campus monitors, and campus events. In addition, the department will partner the Office of Student Life to facilitate monthly programs and activities centered around mental health and wellness. Finally, SSR staff will increase the number of presentations offered to students, faculty, and staff, to increase awareness of Counseling services among the campus community.

Unit
Student Affairs

Sub-unit (if applicable)
Student Success and Retention

Goal

Continue to monitor TRiO Student Support Services federal grant.

Reason for Goal

To help ensure that this program meets goals set forth in the grant.

Assigned

Director of Student Success and Retention

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 11

Assessment Means

Student success data.

Success Criteria

Student Support Services

- Objective: Persistence from 2021 Fall to 2022 Fall or graduates
 - Goal: 60%
- Objective: Student in good Academic Standing
 - Goal: 75%
- Objective: Students who graduated with Associate's Degree or Certificate from the 2018-19 cohort
 - Goal: 35%
- Objective: Percent of the 2018-19 cohort who graduated and transferred to 4-year university
 - Goal: 20%

Assessment Results

Student Support Services

- Objective: Persistence from 2021 Fall to 2022 Fall or graduates
 - Goal: 60%
 - Result: 92.14%
- Objective: Student in good Academic Standing

- o Goal: 75%
 - o Result: 94.29%
- Objective: Students who graduated with Associate's Degree or Certificate from the 2018-19 cohort
 - o Goal: 35%
 - o Result: 78.95%
- Objective: Percent of the 2018-19 cohort who graduated and transferred to 4-year university
 - o Goal: 20%
 - o Result: 24.56%

Use of Results for Continuous Improvement

The TRiO Student Support Services (TRIO SSS) Program continues to exceed the Department of Education's approved benchmarks. Through innovative programming, TRiO SSS delivers exceptional services to students who are first-generation, low-income, and/or have a documented disability. Undoubtedly, staff turnover throughout the 2021-2022 academic year impacted service delivery to program participants. Now that the program is fully staffed, prioritizing professional development among new staff is essential to improving staff knowledge and competency. Additionally, helping new staff establish relationships among key campus stakeholders will ensure partnerships are sustained between the program and various departments and personnel that impact service delivery.

Unit
Student Affairs

Sub-unit (if applicable)
Academic Advising and Testing Services

Goal

Implement the items listed in the QEP to meet the advising needs of the College and students.

Reason for Goal

Meet the requirement of the QEP and accreditation standards.

Assigned

Director of Advising and Testing

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1, 2, 3, & 11

Assessment Means

- Launch the Advisory Board
- Plan and implement the appropriate training for the advisors
- Meet the QEP year one student success outcomes, student learning outcomes, and student satisfaction outcomes

Success Criteria

The Advisory Board will meet twice with participation from all the invited members, this will be documented through the meeting minutes.

Divisional training and the advisor retreat will be planned. Attendance in these training courses will be documented in NeoGov for reporting purposes.

The QEP outcomes will be measured and assessed based on the guidelines listed in the QEP.

Assessment Results

The Advisory Board was expanded to include students and the athletics department. This added four more individuals to the Board in order to gain a more holistic view of student experiences. During the 2021-2022 academic year, the Board met three times. The minutes are as follows:

[September 14, 2021](#)

[December 14, 2021](#)

[May 4, 2022](#)

The advising team, along with TRiO and Educational Partnership advisors, participated in training to review the QEP and the new case management models. During this training, we reviewed new outreach processes, required meetings, details of the QEP, and overall team building. The list of attendees was given to Stephen Haynes to be entered into NeoGov. The training has been condensed to meet the needs of our new team members as they have been onboarded. In Spring 2022, the advising team and TRiO advisors had their first retreat. This was a time for the team to better understand how to *Build Strong Connections* with their students and faculty. The team completed True Colors and discussed how their personal style impacts the way they build relationships.

[July 2021 Advisor Training](#)

[Spring 2022 Retreat](#)

At this time, the QEP outcomes are still being assessed.

Use of Results for Continuous Improvement

The advising centers will still utilize the QEP as a guiding document as we review and monitor our advising practices.

Unit
Student Affairs

Sub-unit (if applicable)
Student Affairs Leadership Team

Goal

Continue efforts to promote enrollment growth; foster student persistence and completion; reduce equity gaps; increase accessibility; and strengthen partnerships and collaborations through involvement in statewide and national initiatives.

Reason for Goal

To promote enrollment by enhancing access, availability, and delivery of educational programs.

Assigned

Student Affairs Leadership Team

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction I; Strategies 1, 2, 3, 4, 5, and 8

Assessment Means

*The number of Reverse Transfer degrees and the number of certificates awarded will be measured. The Finish First software will be utilized to increase the number of completers. The number of credentials awarded will be tracked.

*The number of students who utilize the Self-Service graduation application will be measured.

*The number of applicants contacted with incomplete CFNC applications and students who have not attended in the last two years will be measured.

*Eforms will be implemented to create paperless document submission, approval, and processing for items such as Student Consent forms, Withdrawals, Grade Changes, and Course Substitutions.

*Enrollment yield

*The number of students working with the MMSI Success Coach

Success Criteria

*The Student Records and Registration Office will continue the Reverse Transfer project and the automatic certificate posting project to increase the number of completers. The Finish First software will be utilized each semester, and the number of credentials awarded will be tracked. (II, 5).

*The Student Records and Registration Office will deploy Eforms in ImageNow to increase efficiencies and remove barriers for processing of paperwork such as Student Consent forms, Withdrawals, Grade Changes, and Course Substitutions. Strategic Direction I Strategies 1, 2, 3, 4, 5, and 8 (V, 1).

*Admissions and Records staff will continue targeted outreach to notify and remind students of the next step in the enrollment process and send reminders of registration dates and payment deadlines. (II, 5).

*Testing of WebAdvisor processes to transition to Self-Service Faculty Attendance and grading will occur in the Student Records and Registration Office. There will be a Fall 2021 pilot, with the transition to Faculty Self-Service planned for Spring 2022 or Summer 2022 (V, 19).

*Increase enrollment yield (applicant to enrolled) numbers

Assessment Results

15 AA degrees were processed via Reverse Transfer.

2,863 certificates were posted using the Finish first process.

Eforms was not implemented in 2021-2022 and will be added to the 2022-2023 Unit Plan.

The Admissions Office participated in 16 recruitment events during the academic year. The events included the following:

Virtual NC School Counselor Conference (Fall 2021)
CACRAO Gaston & Lincoln Counties (Fall 2021)
College Application Week (Fall 2021)
Educators Breakfast (Fall 2021)
Open House (Fall 2021)
High School admission presentations (Fall 2021, Spring 2022)
Campus Tours (Fall 2021, Spring 2022, Summer 2022)
Delta Sigma Theta Virtual College Fair (Spring 2022)
Shiloh Baptist Church College Fair (Spring 2022)
Venture Church Job Fair (Spring 2022)
Virtual Senior Night Information Session (Spring 2022)
Community Fun Run (Spring 2022)
Lincoln County Schools Opportunity Fair (Spring 2022)
Warlick Plunge Day (Spring 2022)
Social Media Campaign (Fall 2021, Spring 2022, Summer 2022)
Catawba RiverFest-Gaston County Community Event (Summer 2022)
Apprenticeship 321 Summer Camp Tours (Summer 2022)
Belmont Concert Series (Summer 2022)
CTE Virtual Program Sessions (Summer 2022)
Phoenix Counseling Services (Summer 2022)
Night Out in Lincolnton (Summer 2022)

The enrollment yield for fall 2021 was 58.9% and the enrollment yield for spring 2022 was 51.7%.

Texting payment deadline reminders and registration reminders were implemented.

An internal communication review was conducted for admissions communications, resulting in more streamlined information being sent to new applicants.

Thirty-one (31) students worked with the MMSI Coach.

Use of Results for Continuous Improvement

*Admissions staff will continue to participate in recruitment events as targeted outreach to assist new students with the next steps in the enrollment process.

Eforms was not implemented in 2021-2022 and will be added to the 2022-2023 Unit Plan.

Records staff will use the Finish First process to award credentials in 2022-2023.

Unit
Student Affairs

Sub-unit (if applicable)
Financial Aid

Goal

Continue to promote financial aid awareness by familiarizing students and families in our service area about the availability of financial aid and educating them about the financial aid process and federal regulations defining eligibility.

Reason for Goal

To educate current and prospective students/parents on the financial aid opportunities that exist to assist them in completing their educational goals and increase the percentage of high school students in our service area who complete the FAFSA application.

Assigned

Director of Financial Aid and Veterans Affairs

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 4

Assessment Means

List of outreach opportunities

List of workshops held

Comparing the number of aid recipients from last year to this year

Comparing the number of FAFSA completers in our service area to the last cycle

Utilizing more virtual platforms

Success Criteria

Outreach efforts and an increase in students completing the FAFSA application

Assessment Results

- Paying for College Workshops presented in ACA classes
- FAFSA completion session and Paying for College presentation during Open House
- FAFSA completion events hosted at the following high schools: East Lincoln, Bessemer City, East Gaston, Lincoln, West Lincoln, Mountain Island Charter, North Lincoln, Piedmont Charter, Lincoln Charter, Cherryville, Ashbrook, South Point, Gaston Early College, and Gaston Christian

- TRiO FAFSA drop-in event
- Student Success Expo
- Greater Mt. Zion Outreach Event
- CTE Open House

The number of federal/state aid recipients in 2020-2021 was 2,046. The number of federal/state recipients in 2021-2022 is 2047. The number of aid recipients was slightly lower than the previous cycle due to a decline in enrollment. There was a 4% increase in the number of enrolled students who applied for financial aid.

The number of high school seniors who were FAFSA completers in our service area (Gaston and Lincoln Counties) who applied during the first three months of the FAFSA application cycle in 2020-2021 was 1,209 and in 2021-2022 was 1,980. This was a significant increase from the prior year. More high school counselors are pushing for students to complete the application early, complementing our outreach.

During this assessment cycle, Financial Aid utilized various social media platforms to aid and educate students about financial aid opportunities: Zoom, TikTok videos, and Microsoft Teams.

Use of Results for Continuous Improvement

The Financial Aid Office continues to look for ways to promote financial aid opportunities by utilizing the website, social media, and increasing participation in recruiting activities. We continue to find ways to push more high school seniors to apply for financial aid early by completing the FAFSA application and scholarship opportunities. As more and more state dollars rely on the FAFSA information, it is even more critical to get more enrolled students to apply.

Unit
Student Affairs

Sub-unit (if applicable)
Financial Aid and Veterans Affairs

Goal

Implement activities and events in the Veterans Resource Center to provide support to veteran students or dependents in their pathway to success as students and potential employees by providing the necessary tools needed to navigate college life and transition to a four-year university or into the workforce.

Reason for Goal

Veteran students have had a hard time adjusting to civilian life and can benefit from the additional support provided by the Veterans Resource Center.

Assigned

Director of Financial Aid and Veterans Affairs and the Coordinator of Veterans Affairs Resources

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 4

Assessment Means

Increase overall satisfaction with veteran services on campus

Decrease in the number of student code of conduct incidents involving veterans

- Use group meetings to help Veterans to deal with readjustment
- Establish a peer mentor program with other Veteran students
- Coordinator will serve as Mental Health First Aid resource for veteran students showing signs of difficulty
 - o Any matter requiring professional help will be referred to College counseling services, Student Outreach Services (SOS), and/or the VA hotline for mental health.

Targeted workshops that aid in veteran support and transition to civilian status

- Guest speakers for supportive services for Veterans
 - o Mental Health
 - o Health Care
 - o Legal Services
 - o Financial Management
 - o Veteran Organizations

Success Criteria

Increased persistence, retention, and completion rates and a reduction in code of conduct incidents

- Reinforce persistence and retention services as needed (tutoring, writing center, learning center)

Assessment Results

The overall satisfaction of the Veterans Affairs Office for 2020-2021 was 78.52% and it was 88.55% for 2021-2022.

Covid has continued to delay the full implementation of the Veterans Resource Center. There were some meetings with Veterans held via Zoom, but no in-person training and workshops were held.

Use of Results for Continuous Improvement

The Veterans Affairs Resource Coordinator will continue to make Veterans aware of the center and utilize marketing resources to increase usage of the center. A schedule of events for the upcoming year will be distributed to Veterans along with any workshops that are scheduled to support them and promote their success. The Veterans Resource Coordinator will establish partnerships across the campus and with other Veteran organizations to host events that are Veteran centered.

Unit
Student Affairs

Sub-unit (if applicable)
VP for Student Affairs Office and Dean of Student Development

Goal

Continue assessment of compliance with the following federal and state requirements:

- a. Drug-Free Schools and Communities Act (Alcohol Awareness)
- b. ADA (Americans with Disabilities Act)
- c. VAWA (Violence Against Women Act) and Clery
- d. Title IX regulations
- e. FTE Audits

Reason for Goal

To comply with state and federal and state directives and to meet the mission of the College related to accessibility.

Assigned

VP for Student Affairs; Dean Student Development; Director Student Success and Retention; Director Student Registration and Records/College Registrar

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 2

Assessment Means

Assessment of compliance requirements will be completed throughout the year.

Success Criteria

Compliance with state and federal directives and College accessibility mission met.

Assessment Results

Drug-Free Schools and Communities Act (Alcohol Awareness) requirements were met through the publication and annual notice of the College's Drug and Alcohol Awareness and Prevention Program (DAAPP).

ADA (Americans with Disability Act): The Accessibility Counselor and other Student Success and Retention staff participated in various professional development opportunities to improve knowledge of ADA requirements including, attending the North Carolina Community College System's Disability in a Day conference. The Accessibility Counselor also completed a self-paced

course offered through Ablr about disability inclusion. Finally, the Student Success and Retention department renewed its' membership with the North Carolina Association of Higher Education and Disability (NCAHEAD). Membership to the professional association granted departmental staff access to various disability resources and a listserv that provides information on emerging trends and best practices in supporting students with disabilities.

The College continues its membership with the National Association of Clery Compliance Officers and Professionals (NACCOP). Student Affairs and Campus Police and Security staff participate in NACCOP webinars related to VAWA, Title IX, and Clery compliance.

The College continued to use the NACCOP's VAWA Adjudicator Training Program to meet VAWA training requirements for faculty and staff involved in VAWA related disciplinary investigations and hearings.

FTE Compliance Review - Conducted Self-Service attendance training with pilot instructors, CTE, and Health and Human Services divisions and at the Academic Affairs training with the goal to maximize FTE and remain in compliance with the upcoming audit in spring 2023.

Use of Results for Continuous Improvement

Student Affairs will continue efforts to meet all compliance requirements related to the areas such as the Drug-Free Schools and Communities Act, ADA, VAWA, Title IX regulations, and FTE audits. Staff will continue to evaluate and monitor federal compliance review trends and FTE documentation for compliance with the NC State Board of Community Colleges Code.

Unit
Student Affairs

Sub-unit (if applicable)
Student Development

Goal

Provide innovative and intentional modes of communication and marketing strategies to increase student participation in student life events and student clubs and organizations.

Reason for Goal

To increase awareness of activities and educational programming that will help students feel sense of belonging, develop holistically, and aid in their student success.

Assigned

Dean of Student Development

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 Strategies 1 and 2
Strategic Direction 4 Strategy 3 and 5

Assessment Means

Use of technology for marketing activities and events.
Create communication site for student life on Microsoft 365.
Market Student Life Facebook and Instagram pages and encourage students to follow.
Encourage students to utilize Gaston College email.
Update Student Life and student resources web pages to advertise events.
Collaborate with faculty and staff to promote student life events.
Student Club and Student Organization registration form and active status.

Success Criteria

Distribute SGA calendar of events and weekly upcoming events reminders.
Utilize email, social media, and cable screens for communication and marketing events.
Track number of new followers on Student Life Facebook and Instagram accounts.
Track engagement on Student Life Facebook and Instagram accounts.
Track number of faculty and staff promoting student events via survey.
Track number of students participating in student life events.
Track number of students participating in student clubs and organizations.
Track number of outreach events by student clubs and organizations.

Assessment Results

Although we were not able to create the Microsoft 365 communication site, Student Life continued to use the following platforms to market student events: Canva, Email, Facebook, Instagram, and Linktree.

There were 102 new followers on the Student Government Association Facebook and Instagram pages.

Student life and athletic events were emailed weekly to current students, faculty, and staff.

We were unable to track the number of faculty and staff promoting student events.

A total number of 3,989 students participated in student life events throughout the year.

Six student clubs and organizations registered for the academic year. Many student clubs did not consistently submit their activities and clearance forms throughout the year, so the number of outreach events were not tracked.

Use of Results for Continuous Improvement

Although we were unable to distribute a semester calendar of events in advance, we made it a priority to send out weekly email notifications and advertise on various social media platforms. Overall, the events were successful, and we received great feedback from students. We were able to increase our followers on social media and correspond with more students via email. As we plan for student life events for the next academic year, it is important for us to implement events that will engage a variety of students.

Unit
Student Affairs

Sub-unit (if applicable)
Student Development

Goal

Provide proactive outreach to connect minority male students with on campus and community resources to ensure student success.

Reason for Goal

To promote minority male student persistence, retention, and completion.

Assigned

Dean of Student Development and Minority Male Success Initiative – Success Coach

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction 1 Strategies 3, 4, and 8

Assessment Means

The number of minority male students contacted by the MMSI Success Coach.

The number of campus outreach events for students where the MMSI Success Coach presents or shares information.

The number of minority male students utilizing on-campus and off campus resources that aid in student success.

Success Criteria

Minority male students who are connected and utilizing resources are persisting from semester to semester or graduating with a certificate, diploma, or degree.

Assessment Results

The MMSI Success Coach contacted 435 students through Aviso, email, and phone. Thirty-one (31) students were coached via one-on-one meetings. The MMSI Success Coach participated in seven (7) campus and community outreach events during the academic year. Sixteen (16) MOE meetings were held, and thirteen (13) MOE students consistently participated during the academic year.

The events included the following: Early College 13-year Orientation, Early College of Medical Sciences Orientation, Apprenticeship 321 Orientation, SGA Club Day, Fall Open House, 2021 Gastonia Latin Heritage Festival, and New Advisor Training.

We were unable to track the number of minority male students utilizing on-campus and off-campus resources.

Use of Results for Continuous Improvement

Throughout the year, we have discovered the importance of utilizing various modes of communication with students and providing ongoing outreach. Many students continue to face anxiety and hardships throughout the year. We try to be intentional in follow-up and strive to connect them with as many resources as possible. We need to develop an effective strategy to better track on-campus and off-campus resources utilized by students.

Unit Plans 2021-2022

Student Affairs Student Learning Outcomes

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Direction	Strategy			Results	Strengths	Areas for Improvement		
1	Students will be able to demonstrate knowledge of the online graduation application in WebAdvisor/ Self-Service.	1	8	Analysis of online graduation applications submitted in WebAdvisor/ Self-Service.	75% of students will use the online graduation application.	1,097 applications 2021-2022-159 were paper-85.5% of applications were submitted online.	The goal was exceeded.	N/A	Last year, the goal was not met, so our outreach was successful.	Continue outreach to students regarding the online graduation application
2	Students will demonstrate their ability to apply for financial aid by applying.	1	4, 11	Analysis of ISIRs received each year	50% of enrolled students will apply.	64% of enrolled students applied for financial aid in the 2021-2022 academic year.	The goal was exceeded.	Continue educating students about the importance of completing the FAFSA application.	Last year the goal was met. It may be time to increase the success criteria to 65% of enrolled students apply for financial aid.	Add to this outcome the number of students applying for scholarships each year.
3	Students will demonstrate a high level of satisfaction with academic advising provided by Advising staff.	1	3	Analysis of the results from the Spring 2022 Student Satisfaction Survey.	80% of students will be satisfied with academic advising provided by Advising staff.	80.4% of students surveyed were satisfied with the advising experience at their advising center.	The advising team worked through appointments in various modalities and worked with students on a drop-in basis	As staff turned over, it was difficult to build relationships with select caseloads. Work to increase advisor morale and advisor retention.	There was a decrease from the previous year of 2-3%. Due to the format of the survey, it should have branched into three separate satisfaction areas, but the survey only measured satisfaction in two areas.	Review the advising communication plan to ensure a consistent response.
4	Students involved in the conduct process will demonstrate improved behavior by not engaging in future violations of	1	1, 11	Analysis of student violations of Student Code of Conduct standards.	95% of students involved in the conduct process will not engage in future violations.	100% of students engaged in the conduct process did not engage in future violations.	Engaging conversations regarding disciplinary behavior and reflection papers for violators of the student	Continue to research educational sanctions for Academic Dishonesty and Drug and Alcohol	The conduct process can be an educational experience for students instead of purely punitive in some cases.	Continue exploring and researching educational tools and resources to use with students during the conduct process.

Unit Plans 2021-2022

Student Affairs Student Learning Outcomes

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Direction	Strategy			Results	Strengths	Areas for Improvement		
	the Student Code of Conduct.						code of conduct.	conduct cases.		
5	Students served by the Admissions Office will demonstrate a high level of satisfaction with the Admissions Office.	1	1	Analysis of the results of the Spring 2022 Student Satisfaction Survey	80% of students will be satisfied with their experience with the Admissions Office.	88.83% of students surveyed were satisfied with the service they received from the Admissions Office.	Staff were available to assist students in-person and virtually.	Continue providing in-person and virtual services for students.	88.83% of students surveyed were satisfied with the service they received in 2021-2022. This is a 2.91% increase from 2020-2021.	Continue outreach to utilize ActiveCampaign (CRM), social media, virtual, and in-person service to provide overall great customer service.
6	International students will demonstrate successful completion of the international student admissions process.	1	1	Cross Connect, Colleague, Sevis	90% of international students will successfully complete the international student admissions process.	Six (6) students were engaged in the international student process. 100% of students involved in the international student admissions process successfully completed the process.	Current staff is very knowledgeable about the Gaston College international admissions process and external processes for a foreign student to enter the United States and enroll at Gaston College.	Continue with professional development and cross-training to ensure we have adequate staff in place to assist international students.	Students were able to register for classes and enter the country as scheduled.	Continue to review the international student process, communications, and website page to ensure information is up to date and in compliance with Sevis.

Unit Plans 2021-2022

Student Affairs Student Learning Outcomes

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Direction	Strategy			Results	Strengths	Areas for Improvement		
7	The student body will have a level of awareness of the Counseling department and services that are available.	1	1, 2	Analysis of the results from the Spring 2022 Student Satisfaction Survey	40% of students will be aware of available counseling services (personal counseling, career counseling, Accessibility Services, Student Outreach Services)	Unable to measure - There were no items in the Spring 2022 Student Satisfaction Survey that assessed awareness of available Counseling services.	Overall satisfaction with Counseling and Accessibility Services was high. Notably, 87.38% of survey respondents indicated overall satisfaction with their experience at the Counseling Office. Similarly, 86.61% of students responded favorably when asked about their satisfaction with Accessibility Services.	Include awareness item on Student Satisfaction Survey. Additionally, continue to increase college-wide outreach to enrolled students, faculty, and staff.	Unable to assess, as there were no items measuring awareness of available Counseling services on the Spring 2022 Satisfaction Survey.	Include awareness item on Student Satisfaction Survey. Continue efforts to increase student awareness of Counseling services through persistent outreach utilizing multiple communication strategies to the campus community. Increase Counseling program/service offerings across the College.
8	Students who receive services through TRiO Student Support Services or the Student Emergency Assistance Fund will be more likely to	1	1, 11	Analysis of student retention or graduation for students involved with those programs.	90% of students who receive these services will re-enroll or graduate.	As of 8/10/2022, 92.14% of students who received services through TRiO Student Support Services graduated or re-enrolled. Ninety-four percent of students who received assistance through the Student Emergency Assistance fund graduated or re-enrolled.	TRiO SSS continues to have strong retention and graduation data, exceeding Department of Education benchmarks. SEAP continues to	TRiO SSS experienced significant staff turnover during the 2021-2022 academic year, which may have impacted service delivery to	Although the percentage of TRiO SSS students who were retained or graduated exceeded the department goal of 90%, there was a 4% decline in this measure when compared to the previous cycle.	Through persistent professional development and collaboration, TRiO SSS staff will continue to develop innovative strategies to improve service

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Direction	Strategy			Results	Strengths	Areas for Improvement		
	re-enroll or graduate as of the next fall.						offer financial support to students in need.	students. Students applying for SEAP funds must complete a paper application, which may be a barrier.		delivery to students and achieve program goals and objectives. SEAP will develop an electronic Emergency Assistance application that will be easily accessible for students.
9	Students assisted in the Financial Aid Office will demonstrate a high level of satisfaction with the overall service provided by the Financial Aid Office staff.	1	1, 11	Analysis of the results from the Student Satisfaction Survey.	80% of students assisted in the Financial Aid Office will be satisfied with the service.	89.69% of students surveyed were satisfied with the services they received in the Financial Aid Office.	The goal was met. Staff were available to assist students and the Department of Education waived the documents for most verification items.	Continue to assist students with the financial aid process.	The overall service level increased by 4.14%. We are available to assist students in-person with problems they are having completing documents versus trying to talk to them over the telephone or via Zoom.	Continue assisting students through the modality they are most comfortable with utilizing. Making sure the staff is updated on current changes to federal or state regulations.
10	Student leaders will demonstrate an understanding of the skills necessary to lead teams, including but not limited to meeting management, motivation, diversity/	1	1, 11	Analysis of the SGA Officer and Senator Self-Assessment Form.	80% of SGA students will understand the skills necessary to be effective leaders.	84.6% of SGA students understood the skills necessary in being effective leaders.	The training, workshops, and programming responsibilities that students received during the year help to reinforce the essential leadership skills.	Have on-going check-in meetings with student leaders throughout the year to ensure they are learning and understand expectations.	The level of understanding decreased by 5.4%.	Continue to provide leadership development opportunities for students throughout the year. Ensure that new students receive onboard training during both the fall and spring semesters.

Unit Plans 2021-2022

Student Affairs Student Learning Outcomes

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Direction	Strategy			Results	Strengths	Areas for Improvement		
	inclusivity, budgeting, program planning, and effective communication skills.									
11	Students will demonstrate a high level of satisfaction with Student Life.	1	1,8	Analysis of the results from the Spring 2022 Student Satisfaction Survey	80% of students will be satisfied with the activities and programs offered by Student Life.	89.87% of the students surveyed were satisfied by the activities and programs offered by Student Life.	A variety of marketing platforms were used to increase awareness of student life events.	Survey students more to gain insight regarding their interests and needs.	The level of satisfaction increased by 9.1%.	Continue to provide a variety of activities and programs that meet students' needs.

Unit
Development Office
Sub-unit (if applicable)

Goal

Design and execute a successful capital fundraising program for current and future institutional infrastructure priorities

Reason for Goal

Project capital projects are only partially funded from traditional sources

Assigned

Chief Development Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3- Strategy 1 and 2

Assessment Means

Donor contacts; donor commitments; funds raised

Success Criteria

The implementation of the program and funds raised to meet project demands

Assessment Results

Funds raised for projects:

Fiber Innovation Center- \$1,084,077

Center for Advanced Manufacturing- \$30,000

Firing Range Project- \$10,000

Use of Results for Continuous Improvement

Funds raised during the 2021-2022 year will be used to establish baseline data for similar projects in 2022-2023 and to guide capital campaign strategy. Events such as building dedications and groundbreakings assist in advocacy for capital projects and generate additional gifts.

Unit
Development Office

Sub-unit (if applicable)

Goal

Broaden targeted contact efforts with college constituents including community leaders, alumni, and elected officials to raise awareness of college priorities and increase support

Reason for Goal

Advocacy remains a challenge for the institution. Increasing opportunities for contact with key stakeholders to raise awareness is crucial to securing funding and other material support for College priorities

Assigned

Chief Development Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4- Strategy 3, 4, and 5

Assessment Means

The number of contact efforts including public meetings, individual meetings, letters, phone calls, email marketing, and newsletters

Success Criteria

Conversion of contacts into donors

Assessment Results

Email donor list: 17,278

Stampede Attendance: 217

Golf Attendance: 132

Total Donors- 1,193

Average gift: \$886

Use of Results for Continuous Improvement

Monitor email and letter conversion rates to increase the estimated number of touchpoints and gift amount

Unit
Development Office

Sub-unit (if applicable)

Goal

Work with faculty and staff to proactively seek funding in support of College priorities. Continue to effectively monitor grant-funded projects to ensure accuracy in reporting and project deliverables

Reason for Goal

Grant funding has become crucial to the delivery of targeted programs and services as traditional funding sources are limited

Assigned

Chief Development Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2; Strategy 3

Assessment Means

Grant applications developed, submitted, and awarded

Success Criteria

Grants awarded and successfully managed

Assessment Results

2021-2022 Grants Received:

US DOD (NCSU) Grant- \$820,000

US. Dept of Education Upward Bound- \$1,488,005

Duke Energy- \$25,000

AFFOA- \$34,877

Use of Results for Continuous Improvement

The Development Office will continue to search and apply for grant opportunities as they arise.

Unit
Development Office

Sub-unit (if applicable)

Goal

Continue to proactively manage existing scholarship and endowment funds to maximize their positive impact upon students and institutional enrollment efforts

Reason for Goal

Scholarship management is crucial in supporting student enrollment and donor management

Assigned

Chief Development Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1- Strategy 1

Assessment Means

The amount of available scholarship funds that are awarded; the success of students that received scholarships; the number of donors that continue to fund or increase their funding for scholarships

Success Criteria

Increase in scholarship giving; Increase in the number of students awarded scholarships

Assessment Results

The Foundation raised \$288,981 in scholarship funds and \$111,175 in endowment gifts in 2022-2023. The Endowment is valued at \$5,942,285 as of June 30, 2022 with net cumulative earnings of \$3,617,977

Use of Results for Continuous Improvement

Scholarships ensure student access to Gaston College programs. The health of an endowment earnings provides long-term security in increasing this access.

Unit
Development Office

Sub-unit (if applicable)

Goal

Encourage professional development opportunities for members of the development office to increase knowledge in job-related areas such as database management and grant seeking

Reason for Goal

Professional development helps employees continue to not only be competent in their profession, but also excel in it and to effectively contribute to the operation of the development team

Assigned

Chief Development Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5- Strategy 1, 2 and 5

Assessment Means

The number and types of professional development training

Success Criteria

Completion of professional development

Assessment Results

100% of Development Office staff received a 2022 Blackbaud Raiser's Edge Certification;
100% of Development Office Staff participated in Gaston College's Professional Development Day

Use of Results for Continuous Improvement

The Development Team will work to seek out a variety of professional development opportunities offered in alternative mediums (webinars, online courses, etc.) to ensure participation

Unit
Economic and Workforce Development

Sub-unit
Apprenticeship 321

Goal

Work closely with employer, education and community partners to identify opportunities for improvement to and expansion of Apprenticeship 321 and Youth Apprenticeship program.

Reason for Goal

To meet the needs of our employers which positively impacts our community.

Assigned

Director – Apprenticeships and Work-Based Learning
Success Coach

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction #2
Strategic Direction #4

Assessment Means

Receive feedback from employers, advisory committees, high schools, communities of interest, program surveys including apprentice/student and faculty feedback, formal and informal evaluations.

Success Criteria

Enrollment in Apprenticeship 321 pathways increases 10%.
Enrollment in Youth Apprenticeship increases 5%.

Assessment Results

	8/1/2021	8/1/2022
Current Apprentices	86	89**
Related Instruction Only (other Apprenticeship programs use Gaston College for the RI)	15	17

	8/1/2021	8/1/2022
Current Pre-Apprentices	7	12

**please note, as of the start of Fall semester (8/15, we have 113 current Apprentices)

Use of Results for Continuous Improvement

Continue using our same communications and implementation methods.

Unit
Economic and Workforce Development

Sub-unit
Apprenticeship 321

Goal

Increase Apprenticeship and Youth Apprenticeship completion rate.

Reason for Goal

Increase FTE

“Success breeds success” which will positively impact all aspects of Apprenticeship 321.

Assigned

Director – Apprenticeships and Work-Based Learning
Success Coach

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction #1

Strategic Direction #3

Assessment Means

On-going, effective interactions and communications by Apprenticeship 321 staff to educate apprentices, mentors, high schools and key contacts on resources available thereby encouraging completion of Apprenticeship and Youth Apprenticeship program.

Success Criteria

Completion rate of Apprentices increases by 10%.

Completion rate of Youth Apprentices increases 5%.

Assessment Results

	8/1/2021	8/1/2022
Completed Apprenticeship	77	119
Completed Pre-Apprenticeship	12	27

Use of Results for Continuous Improvement

Continue using our same communications and implementation methods.

Unit

Economic and Workforce Development

Sub-unit

Basic Law Enforcement Training (BLET)

Goal

To ensure excellence in teaching and learning, the BLET program will incorporate the use of laptop computers for cadet to use, and will incorporate the use of Blackboard for unit testing blocks.

Reason for Goal

- To ensure the BLET program is performing at a high level and properly preparing the students for careers in law enforcement.
- Cadets should be familiar with using computers as most law enforcement agencies use computers for training.
- By incorporating the use of Blackboard for testing purposes, the cadet will receive instant feedback on tests, and therefore can begin reviewing information earlier, and have more time to study prior to re-testing.
- By using computers, the cadets will not have to purchase most of the books that have been previously required, thus saving money for the student.

Assigned

Director of Basic Law Enforcement Training

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1 Commitment to Student Success & Completion

Assessment Means

- Successful implementation by July 2022 BLET class.
- Monitoring student's usage of the information by using Blackboard data.
- Conducting a poll from the students on how they liked using the computers.

Success Criteria

- If the computers are successfully implemented by July 2022.
- If we meet or exceed the State average for successful completion of the BLET State Exam in December 2022.

Assessment Results

No results could be completed for this as this goal was not obtained during the 2021-2022 evaluation cycle. The goal will be forwarded on to the next evaluation period of 2022-2023.

Use of Results for Continuous Improvement

Currently, there are about 20 laptop computers that may be able to be utilized by the BLET program for usage. The computers are being assessed by technology services of Gaston College.

Unit

Economic and Workforce Development

Sub-unit

Basic Law Enforcement Training (BLET)

Goal

To incorporate Private Protective Services Board training, (both basic and in-service) for Unarmed and Armed security officer certification, into the course offerings of the criminal justice academy.

Reason for Goal

With the increase in private security officer's in the Gaston College service area, it would be beneficial to conduct and offer the basic training and annual refresher training to those who are interested in becoming Private Protective Service Officers.

Assigned

Director of Basic Law Enforcement Training

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2 Pathways to Programs & Partnerships

Strategic Direction #3 Enhanced Student Engagement through Learning & Social Environments.

Assessment Means

- By the actual conducting of a basic and/or in-service class for Private Protective Services.
- Student evaluation of the course(s) that were offered.

Success Criteria

This goal will be measured as a success with the scheduling of basic and/or in-service training being conducted at Gaston College.

The overall scoring of the student and instructor evaluations will be measured.

Assessment Results

The goal was attempted and partially obtained by working with Caromont Hospital security to provide the Private Protective Services security officers the in-service training by a Private Protective Services Board (PPSB) certified instructor. This instructor was the same that Caromont was currently using in for their training. The college did run a few in-service firearm qualifications and re-qualifications. A problem arose with the PPSB firearm instructor

requesting the college to store the paperwork that is the instructor's sole responsibility to keep. In speaking to the instructor, and checking with the PPSB, it is the sole responsibility to keep the records not the college. The instructor when advised that the college did not have the capacity to keep the documents, the instructor stated he would just quit teaching through Gaston College.

Use of Results for Continuous Improvement

There are too many places that offer PPSB training, and it is difficult to locate and retain instructors.

Unit

Economic and Workforce Development

Sub-unit

Basic Law Enforcement Training (BLET)

Goal

Increase the number of students in the Basic Law Enforcement Training (BLET) classes.

Reason for Goal

Nationally and locally there is a shortage of police officers. In the past the BLET program had been limited to 20 students, in which most classes did not graduate the same number that started. Increasing the number of BLET cadets may help the local agencies with finding certified officers.

Assigned

Director and Qualified Assistant Director of Basic Law Enforcement Training.

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction 1 – Commitment to Student Success & Completion

Assessment Means

This goal will be measured by how many students are enrolled in the BLET programs offered during the year.

Success Criteria

This goal will be considered a success if the overall increase in BLET enrollment is 10%.

Assessment Results

When comparing the enrollment in the 2020-2021 cycle, the two (2) classes that were held during that time, had a total enrollment of 34. The enrollment for the 2021-2022 cycle the total enrollment was 47. This goal was achieved. The standard for achievement would have been 3.4 cadets and the total number increase was 13.

Use of Results for Continuous Improvement

The program will accept as many qualified persons in the program that we can handle with the amount of resources that are required for each student.

Unit

Economic and Workforce Development

Sub-unit

Customized Training

Goal

Enhance access, availability, and delivery of high-quality educational programs that are reflective of student, workplace, and community-based needs of small and large businesses.

Reason for Goal

Due to the increase of unemployment rates and rehiring of new or existing employees caused by the Covid-19 pandemic, all Business and Industry training clients express a need for continuous training.

Assigned

Customized Training Coordinators

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3
President's Priorities IV

Assessment Means

Feedback from business and industries in Gaston and Lincoln counties, as well as student feedback.

Success Criteria

Data tracking and reporting measures show a 5% increase in course/training offerings over 2021-2022

Assessment Results

Offered 40 additional self-support training sessions a total of 78 offerings training 1,504 participants.

Use of Results for Continuous Improvement

In the fiscal year, 2021 - 245 participants were trained. In the fiscal year, 2022 - 1,504 participants were trained.

Unit

Economic and Workforce Development

Sub-unit

Fire/Rescue Training

Goal

Hire a full time Firefighter Certification/ continuing education instructor

Reason for Goal

As demand for classes rise and request for different class formats continue to occur, it has become increasingly difficult to cover class request.

Assigned

Director of Fire and Rescue Training/RESTC

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2
President's Priorities III

Assessment Means

Full time recruit academy started and students enrolled

Success Criteria

Full time staff hired

Assessment Results

Position was not created. This will remain in the plan for 2022-2023.

Use of Results for Continuous Improvement

This goal is still a priority and will be continued to 2022-2023. Conversations continue to find the best route to make this position viable.

Unit

Economic and Workforce Development

Sub-unit

Fire Protection Technology/ Public Safety Administration

Goal

Continue to promote both degrees and the ability to complete both degrees in conjunction with one another.

Reason for Goal

Increase enrolled students in both degrees

Assigned

Director of Regional Emergency Services Training Center/ Fire Protection Technology/ Public Safety Administration, Coordinator and Faculty

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4
President's Priorities IV

Assessment Means

Outreach activities promoting the degree programs occurred during the evaluation period

Success Criteria

Increased enrollment over 2020-2021

Assessment Results

Enrollments were slightly below 2021 numbers, but were still at levels that support the program.

Use of Results for Continuous Improvement

Enrollment for both programs remained steady over this cycle. We have promoted the program locally at fire association meetings, local fire stations, through social media and email. Activities have been conducted in both Gaston and Lincoln counties.

Unit

Economic and Workforce Development

Sub-unit

Regional Emergency Services Training Center (RESTC)

Goal

Replace Utility Task Vehicles (UTV) used at RESTC

Reason for Goal

We use several UTV's to assist in training activities at the RESTC. One unit has been out of service for two years. Due to the age of the unit and repairs needed it is not practical to repair UTV.

Assigned

Director of Regional Emergency Services Training Center/Fire & Rescue Training

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1
President's Priorities III

Assessment Means

Replacement of the out of service UTV

Success Criteria

Replacement completed

Assessment Results

Item ordered Fall 2022

Use of Results for Continuous Improvement

Equipment monies awarded to complete the purchase this vehicle from a State contract vendor. Order placed 9-13-2022 with delivery expected January 2023. We will be sharing this vehicle with BLET.

Unit

Economic and Workforce Development

Sub-unit

Regional Emergency Services Training Center (RESTC)

Goal

Continue planning for an additional burn building at the RESTC to extend the life of existing structures and sustain operations. Provide facilities to continue providing quality training.

Reason for Goal

Allow for the continued training and development of emergency services personnel.

Assigned

Director of Regional Emergency Services Training Center/Fire & Rescue Training

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1
President's Priorities III

Assessment Means

Develop a layout for the burn structure and determine initial cost estimate.

Success Criteria

Site Plan developed and initial cost estimate determined

Assessment Results

Contractors have been contacted and are ready to begin the project as monies are released.

Use of Results for Continuous Improvement

Site and burn prop plans developed and project cost of \$100,000 were approved. Monies have been awarded for the project and contractors are in place and are scheduled to begin work Fall 2022.

Unit

Economic and Workforce Development

Sub-unit

Life Skills (Basic Skills)

Goal

Increase the number of graduates in the AHS and HSE Programs by 5 % in the new program year.

Reason for Goal

To enhance and support a student-centered learning environment that fosters persistence and completion at key momentum points.

Assigned

Life Skills Staff: Data Team

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Plan #1

Assessment Means

Graduate numbers for 2021-2022 compared to 2019-2020 and 2020-2021. The Program Year 2018-2019 was included due to it having a full year of graduates and 2019-2020 and 2020-2021 did not due to COVID-19.

Success Criteria

Graduate numbers increase by 5%.

Assessment Results

Graduation rate increased by 9.5% from 70 graduates to 74 graduates.

Use of Results for Continuous Improvement

We will continue to work on recruitment and retention.

Unit

Economic and Workforce Development

Sub-unit

Life Skills (Basic Skills)

Goal

Continue to improve the quality of educational practices in the ABE/HSE/AHS/ESL Programs through data collection and analysis in order to meet or exceed State performance measures.

Reason for Goal

To ensure excellence in educational programs.

Assigned

Life Skills Staff: Data Team

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Plan # 1

Assessment Means

Review Measurable Skills Gains (MSG) by reviewing Table 4 to identify National Reporting System (NRS) Levels of success and levels for improvement. Develop strategies for Post TABE Testing in order to meet State and Federal performance measures.

Success Criteria

Meet or exceed the State and NRS MSG rate.

Assessment Results

We did not meet the state and NRS MSG rate. Our MSG rate was 29%.

Use of Results for Continuous Improvement

We will continue efforts to increase our posttest rate and increase students' MSG.

Unit

Economic and Workforce Development

Sub-unit

Life Skills

Goal

Meet the following Workforce Development Board Goals for the NextGen program.

Credential Attainment (within in 4 Quarters) 60%

Employment Rate 2nd Qtr. 62%

Employment Rate 4th Qtr. 63%

Reason for Goal

To ensure youth have the skills and credentials necessary to obtain sustainable employment meeting the needs of businesses and community partners.

Assigned

NextGen Staff

Relation to Strategic Plan (President's Priorities or Unit Mission)

President's Priorities IV

Strategic Direction #2

Assessment Means

Measurement of board goals identified above

Success Criteria

Meet and Exceeding Outcomes identified above

Assessment Results

Credential Attainment 56.6%

Employment Rate 2nd Qtr. 73%

Employment Rate 4th Qtr. 55%

Use of Results for Continuous Improvement

We will continue to work on retention and employment placements.

Unit

Economic and Workforce Development

Sub-unit

Life Skills (SCSEP)

Goal

The primary goal for our SCSEP program is to build a larger foundation of host sites in both Lincoln and Gaston Counties. We would like to add at least two host sites in each county this coming program year.

Reason for Goal

Having a variety of host sites for participants assists in participants feeling more enabled in their job training and job search process. A variety of environments allows for the building of community connections, multiple new job skills, and participant interactions with new individuals.

Assigned

Assessment/Retention Specialist

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2

Strategic Direction #3

Strategic Direction #4

Assessment Means

Measure of number of sites created in each county.

Success Criteria

An increase in connection throughout the communities we serve with new host sites and opportunities for participants.

Assessment Results

Two additional host sites were added.

Use of Results for Continuous Improvement

We will continue to develop new host sites, and reopen host sites that closed during the pandemic.

Unit
Economic and Workforce Development

Sub-unit
Small Business Center

Goal

Strengthen partnerships with businesses, industries, and the community to enhance educational programs and economic and workforce development.

Reason for Goal

While numerous partnerships exist, there continues to be opportunities for the development of additional partnerships which can be fostered through working with different companies and expanding networking opportunities.

Assigned

EWD/Small Business Center Director

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #4
President's Priorities IV

Assessment Means

1. The number of additional partnerships developed by the SBC/EWD.
2. Attendance will be counted for students who attend a minimum of 50% of the class (Synchronous).
3. Evaluations of the class by each student will aid in developing improvements needed.

Success Criteria

1. At least a 5% increase in partnerships within the service area.
2. Attendance by 10 or more students that attend at least 50% of synchronous offerings.
3. Satisfaction of the student(s) that the goal(s) of the respective seminar met their expectations.
4. Receiving suggestions from the attendees for additional seminar topics and/or suggestions on improvement possibilities for the seminars that have been taken.

Assessment Results

1. Unable to determine.
2. Attendance was counted for each class.
3. No evaluations were solicited.

Use of Results for Continuous Improvement

Partnerships will be closely monitored. Evaluations have been incorporated into the process.

Unit

Economic and Workforce Development

Sub-unit

Work-Based Learning and Placement

Goal

Explore ways to enhance compensation for the WBL Faculty Coordinators to encourage more referrals and participation.

Reason for Goal

Create an incentive to encourage faculty participation and student referrals to the WBL program.

Assigned

Coordinator of WBLP

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1 and #2

Assessment Means

Gather information from other Community College WBL programs across the state.

Success Criteria

Have more faculty participation and additional WBL registrations.

Assessment Results

The WBLP Coordinator surveyed other Community Colleges in NC to determine how they compensate faculty coordinators. The WBLP Coordinator received feedback from 9 other Community Colleges. The data received consisted of Faculty Coordinators receiving \$50-\$131.25 per student. However, some schools used the time spent following a WBL student towards workload hours and other schools did not use Faculty Coordinators. Gaston College pays each Faculty Coordinator \$120 per student per semester plus mileage for onsite visits. The stipend for Faculty Coordinators has been the same for 10 plus years. The WBL Coordinator made a recommendation to the VP of EWD to increase the pay based on faculty members who follow 5 or more students each semester. The VP of EWD agreed to take the information to all the Divisional Deans to get feedback and approval.

	Number of WBL students	Number of Faculty Coordinators
Summer 2020	39	10
Fall 2020	44	13
Spring 2021	30	13
Summer 2021	57	12
Fall 2021	26	10
Spring 2022	31	14

Use of Results for Continuous Improvement

Follow-up with the VP of EWD to determine feedback from the Divisional Deans.

Unit

Economic and Workforce Development

Sub-unit

Work-Based Learning and Placement

Goal

Increase job placement assistance to our graduates by providing more opportunities through career events, employment opportunities, and alumni resources.

Reason for Goal

To meet the needs of our graduates and local employers.

Assigned

Coordinator of WBLP and WBLP Specialist

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1 and #2

Assessment Means

Increase job placement numbers for graduates by 2%. Provide virtual and in-person meet and greet opportunities for our graduates. Partner with the Alumni organization in order to share career resources available for Gaston College graduates.

Success Criteria

Market the job placement opportunities through in person and virtual events, through Social Media campaigns, and partner with the Alumni organization. Contact local employers to develop ongoing relationships. Work closely with the Institutional Effectiveness department and the Registrar's Office to collect data.

Assessment Results

The WBLP department worked with Gaston College Marketing department to increase presence on the Gaston College Social Media websites. The WBLP department also included information about companies hiring our graduates and available opportunities on the WBLP Social Media websites. The WBLP department offered one virtual meet and greet opportunity and several on campus recruiting events where students and graduates could meet employers who were hiring. The WBLP department also added an option for Community Residents to

register on College Central Network to help better to meet the needs of the Apprenticeship 321 companies to recruit potential candidates from the community. We had a 52% increase in job placements compared to previous year.

	Local Job Postings	New Employers Registered	Job Placements
July 2020-June 2021	921 jobs posted on CCN	205	12 Reported on CCN
July 2021-June 2022	1348 jobs posted on CCN	236	25 Reported on CCN

	Employer Visits (in person/phone/virtual)	On Campus Recruiting Events
July 2020-June 2021	30	1
July 2021-June 2022	32	5

Use of Results for Continuous Improvement

Continue using the same communications and implementation methods. Add collaboration with the Alumni organization.

Unit

Economic and Workforce Development

Sub-unit

Workforce Development

Goal

Continue working toward establishment of new and existing short- and long-term health care programs and apprenticeships through the development of collaborations with Curriculum, Gaston and Lincoln County businesses.

Reason for Goal

The Covid-19 pandemic has drastically increased realization of the shortage and need of trained students in all healthcare occupations. Working with Curriculum and Gaston and Lincoln County healthcare organizations will provide a direct pipeline leading Gaston College healthcare student directly to employment opportunities.

Assigned

Workforce Development Staff

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2
President's Priorities III

Assessment Means

Successful launch and continued offerings of a Continuing Education healthcare courses with increased enrollments of 10% over 2021.

Success Criteria

Data tracking and reporting measures showing an increase of new and existing courses offered over 2021.

Assessment Results

Offered 8 additional healthcare courses over 20-21 in the areas of Nurse Aide I, Nurse Aide II, Nurse Aide Refresher and Nursing Educator Training. Data shows an increase in total students of 8% (199>184) and an increase in FTE of 13% (50.96>44.82) over 20-21.

Use of Results for Continuous Improvement

Share enrollment numbers with Health and Human Services staff and continue partnerships with healthcare organizations in Gaston and Lincoln Counties to continue in determining needed pathways to provide a quality trained workforce.

Unit

Economic and Workforce Development

Sub-unit

Workforce Development

Goal

In collaboration with regional employers and partners, explore the potential to add new regional, national or industry recognized certifications and professional development courses and programs to complement existing CE workforce development activities. Examples: Construction Trades and Welding, and Automotive

Reason for Goal

To respond to the continuing workforce needs of regional employers while providing an opportunity to increase enrollments.

Assigned

Workforce Development staff

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2
President's Priorities III

Assessment Means

Data tracking and analysis of enrollment trends.

Success Criteria

Success will be realized by a 5% increase in FY'21 CE workforce development enrollments over FY'20.

Assessment Results

New course added in Gunsmithing, to test the pool of students interested in gunsmithing curriculum pathway. Course had 10 students, and earned an additional FTE of 1.76 over 20-21. Trade skill courses continue to be challenging due to emergent workforce needs and lack of instructors prompted by the Covid-19 pandemic.

Use of Results for Continuous Improvement

Share information with curriculum departments to show success and means for additional offerings in the future. Increasing our partnerships with employers and increasing our instructor pool will be beneficial to this Unit Plan's progression.

Unit

Economic and Workforce Development

Sub-unit

Workforce Development

Goal

Continue working with curriculum to identify opportunities for collaboration on the development and delivery of employer-driven short-term courses and certifications, while providing a test bed for curriculum faculty and Departments that wish to try new courses and programs. Example: Phlebotomy, Personal Care Aides/Assistant

Reason for Goal

To increase the number of Memorandum of Understanding approved for CU credit short-term courses and certifications offered through Continuing Education beyond what was offered during FY'20 providing CE students with expanded opportunities upon successful completion of their coursework to matriculate into Curriculum programs.

Assigned

Workforce Development staff

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1
President's Priorities IV

Assessment Means

Data tracking and analysis of enrollment trends.

Success Criteria

Success will be realized by an increase in parallel course offerings over the FY'20.

Assessment Results

Plans were carried out to offer parallel courses beginning in Fall Semester 2022. No updated data to relay at this time.

Use of Results for Continuous Improvement

Share future data with Curriculum Deans to determine need for additional offerings in the future.

Unit

Economic and Workforce Development

Sub-unit

Workforce Development

Goal

Increase enrollments in HRD programs through expanded outreach to regional community partners and business leaders.

Reason for Goal

To be more effective in responding to the workforce preparation needs of the region's unemployed and under-employed population.

Assigned

Workforce Development staff

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #2
President's Priorities IV

Assessment Means

Comparison of enrollments in FY'22 HRD programs to FY'21 HRD programs.

Success Criteria

Success would be determined by an overall 10% increase in HRD enrollments.

Assessment Results

Data relays an addition of 45 students (approximately 8.5% increase) in 21-22 over 20-21, although there was a decrease in FTE due to instructor shortage. Instructor positions have been filled and the HRD dept is adding a full-time instructor which should provide increased FTE in 22-23.

Use of Results for Continuous Improvement

Continue building outside partnerships with agencies serving the un- and under-employed population, as well as maintaining current partnerships.

Unit
Economic and Workforce Development

Sub-unit
Workforce Development

Goal

Increase enrollments and assistance to students in need through the use of Education Navigator position.

Reason for Goal

To continue to assist FNS E&T participants with obtaining sustainable employment

Assigned

Education Navigator & Director of Workforce Development

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1; Strategic Direction #2
President's Priorities IV

Assessment Means

Comparison of enrollments in FY'22 FNS E&T programs to FY'21 FNS E&T programs.

Success Criteria

Success will be determined by an increase of course offerings in Lincoln County that will allow these students to be enrolled and successful in obtaining short-term certifications.

Assessment Results

Challenges due to staffing shortage and limited course offerings that support this position and goal caused no change in success in 21-22.

Use of Results for Continuous Improvement

Education Navigator position was moved under the Life Skills department to provide the best location and opportunity for growth in this unit plan.

Unit**Finance, Operations and Facilities****Sub-unit (if applicable)****Bookstore****Goal**

Provide multiple options of textbook delivery to students, including new, used, rental, e-text, and digital textbooks.

Reason for Goal

Provide quality and affordable course materials delivered in multiple options including new, used, rental, e-text, and digital textbooks.

Assigned

Director – Bookstore/Vending Services

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #1 Commitment to Student Success & Completion.

Strategy 1: Increasing support for new and returning students to improve the overall student experience.

Strategy 6: Strengthening developmental education to accelerate progress and increase achievement.

Assessment Means

Efforts will be directed to the website for a total store, online experience and the foot traffic in physical store as dictated by the GC Safe procedures of COVID 19.

Success Criteria

Providing increased options for digital and hard-copy course materials, computers, electronics and other needed supplies. This includes increasing categories available on the website.

Assessment Results

This effort is ongoing,

Use of Results for Continuous Improvement

Continue to research and provide multiple, affordable options of textbook delivery to students.

Unit
Finance, Operations and Facilities

Sub-unit (if applicable)
Bookstore

Goal

Sale and generate revenue from the new college logo and mascot merchandise.

Reason for Goal

Provide new logo and mascot merchandise while generating a revenue.

Assigned

Director – Bookstore/Vending Services

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction #1 Commitment to Student Success & Completion.

Strategy 1: Increasing support for new and returning students to improve the overall student experience.

Strategy 6: Strengthening developmental education to accelerate progress and increase achievement.

Assessment Means

Efforts will be directed towards ordering, stocking and selling new college logo and mascot merchandise on campus, sports event and other college-sponsored events. The Dallas campus bookstore is being remodeled to include a feature wall for Rhino merchandise.

Success Criteria

Providing marketing approved apparel and other merchandise that showcases the college’s new logo and mascot.

Assessment Results

The Bookstore is now the newly renovated Rhino shop.

Use of Results for Continuous Improvement

Continue to promote the Rhino shop and provide Rhino merchandise.

Unit
Finance, Operations and Facilities

Sub-unit (if applicable)
Facilities Management

Goal

Provide effective project management to ensure timely completion within budget for active capital projects.

Projects include:

1. Manage and facilitate the construction of Lincoln Campus renovation with anticipated completion in early 2022.
2. Manage and facilitate 40,000 sq ft Fiber Extrusion of Kimbrell Campus in Belmont with anticipated completion in late 2022.
3. Manage and facilitate the HVAC Controls upgrades with anticipated completion in early 2022.
4. Manage and facilitate the HVAC replacement in Dalpiaz Building with anticipated completion in early 2022.
5. Manage and facilitate the HVAC replacement in Life Skills Building with anticipated completion in early 2022.
6. Manage and facilitate the Roof replacement in Dalpiaz Building with anticipated completion in late 2021.
7. Manage and facilitate the installation of Baseball Turf Field with anticipated completion in late 2021.
8. Manage and facilitate the installation of Beach Volleyball courts. With anticipated completion date in 2021. Reason for Goal

Monitor and facilitate timely completion of capital projects.

Improve Air quality in buildings

Assigned

Director – Facilities Management

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3: Enhanced Student Engagement through Learning & Social Environments.

Strategy 2: Updating campus facilities with a focus on learning environments, student spaces, and utilization standards.

Assessment Means

Participation in scheduled design and construction meetings. Provide timely support to architect and contractor during project execution.

Success Criteria

Measured progress toward project completion per project calendar.

Assessment Results

Several of the projects have been completed and others are behind schedule and ongoing.

Lincoln Campus is scheduled to be completed in September 2022.

Fiber Innovation Center is ongoing.

Dalpiaz HVAC is complete.

Dalpiaz Roof is complete.

Sims park turf is complete.

Beach volleyball courts are complete.

Use of Results for Continuous Improvement

The college tracks project progress and analyzes delays.

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Facilities Management

Goal

Provide staff professional development courses and seminars.

Reason for Goal

Advance training and education for staff in new and advanced technologies.

Assigned

Director of Facilities

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.

Strategy 2: Supporting faculty and staff professional development to meet the service and learning needs of a diverse and changing student population.

Assessment Means

Encourage staff to participate in on-campus and off-campus courses and seminars.

Success Criteria

Assess professional development participation during annual staff review.

Assessment Results

The previous director left his position in October 2021. Training was provided through Human Resources. Additional training will be provided as needed.

Use of Results for Continuous Improvement

New and advanced training will be used as available to help improve the knowledge and skills for the workforce.

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Financial Services

Goal

Establish a new procedure to deliver quarterly reports to budget managers with Budget versus Actual expenses.

Reason for Goal

To ensure that all budget managers are aware of where they are during the fiscal year in their spending and to help them make better decisions throughout the year.

Assigned

Controller

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.
Strategy 2: Supporting faculty and staff professional development to meet the service and learning needs of a diverse and changing student population.

Assessment Means

This item will be added to the matrix to include dates emailed to budget managers each quarter.

Success Criteria

Matrix will evaluate whether these quarterly goals were met.

Assessment Results

Self-service is complete and used by budget managers.

Use of Results for Continuous Improvement

Continue to give budget managers access to self-service to monitor their budgets as requested.

Unit
Finance, Operations and Facilities

Sub-unit (if applicable)
Financial Services

Goal

Reinforce cross training in every finance position.

Reason for Goal

The college has had multiple position changes along with new employees in the last year; cross training enables the college to ensure that all duties will continue when someone is out for a day or an extended amount of time. The pandemic has necessitated employee absences during the last fiscal year.

Assigned

Controller

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.

Strategy 2: Supporting faculty and staff professional development to meet the service and learning needs of a diverse and changing student population.

Assessment Means

Allow employees time to cross train job duties throughout the year.

Success Criteria

Employees will be able to perform other positions without assistance from supervisors in the finance area.

Assessment Results

The accountant has cross-trained to complete payroll if necessary.

Use of Results for Continuous Improvement

All positions will continue to cross-train within the division.

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Financial Services

Goal

Provide reports to those that manage campus clubs relate budget and expenses at the end of each quarter.

Reason for Goal

Currently, campus clubs contact accounting to inquire about their account balance. Quarterly reports will alleviate the calls.

Assigned

Controller

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.

Strategy 2: Supporting faculty and staff professional development to meet the service and learning needs of a diverse and changing student population.

Assessment Means

This item will be added to the matrix to include dates emailed to clubs.

Success Criteria

Matrix will evaluate whether these quarterly goals were met.

Assessment Results

Campus clubs have been given access to self-service to manage their budgets.

Use of Results for Continuous Improvement

Continue to grant access to self-service for clubs as needed.

Unit**Finance, Operations and Facilities****Sub-unit (if applicable)****Technology Services****Goal**

Strengthen cybersecurity awareness. Monitor and protect network data to ensure safe online access and prevent cyberattacks.

Reason for Goal

Protect the College network from cyberattacks and provide safe online access to faculty, staff, and students.

Assigned

Chief Technology Services Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3: Enhanced Student Engagement through Learning & Social Environments.
Strategy 3: Developing learning technology standards for all instructional spaces to ensure vibrant learning and teaching environments.
Strategic Direction #5: Organizational and Professional Development.
Strategy 4: Enhancing internal communications.

Assessment Means

Continue to protect against cyberattacks and mitigate user risk. Continue to help users and employees understand the role they play in helping to combat information security breaches such as phishing scams, website spoofing, ransomware, malware, and other forms of hacking. Continue to implement and monitor cybersecurity software.

Success Criteria

How many cybersecurity incidences occurred? What was our response? Continue to implement and monitor cybersecurity software. Be proactive and respond quickly to any cyberattacks and security risks to protect the data of the College. Ensure the College has adequate resources to include staffing to monitor and protect against cyberattacks and to raise cybersecurity awareness.

Assessment Results

CORO, an Artificial Intelligence based cyber security software solution has been implemented and replaced Artic Wolf; KnowBe4 has been implemented for security awareness and training.

Use of Results for Continuous Improvement

CORO provides the ability to provide endpoint protection, and security cloud services.

KnowBe4 provides the ability enhance cyber awareness and train end-users.

Unit
Finance, Operations and Facilities

Sub-unit (if applicable)
Technology Services

Goal

Improve learning spaces (physical and virtual.)

Reason for Goal

Support active and collaborative learning for students.

Assigned

Chief Technology Services Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3: Enhanced Student Engagement through Learning & Social Environments.
Strategy 2: Updating campus facilities with a focus on learning environments, student spaces, and utilization standards.
Strategy 3: Developing learning technology standards for all instructional spaces to ensure vibrant learning and teaching environments.

Assessment Means

Improve learning spaces (physical and virtual) to support active and collaborative learning.

Success Criteria

Students have access to tools and resources that will support a more active and collaborative learning environment.

Assessment Results

Assessment results are ongoing; Selected instructional environments have been upgraded with interactive equipment to enhance student engagement and instruction delivery.

Use of Results for Continuous Improvement

Instructors have the ability to improve students' interest in the learning process and make them active participants in the lessons while also having the ability to reach students virtually.

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Technology Services

Goal

Continue to explore new and emerging technologies (hardware and software).

Reason for Goal

Improve and enhance administrative, teaching and learning activities.

Assigned

Chief Technology Services Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3: Enhanced Student Engagement through Learning & Social Environments.
Strategy 3: Developing learning technology standards for all instructional spaces to ensure vibrant learning and teaching environments.

Assessment Means

Gaston College requires the ability to integrate technology to ensure sound instructional and administrative progress.

Success Criteria

Students and faculty will have access to new and emerging technologies (hardware and software) that promise to improve and enhance teaching and learning.

Assessment Results

Assessment results are ongoing; Selected instructional environments have been upgraded with interactive equipment and software to enhance student engagement and instruction delivery.

Use of Results for Continuous Improvement

Instructors have the ability to improve students' interest in the learning process and make them active participants in the lessons while also having the ability to reach students virtually.

Unit
Finance, Operations and Facilities

Sub-unit (if applicable)
Technology Services

Goal

Continue to encourage written Disaster Recovery and Business Continuity plans for individual departments.

Reason for Goal

Ensure that Disaster Recovery and Business Continuity plans are in place should the College experience a disaster, system failure, or cyber-attack.

Assigned

Chief Technology Services Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.
Strategy 4: Enhancing internal communications.

Assessment Means

Gaston College will continue to improve its business process.

Success Criteria

Gaston College will continue to focus on improving the business process which is designed to strengthen the prevention and recovery system from potential threats such as natural disasters, system failures or cyber-attacks.

Assessment Results

Ongoing

Use of Results for Continuous Improvement

Ongoing

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Technology Services

Goal

Improve accessibility of campus technology resources.

Reason for Goal

Provide technology resources to students in areas not previously accessible.

Assigned

Chief Technology Services Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction # 1: Commitment to Student Success & Completion.

Strategy 8: Closing performance gaps and increasing completion rates among students from diverse backgrounds and under-represented groups.

Assessment Means

Gaston College will continue to meet the needs of students and staff by improving the infrastructure and access to tools to assist with enhancing student success.

Success Criteria

Gaston College will focus on growing campus wide Wi-Fi and mobile device access for students.

Assessment Results

Ongoing

Use of Results for Continuous Improvement

Ongoing

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Technology Services

Goal

Work with CIS-Core Team to implement North Carolina Community College initiatives.

Reason for Goal

Implement initiatives such as Self-Service, Destiny One, Network Security, and Colleague to the Cloud.

Assigned

Chief Technology Services Officer

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #3: Enhanced Student Engagement through Learning & Social Environments.
Strategy 3: Developing learning technology standards for all instructional spaces to ensure vibrant learning and teaching environments.

Assessment Means

Gaston College requires the ability to gather data to assist with improving student success and to integrate with other third-party systems.

Success Criteria

Gaston College will continue to maintain the capability of extracting data from the ERP Administrative System – Ellucian Colleague for the use of improving student success and to integrate with other third-party systems.

Assessment Results

Ongoing

Use of Results for Continuous Improvement

Ongoing

Unit**Finance, Operations and Facilities****Sub-unit (if applicable)****Purchasing****Goal**

Closely monitor guidelines set in place by P&C to ensure the college is purchasing within the guidelines and compliance rules.

Reason for Goal

To eliminate any discrepancies that may come up on a compliance audit and to ensure the college is ethically sound with purchasing.

Assigned

Manager – Purchasing, Shipping and Receiving and Equipment

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.

Strategy 2: Supporting faculty and staff understanding of NC E-procurement system as well as providing insights on how to proceed with manual purchasing, such as ad-hoc ordering in E-procurement.

Assessment Means

Review purchases as they are flowing into the E-pro system and ensure they are within State Contract or within purchasing guidelines. Successful improvements in justifications provided for non-state contract purchases such as purchasing flexibility.

Success Criteria

A successful compliance and purchasing audit with P&C.

Assessment Results

Purchasing was audited in December of 2021. The audit identified one insufficiency.

Use of Results for Continuous Improvement

The college responded to the insufficiency and has modified procedures accordingly.

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Purchasing

Goal

Provide training, as needed, to new staff on E-procurement, P-card Procedures, Purchasing guidelines, and system improvements.

Reason for Goal

Ensure faculty and staff are in full compliance with state procurement guidelines, P-card purchasing standards, and policy changes in purchasing.

Assigned

Manager – Purchasing, Shipping and Receiving and Equipment

Relation to Strategic Plan (President’s Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.

Strategy 4: Updating purchasing procedures to provide more baseline understanding of purchasing thresholds set in place by State of North Carolina.

Assessment Means

Improving purchasing requirement for orders that are entered manually and working with athletics to ensure all orders are accompanied by a purchase order.

Success Criteria

Ensures all purchasing, regardless of threshold, is falling within compliance standards set in place by NC and Gaston College policy.

Assessment Results

Held campus-wide training in 2022.

Use of Results for Continuous Improvement

Will hold training annually or bi-annually.

Unit**Finance, Operations and Facilities****Sub-unit (if applicable)****Purchasing****Goal**

Cross train various employees to provide coverage when employees are out of the office. Specifically, cross train for the management and processing of E-Procurement orders in the absence of the Purchasing Manager. Using Dynamic Policy software, update existing procedures and/or document new daily procedures performed by staff to help facilitate coverage and the training of new employees.

Reason for Goal

Ensure coverage in the Purchasing/ Shipping and Receiving areas when employees are out of the office and to facilitate the training of new employees.

Assigned

Manager – Purchasing, Shipping and Receiving and Equipment

Relation to Strategic Plan (President's Priorities or Unit Mission)

Strategic Direction #5: Organizational and Professional Development.

Strategy 4: Updating purchasing procedures to provide more baseline understanding of purchasing thresholds set in place by State of North Carolina.

Assessment Means

Are employees cross-trained in all functions? How many procedures relating to purchasing/shipping and receiving have been updated and/or documented in Dynamic Policy?

Success Criteria

Cross-trained two employees to handle day-to-day office tasks.

Assessment Results

Employees can manage office in director's absence.

Use of Results for Continuous Improvement

Continue cross-training efforts.