



UNIT PLANS

2022-2023

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Unit

Administrative and People Services

Sub-unit (if applicable)

Human Resources/Organizational Development and Safety

Goal

Develop and implement a “College of Choice” - Talent Acquisition project to optimize hiring and retention with a focus on organizational development and DEI.

Reason for Goal

Attract talent to the College.

Assigned

Director – HR, Director – ODS.

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Review of the documented materials for the projects.

Success Criteria

Documentation of materials developed.

Assessment Results

- As one measure towards this goal, HR and ODS collaborated to implement a new hire training program which includes key safety topics and other pertinent information intended to provide newly hired employees with a positive start to their new role at the college.
- A new digital marking brochure was developed to be placed on the “Jobs” web page to showcase the college.
- Updates to the HR webpage are in process, which include the marketing brochure and additional information to attract applicants.

Use of Results for Continuous Improvement

Future installations to the new hire training will include a branded welcome video highlighting key people, programs, and information about the college.

Unit

Administrative and People Services

Sub-unit (if applicable)

Human Resource

Goal

Evaluate FLSA status for all positions and develop a plan for any transitional changes.

Reason for Goal

Ensure legal compliance.

Assigned

Director - HR

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Review of the plan to evaluate positions.

Success Criteria

Documentation of the results of the analysis.

Assessment Results

This project has been started with the status of some positions clarified or changed and will continue into 2023-24.

Use of Results for Continuous Improvement:

N/A

Unit

Administrative and People Services

Sub-unit (if applicable)

Human Resources

Goal

Develop and implement a new staff appraisal system using NeoGov’s PERFORM.

Reason for Goal

Improve efficiency and effectiveness of Performance Mgt.

Assigned

Director – HR & Director - ODS

Relation to Strategic Plan

Strategic Direction #5, Organizational and Professional Development

Assessment Means

Documentation of materials developed and review of implementation plan.

Success Criteria

Documentation of materials developed and training sessions held.

Assessment Results

- Led by the HR Director, this objective was reassigned to a cross-function team for review. The team recommended revamping and streamlining the current appraisal instruments. As of 9/25/23, a new pre-appraisal and appraisal have been developed for finalization and implementation.
- The appraisal committee is in the process of evaluating updated appraisal documents and timelines to implement starting 1/1/2024.

Use of Results for Continuous Improvement:

N/A

Unit**Administrative and People Services****Sub-unit (if applicable)****Human Resources****Goal**

Evaluate and revise key policies and procedures based on organizational structure, any relevant updates, and by applying an equity “lens.”

Reason for Goal

Improve effectiveness in policy & procedure management and support the mission of the College.

Assigned

Chief of Staff, Director – HR, and SMEs

Relation to Strategic Plan

Strategic Direction #5, Organizational and Professional Development

Assessment Means

Review by Policy Review Committee, President’s Cabinet, the Executive Council and approval by Campus Affairs Committee and Board of Trustees.

Success Criteria

Update and implement revised policies and procedures, as approved.

Assessment Results:

- All policies have been updated with new formatting and logo and updated in NeoGov’s Onboard.
- Developed new proposed policy for Paid Parental Leave and made updates to secondary employment and other key policies to be considered by the BOT in November 2023.
- Continuing to review other relevant policies for potential updates.

Use of Results for Continuous Improvement:

N/A

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development and Safety

Goal

Finalize and implement the Supervisor & Leadership development program (PHASE 1)

Reason for Goal

Enhance the knowledge, skills, and abilities of current and future supervisors and leaders of the College.

Assigned

Director - ODS

Relation to Strategic Plan

Strategic Direction #5, Organizational and Professional Development

Assessment Means

Documentation of materials developed and training sessions held.

Success Criteria

- Establish SLD Committee & develop programmatic calendar
- Campus-wide communication
- Establish cohort 1
- Module 1 implementation

Assessment Results

The preliminary planning for the Supervisor/Leadership Development program was completed. An online training was designed for those assisting with the implementation. A digital badge credential was incorporated into the program as a trial. An implementation timeline is currently being developed along with a list of potential presenters for each module.

Use of Results for Continuous Improvement

Plans are in the works to offer segments of the supervisor/leadership development program as the college's next local digital badge. This process will serve as a trial run for the large-scale program.

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development and Safety

Goal

Continue talent acquisition process to acquire the Coordinator - Organizational Development and Outreach & Contract Trainer

Reason for Goal

Enhance organizational development, training and development, and coordinate key DEI initiatives.

Assigned

Director - ODS

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Documentation of materials developed, training sessions held, outreach activities, and program development.

Success Criteria

Establish various committees and working groups based on the initiative to review, evaluate, and determine success.

Assessment Results

Credentials of all applicants for the position were reviewed; but none met the minimum qualifications, so the position remains open.

Use of Results for Continuous Improvement

The minimum requirements for the position will be reevaluated for potential changes to attract viable applicants for the position

Unit**Administrative and People Services****Sub-unit (if applicable)****Organizational Development and Safety****Goal**

Establish a dedicated training and development center (DSC).

Reason for Goal

Enhance organizational development and training and development.

Assigned

Chief of Staff, Director – Facilities & Plant Ops, and Director – ODS

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Review of outcome of the Open House event and the development of the training calendar.

Success Criteria

- Upon completion, launch an Open House event
- Develop a calendar of training events
- Create a sign-out sheet for conference area/training area for other departments to access the site as needed

Assessment Results

Room DSC 140 was redesigned, and the renovations were completed. Reservations can be made through the Director – ODS. The open house event was reconsidered and determined to be unnecessary.

Use of Results for Continuous Improvement

N/A

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development and Safety

Goal

Evaluate Vector Solutions Compliance and Safety, Facilities Maintenance, and DEI libraries for potential procurement and implementation.

Reason for Goal

Enhance organizational development and training and development.

Assigned

Director – ODS, Chief of Police & Security

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Documentation of assessment of Vector Solutions software.

Success Criteria

- Introduce Live Safe to campus through training module
- Begin accessing Vector Compliance & Safety library to support online training options

Assessment Results

The Vector Solutions library was evaluated, and fifteen online courses were selected and published as annual compliance training courses.

Use of Results for Continuous Improvement

Additional Vector Solutions online course libraries will be evaluated for potential implementation with specific evaluation of their DEI library.

Unit

Administrative and People Services

Sub-unit (if applicable)

Organizational Development and Safety

Environmental Health and Safety and Campus Police and Security

Goal

Establish a revised emergency drill program and conduct at least one drill.

Reason for Goal

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

Assigned

Director – ODS, Chief of Police & Security, & EHS Coordinator

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Documentation of revised program and completion of one or more drills.

Success Criteria

Documentation of revised program and successful completion of one or more drills.

Assessment Results

An EHS safety team was established, and routine tabletop exercises conducted. An initial evacuation drill is scheduled for November 17, 2023 (RCB).

Use of Results for Continuous Improvement

Continue to meet with EHS team, schedule additional tabletop exercises and emergency preparedness drills.

Unit

Administrative and People Services

Sub-unit (if applicable)

Environmental Health and Safety and Campus Police and Security

Goal

Continue the refinement of EHS programs to achieve Carolina Star status (2-to-4-year process)

Reason for Goal

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

Assigned

Director – ODS, Chief of Police & Security, & EHS Coordinator

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Documentation of materials specifying the continuous refinement of the EHS program.

Success Criteria

Consistent progress toward the College awarded Carolina Star status.

Assessment Results

Carolina Star assessment measures have been linked to safety team objectives.

Use of Results for Continuous Improvement

This work will be a multi-year ongoing project.

Unit**Administrative and People Services****Sub-unit (if applicable)****Organizational Development and Safety****Environmental Health and Safety and Campus Police and Security****Goal**

Evaluate and implement a safety & security app (e.g., LiveSafe), transfer the ERG to the app, and conduct training.

Reason for Goal

Eliminate printed ERS, maintain real-time updates, and ensure the safety of faculty, staff, students, and visitors.

Assigned

Director – ODS, Chief of Police & Security, & EHS Coordinator

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Documentation of evaluation materials developed.

Success Criteria

Documentation of materials developed and training sessions held.

Assessment Results

This objective was changed from a stand-alone app to the development of a safety and security poster that included a QR code to a series of in-house produced emergency response videos featuring members of the Campus Police and Security Department. The QR code was also added to all curriculum syllabi.

Use of Results for Continuous Improvement

Emergency preparedness resources will continue to be linked to QR code including college evacuation maps. The QR code poster will be re-evaluated for potential improvement.

Unit**Administrative and People Services****Sub-unit (if applicable)****Organizational Development and Safety****Environmental Health and Safety and Campus Police and Security****Goal**

Revise and implement updated Emergency Response Training to be launched in the fall 2022 and potentially become an annual recurring event (e.g., safety week).

Reason for Goal

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

Assigned

Director – ODS, Chief of Police & Security, & EHS Coordinator

Relation to Strategic Plan

Strategic Direction #5 Organizational and Professional Development

Assessment Means

Develop a documented Emergency Response Training plan for the College community using multiple modes and resources.

Success Criteria

Implement the Emergency Response Training plan for the College community using multiple modes and resources.

Assessment Results

Emergency preparedness training is being conducted by department and building with RUN-HIDE-FIGHT as the first drill topic. Tabletop exercises are also being conducted in cross-sectional teams covering key emergency preparedness topics. Emergency preparedness training was also made available online in NeoGov.

Use of Results for Continuous Improvement

Emergency preparedness training efforts will be expanded to include additional drills.

Unit

Administrative and People Services

Sub-unit (if applicable)

WSGE 91.7 FM

Goal

Implement the Wide Orbit Automation System

Reason for Goal

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

Assigned

Station Manager - WSGE

Relation to Strategic Plan

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

Assessment Means

Review and ensure the WOA System in fully operational.

Success Criteria

Fully implemented WOA System.

Assessment Results

This objective was achieved.

Use of Results for Continuous Improvement

The system is operational but additional training is being implemented to ensure all staff members (volunteers and students) understand key features to optimize its use and capability.

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Develop and implement various compliance and information forms (system) for student-athletes to meet internal needs and ensure compliance with NJCAA standards.

Reason for Goal

To assist student-athletes with various needs and ensure compliance.

Assigned

Chief of Staff

Relation to Strategic Plan

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

Assessment Means

Documentation of completed forms.

Success Criteria

Implemented forms.

Assessment Results

All compliance forms were developed and implemented, and additional on-line forms related to athletic training and medical-related matters were further implemented as part of Athletic Training.

Use of Results for Continuous Improvement

Continue to look for ways to convert any hardcopy forms to online forms.

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Develop and conduct an internal compliance audit for all necessary forms and related documents, including compliance with NJCAA standards.

Reason for Goal

To ensure compliance with NJCAA standards.

Assigned

Administrative Assistant - Athletics

Relation to Strategic Plan

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

Assessment Means

Documentation of completed audit.

Success Criteria

Implemented forms.

Assessment Results

This objective was completed with any issues rectified.

Use of Results for Continuous Improvement

This exercise may become an ongoing, annual process.

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Develop coach/staff duty and responsibility system.

Reason for Goal

To ensure effectiveness and provide support to various student success and experience projects and initiatives.

Assigned

Chief of Staff, Athletics Director, & Associate Athletics Director

Relation to Strategic Plan

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

Assessment Means

Documentation of the coach/staff duty and responsibility plan and review of the plan to ensure effectiveness.

Success Criteria

Implemented System

Assessment Results

This objective was completed and included a revised position description, a summary of assigned duties and responsibilities across various roles with the AAD assigned primary oversight.

Use of Results for Continuous Improvement

This objective was completed and included a revised position description, a summary of assigned duties and responsibilities across various roles with the AAD assigned primary oversight.

Unit

Administrative and People Services

Sub-unit (if applicable)

Athletics

Goal

Collaborate with the Foundation/Advancement office to establish and implement various fundraising initiatives including the launch of a “Rhino Club.”

Reason for Goal

To raise funds in support of the Athletics Department.

Assigned

Athletics Director, Associate Athletics Director, and members of the Foundation/Advancement Team.

Relation to Strategic Plan

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

Assessment Means

Documentation of fundraising initiative plan.

Success Criteria

Implemented plan and launch of the “Rhino Club” initiative.

Assessment Results

The Rhino Club was developed and implemented. A Sims signage sales system was established and implemented. Additional activities were implemented or continued such as the First Pitch Dinner and the Rhino Classic.

Use of Results for Continuous Improvement

N/A

Unit

Administrative and People Services

Sub-unit (if applicable)

General College

Goal

Source and purchase three mini-buses for student events and travel.

Reason for Goal

To provide transportation for student activities

Assigned

Chief of Staff

Relation to Strategic Plan

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

Assessment Means

Purchase of three mini-buses.

Success Criteria

Evaluate use of mini-buses.

Assessment Results

Completed. The three minibuses are available to all college departments in support of student activities with Athletic teams receiving priority access to buses for games, matches, and tournaments.

Use of Results for Continuous Improvement:

N/A

Unit

Administrative and People Services

Sub-unit (if applicable)

General College

Goal

Develop internal transportation (Rhino bus) safety and operations manual and hire drivers.

Reason for Goal

To provide transportation for student activities

Assigned

Chief of Staff and Chief of Police

Relation to Strategic Plan

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

Assessment Means

Documented materials in completing the Rhino bus Operational Manual.

Success Criteria

Completion of the Rhino bus Operational Manual and documented training for drivers.

Assessment Results

Manual completed. Hired 3 bus drivers from outside of the college; need some backup drivers.

Use of Results for Continuous Improvement

Continue to review for potential improvement. Hiring of bus drivers continues.

Unit

Administrative and People Services

Sub-unit (if applicable)

General College

Goal

Revise & Update the sexual violence brochure

Reason for Goal

To assist and educate students, faculty, and staff members on sexual harassment, violence, and Title IX

Assigned

Chief of Staff, VP-Student Affairs, and Exec. Director-Marketing/ Communications

Relation to Strategic Plan

Strategic Direction #5, Organizational and Professional Development

Assessment Means

Documented review of the proposed updates and revisions by the appropriate people.

Success Criteria

Completion and distribution of the brochure.

Assessment Results

Completed.

Use of Results for Continuous Improvement

Continue to review for potential improvement.

Unit

Administrative and People Services

Sub-unit (if applicable)

General College

Goal

Develop appropriate forms for students to participate in the College's Study Abroad Program.

Reason for Goal

To assist students in applying for the program and ensuring the College complies with standards and guidelines related to a Study Abroad Program.

Assigned

Chief of Staff

Relation to Strategic Plan

Strategic Direction #1 Commitment to Student Success & Completion

Assessment Means

Documented review of forms.

Success Criteria

Completion and distribution of documented forms.

Assessment Results

Completed.

Use of Results for Continuous Improvement

Continue to review for potential improvement such as making these forms available online.

Unit**Administrative and People Services****Sub-unit (if applicable)****General College****Goal**

Develop and execute Agreements (MOAs) for various partnerships related to academic success (e.g., Health and Human Services and BLET's driving track).

Reason for Goal

To provide lab and practicum experiences for students with hands-on learning opportunities.

Assigned

Chief of Staff

Relation to Strategic Plan

Strategic Direction #1 Commitment to Student Success & Completion

Assessment Means

Create MOAs and implement a review process, as appropriate.

Success Criteria

Completed and executed final MOAs.

Assessment Results

Completed. Numerous MOAs were written and implemented including, but not limited to those noted as examples as part of the objective.

Use of Results for Continuous Improvement

Consider the possibility of an online software program to manage all MOAs, create consistency where possible, and potentially have a digital signing feature.

Unit

Administrative and People Services

Sub-unit (if applicable)

General College

Goal

Partner with the community and various College groups to carry out a successful Relay for Life event.

Reason for Goal

To provide community outreach opportunities.

Assigned

Chief of Staff, Campus Police, and SGA

Relation to Strategic Plan

Strategic Direction #4 Marketing, Public Relations, and Outreach

Assessment Means

Documented outline of project/event.

Success Criteria

Completion of the annual Relay for Life event.

Assessment Results

Completed. The event was held April 28, 2023, on the Dallas Campus. Next year's event is being planned for Friday, April 19, 2024.

Use of Results for Continuous Improvement:

N/A

Unit

Academic and Student Affairs
Academic Affairs

Sub-unit (if applicable)

Arts and 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

- Student academic progress in AVISO/Student Planning will be monitored
- The number of No-Shows will be tracked
- 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
- The number of students completing the Scholars of Global Distinction program will be tracked.

Success Criteria

- The use of pathways during advising sessions and in Academic Studies Courses will be implemented
- A new and more sustainable Success Coaching Model will be implemented and the number of no-shows will decrease by ten percent
- 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

- At least 3 students will complete the Scholars of Global Distinction Program

Assessment Results

The use of pathways during advising sessions and in Academic Studies Courses will be implemented.

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 were 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. Note - 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.

A new and more sustainable Success Coaching Model will be implemented, and the number of no-shows will decrease by ten percent.

- Emphasis was placed on reducing the number of No-Shows campus wide by 10%. Instructors received training at Divisional Meetings to begin the Fall 2022 semester. At these trainings, methods of contact were discussed in addition to the overall negative costs associated with no-shows campus wide. As a result of this emphasis on no-shows, the number of FTEs lost to no-shows decreased from 25.3(Fall 2020) and 23.9(Fall 2021) to 21.8 (Fall 2022). This decrease was accomplished during a semester of enrollment growth. Gaston College experiences an 8% increase in enrollment for the Fall 2022 semester.

Professional development session related to student success initiatives, including Diversity, Equity, and Inclusion, will be offered annually for faculty/staff in the division.

Dates	Topic	Notes about Activity
September 29, 2022 – October 2, 2022	S-STEM NSF Conference and Poster Presentation – Washington D.C - (Dr. Patricia Williams, Dr. Melissa Armstrong, Ms. Susan Whittemore, and Dr. Heather Woodson)	Professional Development STEM Conference with Poster Presentation
November 3 – 6, 2022	AACU – Transforming STEM Conference and Oral Presentation – Washington D.C. – (Dr. Patricia Williams, Ms. Susan Whittemore, and Dr. Heather Woodson).	Professional Development STEM Conference with Oral Presentation
January 6, 2023	A&S New Faculty Orientation Session 1: Divisional Policies and Procedures, Best Practices in Attendance & Watermark/Aviso, and Blackboard Basics	A&S Developed PD for New Faculty
January 20, 2023	A&S New Faculty Orientation Session 2: Campus Tour, Faculty Student Success and Retention Model, and Divisional Documentation	A&S Developed PD for New Faculty
February 15, 2023	A&S ChatGPT Workshop with A&S Deans	A&S Developed PD for A&S Faculty and other Interested Staff
February 24, 2023	A&S New Faculty Orientation Session #3: Grade Reports, Leave Policies, ACUE PD Options, and Campus Community	A&S Developed PD for New Faculty
March 11 – 14, 2023	Innovations Conference and Oral & Poster Presentation – Tempe, Arizona (Dr. Melissa Armstrong, Ms. Susan Whittemore, Mr. Jesus Vina-Moreno and Dr. Heather Woodson)	Professional Conference with Oral and Poster Presentation
March 24, 2023	Safe Zone Training	Science and Humanities Department Co-Event Sponsored by WIF Grant
May 1, 2023	Math Department Blackboard Assessment PD Workshop	A&S Deans Developed PD Workshop for Math Faculty
May 18-19	AVID Diversity Conference – Mary Morton	Craven Community College
June 7, 2023	DEI of Accessibility Series – Ableism, Person-First Language	Professional Development Digital Badge
June 21, 2023	DEI of Accessibility Series – ADHD & Autism	Professional Development Digital Badge

Dates	Topic	Notes about Activity
June 28, 2023	DEI of Accessibility Series – Mini Book Club	Professional Development Digital Badge
July 12, 2023	DEI of Accessibility Series – Depression and Anxiety	Professional Development Digital Badge
July 26, 2023	DEI of Accessibility – Hearing & Visual Impairments	Professional Development Digital Badge

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

Dates	Topic	Notes about Activity
September 8, 2022	Poetry Reading by Brittany Prichard – Let the Spiders Out	English Department Cultural Activity
October 19, 2022	Engineering Panel (co-sponsored by SPARC and B2B)	SPARC, B2B, WIF, and Science Department Co-Sponsored event open to all students on campus.
November 4, 2023	Science Faculty Judge Student Projects at the Gaston Early College Science Fair	Science Department
November 9, 2022	Science Lab Skills – Rhino ‘Rithmetic	Science Department event open to all students on campus
November 12, 2023	NCMATYC 11 th Annual Math Competition (Advisors – Marie Burleson and Sholeh Shariat)	Math Department
November 14-17	International Education Week	14 Events open to Gaston College Faculty, Staff, Students, and the community were offered
November 16, 2022	Science Lab Skills – Microscope Madness	Science Department event open to all students on campus
November 18, 2022	Science Faculty Judge Student Projects at the Gaston College Medical Science Early College	Science Department
November 18 – 27, 2022	Gaston Study Abroad	Ireland
November 30, 2022	Science Lab Skills – Keep Calm and Donut you Worry: Study and Stress Management Skills	Science Department event open to all students on campus

<i>Dates</i>	<i>Topic</i>	<i>Notes about Activity</i>
December 7, 2022	GC Undergraduate Research and Creativity Symposium	Science Department event open to all students on campus
January 25, 2023	Science Lab Skills – Brain Dissection (total of 3 sessions in one day)	Science Department event open to all students on campus
January 27, 2023	Science Lab Skills – Brain Dissection (Total of 2 sessions in one day).	Science Department event open to all students on campus
February 8, 2023	AFA Student Art Show	Art Department
February 22, 2023	Science Lab Skills – Measurement – Size Matters	Science Department event open to all students on campus
March 15, 2023	AFA Visual Arts Student Art Show	Art Department
March 22, 2023	Science Lab Skills – VIP (Very Important Pipetting)	Science Department event open to all students on campus
April 12-15, 2023	NCUR Research Conference – Eau Claire, Wisconsin - Student Research Presentations (Trip Leaders: Mr. Jesus Vina-Moreno, Dr. Dawn Marin, and Dr. Patricia Williams)	Student Research Conference with Students presenting Research Posters
April 15, 2023	University of North Georgia Mathematics Competition (with Advisors Marie Burleson and Sholeh Shariat)	Math Department
April 24-27, 2023	Arts and Sciences Wellness Sessions for Students	Wellness Sessions offered Monday – Thursday for Student Drop in.
April 26, 2023	Science Lab Skills – Walk on the Wild Side	Science Department event open to all students on campus
April 25 – May 4, 2023	Bob Blanton Study Tours Bob Blanton Study Tours - DESTINATION: ITALY (ROME, NORTHWARD)	Italy
April 27, 2023	EDU Pinning Ceremony	EDU Student Event
May 2, 2023	GC Undergraduate Research and Creativity Symposium	Science Department event open to all students on campus
May 3, 2023	Art Department Graduating Student Art Show	Art Department Event
May 2023	Counseling Services – Final Exam Week	

<i>Dates</i>	<i>Topic</i>	<i>Notes about Activity</i>
May 12 – 21, 2023	Gaston Study Abroad	Germany
June 13, 2023	A&S Showcase – Gaston County Commissioners School Tour	

At least five SPARC activities will be conducted annually.

<i>Dates</i>	<i>Topic</i>	<i>Notes about Activity</i>
August 1, 2022	SPARC Scholar Orientation	SPARC Scholar Event
September 21, 2022	SPARC Scholar Mentor Meet and Greet	SPARC Scholar Event
September 28, 2022	SPARC Scholar Scholarship Meeting	SPARC Scholar Event
October 1, 2022	SPARC Scholar River Sweep Event at Morningstar Marina in conjunction with the Catawba Riverkeepers	SPARC Scholar Event
October 12, 2022	SPARC Scholar Team Building Meeting and Lunch	SPARC Scholar Event
December 2, 2022	SPARC Scholar's UNC Wilmington Tour	SPARC Scholar Event
December 3, 2022	SNCURCS Research Conference @ UNC Wilmington – Student Research Poster Presentations	SPARC Scholar Event
January 11, 2023	SPARC Scholar Orientation/Welcome Back	SPARC Scholar Event
January 18, 2023	SPARC Scholar Meeting – Team Building Activities	SPARC Scholar Event
January 20, 2023	SPARC Scholar Tour/Orientation at UNC Charlotte	SPARC Scholar Event
February 2-5, 2023	SPARC FL Trip to NASA/SeaWorld	SPARC Scholar Event
February 16, 2023	SPARC Biomedical Engineer Tour at UNC Charlotte	SPARC Scholar Event
March 1, 2023	SPARC Water Treatment Plant Educational Trip	SPARC Scholar Event
March 3, 2023	SPARC SC Zoo Trip	SPARC Scholar Event
March 23-24, 2023	SPARC Tour of UNC Chapel Hill and NC State	SPARC Scholar Event
April 21, 2023	SPARC Riverside Paddle and Row – Kayaking Trip	SPARC Scholar Event
May 3, 2023	SPARC Graduation Celebration	SPARC Scholar Event

At least 3 students will complete the Scholars of Global Distinction Program.

Only Two students achieved Global Distinction for the 2022-2023 academic year.

Use of Results for Continuous Improvement

The 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, stay on, and complete their selected pathway. The Arts and Science Advising Center collaborates with the Division of Arts and Sciences to ensure students are on the appropriate pathway toward the completion of their degree program. In addition, all new students were required to schedule a meeting with their assigned advisor to create during their first semester to create a two-year plan alongside the student's requirements in ACA-122. This process has improved student success and completion and will be continued as an advising process / ACA-122 course requirement.

Cultural and global awareness activities will continue to be offered to the college community. Each of these 28 events (e.g., art shows, science activities, and global education activities) were well attended and provided engagement to students, faculty, and staff across the campus community. In addition, the SPARC program will be continued on into the next academic year. More than 17 events were held with SPARC scholars during the academic year.

No shows decreased by 10% from 23.9 to 21.8. Enrollment grew by 8% for the Fall 2022 semester. Emphasis on reducing no-shows will continue into the next academic year. 15 professional development sessions were held directly relating to a variety of student success initiatives offered throughout the year. These sessions were well attended and provided the division with tools and resources to help improve student success within Arts and Sciences. This initiative will be continued on into the next academic year.

Unit

Academic Affairs

Sub-unit (if applicable)

Arts and 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 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 or events 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 Brian Bookout serves on the Gaston County Council on Aging and on the Gaston County Community Block Grant
- Dean Brian Bookout presented to Gaston and Lincoln County educators on Friday, September as part of the annual Educator's Breakfast
- In March, the Early Childhood Education program, in collaboration with the Partnership for Children of Lincoln & Gaston Counties, hosted a conference on campus, entitled Leading Through Challenge & Change. Throughout the day, over 70 area childcare teachers attended sessions like Supporting Children and Families, Pursuing Educational Goals, Media's influence on Young Children, Observing & Recording Child Development, and Cognition & Execution Functioning, which provided 5 training hours.
- Associate Dean Beth McCall serves as Chairwoman of the Board of Trustees for the Cherokee County Library.
- Art Exhibits 2022-2023 = The Gaston College Art department hosted numerous Arts shows and exhibitions over the past academic year including Insatiable Fiber by Portia M York, various student exhibitions, ETHOS: AFAVA Student Show, *Dreamscape*, *Sentient Matter* by Serra Shuford. All shows and exhibitions were free and open to the public.

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

- Math Instructor Jami McSwain- serves on the Executive Board for the North Carolina Organization for Student Success (NCOSS) and attended the fall and spring meetings
- English Instructors Beth McCall, Logan Dupree, and Melanie Dekerlegand presented "Working Better Together" at the National Organization of Student Success's National Conference on March 4 in Nashville, TN. Their presentation emphasized the importance of developmental networks for faculty and staff to better serve students, and shared their personal experiences with this approach
- During the 2022-2023 academic year, several faculty within the Arts and Sciences division completed Quality Matters online courses:
- During the 2022-2023 academic year, several faculty within the Arts and Sciences division completed ACUE online courses:
- Associate Dean Christine Ziemba-Tolbert attended the NCCCS Conference Meeting - October 9th, the CTPA Conference - March 31, 2023. As CTPA President, she also attended the Transfer Advisory Committee (TAC) quarterly meetings (joint meetings of NCCCS, UNC System, and NCICU's): October 21st; January 26th; April 24th; July 20th
- Associate Dean, Dr. Patricia Williams attended the NCCCS System Conference Meeting – October 9th – 11th 2022.
- Associate Dean, Dr. Patricia Williams (alongside Dr. Heather Woodson and Susan Whitemore) attended and presented at the National Science Foundation S-STEM Symposium in Washington D.C from September 29th – Oct 1st 2022. The group presented the decade-long work of the SPARC scholars and the improvements of A.S and A.E. student retention and graduation rates seen at Gaston College.

- Associate Dean, Dr. Patricia Williams (alongside Dr. Heather Woodson, Dr. Melissa Armstrong, and Ms. Susan Whittemore) attended and presented at the National Conference of the American Association of College's and University (AAC&U) on November 3rd – November 5th, 2022. The group presented on the decade-long work of the SPARC program and the improvements of A.S. and A.E. student retention and graduation rates seen at Gaston College.
- Associate Dean, Dr. Patricia Williams presented for the State of North Carolina Community College West Hub Café on March 1, 2023. Dr. Williams presented jointly with another Gaston College staff member (Karen Duncan) and an administrator from McDowell Community College (Valarie Dobson). The team presented to the NC Community College system on Universal Design for Learning.
- Multiple faculty members from the math department attended the North Carolina Mathematics Association of Two-Year Colleges (NCMATYC) conference
- Mary Morton attended the AVID Higher Education Summer Conference at Craven Community College -“Building Bridges: Increasing Equity, Access, Opportunity, and Success for all Students.”
- Global Education coordinator Michele Domenech attended the UNC Worldview symposium entitled “Information Security in an Interconnected World” and subsequent Global Distinction Advisory Board meeting November 4-5, 2022

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

- The Global Education committee meets monthly and includes faculty and staff from different divisions.
- The Multicultural Affairs Committee meets monthly and includes faculty and staff from multiple divisions on campus.
- Several Faculty from the Arts and Sciences Division serve on the Multicultural Affairs Committee which includes faculty and staff from different divisions.
- The Curriculum Committee meets twice a year to review and vote on curriculum changes
- Academic/Student Affairs Leadership group meets bi-monthly
- The Dean's Council meets every two weeks. This groups consists of all the academic deans from across the college. It includes Arts & Sciences, CTE, Health and Human Services, Learning Services, College Now, and Continuing Education

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

- Early Childhood Education met on March 23, 2023
- The Associate of Fine Arts in Visual Arts Program Advisory Committee met on May 1, 2023
- Gaston College Transfer Advisory Committee met on June 14, 2023

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

- Safety Coordinator, Lena Thompson, has toured all of the building in the division to audit safety issues.

- The Safety Committee of Gaston College meets monthly and includes representatives from the Arts and Sciences division

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 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 and 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

2022-2023 Performance Measures

Credit English Success	2016	2017	2018	2019	2020	2021	2022
System Excellence Level	66.6%	66.6 %	66.6 %	66.6%	66.6 %	70.4%	1.144 66.08%
System Baseline	40.1%	40.1 %	40.1 %	40.1%	40.1 %	47.1%	0.723 41.76%
System Totals (All Students)	53.6%	54.7 %	58.3 %	61.7%	61.7 %	62.0%	58%
Gaston College	59.5%	61.9 %	62.5 %	58.8%	62.3 %	60.3%	54%

Credit Math Success	2016	2017	2018	2019	2020	2021	2022
System Excellence Level	46.2%	46.2%	46.2%	46.2%	46.2%	54.5%	1.194 52.27%
System Baseline	19.5%	19.5%	19.5%	19.5%	19.5%	29.9%	0.626 27.40%
System Totals (All Students)	32.1%	33.8%	36.7%	41.5%	43.1%	45.2%	43.6%
Gaston College	24.0%	29.3%	31.7%	35.0%	38.8%	39.9%	41%

Transfer Performance	2016	2017	2018	2019	2020	2021	2022
System Excellence Level	89.4%	89.4%	89.4%	89.4%	89.4%	91.1%	1.036 92.3%
System Baseline	74.4%	74.4%	74.4%	74.4%	74.4%	79.4%	0.871 77.59%
System Totals (All Students)	84.9%	74.7%	85.2%	85.9%	86.4%	87.8%	87.4%
Gaston College	80.1%	76.8%	85.2%	82.0%	85.6%	82.7%	0.994 86.8%

- 60.3% 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.
- 40.7% 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.
- 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, 86.8% 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.

Activities to Support Performance Measure Success

- **Performance Measures Teams** - Teams of faculty and staff meet annually to focus on initiatives and activities to help improve each of the performance measures.
- **Co-Admission Agreements** - to improve the Transfer Performance Measure, the Arts and Sciences division pursued co-admission (Transfer Admission Guarantees-TAG) 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. Gaston College currently has 10 TAG agreements with local colleges and universities.

- The following co-admission agreements were signed during the 2022/2023 academic year: Lenoir Rhyne University –Bear Bound was signed on August 9, 2023

Learning Resources

Gaston College continues to offer robust Learning Resources.

- **Library Services** - The Gaston College Libraries strive to meet the information needs of the students, faculty, staff, and the community. The Libraries offer computers for research use, high-speed Internet access, a wireless network, more than 65,000 books, more than 2,000 videos and DVDs, extensive print and online periodicals, and more than 60 research databases. The library includes several bookable labs and study rooms. Included, is the One Touch Recording Studio available for students to use in Room 120. The Emerging Technologies Lab is a collaborative space for students, faculty, and staff to engage in high quality technologies to foster growth and learning.
- **Writing Center** - The Gaston College Writing Center exists to support students in communicating effectively. The Writing Center encourages independent learning through collaborative conversations and positive interactions. In the nurturing environment of the Writing Center, students can gain confidence and proficiency in writing and communication processes.
- **Learning Center and MASC** - The Gaston College Learning Center provides academic assistance for students who are experiencing academic difficulty or otherwise want to improve academic success skills. The Learning Center provides peer tutoring, a computer-assisted learning lab, and a quiet study area at no cost to students. The Math and Science Center (MASC) is located in the Gaston College Learning Center. Students have access to tutors with professional degrees in various math and science subjects.
- **Academic Advising** - The mission of the Academic Advising Centers is to assist students in connecting their educational goals with their career goals by developing a plan for academic success. Academic Advisors provide timely, accurate information about academic and career opportunities and requirements, college policies and procedures, and seamless transfer pathways. Through frequent interaction, advisors engage students in an active role in their own academic planning. Academic planning is a shared responsibility between student and advisor. The Arts and Sciences Division works closely with our academic advisors to ensure students receive the information and help they need to develop a plan for their academic success.

Use of Results for Continuous Improvement

Success criteria for this goal were satisfied. The Arts and Sciences division will continue to develop strategies that promote student success. State system totals are trending downward while Gaston College is improving as it has since 2016. This shows the continued progress. It also shows that strategies to develop student supports are helping students succeed in state-

wide performance measures for college transfer student performance, student success rate in curriculum English and curriculum math.

Unit

Academic Affairs

Sub-unit (if applicable)

Arts and Sciences Division

Goal 1

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

Goal 2

Collaborate with our stakeholders to foster better relationships and meet the needs of the local early childhood programs.

Reason for Goals

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 and Community events
- Advising Efforts will be monitored

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.
- Access to placement sites for assignments and field work.

Success Strategies

- Referrals for campus resources and advising will be made by each faculty in the program, as needed.

- Inactive students will be contacted via BB reminder, email and/or phone within 3 absences and/or within 3 missed/failed assignments.
- At least five study sessions opportunities will be offered for students each semester.
- At least three recruitment and/or community events will be held annually.
- ECE faculty will serve on relevant Partnership for Children of Lincoln & Gaston Counties and will work closely with local schools, centers, and homes.

Assessment Results

- Fall to Spring data indicates that the numbers of students seeking certificates increased by more than 2 percentage points in the Spring; the numbers are affected by the course offerings only being offered in the Spring (e.g., EDU 131, EDU 146, EDU 151, EDU 153, and EDU 221). Fall to Spring data also indicates that the number of students seeking the A55220CR degree decrease during the Spring; the numbers are affected by the course offerings only being offered in the Fall (e.g., EDU 144, EDU 145, EDU 185, EDU 234, EDU 251, and EDU 282). Fall to Fall data indicates that the numbers of students increased in each certificate and degree program, across the board. The number of Associate degree-seeking students have improved; we have met and exceeded our goal.
- Course retention and success rates have improved as well. Our retention efforts in the form of Watermark messages/notes/alerts has improved in terms of frequency and can be accessed for documentation purposes. The success rates of our students has also increased. We work to build and maintain relationships with students as whole people and connect them with appropriate campus and community resources (e.g., TRIO, the Writing Center, TEACH scholarships, the Wages program, etc.). The final grade computations submitted to Teams folders can be accessed for documentation purposes.
- The ECE program makes sure that access to quality placement sites happens for students who do not already have viable employment within an early childhood setting. We have assignments in most courses that require field-work and we have two courses that require placements to log Lab Hours. We have maintained and nurtured partnerships with child-care centers, NC-Pre-K programs, Head Starts, faith-based programs, public schools, and charter schools.

Use of Results for Continuous Improvement

Success criteria for this goal were satisfied. The ECE program will continue to develop strategies that promote student success in ECE programs. We have worked diligently to secure placements on behalf of our students. Each semester, we maintain positive and collaborative partnerships within the community. Our students can gain access to early childhood settings including but not limited to: Head Start programs, NC-PreK programs, First Baptist Children's Ministry in Gastonia, A Place to Grow. When students needs/preferences require placements in school-age settings (Kindergarten-3rd grade) we have communicated with Gaston County Schools, Lincoln County Schools, Cleveland County Schools, Hickory City Schools, Piedmont Community Charter School, Mountain Island Charter School, Lincoln County Charter School, and a variety of faith-based schools to secure placements so that our students can complete assignments and field work.

The ECE faculty each work to recruit and retain students in our program. Watermark messages and alerts are utilized as needed. Also, faculty members regularly encourage students to take advantage of campus resources. We have an ongoing extra credit assignment which enables students to earn modest amounts of points for documenting that they are utilizing these resources. Faculty also offer at least monthly Zoom sessions for each course to help ensure student success. They plan an annual conference that allows area teachers to come for a day of training that yields 5 DCDEE training hours. Additionally, they make themselves available to Advisory Board members and the Partnership for Training to conduct workshops for area teachers. Our ECE faculty are active members of the community who serve on the board for the Partnership of Children and advocate for children, teachers, and families continuously.

Unit

Academic Affairs

Sub-unit (if applicable)

Arts and Sciences Division

Goal

Implement strategies to improve online learning and teaching.

Reason for Goal

To strengthen student success in the online learning environment and improve instructor innovation and excellence in the online learning environment.

Assigned

All Arts and Sciences personnel

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

Direction #5 Strategy 1,2, 5

Direction #3 Strategy 3

Assessment Means

- Collaborate with departments to assess needs relating to online and hybrid-centered instruction.
- Engage in needs assessment surveys for faculty relating to online and hybrid centered instruction.
- Attend regional or national meetings of professional online teaching and learning organizations.
- Design and develop strategic resources that promote faculty growth in online and hybrid pedagogical/andragogical approaches.
- Targeted audit of online courses based on average means in student evaluations.
- Annual audit of online and hybrid courses.

Success Criteria

- At least one department meeting per divisional department will be attended by a divisional representative each academic year to collaborate and assess online teaching needs.
- At least a 40% response rate to needs assessment survey to understand and validate the needs of faculty as they relate to online teaching in their academic disciplines.
- At least one regional or national meeting related to online teaching and learning (e.g., OLC Accelerate, OLC Innovate, QM) will be attended by at least one divisional

representative each academic year to remain current in best practices in online education.

- Design and develop at least 3 workshops, seminars, or webinars and at least 3 new instructional resources to promote faculty growth in online and hybrid pedagogical/andragogical approaches each year to be stored in a Resource Repository for Online Instruction.
- Targeted auditing of online courses in the bottom quartile of evaluation average means on student evaluations.
- Annual audit of at least 60% of online and hybrid courses offered in the Arts & Sciences.

Assessment Results

Collaborate with departments to assess needs relating to online and hybrid-centered instruction.

- Throughout the academic year (2022-2023), all five academic departments had at least one department meeting attended by a divisional representative. In these meetings, faculty members were able to share if they had concerns or needs relating to online instruction in their departments.
- Monthly divisional council meetings, held by the Division of Arts and Sciences and attended by department chairs from all five academic departments, included discussion and instruction in Online and Hybrid-centered instructional approaches. Department Chairs were able to share their perspectives on the needs of their faculty with regard to online teaching and learning.

Engage in needs assessment surveys for faculty relating to online and hybrid centered instruction.

- A professional development needs assessment survey was sent to faculty to gauge faculty needs for professional development in the Arts and Science Division during the Spring semester of 2023. The needs assessment survey received a response rate of 44.4% (success criteria– 40%).
- According to faculty responses, the most requested professional development was, 1) Instructional Technology Related, 2) Instructional Design Course Design PD, 3) Promoting Equitable Education in the Classroom, 4) Subject Specific PD, and 5) Best Practices in Online Instruction. Other notable requests related to grant writing and development, artificial intelligence, and Hyflex classroom training.
- Faculty also indicated that they had a desire for more professional development to be offered directly by the Division of Arts and Sciences to specifically address their needs within Arts and Sciences (*Figure 1*).

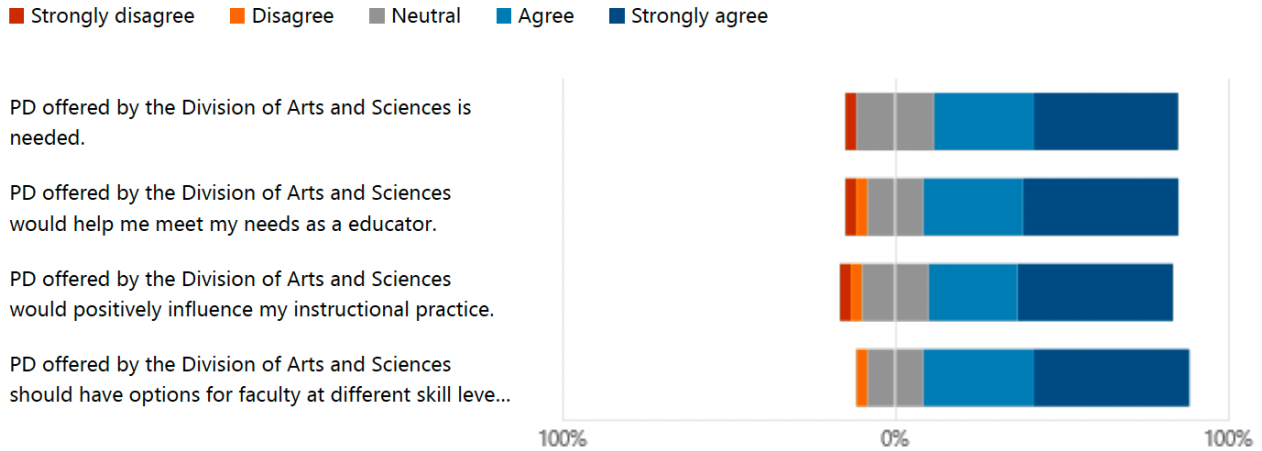


Figure 1: Faculty Needs Assessment results from question 5. Faculty were asked to respond to the need of the Division of Arts and Sciences to offer Professional Development. Faculty strongly favored that the Division of Arts and Sciences offering professional development in the following ways: 1) to meet faculty needs as an educator, and 2) to positively influence faculty institutional practice. In addition, faculty responded positively to the need for professional development at different skill-levels.

- Faculty indicated that they would like other options for professional development outside of the yearly professional development day offered in the spring of each year. Faculty indicated that the current PD Day model does not fully address their needs in terms of teaching practice or regarding their content area (subject matter) (Figure 2).

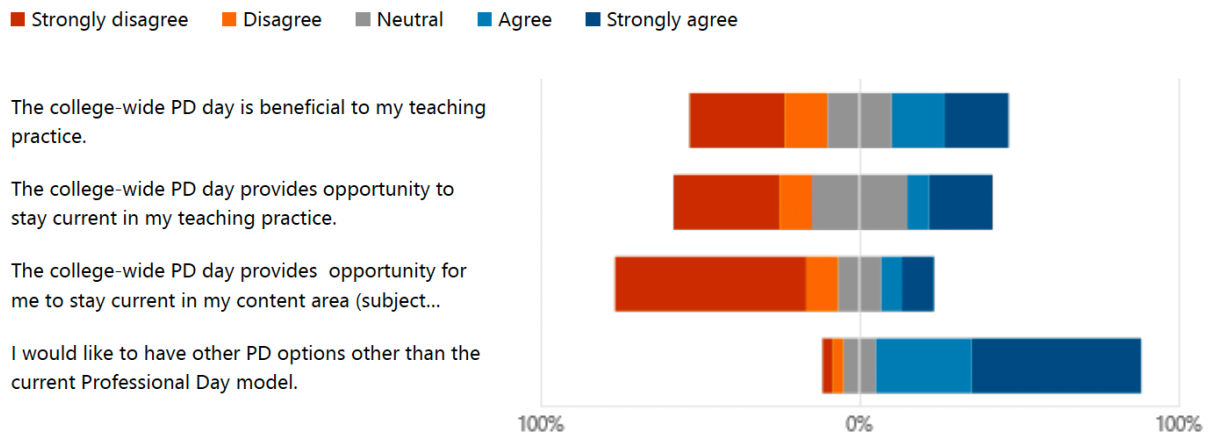


Figure 2: Faculty Needs Assessment results from question 8. Faculty were asked to respond to their needs with regard to the college-wide professional development day offered each Spring term. Faculty indicated, very strongly, that they would like to have other opportunities for professional development outside of the yearly professional development day offered by the college. This supports the need for faculty to have other PD options directed by the Division of Arts and Sciences as well as PD options outside of the Gaston College institution.

Attend regional or national meetings of professional online teaching and learning organizations.

- This goal was not met due to budget considerations. It is hoped that in the future, at least one regional or national meeting related to online teaching and learning (e.g., OLC Accelerate, OLC Innovate, QM) will be attended by at least one divisional representative each academic year to remain current in best practices in online education.

Design and develop strategic resources that promote faculty growth in online and hybrid pedagogical/andragogical approaches.

Five divisional resources relating to online instruction or management were developed during the 2022-2023 academic year (success criteria – 3 resources). These resources were added to the Teams Folder developed for the Division of Arts and Sciences for faculty to utilize as needed. These resources were also used in one-on-one meetings and in group professional development meetings scheduled with Dr. Patricia Williams (Associate Dean in the A&S Deans office). In addition to the five resources, an Online Course Design Framework was developed to help guide faculty in online course development.

- Four divisional workshops/webinars/seminars were developed to help promote faculty growth in online/hybrid instructional approaches (success criteria – 3). Sessions included Teams How-To session recording, 4-part new faculty orientation training sessions (each with online teaching components as well as how to use blackboard), Math Department Online Test Workshop, and a ChatGPT workshop for faculty.

Targeted audit of online courses based on average means in student evaluations.

- 100% of A&S faculty that fell into the bottom quartile (quartile 1) of the evaluation metrics of student evaluations were audited and referred to an instructional designer (if needed).

Annual audit of online and hybrid courses.

- 100% of faculty in the Division of Arts and Sciences received an audit of at least one of their online/hybrid courses during the academic year 2022-2023 (success criteria 60%). The online/hybrid course audits evaluated 8 categories relating to online learning/hybrid learning. These categories were: Course Syllabus, Course Schedule, Orientation, & Course Introduction, Course Layout / Structure, Learning Objectives, Assessments & Grading Policies, Instructional Materials & Learning Activities, Credit Hour Policy, RSI, and Accessibility. Each course was ranked on a Likert scale from 1-5 (5 – Outstanding, 4 – Above Average, 3 – Average, 2 – Needs Improvement, and 1 – Unacceptable). Averages for each department and the overall division averages were calculated and these results will be used as a baseline to determine future professional development within each department and within the division. The area with the need for the most improvement in online/hybrid instruction is in RSI followed by accessibility (*Figure 3*).

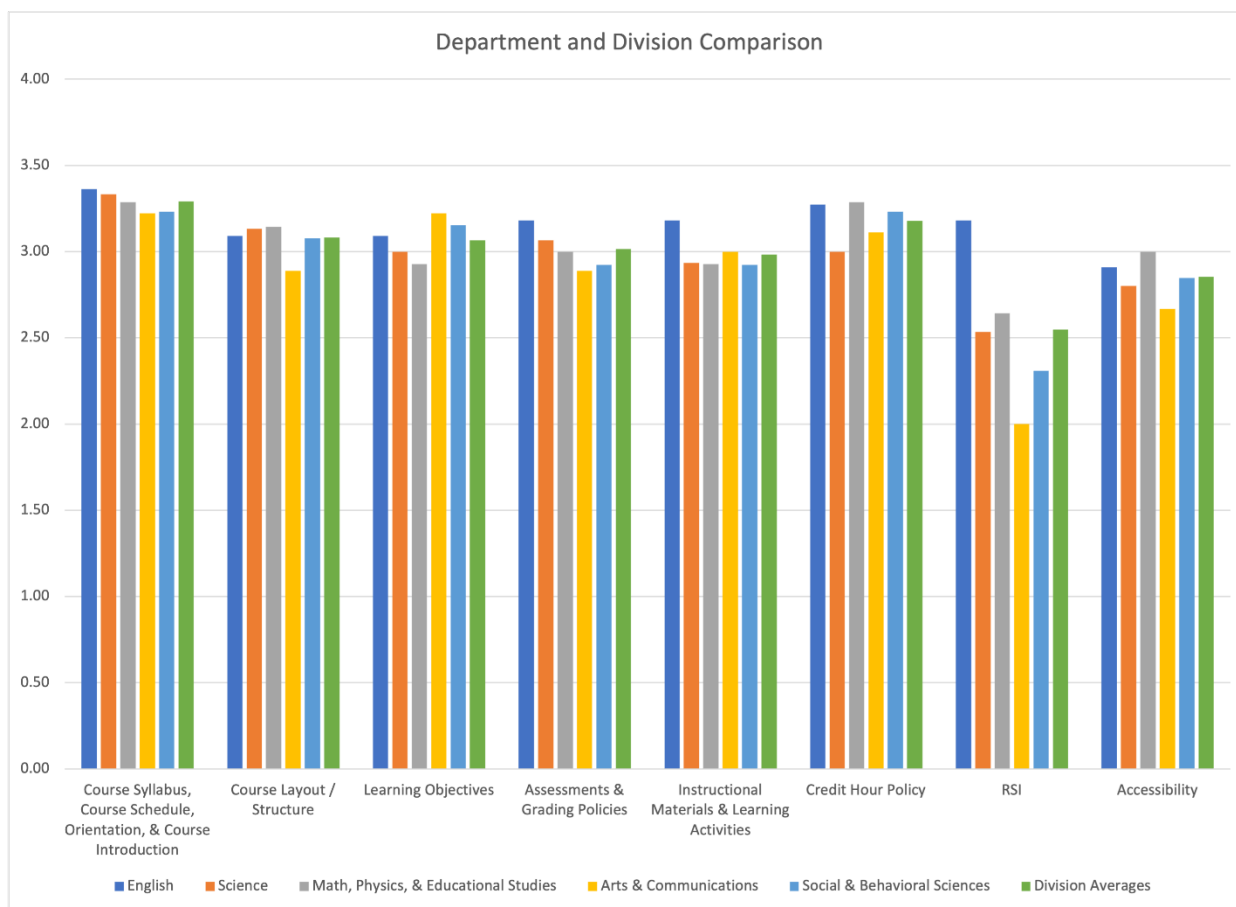


Figure 3. Bar Graph comparing the average of each audit category by department and division. The division average is represented by the green columns for each category. The following averages represent the averages of the division in each of the categories of the audit: 1) Course Syllabus, Course Schedule, Orientation, & Course Introduction (M = 3.29), Course Layout / Structure (M = 3.08), Learning Objectives (M = 3.06), Assessments & Grading Policies (M = 3.02), Instructional Materials & Learning Activities (M = 2.98), Credit Hour Policy (M = 3.18), RSI (M = 2.55), and Accessibility (M = 2.85). Department Averages are represented by: 1) English – Blue; 2) Science – Orange; 3) Math, Physics, & Educational Studies – Gray; 4) Arts and Communication – Yellow; 5) Social and Behavioral Sciences – Blue.

Use of Results for Continuous Improvement

Overall, the goal “implement strategies to improve online learning and teaching” was successfully met. The division successfully met five out of the six established success criteria. Unfortunately, the third criterion, which required the annual attendance of at least one divisional representative at a regional or national meeting focused on online teaching and learning, such as OLC Accelerate, OLC Innovate, or QM, could not be fulfilled due to budgetary constraints.

The Division of Arts and Science remains steadfast in its commitment to enhancing online and hybrid instruction. This year's unit plan primarily centered on identifying faculty needs within the online/hybrid learning landscape and establishing a foundational level of online/hybrid instruction in each department of our division. This data is pivotal for our continuous

improvement efforts relating to online/hybrid instruction within the Division of Arts and Sciences.

The insights gathered from both the needs assessment (Criterion 2) and collaborative efforts with individual departments (Criterion 1) will serve as the cornerstone for identifying professional development needs in the Arts and Sciences for the upcoming academic year. Faculty feedback has underscored several critical areas, including instructional technology, instructional design, equitable classroom practices, subject-specific professional development, and grant writing. These responses from both faculty and departmental leaders will shape our future professional development initiatives within A&S. In addition, the data obtained from the targeted course audits (Criteria 5 and 6) will inform our approach to addressing area for improvement within the division, particularly regarding regular and substantive interaction (RSI) and accessibility. Notably, individual departments have exhibited unique needs, as illustrated in *Figure 3*. As we plan for the next academic year, we will develop divisional professional development programs to address these areas requiring improvement.

Unit
Academic Affairs

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

Goal

Increase awareness of CTE (Career and Technical Education) Division programs and career opportunities through presentations and outreach, primarily to the high school population.

Reason for Goal

Awareness of CTE educational programs and related careers is lacking in our service area, despite strong demand from industry partners.

Assigned

Dean, Associate Deans, Chairs, Faculty

Relation to Strategic Plan

Strategic Direction #4

Assessment Means

At least four (4) "CTE Tuesday" presentations are offered to our high school partners. Post-presentation survey data will be collected after each presentation to determine if awareness of CTE programs and careers has increased. A meeting will be planned with high school career development coordinators in our service area.

Success Criteria

"CTE Tuesday" post-presentation surveys will show an increase in awareness of CTE programs and careers. CTE Division program information will be distributed to high school career development coordinators in our service area.

Assessment Results

In 2022-23, six (6) CTE Tuesdays were offered to high school partners in Gaston and Lincoln Counties. We started off "small" by inviting select schools where we have a Gaston College presence (West Lincoln HS, Lincolnton HS, Bessemer City HS, and Hunter Huss HS), but expanded our invites as we became more comfortable with the format.

- September 2023 – HVAC
 - GC Faculty Derek Barrett and Industry Partner Steven Long from GSM
 - Post-Survey Results:
 - 96 responses

- 100% said they learned about an educational opportunity at Gaston College.
 - 99% learned about a career opportunity within Gaston or Lincoln County.
 - 66% said they were interested in learning more about this CTE program/career.
- October – Engineering Technologies
 - GC Faculty Kathy Livsie and Industry Partners Nick Hanna, Austin Bridges, and Michelle Miller from Bosch
 - Post-Survey Results:
 - 40 responses
 - 100% said they learned about an educational opportunity at Gaston College.
 - 100% learned about a career opportunity within Gaston or Lincoln County.
 - 65% said they were interested in learning more about this CTE program/career.
- November – Paralegal Technology
 - GC Faculty Kyndra Messick and Industry Partner Joy Chappell, Attorney at Law
 - Post-Survey Results:
 - 9 responses (Note – This date did not work for the high schools.)
 - 100% said they learned about an educational opportunity at Gaston College.
 - 100% learned about a career opportunity within Gaston or Lincoln County.
 - 78% said they were interested in learning more about this CTE program/career.
- January 2023 – Information Technology
 - GC Faculty Mark Shellman and Industry Partner Larry Bumgardner from Livent
 - Post-Survey Results:
 - 21 responses
 - 100% said they learned about an educational opportunity at Gaston College.
 - 95% learned about a career opportunity within Gaston or Lincoln County.
 - 90% said they were interested in learning more about this CTE program/career.
- February 2023 – Health and Fitness Science
 - GC Faculty Dr. Lenny Martineau and Industry Partner Jon Logan from Loray Athletic Club
 - Post-Survey Results:
 - 27 responses
 - 93% said they learned about an educational opportunity at Gaston College.
 - 93% learned about a career opportunity within Gaston or Lincoln County.

- 63% said they were interested in learning more about this CTE program/career.
- March 2023 – Paramedic Medicine
 - GC Faculty Kim Parsley and Industry Partner Deputy Chief Jamie McConnell from Gaston Emergency Medical Services (GEMS)
 - Post-Survey Results cannot be located due to a tech issue.
- April 2023 – The CTE Division hosted a Career Development Coordinator Breakfast hosted by the CTE Division, in partnership with Educational Partnerships. Over 30 attended from Gaston and Lincoln County Schools. Attendees participated in a campus tour of our CTE programs.
 - Pre-Survey Results:
 - 27 responses
 - “On a scale of 1-5, how familiar are you with Gaston College's CTE programs? (1 = Not familiar at all; 5 = Very familiar)” **3.14**
 - Post-Survey Results:
 - 16 responses
 - “On a scale of 1-5, how familiar are you with Gaston College's CTE programs? (1 = Not familiar at all; 5 = Very familiar)” **4.18**
 - “What is something you saw or learned about that you are excited to share with your students?” All comments were extremely positive and indicate increased awareness of our CTE programs.
 - *All of the hands-on learning environments.*
 - *The Broadcasting and Welding departments are awesome. Great job! I really enjoyed all of it. Thank you!*
 - *I enjoyed getting the tour of labs and pathways offered. I feel that my students also need to see the campus in this way.*
 - *CTE programs and the many opportunities that Gaston College offers to help students begin their career.*
 - *The robotics and engineering programs.*

Use of Results for Continuous Improvement

CTE Tuesdays are continuing into 2023-24. The CTE Tuesday planning committee has expanded to include a CTE Division Associate Dean and a Lincoln County High School GC Career Coach. The planning committee is making continual improvements to the events, based on feedback from our high school contacts. In addition, a CTE-oriented Open House is being planned for Spring 2024.

The committee is trying to determine how to best utilize the CTE Tuesday survey results, including the possible use of the College’s CRM system.

A CDC Breakfast will be offered again in Spring 2024.

Unit

Academic Affairs

Sub-unit (if applicable)

Career and Technical Education Division

Goal

Increase faculty and student involvement in Skills USA.

Reason for Goal

SkillsUSA allows CTE students to display their talents in their area of study in a competitive environment while growing their communication skills, self-confidence, and work ethic.

Assigned

Dean, Associate Deans, Faculty

Relation to Strategic Plan

Strategic Direction #3

Assessment Means

CTE faculty and students in certain program areas will learn about SkillsUSA and be encouraged to participate in the competition in Spring 2023.

Success Criteria

At least three (3) CTE students (with faculty support) will participate in the Spring 2023 SkillsUSA competition.

Assessment Results

Gaston College Broadcasting and Medical Assisting students attended both the NC and National SkillsUSA competitions in Spring 2023.

- **Broadcasting:** Four (4) students competed at the state competition in April 2023. The teams of two (2) placed in first and second place, qualifying for the national competition in June 2023. At the national competition, one team of two (2) competed.
- **Medical Assisting:** Three (3) students and one (1) alternate competed at the state competition in April 2023, taking first-, second-, and third-place prizes. The first-place winner competed at the national competition and brought home the second-place prize!

The entire SkillsUSA experience was very positive for students and faculty advisors. Not only did it showcase our students' talents on the state and national stage, but the camaraderie and strong relationships built during the experience between students in different programs was simply invaluable.

Use of Results for Continuous Improvement

Plans are underway to expand SkillsUSA participation in 2023-24. Faculty Interest Sessions are planned for November 2023, with the hopes of attracting more faculty advisors. Faculty will then, in turn, recruit student competitors for the March 2024 competition.

A student competitor in 2023 has been hired as a lab assistant in the Broadcasting area and will help us coordinate SkillsUSA.

Unit
Academic Affairs

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

Goal

Improve online courses using Quality Matters or related standards.

Reason for Goal

Approximately one-half of Gaston College courses are online. Improving online courses will positively impact student success and retention.

Assigned

Dean, Associate Deans, Faculty

Relation to Strategic Plan

Strategic Direction #1

Assessment Means

Faculty will participate in ACUE (Association for College and University Educators) courses, Quality Matters Courses, and other related courses. Faculty will work with instructional designers and submit courses for Quality Matters and related certifications.

Success Criteria

At least five (5) CTE Division courses will meet the QM (Quality Matters) or related online standards.

Assessment Results

Six (6) CTE Division courses obtained QM status:

- ACC 120 Prin of Financial Accounting (March 2023)
- CIS 110 Introduction to Computers (May 2023)
- CJC 141 Corrections (May 2023)
- ECO 252 Prin of Macroeconomics (May 2023)
- MKT 223 Customer Service (July 2023)
- OST 136 Word Processing (May 2023)

In addition, three (3) CTE faculty obtained the full ACUE credential. Five (5) CTE adjuncts/faculty earned at least one or more ACUE micro-credentials in 2022-23.

Use of Results for Continuous Improvement

Pending funding, we strive to have more CTE courses, especially introductory and high-enrollment courses, become QM certified. Opportunities for faculty training in online course design and improvement remain a priority. In addition, the CTE Division is working on identifying the top areas of concern for our online courses to offer additional training and resources. The Chairs and Associate Deans will also refer faculty who need more assistance to an Instructional Designer.

Unit

Academic Affairs

Sub-unit (if applicable)

Health and Human Services Division

Goal

Centralize the process for recruitment and selection of students for the limited and competitive entry programs in the Health and Human Services division.

Reason for Goal

To aid students in navigating the admissions process from the point of interest to the point of entry into the programs

Assigned

Health Sciences Program Admissions Coordinator (new position), Associate Deans, Dean, Program Leaders, Director of Advising and Testing

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

Strategic Direction #1 Commitment to Student Success and Completion

Strategies: 1, 2, 3, 11

Strategic Direction #4 Marketing, Public Relations, Outreach

Assessment Means

- Subgroup to determine the steps of the centralized process
- Modified information sessions (when, how, who)
- Online application system (improved communication, decrease in errors, improved security, streamlined selection and notification process)
- Staff training on the Smarter Select application management system

Success Criteria

- Processes in place
- Online Application using Smarter Select is up and running
- Modifications made to the process for the health program information sessions
- Outreach activities and information sessions conducted (specific number to be determined next year)

Assessment Results

- The Health Sciences Program Admissions Coordinator received training for the Smarter Select application management system
- Smarter Select is being used
- In-person and online information sessions were offered

Use of Results for Continuous Improvement

- The online information sessions were not effective; thus, starting in fall 2023, all sessions are in-person
- In conjunction with the Advising Center, information sessions will expand to other programs in the division

Unit

Academic Affairs

Sub-unit (if applicable)

Health and Human Services Division

Goal

Collaborate with industry leaders in the community to determine programmatic needs (modifications to existing programs and/or the addition of new programs) to continue the pipeline to employment for graduates

Reason for Goal

- To ensure that the employment needs of the community are met
- To ensure that the programs in the Health and Human Services division prepare students for gainful employment

Assigned

Dean, Associate Deans, Program Leaders, Director of Apprenticeships, Associate Vice President of Institutional Effectiveness

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

Strategic Direction #2 Pathways to Programs & Partnerships

Strategies: 1, 2, 3, 4, 5

Assessment Means

- Advisory Committees to gain knowledge to determine programmatic needs
- Collaboration with academic leaders to research new programs
- Collaboration with the Director of Apprenticeships and industry leaders to explore new apprenticeships and program cohorts
- Attend local and regional program meetings to remain knowledgeable about changes in the varied fields in the Health and Human Services division
- Meetings with CaroMont (largest employer in the county) to continue to foster the strong relationship and build upon the pipeline to employment for graduates
- Collaborate with the Associate Vice President of Institutional Effectiveness to assess program analytics to make data-driven decisions

Success Criteria

- Each academic program in the division will hold an annual advisory committee
- Research and propose new programs
- Changes to programs will be presented at Curriculum Committee
- Meetings with Apprenticeship 321
- Meetings with CaroMont

- Data from Institutional Effectiveness will be analyzed and discussed with program leaders

Assessment Results

- Advisory Committee meetings held for each program
- New programs: Manicuring/Nail Technology, Natural Hair Care, Respiratory Therapy (Instructional Service Agreement with CVCC), Surgical Technology, Central Sterile Processing
- Researching new programs and cohorts: Dental Assisting, Lincoln County Schools health programs at the Lincoln Campus
- Standing meetings (twice per month) with Apprenticeship 321: Assistant Dean of Partnerships, CaroMont Health, and Atrium Health; Planning process for additional new apprenticeship pathways for LPN to RN bridge, Surgical Technology, Central Sterile Processing, Respiratory Therapy, and Pharmacy Technology
- Apprenticeships for LPN, CNA, and Medical Assisting in place
- Curriculum Committee: Made changes to programs as suggested by the program faculty and advisory committee; changed pre-requisites, removed course options not offered, and removed/replaced courses not in alignment with current industry needs
- Moved Central Sterile Processing from Curriculum to Continuing Education
- Institutional Effectiveness Coordinator scheduled to meet with every Program Director/Lead to go over program data

Use of Results for Continuous Improvement

- Suggestions from the Advisory Committees used to improve programs and meet industry needs
- Collaborated with CaroMont Health to use the Surgery Specialty Center for the Surgical Technology program
- New programs added
- New apprenticeship cohorts added
- Data-driven decision making

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

Goal

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)

Reason for Goal

To meet the academic needs of the local high school population

Assigned

Dean, Associate Deans, Program Leaders, Vice President of Educational Partnerships

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

Strategic Direction #2 Pathways to Programs & Partnerships

Strategies: 1, 2, 3, 4

Assessment Means

- Collaborate with the Vice President of Educational Partnerships to schedule courses
- Staff courses
- Assess viability of current pathways and make modifications if deemed necessary
- Ensure equipment needs
- Explore new pathways

Success Criteria

- Purchase needed equipment
- Staff all requested courses
- Meet with all parties to monitor viability of pathways in the Health and Human Services division

Assessment Results

- Equipment purchased for programs in the high schools
- All requested courses were staffed
- A decision was made to streamline the offerings at EGHS Health Academy

Use of Results for Continuous Improvement

- Explore Cosmetology program at Hunter Huss High School

- Work on increasing enrollment in the programs at EGHS Health Academy

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

Goal

Promote and showcase the programs in the Health and Human Services Division, internally and externally

Reason for Goal

- To remain the college of choice for the academic programs in the division
- To foster positive public relations

Assigned

Clinical Simulation Educator, Dean, Associate Deans, Program Leaders

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

Strategic Direction #4 Marketing, Public Relations Outreach

Strategies: 5

Assessment Means

Participate in college and community events, such as Open House, high school visits, facility tours, sporting events, and festivals.

Success Criteria

- At least 20 tours of the wellness clinics (cosmetology, esthetics, and manicuring/nail technology)
- Wellness Unit will participation in at least three events: Information booth at local festival, open house, and fairs
- Emergency Medical Sciences Program will participate in at least four community events per year with a focus on increasing diversity in EMS program enrollment

Assessment Results

- 33 Tours of the Wellness Clinics from March 2023 to August 2023
- Cosmetology participated in several community events: Rotary Club scavenger hunt for scholarships, Apple Festival, East Lincoln Middle School career fair, breast cancer awareness fundraiser
- Emergency Medical Sciences participated in the following community events: EMS kids summer camp, monthly fire association meetings, and Kings Mountain City Council meetings.
- Health Programs participated in several community events: Highland School of Technology health programs exploration, New nurse graduate residency program,

Commissioner's School summer camp, Gaston County Schools fairs/events, 8th Grade Day for Lincoln County Schools, Leadership Gaston

- Health and Fitness Science participated in three community hikes to market/promote the program
- Veterinary Medical Technology: Veterinary Hospital Day – 23 hospitals (one was an equine veterinary hospital from Kentucky) attend the job/externship fair in February of 2023 in our Vet Tech building. Multiple students found externship sites and jobs from the fair. In April of 2023, students from Whitewater Middle School visited the vet tech building for a presentation and hands-on activities; Two presentations at West Lincoln High School on veterinary medicine and the vet tech program

Use of Results for Continuous Improvement

- Expanding wellness tours to include evening hours
- Continue to be involved in the community to showcase programs
- EMS continues to network and collaborate with agencies in the community and plans to attend a job fair for Gaston EMS in January 2024

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

Goal

Provide services for the community, internally and externally

Reason for Goal

- To meet the needs for training in the healthcare field
- To meet the requirements of athletic program
- To meet the community needs for affordable services, while preparing students with real-world applications

Assigned

Clinical Simulation Educator, Associate Deans, Program Leaders, Dean

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

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

Assessment Means

- CaroMont new graduate simulation exercises
- Emergency Medical Sciences: Collaboration with the Athletic Department to provide athletes with baseline physicals
- Wellness Unit: cosmetology, esthetics, and manicuring services

Success Criteria

- Conduct at least six simulation exercises per year for new nursing employees of CaroMont Regional Medical Center
- Provide the baseline physicals for at least 100 college athletes per year- Emergency Medical Sciences
- Report numbers served in the Wellness Unit
- Increase numbers in Esthetics from three cohorts of 10 students to three cohorts of 15 students
- Start Manicuring and Nail Technology program in the spring semester 2023

Assessment Results

- New nurse graduate simulation exercises were conducted in Fall 2022 and Spring 2023; residency program dissolved in Summer 2023

- The Gaston College Department of EMS assisted with Gaston College athletic physicals and completed more than 120 cardiac EKGs for students. Athletes were also assessed by paramedic students for vitals, medical histories and medication lists.
- Esthetics moved to the Lincoln Campus and increased the capacity from three cohorts of 10 students to three cohorts of 15 students
- Manicuring/Nail Technology started in Feb 2023
- Clients served in the 2022/2023 academic year: Cosmetology = 1533, Esthetics = approximately 1200, Manicuring/ Nail = 95

Use of Results for Continuous Improvement

- Continue to provide services to the College and local community
- The EMS department plans to continue their collaboration with the athletics department to provide baseline physicals.

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 and Academic Deans

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

Strategic Direction #4, Strategy 4

Assessment Means

Record the number of students enrolled at the Lincoln Campus.

Success Criteria

Increase in enrollment numbers.

Assessment Results

For Fall 2022, we had 143 unduplicated curriculum students. In Fall of 2023, we had 270. This is an increase of 127 students or about 89% over last year.

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 and VP of EWD

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

The number of students in workforce development classes decreased from 464 in 2021/22 to 295 in 2022/23. If we include the numbers from Customized Training, HRD, and Basic Skills, then overall numbers decreased from 558 in 2021/22 to 530 in 2022/23.

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 and Director of Marketing

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 a plan has been created for each campus.

Assessment Results

No Plan Created as of 10/12/2023

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, Academic Deans, and VP of EWD

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

Nail Tech is a new program. Esthetics was relocated from Kimbrell to the Lincoln Campus. Pharmacy Tech and Nurse Aide were expanded to accept more students.

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 on the Lincoln Campus. To successfully remodel space on the Lincoln Campus for the Cyber Security Program.

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 and Director of Maintenance and Facilities

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

The classrooms for Cyber Security are almost ready as of 10/12/2023. Nurse Aide Lab is in use. Corporate Training continues to use their spaces for training.

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, Executive Director of Marketing, & Vice President of Educational Partnerships

Relation to Strategic Plan

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

Strategic Direction 4 Strategy 3

Assessment Means

- Number of students enrolled in dual enrollment programs (CIHS and College Now).
- Number of No Shows, Withdrawals, D's and F's submitted by dual enrolled students.
- Demographic data of students enrolled in CCP pathways.
- Redesign New College Now Student Orientation to better prepare students for college expectations.
- Align dual enrollment pathways and align with local labor market needs and industry demands.
- Number of courses taught on high school campuses.

Success Criteria

- Increased number of students enrolled in dual enrollment programs.
- Reduced number of No Shows, Withdrawals, D's and F's.
- Demographic data of students enrolled in CCP pathways will be representative of the service area Gaston College serves.
- Better ensure students are prepared to complete college courses with a more complete and thorough New College Now Student Orientation.

- Meetings with LEAs and local industry partners to ensure pathways are in place to meet the needs of the local industry.
- Update website to increase ease of access to key information for LEAs and school partners, as well as for prospective dual enrolled students.
- Increased number of high school sites where college courses are taught to increase access to College Now courses for high school students.

Assessment Results

- GECMS experienced a 44.87% increase in enrollment from 21/22 school year to 22/23 school year. GECHS enrollment remained the same. College Now experience an increase in participation the dual enrollment program for both Fall 2022 (17.1%) and Spring 2023 (12.2%).
- College Now department's efforts in monitoring student progress and utilizing retention software (Watermark) to generate reports and follow up on faculty-initiated alerts decreased the number of student withdrawals from Fall 2022 (246) to Spring 2023 (178), representing a positive stride in our retention efforts.
- Demographic gaps continue to exist for College Now enrollment, with white females continuing to be in the majority. However, reporting of ethnicity is down for College Now students making it hard to measure impact of efforts.
- The College Now New Student Orientation was a proactive step to better prepare high school students for college. The orientation provided an overview of the College Now program, college expectations, shared campus resources, provided Information about campus technology and informed them of support systems at both the high school and Gaston College. The orientation is available to both new and returning students.
- Multiple meetings with LEAs and local industry partners to ensure pathways are in place to meet the needs of the local industry.
- College courses were taught at the following high school sites during the 2022-2023 school year: Ashbrook High School, East Gaston High School, Highland School of Technology, Lincoln Charter School, Mountain Island Charter School, North Lincoln High School, Piedmont Community Charter School

Use of Results for Continuous Improvement

While strides were made to improve support and wrap-around services for College Now students, additional attention is needed to free up staff's time to allow them to be more present on high school campuses. Explore caseloads, etc. to see if there are additional resources, we can provide staff to allow more time in schools/focused on student success/outreach.

Conduct training for high school counselors to begin to inform and encourage focus on decreasing gaps in low enrolled demographics. Demographic data was hard to assess because College Now students are not noting a race on their applications, making it hard to know what impact if any efforts are having on bridging previously identified gaps.

Unit

Educational Partnerships

Sub-unit (if applicable)

Vice President of Educational Partnerships Office & Office of Admissions

Goal

Increase number of graduating seniors in Gaston and Lincoln counties that enroll at Gaston College after high school graduation.

Reason for Goal

To increase enrollment of high school seniors by enhancing access, availability, and student support.

Assigned

Vice President of Educational Partnerships, Student Recruiter, College Now Advisors, Executive Director of Marketing, and Director of Admissions

Relation to Strategic Plan

Strategic Direction 1 Strategy 1
Strategic Direction 4 Strategy 3

Assessment Means

- Number of seniors from local LEAs that enroll at Gaston College after high school graduation

Success Criteria

- Increased number of graduating seniors that enroll at Gaston College after high school graduation.
- Increase percent of seniors that enroll at Gaston College after high school graduation. Update website to reflect steps for seniors enrolling at Gaston College.

Assessment Results

- In fall 2022, there were 505 recent high school graduates from local LEAs that enrolled at Gaston College. This is an increase from fall 2021 of 418.
- In August 2022, 16.1% of recent high school graduates enrolled at Gaston College for the fall 2022 semester. This is an increase from fall 2021 of 12.9%

Use of Results for Continuous Improvement

Continue to market and promote Gaston College offerings to high school seniors. Increase the time spent in high schools educating and promoting GC programs/offerings.

Unit
Educational Partnerships
Sub-unit (if applicable)
Upward Bound

Goal

Continue to monitor the federal grant TRiO Upward Bound program.

Reason for Goal

To help ensure that this program is meeting goals set forth in its respective grant.

Assigned

Director of Upward Bound & Vice President of Educational Partnerships

Relation to Strategic Plan

Strategic Direction 1 Strategies 1 and 11

Assessment Means

Student success data.

Success Criteria

Upward Bound

- Objective 1: Academic Performance – Grade Point Average
 - Goal: **65%** 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 2: 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

- Objective 1: Academic Performance – Grade Point Average
 - Goal: 65% 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: 92% 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 2022-2023 school year.
 - 55 out of 60 students had a 2.5 or better GPA

- 5 students had a GPA below 2.5
- Objective 2: Secondary School Retention and Graduation
 - o 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.
 - o 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 school diploma.
 - 1 out of 60 students did not persist to the next grade level
 - 17 out of 17 students who were classified as Seniors graduate in 2023

Use of Results for Continuous Improvement

1. Objective 1 – Academic Performance – Grade Point Average

High school student's grade point averages are the primary tools utilized to measure the project's achievement of the Academic Performance Objective. Additionally, student's academic outcomes provide the basis for determining the degree of and type of academic enrichment services, which are needed during the school year and through summer programming.

To ensure that program services are focused on the achievement of this objective, the project will utilize various tools and resources to assist in gauging the need for continuous improvement. Tools to be used include consistent monitoring of student's academic performance using Power School, Report Cards, Transcripts, Standardized Test Scores, Grade Point Averages, Individual Academic Plans & SMART Goals, and Teacher/Instructor Evaluations. Consistent and continuous monitoring of student outcomes, using these tools/resources, will enable the project to identify the need for additional interventions and services to ensure achievement of expected outcomes.

2. Objective 2 – Secondary School Retention and Graduation

Secondary school retention and graduation demonstrate the ultimate measure of students' progress during the academic year. As such, a student's progression to the next grade level, and graduation from high school, is constantly reviewed and monitored throughout the course of the program year to determine needs for improvement.

Delivery of program services to include tutoring, workshops, academic advising, development and monitoring of SMART Goals & Individual Academic Plans, evaluations, and referrals to community services will be utilized to ensure students succeed in persisting to the next grade level or graduating on time from high school. These intensive services will allow the program to

determine effectiveness and need for revisions, or additional services for the current and coming project year.

Unit

Educational Partnerships

Sub-unit (if applicable)

TRiO – Education Opportunity Center

Goal

Launch the federal grant TRiO Education Opportunity Center program awarded to Gaston College beginning September 2022.

Reason for Goal

Ensure that the EOC program is meeting goals set forth in its respective grant.

Assigned

Director of TRiO-EOC & Vice President of Educational Partnerships

Relation to Strategic Plan

Strategic Direction 1 Strategies 1 and 7

Strategic Direction 4 Strategies 5

Assessment Means

- Objective 1: number of participants receiving secondary school diploma or its equivalent during the project year
- Objective 2: number of participants who apply for financial aid during the project year
- Objective 3: number of participants who apply for college admission during the project year
- Objective 4: number of participants who enroll, or are deferred enrollment, in college during the project year

Success Criteria

- Objective 1: 45% of participants served during the project year, who do not have a secondary school diploma or its equivalent, will receive a secondary school diploma or its equivalent during the project year.
- Objective 2: 75% of participants served the project year who are not already enrolled in a postsecondary education program and who: 1) are high school seniors; 2) are high school graduates; or 3) have obtained a high school equivalency certificate, will apply for financial aid during the project year.
- Objective 3: 65% of participants served during the project year who are not already enrolled in a postsecondary education program and who: 1) are high school seniors; 2) are high school graduates; or 3) have obtained a high school equivalency certificate, will apply for college admission during the project year.
- Objective 4: 65% of participants who graduate from secondary school and are not already enrolled in a postsecondary education program will enroll in a postsecondary

education program immediately following participation in an EOC program or will have received notification, by the fall semester, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

Assessment Results

Secondary School Diploma – $2/145 = 1.38\%$ of participants received a secondary school diploma or its equivalent during the project year.

Financial Aid Applications – $44/143 = 30.77\%$ of participants who were high school seniors or equivalents, high school graduates, or graduates who had obtained a high school equivalency certificate applied for financial aid during the project year.

Postsecondary Education Admissions – $45/143 = 31.47\%$ of participants who were high school seniors or equivalents, high school graduates, or graduates who had obtained a high school equivalency certificate applied for postsecondary admissions during the project year.

Postsecondary Education Enrollment – $10/87 = 11.19\%$ of secondary school graduates (or equivalents) enrolled in a postsecondary education program during the project year.

Use of Results for Continuous Improvement

TRIO EOC Project staff will continue to monitor participants who are enrolled in secondary education or its equivalent to ensure participants are progressing towards secondary school diploma status. TRIO EOC Project staff will continue to reach out to participants who are high school seniors or equivalents, high school graduates, or graduates who have obtained a high school equivalency certificate to ensure they apply for postsecondary admissions as well as monitor and reach out to secondary school graduates to encourage postsecondary education enrollment.

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 will meet with the College Liaison to create a two-year plan.	1	8	Analysis of Early College students with two-year plans in Self-Service	85% of students will have developed a two-year plan	91% of Early College juniors have two-year plans	Students are becoming more dependent on self-service.	Focus is needed to use student planning as part of graduation check before petitioning to graduate.	Increase in students completing plans.	Develop procedure for having students check their plans in self-service before completing graduation petitions.
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.	82% of CCP students will complete course work with grades of C or better.	92.9% of courses received a grade of C or better when completed by a CCP student.	High school students are being successful in their college classes.	Still room to decrease the number of drops/withdrawals.	Success rate is higher.	Explore ways to decrease the number of drops before the census date.
3	Career and College Promise students will feel better prepared for their future goals.	1	1	Analysis of the results from a College Now Student Survey	80% of students who complete at least 1 CCP class will feel that Gaston College is helping them achieve their goals.	90.53% of CCP students reported being satisfied with Gaston College.	1605 CCP students completed the survey.	More could be known about the high school student experience – CCP vs. CIHS.	Increase number of CCP survey recipients and high number of students satisfied.	Host focus groups for CC

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

Collaborate with Athletic Department in integrating athletic department coaches into Student Success Coaching within the Learning Resources division.

Reason for Goal

This collaboration will allow for Learning Resources to be targeted towards individual student athletes who need to be proactive to any academic issues to increase academic success.

Assigned

Dean, Learning Resources

Relation to Strategic Plan

Strategic Direction 1: Strategy 4 Strategic Direction 1: Strategy 6

Assessment Means

Compare overall athletic department GPA from prior year to assessment year.

Success Criteria

Athletic Department GPA will increase from last year.

Assessment Results

The Athletic Department measured a 3 percent increase in cumulative GPA over the previous academic year.

Use of Results for Continuous Improvement

Learning Resources will continue to track and monitor athletic GPA to address avenues of improvement.

Unit

Academic and Student Affairs

Sub-unit (if applicable)

Institutional Effectiveness

Goal

Improve and streamline the program review and unit planning process.

Reason for Goal

Improvement of the program review and unit planning process to support programs and units as they evaluate program viability, effectiveness, and student success for continuous improvement. The process will also support the college overall by serving to assess and monitor progress towards the Strategic Plan.

Assigned

Associate Vice President of Institutional Effectiveness
Institutional Effectiveness 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: Monitoring and using data about regional demographic trends and occupational demand to assist in decision making about programs and services at all campus locations

Strategic Direction 2, #3: Evaluating continuing education and curriculum programs to enhance student learning and promote completion

Assessment Means

- A new program review and unit plan template and process will be developed.

Success Criteria

- Program review, unit plan, and assessment committee will be formed
- New program review and unit plan template will be developed and in place for 2022-2023 assessments
- 100% submission of all program review and unit plans

Assessment Results

The Program Review and Outcomes Assessment Committee was formed. Below is a list of the members of this committee.

Program Review and Outcomes Assessment Committee

Lead – Nicole Fogle

Arts and Sciences Division

- Beth McCall
- Christine Ziemba-Tolbert
- Patricia Williams

Career & Technical Education Division

- George Hendricks
- Jeremy Railton
- Leslie Martin

Health and Human Services Division

- Lythia Bynum
- Melody P. Gibson
- Phonzie Childers
- Marlena Thomas
- Breanne Walker

A new program review template was developed and implemented for the 2022-2023 review cycle. This new template contained the following data for each program:

- Program enrollments by race
- Program enrollments by gender
- Program enrollments by age
- College demographics for comparison
- Program retention rates for new students
- Program curriculum FTEs
- Program credentials awarded
- Program headcounts
- Program financial viability
- Program course information (students per section, FTE, FTE value)
- Program course grade distribution and delivery method

The new Institutional Effectiveness Coordinator held training session with program leaders to assist with understanding the data and completing the program review document.

There was a 100% submission for all program review, student learning outcomes, and unit plans for the 2022-2023 academic year.

Use of Results for Continuous Improvement

The Program Review and Outcomes Assessment Committee will evaluate the new program review document after the 2022-2023 cycle for any updates and/or edits. A program review handbook will be developed and approved by the Dean's Council for use moving forward. A proposal will be made to move to a two-year, alternating cycle for program review versus submission of every program, every year.

Unit

Academic and Student Affairs

Sub-unit (if applicable)

Institutional Effectiveness

Goal

Develop a new consistent evaluation process for continuing education courses

Reason for Goal

The current process for evaluating continuing education courses is not sustainable. The various areas are evaluating courses in a different manner from one another and from curriculum courses. A streamlined, consistent process will provide consistent data across the division.

Assigned

Associate Vice President of Institutional Effectiveness

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, #3: Evaluating continuing education and curriculum programs to enhance student learning and promote completion

Assessment Means

A new course evaluation system for continuing education courses will be developed

Success Criteria

A new course evaluation system for continuing education courses will be developed and implemented for the Spring 2023 term.

Assessment Results

All continuing education courses conducted in the Blackboard LMS were evaluated using the Watermark Course Evaluation & Surveys tool. The Director of Workforce Development submitted a list of courses at the beginning of the term to the IE office. These courses were evaluated using the same survey instrument as the courses which were not conducted using Blackboard. For all courses not using Bb, the course evaluation was still administered via paper/pencil surveys.

For all basic skills and adult high school courses, a survey was created in Survey Monkey. The survey link was given to students at the completion of the course to evaluate the course. Students complete courses at different times and the survey is ongoing throughout the semester.

Use of Results for Continuous Improvement

The IE Office will continue to coordinate with the Director of Workforce Development to conduct course evaluations for continuing education courses.

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

Serve the data assessment needs of the College, federal, state, and other external agencies.

Reason for Goal

To provide accurate and timely information to the College community, state, and federal reporting agencies.

Assigned

Associate Vice President of Institutional Effectiveness

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, #3: Evaluating continuing education and curriculum programs to enhance student learning and promote completion

Assessment Means

- 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.

Success Criteria

- Create a calendar of due dates for data reporting
- Create a calendar of yearly surveys
- All required reports for federal, state, and other external agencies will be submitted accurately and on time

Assessment Results

A calendar of data reporting requirements and yearly surveys was generated. All federal, state, and other external agencies reporting was submitted accurately and on time.

Use of Results for Continuous Improvement

The IE Office will continue to streamline the reporting process to efficiently and accurately submit all required reports and meet all of the data assessment needs of the College, federal, state, and other external agencies.

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 continued shortage of resources. Additional resources 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 by utilizing more student-led content.

Reason for Goal

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

Assigned

Executive Director of Marketing and Communications and 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

An increase in engagement and followers across platforms from 2021-22 compared to 2022-23.

Assessment Results

- Increased followers on all social media platforms for both the main college and athletics channels to increase marketing and outreach to promote the College's programs, services, and brand.
- Instagram saw the largest increase in engagement between the two years.
- Continued to promote the College's programs, services, and brand authentically by highlighting and using GC students that current and prospective students can relate to.

Use of Results for Continuous Improvement

Continue to emphasize the use of social media 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**

Work with our PR partner to increase the exposure of the College across the community, throughout the state and among various industry groups. Utilize their media 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

Executive Director of Marketing and Communications

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

Strategic Direction #4 Marketing and Communications

Assessment Means

Track the number of media hits and reach of those throughout the year.

Success Criteria

Establish a baseline for media exposure that we can continue to grow in future years.

Assessment Results

- NPS reported a national TV audience over 450,000, radio over 224,000 and online over 87M for College-related media coverage during the 2022-2023 school year.
- NPS also helped the College manage PR for the cybersecurity event that occurred in February 2023.

Use of Results for Continuous Improvement

Continue to utilize our PR partner to increase media coverage and College exposure to help spread the word about positive, relevant, and important College stories.

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

Develop more video content that can be used on social media channels and the website to promote the College's programs, services, and brand.

Reason for Goal

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

Assigned

Executive Director of Marketing and Communications, Digital Communications Manager and Marketing and Communications Coordinator.

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

Strategic Direction #4 Marketing and Communications

Assessment Means

Track the number of videos created during the year.

Success Criteria

An increase in the number of videos created.

Assessment Results

- Completed an additional six program videos that were added to the website and used on social media channels.
- Significantly increased use of video on social media averaging at least one video/reel per week on the main College channels resulting in continued growth and increased engagement on these channels.

Use of Results for Continuous Improvement

Continue to use video as a key component to engage social media audiences and increase our reach.

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

Student Success and Retention will collaborate with the Office of Student Life to facilitate college-wide activities and programs related to mental health wellness. Additionally, the department will work with Marketing and various partners to promote awareness of these programs and services to the campus community.

Assessment Results

During the 2022-2023 academic year, Student Success and Retention (SSR) collaborated with Student Life on the following programming initiatives: Week of Welcome (WOW) Greeter Campaign, Rhino 101 Crash Courses, Wellness Wednesday, and Fall/Spring Fests. During the first day of the WOW Greeter Campaign, Counseling Services set up two informational stations to promote counseling and wellness. The Wellness Wednesday video posts featuring the Counseling staff were shared on Instagram to promote wellness-related topics such as better sleep habits, exercising, meditation, and yoga. During the Fall/Spring fests, Counseling Services set up an informational table and distributed stress balls to promote Student Outreach Services (SOS). During the spring semesters, Counseling Services implemented Wellness Sessions to

meet students where they are located. The Counseling staff set up in key academic buildings for drop-in sessions with students as needed. SSR also worked with Marketing to create promotional items to bring more awareness to Counseling Services. The promotional items included magnets, a tabletop stand, and a tablecloth.

Use of Results for Continuous Improvement

SSR was recently combined with the Student Development Department to form the Student Development and Support Services Department. Counseling staff will continue to partner with Student Life to facilitate monthly programs and activities centered around mental health and wellness. The Rhino 101 Crash Courses were a great idea, but the attendance was low since they were one hour each. To be more effective and cognizant of student availability, the time will be reduced to 15-minute sessions so more students can attend. Although SSR did not capture the specific data on student engagement during Wellness Wednesdays, the Dean's Office provided positive feedback and suggested that the services be continued during the 2023-2024 academic year. The promotional items were received during summer of 2023, so they will be used during the 2023-2024 academic year.

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

Increase outreach and communication efforts to faculty, staff, and enrolled students to increase awareness of campus and community resources.

Reason for Goal

To increase awareness and utilization of campus and community resources among Gaston Students.

Assigned

Director of Student Success and Retention

Relation to Strategic Plan

Strategic Direction 1: Strategies 1 and 2

Strategic Direction 4: Strategy 3

Assessment Means

Question in the Student Satisfaction Survey related to awareness of campus and community resources.

Success Criteria

Student Success and Retention (SSR) will collaborate with campus partners to develop and promote various campus and community support services and programs for Gaston students.

Assessment Results

The SSR staff developed the Student Support Programs and Services Brochure and distributed them at the following Gaston College Events: (a) Faculty/Staff Fall 2022 Convocation, (b) Fall 2022 Week of Welcome Greeter Station, (c) Fall 2022 and Spring 2023 Meet and Greet Success Coaches, (d) SGA Fall Fest 2022, (e) Fall 2022 Student Success Expo, Arts and Sciences Faculty trainings, Spring 2023 Professional Development Day, and SGA Spring Fest.

The Rhino 101 Student Success Kit was shared with new and returning students. Success Coach training was provided to faculty and staff both individually and within various departments.

The Success Coaches and Retention Coordinator collaborated with student support services on campus to include TRiO SS, Learning Center/MASC, Writing Center, Financial Aid and Veterans Affairs, Gaston College Foundation, and the Business Office to assist with students' needs.

The Retention Coordinator collaborated with the following community/state programs and services: Community Resource Finder, 211, the Merancas Grant, and the Finish Line Grant to assist with students' basic needs.

Use of Results for Continuous Improvement

The Success Coaches and Retention Coordinator were effective in collaborating with various campus and community partners to make students aware of resources and support services. We will continue the efforts during the 2023-24 academic year to keep the resources at the forefront of the students' minds. It may also be beneficial in planning interactive and engaging workshops and activities to specifically highlight the resources and support services so that students are aware of the benefits they can receive from utilization.

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 2022 Fall to 2023 Fall or graduates
 - Goal: 71%
- Objective: Student in good Academic Standing
 - Goal: 75%
- Objective: Students who graduated with Associate's Degree or Certificate from the 2019-20 cohort
 - Goal: 35%
- Objective: Percent of the 2019-20 cohort who graduated and transferred to 4-year university
 - Goal: 20%

Assessment Results

Student Support Services

- Objective: Persistence from 2022 Fall to 2023 Fall or graduates
 - Goal: 71%
 - Result: 90%
- Objective: Student in good Academic Standing
 - Goal: 75%

- Result: 93.57%
- Objective: Students who graduated with Associate's Degree or Certificate from the 2019-20 cohort
 - Goal: 35%
 - Result: 70.83%
- Objective: Percent of the 2019-20 cohort who graduated and transferred to 4-year university
 - Goal: 20%
 - Result: 29.17%

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 on-going programming initiatives, TRiO SSS delivers exceptional services to students who are first-generation, low-income, and/or have a documented disability. Although the data received for the 2022-2023 academic year for graduates who transferred is higher than the previous academic year, TRiO will continue to recruit more students that plan to transfer to 4-year universities. TRiO will also continue to work closely with the Arts and Sciences Advising Center to raise student awareness of TRiO services.

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 two 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 met in the Fall 2022 on October 18, 2022 ([Oct 18 2022 AB Agenda.docx](#)). As part of the QEP, the committee was to meet twice each semester, but due to the timing of the semester, the second meeting was held via email communication to the board. In Spring 2023, the committee could not meet due to the Director of Advising & Testing taking on a caseload of students. However, information was shared regularly with individual members of the committee in other meetings, such as our Joint Meeting and Deans Meeting.

The advising teams met with Deans and program chairs informally throughout the 2022-2023 academic year. During these times, information about program updates was provided, concerns were addressed, and processes were shared. The advising team attended the Spring retreat on

February 17, 2023. During the retreat, the team discussed ways that they impact students through processes at the College, received curriculum updates for the 2023-2024 academic year, and talked about how advising should be viewed at the College ([Spring 2023 Retreat.pptx](#)).

Outcome	Assessment Method	Source of Data	Metric/Outcome Measure	Y2 Target	Y2 Result
Increased student persistence: Students will successfully persist from year one to year two	Quantitative data analysis	Institutional Research data/NCCCS data	Persistence Rate: Percentage of first-time fall credential-seeking students who graduate prior to or enroll at Gaston College during the subsequent fall term.	53.6%	57.77%
Academic plan completion: Students will develop a clear academic plan aligned with their program of study.	Quantitative data analysis	Colleague, Aviso	Percentage of new students who develop a 1-year (abbreviated) academic plan in the first semester.	60.5%	88.9%
Responsibility for academic success: students will demonstrate responsibility for their academic success.	Quantitative data analysis, Survey	Colleague, Aviso, Welcome Survey, CCSSE	Percentage of new students who complete the Welcome Survey and New student Advising; Percentage of students who engage with an advisor.	81.5%	45.31% Completed the Welcome Survey and 100% of students met with their advisor.
Student satisfaction with advising services: students will express satisfaction with advising services.	Survey	Gaston College Student Satisfaction Survey, CCSSE	Percentage of students satisfied or very satisfied with advising services.	85%	87.3%

Use of Results for Continuous Improvement

As a part of the QEP, the Advisory Committee will meet only once a semester moving forward. We have also found that these meetings are more informational sharing than review and decision-making. One of the reasons for the information sharing during these meetings is that issues are addressed, and decisions are made with the appropriate stakeholders, instead of holding items until this group comes together for a meeting.

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 to increase enrollment 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
- InsideTrack outreach to stop-out students
- The number of students working with the Special Populations Success Coach and CTE 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).
- Increase enrollment yield (applicant to enrolled) numbers
- Collaborate with InsideTrack for stop-out outreach to approximately 700 students 25+

Assessment Results

- 16 Associate in Arts degrees and 1 Associate in Science degree were posted via Reverse Transfer.
- 90% of students who applied for graduation used the Self-Service application.
- 3,177 student programs were closed after either not enrolling in the first semester after applying or not attending for 3 consecutive semesters.
- Eforms was not implemented and will be moved to the 2023-2024 Unit Plan
- Finish First software was used for the final tune (the project was ended by Wake Tech). 46 associate degrees, 53 diplomas, and 1469 certificates were awarded.
- Students with outstanding balances were texted twice prior to each payment deadline.
- Multiple emails and text reminders were sent reminding students of their date to register for classes and a final reminder was sent prior to the start of new student registration.

The Admissions Office participated in over 25 recruitment events during the academic year. The events included the following:

- NC School Counselor Conference (Fall 2022)
- Caminemos Juntos/Gaston Walk together (Fall 2022)
- CACRAO Gaston & Lincoln Counties (Fall 2022)
- College Application Week (Fall 2022)
- Dixon Benefits Fair (Fall 2022)
- Educators Breakfast (Fall 2022)
- Heritage Fair (Fall 2022)
- Hope for Gaston (Fall 2022)
- High School admission presentations (Fall 2021, Spring 2022)
- High School college application days (Fall 2022, Spring 2023)
- High School Football games (Fall 2022)
- Lincoln County 8th Grade Visit (Fall 2022)
- Campus Tours (Fall 2022, Spring 2023, Summer 2023)
- CDC Breakfast (Spring 2023)
- Delta Sigma Theta Virtual College Fair (Spring 2023)
- Hunter Huss College Fair (Spring 2023)

- Piedmont Community Charter High School College Fair (Spring 2023)
- Venture Church Job Fair (Spring 2023)
- Senior Night Information Session (Spring 2023)
- Community Fun Run (Spring 2023)
- Lincoln County Schools Opportunity Fair (Spring 2023)
- Social Media Campaign (Fall 2022, Spring 2023, Summer 2023)
- Lincoln County WIC Event (Summer 2023)
- Rhino Rush Registration Frenzy (Summer 2023)
- CCR Graduation (Summer 2023)

The enrollment yield for fall 2022 was 61.1%, and the enrollment yield for spring 2023 was 53.7%.

Use of Results for Continuous Improvement

- The Reverse Transfer project will continue.
- The College will explore ways to continue certificate posting in the absence of Finish First.
- Recruiting moved under the Marketing and Communications Department in Fall 2023. Admissions staff will continue to participate in recruitment events as needed with Marketing and Communications staff and utilize Watermark CRM Lite for targeted outreach to prospects and to assist new students with the next steps in the enrollment process.

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. To increase the number of students applying for Gaston College scholarships.

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 students applying for scholarships 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 applications and scholarship applications.

Assessment Results

- Participated in the Student Success Expo
- Paying for College Workshops presented in ACA classes
- FAFSA completion events hosted at the following high schools in our service area:
Gaston Christian, East Lincoln, Lincolnnton, Hunter Huss, East Gaston, Lincoln Charter,

Mountain Island Charter, Ashbrook, Bessemer City, Ashbrook, Piedmont Charter, Forestview, West Lincoln, North Lincoln and Cherryville

- Gaston Early College FAFSA Night Presentation
- TRiO FAFSA event
- Participated in Open House
- Hosted several FAFSA Friday events in November 2022
- Presented a Paying for College presentation for the Career Club
- Participated in the Senior night event in June 2023

The number of federal/state aid recipients in 2021-2022 was 2,047. The number of federal/state recipients in 2022-2023 is 2,520. The number of aid recipients was significantly higher than in the previous cycle due to an increase in enrollment and an increase in the number of state grants and scholarships.

This past assessment cycle, the Financial Aid Office had several new scholarships that required collaboration with other offices to find recipients. Through our collaboration with the Records and Registration Department, the Financial Aid Office was able to award the entire allotment of North Carolina Longleaf Complete Scholarship funds. The Longleaf Complete Scholarship was awarded to 105 students who had completed at least 30 credit hours. The Financial Aid Office also worked closely with the Continuing Education Department to award Governors' Emergency Education Relief (GEER II), Golden Leaf, and the Short-Term Workforce Development Grant. 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 2021-2022 was 1,980 and in 2022-2023 was 2,130. This was a slight increase from the prior year. High school counselors are pushing for students to complete the application early, complementing our outreach. Also, there are more scholarships that require FAFSA completion to determine eligibility.

Use of Results for Continuous Improvement

The Financial Aid Office is pushing to promote/host FAFSA completion events at all the high schools in our service area. We have reached out to most of the high schools that we did not host events this past year to see if they would be interested in partnering with the Financial Aid Office to assist students and parents with FAFSA completion for the upcoming school year. The Financial Aid Office will continue partnering with other areas across the campus to promote financial aid opportunities and financial literacy.

Unit
Student Affairs

Sub-unit (if applicable)
Financial Aid and Veteran's 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

- Fewer Code of Conduct issues involving veteran students
- Held 3 separate online sessions for VA students with roughly 10-15* participants
- Information workshops
 - VA update
 - Mental health information session
 - Financial Information session
- VA numbers unduplicated
 - 21-22 #142
 - 22-23 #152
- Veteran's Day event held with over 30 participants
- Veterans Day drop in luncheon was held for on Veterans Day
- Implemented Coffee and Doughnuts for veterans

*Numbers are estimated as they were lost during service interruption

Use of Results for Continuous Improvement

- Push for more mental health services using community resources – Vet Center of Charlotte (Fall & Spring)
- Partner with Kurt Geske at the Veteran Service Office of Gastonia (Fall and Spring) to assist students with better understanding their benefits
- Utilize Veteran organization speakers – President of Vet Counsel, Veteran Honor Guard, Marine Corp League, VFW
- Continue activities that support veteran students and make them aware of support services and resources

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. Department of Education and other Federal regulations (Title IV, VAWA, etc.)
- d. 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 of Financial Aid and Veterans Affairs; 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 (DFSCA) alcohol awareness requirements were met through the publication and annual notice of the College's Drug and Alcohol Awareness and Prevention Program (DAAPP). The College also completed the 2022 DFSCA Biennial Review. 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 and the North Carolina Association of Higher Education and Disability (NCAHEAD) Conferences. The Student Success and Retention department renewed its' membership with (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 continued 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 NACCOP's VAWA Adjudicator Training Program to meet VAWA training requirements for faculty and staff involved in VAWA related disciplinary investigations and hearings.

Student Affairs staff reviewed the National Association of Student Federal Aid Administrators (NASFAA) Consumer Information Self-Study Guides. Several updates were made to the College's Consumer Information webpage based on this review.

The College successfully completed the Department of Defense (DoD) Voluntary Education (VolEd) Institutional Compliance Program (ICP) on February 8, 2023.

The College did not have an FTE compliance review during 2022-2023, but a review will be conducted in 2023-2024. Staff attended two trainings with Compliance Services and discussed common findings across the NCCCS. Potential compliance issues were identified and brought to the attention of the Vice-President for Economic and Workforce Development. Ongoing compliance training was conducted in both Curriculum and Continuing Education with new staff and faculty members.

Use of Results for Continuous Improvement

Student Affairs will continue efforts to meet all compliance requirements such as the Drug-Free Schools and Communities Act (DFSCA), ADA, VAWA, Title IX regulations, Veterans Affairs, and FTE compliance reviews. Staff will continue to evaluate and monitor federal compliance 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

Promote opportunities for student involvement in student life, student clubs and organizations, and intramural activities to increase student participation.

Reason for Goal

To increase awareness and participation in student life events, clubs and organizations, educational programming, and intramural activities.

Assigned

Dean of Student Development, Coordinator of Student Life & Special Projects, and Student Success & Academic Support Coach

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

Strategic Direction 1 Strategies 1 and 2

Strategic Direction 4 Strategy 3

Assessment Means

- Market social media pages and encourage students to follow.
- Advertise all student life events and intramural activities on social media pages.
- Encourage students to utilize Gaston College email through weekly email reminders of events.
- Update Student Development web pages to advertise activities and events.
- Maintain record of the number of give-a-ways distributed during the events.
- Utilize Microsoft forms and Zoom for activities/events registration.
- Student Club and Student Organization registration form and active status.

Success Criteria

- Distribute SGA calendar of events to students.
- Email students 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 students participating in SGA/Student Life campus events.
- Track number of students participating in SGA/Student Life virtual events.
- Track number of students participating in Intramural Activities.

- Track number of students participating in student clubs and organizations.
- Track number of outreach events by student clubs and organizations.

Assessment Results

- The Student Life/SGA Calendar of Events for the academic year was shared via email to faculty, staff, and students during the beginning of each semester. Student Life and Athletic events were emailed weekly to the campus community.
- Student Life continued to use the following platforms to market student events: Canva, Email, Facebook, Instagram, and Linktree.
- There were 168 new followers on the SGA Facebook and Instagram pages.
- Nine intramural events were held during the academic year. Faculty, staff, and/or students participated in the following events: Fantasy Football (29), Cornhole (15), Checkers/Chess, Fall/Spring (13), Sand Volleyball (26), Gingerbread House Decorating (11), Gingerbread House Decorating Voting (182), Super Bowl Questionnaire (36), and March Madness (7).
- Student Life/SGA sponsored 77 events (including 20 virtual events) during the academic year; a total of 6,424 students participated in the events.
- Seven student clubs and organizations registered for the academic year. The number of outreach events by clubs was not tracked.

Use of Results for Continuous Improvement

Student Life/SGA will continue to market events during the various modalities to increase student engagement. Although we shared the events with the campus community via email, it will also be helpful to have some printed copies available to advertise during campus events. We will strive to track social media followers on a monthly basis to ensure we are capturing all of the data. There has been some turnover with student club advisors. We plan to have advisor meetings and training to ensure student clubs are aware of expectations for reporting activities and fundraising initiatives.

Unit
Student Affairs

Sub-unit (if applicable)
Student Development

Goal

Provide proactive outreach to connect at-risk and special population students with on campus and community resources to ensure student success.

Reason for Goal

To promote persistence, retention, and completion for special population students.

Assigned

Dean of Student Development and Special Populations 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 at-risk students contacted by the Special Populations Success Coach.
- The number of special population students contacted by the Special Populations Success Coach.
- The number of campus outreach events for students where the Special Population Coach presents or shares information.
- The number of community student recruitment events where the Special Populations Coach provides information.
- The number of special population students utilizing on-campus and off campus resources that aid in student success.
- The number of special population students who determine career goals.

Success Criteria

At-risk and special population students who are connected and utilizing resources are persisting from semester to semester or graduating with a certificate, diploma, or degree.

Assessment Results

- The Special Populations Success Coach contacted 99 at-risk students through meetings and phone calls.
- The Special Populations Success Coach contacted 700 students through Watermark.
- The Special Populations Success Coach presented or shared information during 25 campus outreach events to include the following: Adult Basic Skill Orientations, Nextgen

Presentation, Gaston Links Presentation, SGA Events, Rhino 101 Crash Course, Success Coach Meet and Greets, and Professional Development Day.

- The Special Populations Success Coach provided information during 15 community student recruitment events to include the following: job fairs, WIOA Adult Presentation, Juneteenth Festival, Boogie Crank Festival, Highland Festival, Lincoln County WIC Resource Fair, and Black History Month Resource Fair.
- There were 75 special population students to utilize on-campus and off-campus resources that aid in student success.
- There were 17 special population students who determined career goals during one-on-one meetings.

Use of Results for Continuous Improvement

The Special Populations Coach does a great job in implementing creative strategies to connect with underserved students. We have noticed the importance of utilizing various modes of communication and consistent follow-up to engage with students. Many students continue to show a need to learn more about campus resources and support services. We plan to host a pilot in-person and virtual student orientation in August 2023 to help acclimate students to the College and technology platforms and also provide more information about the resources that are available on campus.

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 Self-Service	1	8	Analysis of online graduation applications submitted in Self-Service	75% of students will use the online graduation application.	90% of students applied for graduation via Self-Service	Most students are aware of the graduation application and are using it to apply for graduation	N/A	Continue outreach to students to use Self-Service to apply for graduation	Send graduation application reminders to students.
2	Students will demonstrate knowledge of how to apply for financial assistance by completing the FAFSA application.	1	4, 11	Analysis of ISIRs received each year and analysis of scholarship applications.	70% of enrolled students will complete a FAFSA application.	66% of enrolled students completed the FAFSA application this past cycle. The Financial Aid Office received 766 scholarship applications this past year, a 33% increase from the previous cycle.	Students realize the importance of completing the FAFSA and scholarship application to receive financial assistance.	The Financial Aid team needs to continue stressing the importance of completing the FAFSA since it is the first step to acquiring aid for college. The team will continue to work with marketing to communicate with prospects and students about available financial aid assistance.	The FAFSA goal was not met this year, but the team was very close to achieving the goal. Last year, the goal was 64%, so it did increase by 2%, but not enough to achieve the 6% increase. Now that pandemic relief funds have been exhausted, students may not realize the benefits of completing the FAFSA to receive financial assistance.	The Financial Aid Office will continue outreach to high schools in our service area about scheduling FAFSA completion events. Staff will continue partnering with other offices across campus to increase FAFSA and scholarship application completion.
3	Students will demonstrate a high level of satisfaction with academic advising	1	3	Analysis of the results from the Spring 2023 Student Satisfaction Survey.	80% of students will be satisfied with academic advising provided by Advising staff.	87.7% of students surveyed were satisfied with the advising experience at their advising center.	With the use of Watermark, Advisors were able to effectively communicate	Overall, the team needs to better track their student outreach to ensure	From the previous cycle, we were able to make edits to the student satisfaction survey, which allowed for more	We will implement pipelines to track students in their journey from applicant to

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		
	provided by Advising staff.						with students. The team met with over 6,270 students during the academic year, on top of responding to emails and phone calls.	students are meeting with the team as requested.	accurate data. The team reviewed and implemented some templates which made communication easier, specifically when responding to the same questions.	enrolled and enrolled to graduated. We will also be conducting outreach to students who appear on a DFW (drop, fail, withdrawal) report to help adjust their academic plan.
4	Students involved in the conduct process will demonstrate improved behavior by not engaging in future violations of the Student Code of Conduct.	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.	The goal was met at 100% for two academic years.	Continue with current practices to reduce repeat conduct violations. No specific areas are noted for improvement at this time.	The conduct process continues to be an educational experience for students where they develop and refrain from repeating disciplinary behaviors.	Continue exploring and researching educational tools and resources to use with students during the conduct process.

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		
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 2023 Student Satisfaction Survey	80% of students will be satisfied with their experience with the Admissions Office.	88.68% of students surveyed were satisfied with the services they received from the Admissions Office.	With the use of ActiveCampaign CRM and now Watermark CRM Lite, Admissions staff were able to manage applicants and prospects by responding to phone calls, emails, and CRM automations. The Admissions staff managed 5,859 applicants and prospects with our CRM systems. They met with approximately 1,908 students in person and 5 virtually.	The Admissions Staff will need to continue providing in-person and virtual services for students. Overall, the staff will need to continue becoming more familiar with and managing the Watermark CRM Lite effectively by continuing outreach and viewing applicant and prospect progress in pipelines daily.	88.68% of students surveyed were satisfied with the service they received in 2022-2023. This is a 0.15% decrease from 2021-2022. Due to a cybersecurity breach during the spring 2023 term, applications had to be entered manually, impacting follow-up time and correspondence with next steps. Students were also unable to complete new student orientation for several weeks.	The Admissions Staff will continue outreach to utilize Watermark CRM Lite, social media, and virtual and in-person services to provide overall great customer service. We will also implement additional automations to make the CRM less manual and to better track students in pipelines.

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		
6	Students who participate in a Campus tour will have a level of awareness of navigating the campus and the admissions process.	1	1	Cross Connect, Colleague, CFNC	80% of students will be satisfied with their campus tour experience and how to complete the student admissions process.	94.2% of students surveyed were satisfied with their campus tour experience and how to complete the student admissions process.	The Admissions Staff has developed a great collaboration with faculty to customize tours to be program specific for individuals and group tours. The staff scheduled, planned, and led 29 individual tours and 2 group tours.	The Admissions Office will need a better way to schedule individual and tour group requests.	Out of the 31 scheduled tours, 23 completed the satisfaction survey. Out of the 23 surveys submitted, 94.2% were satisfied with their tour experience and how to complete the admissions process.	Due to a reorganization decision, recruitment functions transitioned to Marketing and Communications during the fall 2023 semester.
7	The student body will have a level of awareness of the Counseling department and available services.	1 4	1, 2 3	Analysis of the results from the Spring 2023 Student Satisfaction Survey	40% of students will be aware of available counseling services (personal counseling, career counseling, Accessibility Services, Student	Although the awareness question was not included in the survey, 87.9% of students are satisfied with their experience at the Counseling Office.	To increase awareness, the Counseling staff collaborated with Student Life on various programming initiatives.	The Counseling staff will need to implement a new format for the crash courses and have weekly information/wellness sessions in	The awareness item was not included in the Student Satisfaction Survey for Spring 2022.	Continue efforts to increase student awareness through on-going outreach and through multiple modes of communication. Continue to enhance counseling

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		
					Outreach Services)			person and virtually.		program/services across campus.
8	The student body will have a satisfactory level of awareness of available campus and community resources.	1 4	1,2 3	Analysis of the results from the Spring 2023 Student Satisfaction Survey	40% of students will be aware of available campus and community resources.	Although the awareness question was not included in the survey, 88.3% of students are satisfied with their experience with the following areas in Student Affairs: Accessibility Services, Counseling Services, Financial Aid, Records and Registration, Student Life, Veterans Affairs, and Advising Centers.	Each student resource area had at least 83% overall satisfaction.	Explore ways to improve marketing and communication of campus and community resources. Add a question related to awareness on the next satisfaction survey.	The awareness item was not included in the Spring 2023 Student Satisfaction Survey. Overall satisfaction decreased by 1% from the previous year.	The Success Coaches and Retention Coordinator will explore various ways to share information about campus and community resources to students.
9	Students who receive services through TRiO Student Support Services or Emergency Assistance funding will be more likely to re-enroll or graduate as of the next fall.	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.	90% of students who received services through TRiO Student Support Services (SSS) graduated or re-enrolled. 93.3% 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 the Department of Education benchmarks. Student Emergency Assistance continues to offer financial support to students in need.	Review retention initiatives and activities and revise and enhance as needed. Explore ways to further support students who receive	There was a 2.14% decline in TRiO SSS students who were retained or graduated when compared to the previous cycle. There was a 0.7% decline of students who retained or graduated when compared to the previous cycle.	TRiO SSS staff will continue to develop innovative strategies to improve service delivery to students and achieve program goals and objectives.

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		
								emergency assistance.		
10	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.	89.4% of the students surveyed were satisfied with the service received at the Financial Aid Office.	There were a lot of different funding sources this past cycle. The team was able to adequately match students to funding sources, helping them persist to the next term or finish their degree.	The Financial Aid Office needs to encourage all students to complete the scholarship application on the front end of enrollment for easier matching of our scholarship offerings.	This past cycle, verification was still paused which allowed students to be awarded aid earlier in the financial aid process. Students who decided at the last minute to attend college were able to get FAFSA applications processed quickly, increasing satisfaction with the Financial Aid Office.	Verification is back for 2023-24, so the financial aid team will push students to complete the FAFSA and scholarship applications as early as possible. The team will also increase outreach to all the high schools in our service area to assist students and parents with completing these applications.
11	Student leaders will demonstrate an understanding of the skills necessary to lead teams, including but not limited to meeting management, motivation, diversity/inclusivity,	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.	85.7% of SGA students understood the skills necessary in being effective leaders.	Throughout the academic year, students had the opportunity to participate in workshops, programming, and leadership training on both the local and state level.	Continue on-going check-in meetings with students to ensure they understand their role and expectations. Survey students to see what additional training they may need to	The level of understanding increased by 1.1% from the previous academic year.	Continue to provide leadership development workshops and training for students. Give student leaders more opportunity to facilitate/lead meetings, workshops, and event planning.

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		
	budgeting, program planning, and effective communication skills.							help them be effective leaders.		
12	Students will demonstrate a high level of satisfaction with Student Life.	1	1,8	Analysis of the results from the Spring 2023 Student Satisfaction Survey	80% of students will be satisfied with the activities and programs offered by Student Life.	87.27% of students surveyed were satisfied with the activities and programs offered by Student Life.	The calendar of events was emailed to students at the beginning of each semester. Many of the in-person workshops and trivia events could also be assessed virtually.	Continue to gather student feedback regarding their interests, needs, and availability.	The level of satisfaction decreased by 2.6% from the previous academic year.	Continue to provide a variety of programming initiatives during various times of the day. Also, ensure we are branding our events so that students are aware of Student Life/SGA.

Unit
Development Office

Sub-unit (if applicable)

Goal

Design and execute a successful capital fundraising program for current and future institutional infrastructure priorities with specific focus on Athletics, Fiber Innovation Center, and David Belk Cannon Healthcare Expansion projects.

Reason for Goal

Meet institutional capital needs which 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; and funds raised

Success Criteria

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

Assessment Results

- Gifts:
 - Athletic Capital Projects: 5
 - Fiber Innovation Center: 12
- Capital Funds Raised:
 - Athletics: \$144,500
 - Fiber Innovation Center: \$4,384,893

Use of Results for Continuous Improvement

The Development Office will continue to seek funding for institutional capital priorities.

Unit
Development Office

Sub-unit (if applicable)

Goal

Broaden targeted contact efforts with college constituents including community leaders, and alumni 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 Conversion rates: 23.3% open rate; .5% click rate;
- Donor Participation 2021-2022
 - Gifts: 2,302; Avg. Gift \$778
- Donor Participation 2022-2023
 - Gifts: 3,716; Avg. Gift \$1,001.
- 2022-2023 Event Participation:
 - Stampede 202
 - Rhino Classic: 112
 - Bowl4theGoal: 80

Use of Results for Continuous Improvement

The Development Office will continue to increase the number of touchpoints to increase the number and average gifts.

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

- Grant Applications Development and Submitted: 16
- Grant Applications Awarded: 9
- Amount Awarded: \$1,840,245

Use of Results for Continuous Improvement

The Development Office will continue to explore grant opportunities and work with appropriate College personnel to develop and submit competitive applications.

Unit
Development Office

Sub-unit (if applicable)

Goal

Continue to proactively manage existing scholarship and endowment funds to maximize their positive impact on 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

- Scholarship Giving 2021-2022: \$244,167
- Scholarship Giving 2022-2023: \$263,384

- Endowment Corpus Oct. 2023: \$6,074,736.41
- Endowment Corpus Oct. 2022: \$5,985,907.68

- Scholarships Awarded 2021-2022: 386
- Scholarships Awarded 2021-2022: 416

Use of Results for Continuous Improvement

The Development Office will continue to monitor the scholarship system and identify processes to increase financial support for students.

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

All development office staff have earned a Blackbaud Certification for Raiser's Edge. In addition, four have completed over 15 hours of professional development sessions in donor stewardship, legacy giving, and major gift development

Use of Results for Continuous Improvement

The Development Office will continue to identify and participate in professional development to strengthen fundraising competencies.

Unit
Economic and Workforce Development
Sub-unit (if applicable)
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

Assessment Means

Receive feedback from employers, advisory committees, high schools, communities of interest and enrollment rates.

Success Criteria

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

Assessment Results

	#Enrolled Apprentices	#Enrolled Pre-Apprentices
2020-2021	25	4
2021-2022	75	11
2022-2023	96	8

There was a 28% increase of enrolled Registered Apprentices and 27% decrease of Pre-Apprentices.

Use of Results for Continuous Improvement

Continue to work with CTE Coordinators and College Now Career Coaches to recruit High School juniors and seniors for the Pre-Apprenticeship 321 Program. Partner with Apprenticeship Partners to help recruit.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

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

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

	# Completed Apprentices	# Completed Pre-Apprentices
2020-2021	32	6
2021-2022	30	13
2022-2023	24	0

There was a 20% decrease of completed apprentices and 100% decrease of completed Pre-Apprentices. Completion rate is dependent on where students are in their program of study.

Use of Results for Continuous Improvement

The Success Coach will continue to work with Apprentices and Pre-Apprentices in helping retain Registered Apprentices and Pre-Apprentices. Completion is not the best measure of success over a year. A better measure of success will be employed.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

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 2023 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 2023.
- If we meet or exceed the State average for successful completion of the BLET State Exam in December 2023.

Assessment Results

This Goal was only partially completed. The Basic Law Enforcement Training (BLET), lesson plans and PowerPoints were uploaded into the Blackboard system. The incorporation of the computers, was not realized during this assessment period due to funding. The program was

able to get used laptop computers from local law enforcement agencies, but they would need have a new hard drive installed as the agencies removed the hard drives prior to donation. Another concern was the ability to run the laptops during this assessment period, as for a large part of the time, there was no wireless access available to be used. Another concern was that the computers even with the new hard drive would be outdated.

An informal poll was taken of each class. Every student stated that they like having the BLET program on Blackboard. However, when asked if they would like to just use computers totally for the class or have the option of having the printed textbooks, all but one (1) student said they would prefer the textbooks over the computer version.

Use of Results for Continuous Improvement

With the BLET program now on Blackboard Learning Management System, the next obstacle to overcome would be the securing of the computers and the ability to use the computers. Currently, we are in the process of working with the IT department to secure computer tables and computers so that online testing in the BLET program can be accomplished. In addition, as of October 2023, Gaston College is now a pilot program for the revised BLET program, computers will be necessary to do the end of block testing in the BLET program.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

Basic Law Enforcement Training - BLET

Goal

Increase the number of Basic Law Enforcement Training classes from 2 a year to 3 a year or more.

Reason for Goal

Currently there is a shortage of police officer in North Carolina.

Assigned

Director of Basic Law Enforcement Training

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

Strategic Direction #2 – Pathways to Program and Partnerships

Assessment Means

Tracking the number of BLET classes that are presented within the next evaluation year.

Success Criteria

By successfully having three (3) BLET classes.

Assessment Results

This Goal was successfully completed within the assessment period. In 2023, we successfully ran three (3) Basic Law Enforcement Training classes. Class 152 began in January, Class 153 began in April and Class 154 began in July. This resulted in approximately 44 cadets graduating from the BLET program for the year. (Class 154 will not take the State Exam for certification until November 17, 2023)

Use of Results for Continuous Improvement

Class 153 began in April 2023, and this class was small in attendance from other classes, only 14 began the class and only 10 completed. Gaston College will be a Pilot program for the revised BLET program beginning in January 2024. The biggest difference is the time of the program. The new BLET program will be at a minimum 25 weeks long, which is about 7 weeks longer than the current BLET program. With the change in the program, it is not known at this time if it would be financially feasible to conduct three (3) BLET programs in 2024. If the needs of the local agencies are enough, then the possibility of three (3) BLET programs would be implemented. Another way to approach this is that if the new BLET program is 25 weeks long, then the necessity of having three (3) BLET programs would be beneficial for the law enforcement

agencies as they generally would have a program for Cadets running at least three (3) times a year, and this may streamline getting officers certified in a more reasonable time frame.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

Criminal Justice Academy (In-Service Training)

Goal

Increase the classes offered for In-service by 5%, during this next evaluation period.

Reason for Goal

In past years the in-service training has been decreasing.

Assigned

Assistant Director of Basic Law Enforcement Training.

Relation to Strategic Plan

Strategic Direction #2 – Pathways to Programs and Partnerships

Assessment Means

Will compare the training classes or hours from 2021-2022 to the training that was offered from 2022-2023.

Success Criteria

If there was an increase of 5% or more in the number of class hours for in-service training.

Assessment Results

This goal has been met. In the assessment period of 2021-2022 the Criminal Justice (CJ) Academy had a total of 118 continuing education hours. For the assessment period of 2022-2023, the CJ Academy had a total of 2,230.50 continuing education hours. This is more than the 5% goal in the increase of class hours for in-service training. More comparison information is contained below.

From July 1, 2022 to June 30, 2022 the CJ Academy ran 122 courses for a total FTE count of 27.34 and total of 13,996.5 membership hours. From July 1, 2022 – June 30, 2023 the CJ Academy ran a total of 261 classes for a total FTE count of 57.76 and a total of 29,573.50 membership hours.

Use of Results for Continuous Improvement

The CJ Academy Assistant Director has been heavily involved in building relationships with the law enforcement agencies within our two (2) county service area. This is evident in the increase

in the FTE's. The CJ Academy is dedicated to making these partnerships with the service providers and will encourage input from them to meet their training needs.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

Criminal Justice Academy

Goal

To start a 911 Academy for Telecommunicator certification.

Reason for Goal

Telecommunicator training in North Carolina is under the training auspices of the NC Sheriffs Association Training and Standards Commission. This commission is changing the process of training telecommunicators in North Carolina. Prior to the change a department or telecommunication center could hire a person with no experience and provide some on the job training and then send the person to telecommunicator certification. Under the changes the person has to already have the certification prior to working in a telecommunication capacity.

Assigned

Director and Assistant Director of Basic Law Enforcement Training

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

Strategic Direction #2 Pathways to Programs & Partnerships

Assessment Means

By the actual conducting of a 911 telecommunicator academy.

Success Criteria

This goal will be measured as a success with the scheduling of a 911 telecommunicator academy.

Assessment Results

This goal was not completed during this assessment period. The main reason is a lack of staffing that is needed to plan, coordinate and conduct the class. In conjunction with the Gaston County Police Telecommunications division, we were able to get the staff that normally conducts the class to be instructors at Gaston College, and the Director of Criminal Justice and Law Enforcement Programs is a certified Director of Telecommunication program, but were not able to start the academy.

Use of Results for Continuous Improvement

With more staffing this goal could have been accomplished. This goal should be held over to the next year.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****College & Career Readiness (CCR) and 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

CCR 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 2022-2023.

Success Criteria

Graduate numbers increase by 5%.

Assessment Results

Graduate numbers for 2021-2022 were 56 (48 AHS/8 GED)

Graduate numbers for 2022-2023 were 103 (55 AHS/47 GED)

54% increase

Use of Results for Continuous Improvement

- Identified new strategies to boost graduation rates such as increased and targeted communications with students who are 3 or less credits from graduation in AHS by not only instructor but also program staff.
- Increased testing days and times, restarted programs at GC Jail and Lincoln Prison.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

College & Career Readiness (CCR) and 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

CCR 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

- State MSG rate 43.6%
- Program Rate = 29.0% 21-22
- Program Rate = 36% 22-23

Use of Results for Continuous Improvement

Although program did not meet the State/Federal performance measures, progress was made to increase MSG's for program improvement.

Strategies employed were:

- Targeted testing in areas of lower performance and fewer students.
- Change of curriculum to better match material being tested.
- Change procedures for AHS students at a level 5 to be placed by test and not by credit.

Unit

Economic and Workforce Development

Sub-unit

Life Skills (NextGen)

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

The NextGen Program Exceeded Workforce Development Board Goals in each area

- Credential Attainment (within in 4 Quarters) 60%
 - **Credential Attainment PY 2022-2023 72.73%**
- Employment Rate 2nd Qtr. 62%
 - **Employment Rate PY 2022 - Q2 After Exit: 75%**
- Employment Rate 4th Qtr. 63%
 - **Employment Rate PY 2022 - Q4 After Exit: 78.57%**

Use of Results for Continuous Improvement

Best practices employed in 2022–2023 to attain these goals will be continued in 2023–2024.

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

In 2022–2023 5 new host sites were added.

- Gaston County = 4
- Lincoln County = 1

Use of Results for Continuous Improvement

Emphasis in 2023–2024 will be on building more partnerships in Lincoln County.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****Customized Training****Goal**

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

Reason for Goal

Due to the increase in unemployment rates, along with the skills gap within the workforce and new industries moving to Gaston and Lincoln County, community and business partners have expressed a need for short-term training to upskill current and future employees.

Assigned

Customized Training Team

Relation to Strategic Plan

Strategic Direction #2

Assessment Means

Feedback from community and business partners in Gaston and Lincoln counties, as well as participant feedback.

Success Criteria

Data tracking and reporting measures show a 10% increase in course/training offerings over 2022-2023

Assessment Results

Offered 19 additional self-support training sessions a total of 97 offerings training 1,824 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. In the fiscal year, 2023 - 1,824 participants were trained.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

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

Strategy 3

Assessment Means

Full time recruit academy started and students enrolled

Success Criteria

Full time staff hired

Assessment Results

Still in progress. Estimated hire date of December 2023.

Use of Results for Continuous Improvement

Position will expand High School offerings through CCP.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****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, Assistant Director and Faculty

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

Strategic Direction #4
Strategy 4

Assessment Means

Outreach activities promoting the degree programs occurred during the evaluation period.

Success Criteria

Increased enrollment over 2022-2023

Assessment Results

Classes continue to have strong numbers. Summer 23 numbers were:
EPT 8151 13 Students, EPT 8152 10 Students, EPT 8154 12 Students

Use of Results for Continuous Improvement

We will continue to promote the program and the ability to obtain a second degree with three additional classes needed after finishing Fire Protection Technology. Continue to work with Law Enforcement and EMS to increase enrollment from those professions.

Unit**Economic and Workforce Development****Sub-unit (if applicable)**

RESTC

Goal

Replace at least 10 set of instructor personal protective gear

Reason for Goal

Gear needs to be replaced on a regular basis to ensure it is properly protecting our instructors. Our instructors are in this protective equipment most days they work.

Assigned

Director, Fire Rescue Training- RESTC

Relation to Strategic Plan

Strategic Direction 2, Strategy 3

Assessment Means

Was gear replaced

Success Criteria

Gear was received and placed in-service with instructors at the RESTC

Assessment Results

10 sets of gear were purchased with equipment funds. 6 additional sets we secure from a grant from the GC Foundation.

Use of Results for Continuous Improvement

Gear will keep instructors in safe and functional personal protective equipment used during class instruction.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

RESTC

Goal

Replace at least 15 portable radios for training evolutions

Reason for Goal

Radio communication is a vital part of our training evolutions and the teaching and certification process.

Assigned

Director, Fire Rescue Training- RESTC

Relation to Strategic Plan

Strategic Direction 2, Strategy 3

Assessment Means

Were radios replaced

Success Criteria

Radios replaced and placed in-service at the RESTC

Assessment Results

12 radios were able to be purchased due to overall cost of the units.

Use of Results for Continuous Improvement

Radios allow instructors to stay in contact during training events to ensure safety of the students and all elements of the evolutions. RESTC will continue secure and maintain portable radios for communication.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

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

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

Success Criteria

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

Assessment Results

- There has been an increase of 14 local partnerships.
- Only 14% of seminars met the goal of having 10 or more in attendance.
- 98% of those surveyed said the seminar met their expectations.
- No suggestions for additional seminar topics were received.

Use of Results for Continuous Improvement

We will repeat seminars with the greatest attendance and continue to encourage feedback and suggestions.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

Small Business Center

Goal

Create a team of professionals that can provide specialized counseling to clients as needed. Team to include the following areas: banking, insurance, accounting, and legal.

Reason for Goal

A team of specialized professionals will strengthen partnerships and networking opportunities with the Small Business Center and its clients, while providing clients one-on-one counseling in their area of great need.

Assigned

Small Business Center Director

Relation to Strategic Plan

Strategic Direction #4

Assessment Means

The goal will be assessed by the formation and use of the team.

Success Criteria

Success will be defined by 1) having a professional in each of the areas indicated and 2) having referred at least one client for specialized counseling to benefit their small business.

Assessment Results

The Small Business Center has partnered with a professional in each of the following areas and has referred clients for specialized counseling (indicated in parenthesis): banking/CDFI (3), insurance (2), accounting (3), marketing (9), and legal (5).

Use of Results for Continuous Improvement

There has been a demonstrated need for partnerships with professionals in specialized areas. We will continue to increase the number of partnerships in each area.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****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, #2 and #3

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

Researched other WBL departments at other Community Colleges to see how other Faculty Coordinators across the state were being compensated for following WBL students. Received different responses on how other Community Colleges compensated Faculty Coordinators.

Use of Results for Continuous Improvement

The results were sent to the Leadership Team to review. Divisional Deans came to a consensus to pay Faculty Coordinator mileage for in person site visits.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

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, #2 #3

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

	Self-Reported Job Placements
2020-2021	9
2021-2022	5
2022-2023	15

WBLP hosted four recruiting events on campus. Increased 200% job placement.

Use of Results for Continuous Improvement

Data is hard to track because the data depends on graduates to report the information to the WBLP office. Continue to work with the Institutional Effective department to gather data on graduates.

Unit

Economic and Workforce Development

Sub-unit (if applicable)

Work-Based Learning and Placement

Goal

Hire and train Specialist – Work-Based Learning and Placement

Reason for Goal

To meet the needs of our students, graduates and local employers.

Assigned

Coordinator of WBLP

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

Strategic Direction #1, #2, #3 and #4

Assessment Means

Formal and informal evaluations

Success Criteria

- Successful completion of training process
- Successful completion of formal evaluation

Assessment Results

Jennifer Etters was hired November 1, 2022, as the Specialist for WBLP.

Use of Results for Continuous Improvement

Assist the Specialist with professional development training as needed.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****Workforce Development****Goal**

In collaboration with college administration, regional employers and partners, explore potential to acquire dedicated space allowing the addition of new regional, national or industry recognized certifications and professional development courses/programs to complement existing CE Workforce Development offerings. Examples: Construction Academy, Cyber Security, Welding, and Automotive certifications.

Reason for Goal

To respond to the continuing workforce needs of regional employers and students in our services area while providing an opportunity to increase enrollment.

Assigned

Workforce Development staff

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

Strategic Direction #2

Goal #1

Assessment Means

Data tracking and analysis of enrollment trends.

Success Criteria

Success will be realized by additional/dedicated location and lab space to host courses and 10% increase in FY'22 CE workforce development enrollments over FY'21.

Assessment Results

The network cybersecurity disruption caused a loss of lab space which contributed to a decrease in CE workforce development enrollments FY'23 in comparison to FY'22. Although new offerings in cybersecurity were created, the course had minimal enrollment due to the interruption of online registration processes, technology resources and marketing.

Use of Results for Continuous Improvement

Continue working to acquire additional lab space to facilitate additional CE Workforce Development offerings.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****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: Business and Communication, Industrial and Transportation, and Information Technology programs of study

Reason for Goal

To increase the number of parallel course offerings allowing CU credit in short-term courses and certifications offered through Continuing Education beyond what was offered during FY'21. 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

Goal #9

Assessment Means

Data tracking and analysis of enrollment trends.

Success Criteria

Success will be realized by an increase in parallel course offerings over FY'22.

Assessment Results

An increase in parallel course offerings was found FY'23 over FY'22. A total of 8 courses were offered in 2023 in comparison to 2 courses offered in 2022.

Use of Results for Continuous Improvement

Continue working with curriculum to identify additional opportunities to develop and deliver employer-driven short-term courses and certifications through parallel course offerings.

Unit**Economic and Workforce Development****Sub-unit (if applicable)****Workforce Development and HRD****Goal**

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

Reason for Goal

To become re-engaged with Workforce Development partnerships in responding to the workforce preparation needs of the region's unemployed, under-employed and captive population.

Assigned

Workforce Development staff

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

Strategic Direction #2

Goal #2

Assessment Means

Hiring of new Coordinator and Full-Time Instructor leading to increased course offerings and enrollments in FY'23 compared to FY'22 HRD programs.

Success Criteria

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

Assessment Results

HRD enrollments had a 38% increase FY'23 over FY'22. This is a direct result of the hiring of our new Coordinator/Full-time Instructor for HRD and Captive Offender training courses.

Use of Results for Continuous Improvement

Continue to grow HRD enrollments through our partnerships with NC Works, Goodwill, and Correctional Facilities in Gaston and Lincoln counties.

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

Help transition new full-time position into the Purchasing role and assist with monitoring procurement guidelines and policies.

Reason for Goal

To educate, promote, and coach employees to understand the underlying functions of Purchasing as well as the compliance rules with the State of North Carolina

Assigned

Director of Purchasing – Purchasing, Shipping and Receiving and Equipment

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

Strategic Direction: Organizational and Professional Development.

Strategy: Providing bi-annual training on E-procurement and the corresponding systems. To ensure new hires and transitioning employees are up-to-date on E-procurement.

Assessment Means

Delegation of duties and responsibilities within the new employee job description. Provide one-on-one training on order approvals, order management, receiving orders, and shipping. Perform monthly check-ups on the progress.

Success Criteria

Successful transition of roles to ensure all purchasing needs of the college are being met.

Assessment Results

Purchasing Manager completed NC Procurement Academy Training in Purchaser and Contract Management.

Use of Results for Continuous Improvement

Provide qualified procurement services.

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

Seek additional certifications through the Department of Education with Purchase and Contract.

Reason for Goal

As a Purchasing Director, the certifications are to ensure that I am up-to-date on the changing procurement guidelines and procedures

Assigned

Director of Purchasing – Purchasing, Shipping and Receiving and Equipment

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

Strategic Direction: Organizational and Professional Development.

Strategy: Meeting the assignment deadlines and additional research to ensure I am prepared for exams. This includes understanding the new Purchasing Manual along with communicating those changes with staff.

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

To meet all certification requirements for the next Purchasing review in 2025.

Assessment Results

Manager was able to review and communicate state purchasing requirements.

Use of results for Continuous Improvement

Manager was able to have a "clean" audit.

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 Director of Purchasing. 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

Director of Purchasing – Purchasing, Shipping and Receiving and Equipment

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

Strategic Direction #5: Organizational and Professional Development.

Strategy: 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

Have a system that provides a backup to Purchasing Manger when they are out or not available.

Assessment Results

Began training purchasing agent to provide backup capacity.

Use of Results for Continuous Improvement

Supports the work of all departments by minimizing delay in purchase requisitions being completed.

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.

1. Manage and facilitate the ventilation system renovation in the welding lab at PTI with an expected completion by Spring of 2023.
2. Manage and facilitate the construction of the Fiber Innovation Center in Belmont with an expected completion by December 2023.
3. Manage and facilitate the construction of a De-escalation Center at the BLET Firing Range with an expected completion date of December 2023.
4. Manage and facilitate the construction of Fieldhouse for the volley ball courts with an expected completion date of December 2023.
5. Manage and facilitate the construction of a Training Prop site at the RESTC with an expected completion date of December 2022.
6. Manage and facilitate HVAC controls update and renovations for CAS, CVA, DBC, and RCB. Updates are also taking place in the PTI Boiler House and the MCCB. The updates are due to be completed by Winter 2022.

Reason for Goal

Monitor and facilitate timely completion of capital project.
Improve air quality in buildings.

Assigned

Director – Plant Operations and Facilities.

Relation to Strategic Plan

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

Projects 1 (welding lab at PTI) and 6 (HVAC controls) completed. Other projects are ongoing.

Use of Results for Continuous Improvement

Projects maintained budget and schedule with the exception of 5 (Training Prop).

Unit

Finance, Operations, and Facilities

Sub-unit (if applicable)

Finance

Goal

Establish a new procedure to allow budget managers to request budget adjustments in self-service portal.

Reason for Goal

Allow budget managers to adjust their budgets through an electronic request under self-service.

Assigned

Controller

Relation to Strategic Plan

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

Streamline budget adjustment requests.

Success Criteria

Measured progress toward project completion per project calendar.

Assessment Results

Technology incident greatly impacted financial ability to implement new practices.

Use of Results for Continuous Improvement

Will continue to try to implement in future if technology and staffing will allow.

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

Utilized more online purchases and deliver.

Use of Results for Continuous Improvement

Will continue to explore options to enhance student service.

Unit

Finance, Operations and Facilities

Sub-unit (if applicable)

Bookstore

Goal

Sale and generate revenue from Rhino merchandise.

Reason for Goal

Maintain Rhino 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 Rhino merchandise on campus, sports event and other college-sponsored events.

Success Criteria

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

Assessment Results

Products sold out multiple times.

Use of Results for Continuous Improvement

Continue to increase sales and offerings of fresh items.

Unit

President's Office

Sub-unit (if applicable)

Textile Technology Center

Goal

Maintain adequate staffing trained staff in light of numerous future retirements to accommodate expanding service and support levels that meet the mission of the Kimbrell Campus and Textile Technology Center.

Reason for Goal

Professional staff stabilization to strengthen service initiatives in support of Product Development, Work Based Training, Textile Academy, Textile Degree Program for the Textile Industry and Partners (MTIN, NS State, Unitec.

Assigned

Don Rusch, Director

Relation to Strategic Plan

Strategic Direction 2, Goal 4, Strategic Direction 4, Goal 2

Assessment Means

Current staffing levels, staff organization and development classes

Success Criteria

Maintain current staff levels and expand technical knowledge and expertise.

Assessment Results

- We have added 2 new employees since the last unit plan however; we have lost a total of 5 full-time employees and 1 part-time employee to retirement, natural causes/death or resignation.
- Struggle hiring competitive technical staff. Working with HR to rewrite job descriptions for job openings.

Use of Results for Continuous Improvement

- New goals added to 2023-2024-unit plan to address the following:
 - Developing a structured onboarding procedure for TTC employees
 - Scheduling campus-wide meetings to promote engagement and retention

- Creating an inclusive and welcoming work environment through professional development and staff meetings

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

Strategic Direction 2, Goal 3

Assessment Means

Technologies to enhance internal and external communications.

Success Criteria

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

Assessment Results

- A portion of this goal was achieved. TTC has partnered with industry media outlets such as Textile World, eTextile communications, Advanced Textile Association for social media posts, marketing, and articles.
- Overall branding and marketing have shifted with the transition of the MTIN partnership

Use of Results for Continuous Improvement

- TTC has worked with Red Cactus to generate a more up to date logo
- GC Marketing is working to produce a series of write-ups to highlight new partnerships, donors and advancements at TTC