Program Review

2021-2022

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Program Review - A25800 Accounting and Finance

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Accounting and Finance program provides students with a degree that offers great employment prospects as well as transfer options for those seeking to further their education.

Strengths: Program enrollment is stable, and students do well find employment. A new full-time instructor has been hired and we are optimistic about his long-term prospects here.

Areas for Improvement: Boosting enrollment numbers would allow us to offer more modalities, giving students more options.

Needs: No major needs at the moment. Our need last year was to hire a new full-time instructor, which we were able to do.

Actions: Continue strengthening our online courses to make sure they offer equivalent experiences to seated courses.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	D25800 (Accounting Diploma) C25800A (Bookkeeping) C25800B (Federal Income Tax) C25800C (Financial Accounting) C25800D (Managerial Accounting)
Is there anything you want to note about these diplomas, certificates, or pathways?	One minor change from last year. C25800A was renamed from Computerized Accounting to Bookkeeping.

CONNECTION

<table>
<tr><th></th><th>Rating</th><th>Explanation</th></tr>
<tr><td><u>Viability</u>:
• How viable is the program? Consider the accompanying program viability report.</td><td>A</td><td>Program enrollment is healthy enough to maintain itself and should remain viable for the near future.

FTEs by students' primary major:
18-19 – 55.8
19-20 – 54.2
20-21 – 54.44
21-22 – 66.03

<table>
<tr><th>Total Costs</th><th>FTEs values by major prefix</th><th>Revenue minus cost</th></tr>
<tr><td>$153,719.01</td><td>$313,812.92</td><td>$160,093.91</td></tr>
</table>

<table>
<tr><th>Total Costs</th><th>FTEs values by program of study</th><th>Revenue minus cost</th></tr>
<tr><td>$153,719.01</td><td>$235,387.54</td><td>$81,668.53</td></tr>
</table>

</td></tr>
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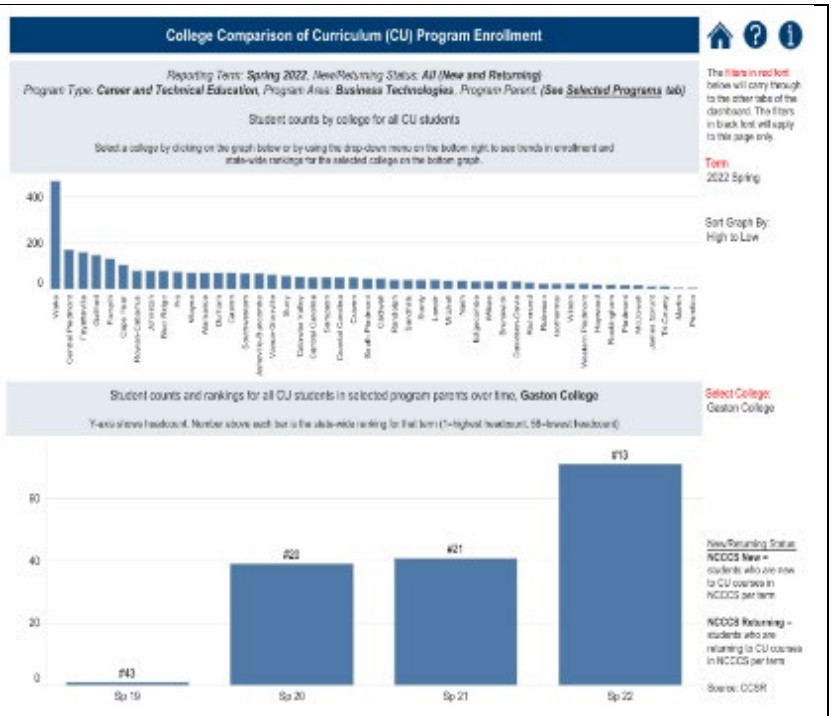
		
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	A	The curriculum itself is standard, though our online offerings may set the program apart. The entire program can now be completed online. This allows many working adults and parents to complete the program where it would otherwise be impossible. If enrollment numbers keep improving, we will be able to supplement the schedule with more hybrid sections for those who want more of the in-person experience. No marketing information is available at the time of this writing.

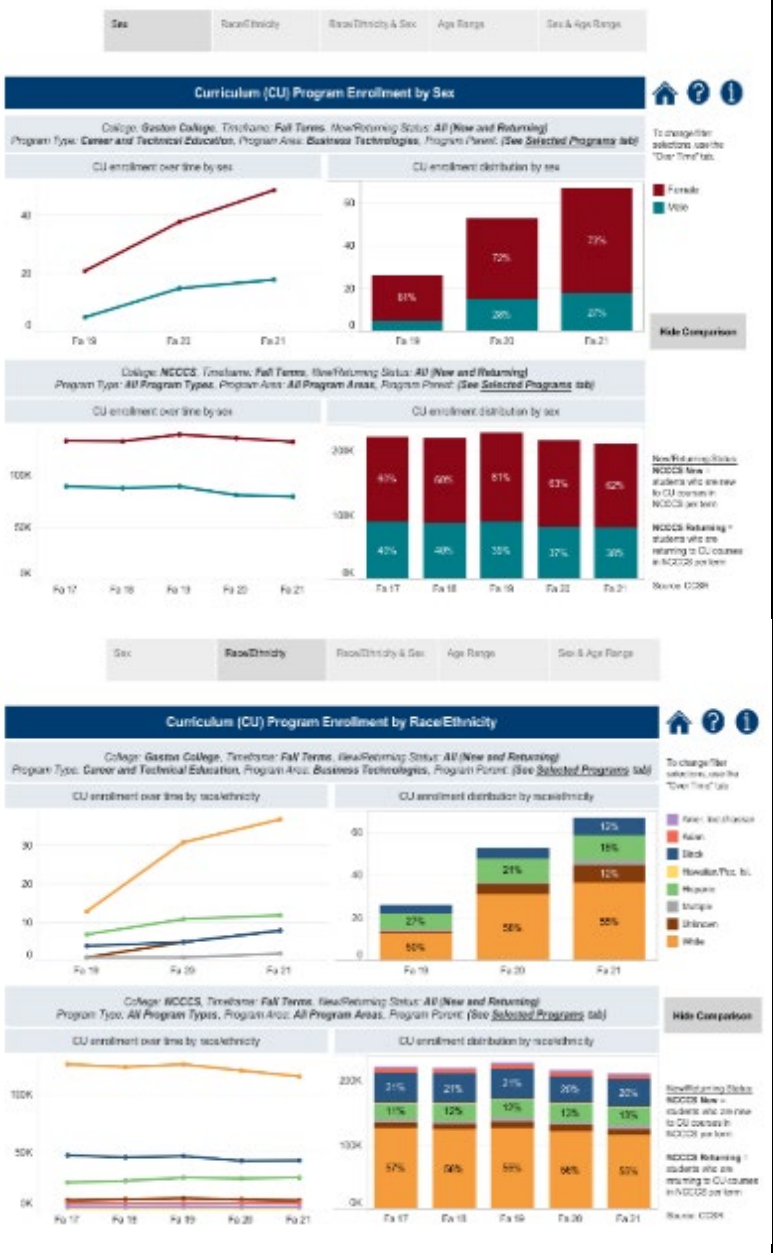
ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Gaston College hours – 68 CPCC offers two tracks: Accounting (64) and Financial Services (64). The Accounting track is almost identical to ours. Cleveland CC seems to have discontinued their accounting program.

	Rating	Explanation
		CVCC offers Accounting (68-69) and Financial Services (67-68) tracks. The only major difference in the Accounting track is they use ACC 240 (non-profit) vs our ACC 269 (auditing). We've been discussing making a similar change to our curriculum next year.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	Fall 2020 to Fall 2021 – 25% Fall 2021 to Spring 2022 – 63% No new data on retention goal this year. The most significant barrier to student progress is the highly sequenced nature of the program. Mandatory advising will hopefully help with that. Hiring a new full-time faculty member has made the program less reliant on adjunct faculty, which will lead to better long-term program quality.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	While the program doesn't have any initiatives, the school has several programs to help disadvantaged groups.

	Rating	Explanation
		
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?	A	The program is sequenced well and students who stay on track have no difficulty getting the correct courses. Students who fall behind can have a challenging time getting back on track. Some choose to take longer to finish the program, while others can supplement with coursework at other institutions to catch up.

	Rating	Explanation
• Are courses filled at an appropriate rate?		The college has adopted mandatory advising and dedicated academic advisors, has helped students stay on track. We are hopeful that increased enrollment will lead to more hybrid and off-sequence offers.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	The program offers multiple modalities from traditional seated to completely online. Efforts are made to offer day sections for traditional students, especially for ACC 120 and ACC 121, which are the introductory courses. Higher-level courses are mostly online as enrollment numbers decrease. Students seem capable of finding and taking the classes they need.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	Many students are extremely happy with the program and instructors. There have been a few adjunct faculty that have underperformed. They are generally given an opportunity to improve before a decision is made whether to invite them back to teach. Student feedback is distributed to instructors and supervisors for discussion during the faculty evaluation process. In the faculty evaluation process, any issues that show up in the course evaluations are analyzed to see if action should be taken.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	A	ACC 149 – 22% withdrawn. This is the result of reliance on an adjunct instructor. We think our new instructor will help relieve that pressure.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal?	A	Headcount: 157 Awards: 56 Awards at the highest level: 7 Awards/headcount ratio: 36%

	Rating	Explanation
• What are the barriers to timely student completion and how can they be addressed?		The most significant barrier we can control is the sequenced nature of the program, which is being addressed via mandatory advising.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	n/a	No data on job placement this year.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	A	Overall, the program is a good fit for the community. Demand for accountants will persist for the near future, and the program prepares them for entry-level positions in the area. The advisory committee agrees with this and sees no need to change the program currently. Regarding community partnerships, many students have taken advantage of the Work-Based Learning program, which allows students to work in local businesses in exchange for college credit. Most of these positions are also paid, which is great for our students. They benefit by gaining workplace experience and networking opportunities while also earning college credit (and often money). This also benefits the college by boosting our image in the community. When a business owner sees quality workers doing good things, they recognize what Gaston College is doing and spread the word.

Student Learning Outcomes - A25800 Accounting and Finance

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate the ability to use General Journal to record business transactions	ACC 120 (Prin of Financial Acct) Problem 2-2A This problem involves students preparing journal entries, posting them to the ledger, and preparing an unadjusted trial balance.	On average, students will earn at least 85% or higher on this artifact.	Spring 2017 82% Fall 2017 92% Fall 2018 91% Fall 2019 94% Fall 2020 Mean of Completers: 90% Range: 6-99 N: 113 Fall 2021 Mean of completers: 93% Range: 3-100 N: 130	The measurement tool effectively measures students' ability to correctly analyze and record business transactions and economic events, leading to the proper reporting of financial information.	Student performance is strong. We do not see an area for improvement currently.	The benchmark was raised two years ago from 80 to 85%. Students are still performing above the new benchmark. Though nothing about the tool or outcome changed last cycle, student performance rose from 90-93%.	The faculty feel this is an important outcome and see no need to change it for the time being. If performance remains strong even with the benchmark being raised, faculty may consider a new outcome in the future.
2	Demonstrate the ability to adjust the accounts and prepare a trial balance at the end of the period.	ACC 220 (Intermediate Accounting I) Chapter 3, problem 3-6 This problem involves students preparing general journal entries, posting them to the ledger, preparing a trial balance,	On average, students will earn at least 80% or higher on this artifact.	Fall 2017 85% Fall 2018 80% Fall 2019 91% Fall 2020 Mean of Completers: 83% Range: 9-100 n: 6 Fall 2021 Mean of Completers: 96% Range: 68-100 n: 11.	Results show the students can recognize accounts that need to be adjusted and can update the accounts by preparing an adjusted trial balance at the end of the reporting period. Performance	It's likely this performance increase is due to the low number of students and significantly higher bottom-end of the range. It will take more data cycles to know if the long-term average will remain so high.	Prior to 2020, one assignment was used to measure PLO #2 and #3. Starting Fall 2020, assignment was split into two problems to give more specific data. Last year, there was a significant difference in performance between the two, but that gap closed quite a bit this year.	Gather more data to ensure students keep performing at a high level.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		preparing and posting adjusting entries, preparing the financial statements, and preparing the closing journal entries.			increased from 83-96% from last year.			
3	Demonstrate the ability to prepare an Income Statement, Statement of Retained Earnings and Balance Sheet.	ACC 220 (Intermediate Accounting I) Chapter 3, problem 3-8 This problem involves students preparing general journal entries, posting them to the ledger, preparing a trial balance, preparing, and posting adjusting entries, preparing the financial statements, and preparing the closing journal entries.	On average, students will earn at least 80% or higher on this artifact.	Fall 2017 85% Fall 2018 80% Fall 2019 91% Fall 2020 Mean of Completers: 100% Range: 100-100 n: 6 Fall 2021 Mean of Completers: 99.9% Range: 99-100 n: 11.	Results show the tool evaluating students' ability to prepare corporate financial statements using generally accepted accounting principles. Student performance was exceptionally high this cycle at 99.9%, continuing the impressive performance from last year.	No areas for improvement are identified. Student performance is exceptionally good.	Prior to 2020, one assignment was used to measure PLO #2 and #3. Starting Fall 2020, the assignment was split into two problems to give more specific data. Last year, there was a significant difference in performance between the two, but that gap closed quite a bit this year.	If results remain so high, the tool should be reviewed to ensure appropriate rigor.

Curriculum Map A25800 Accounting and Finance

Course	PLO1	PLO2	PLO3
	Demonstrate the ability to use General Journal to record business transactions.	Demonstrate the ability to adjust the accounts and prepare a trial balance at the end of the period.	Demonstrate the ability to prepare Income Statement, Statement of Owner's Equity, and Balance Sheet.
ACC 120	D	I	I
ACC 121			
ACC 122		D	D
ACC 129			
ACC 130			
ACC 140			
ACC 149			
ACC 150	D	D	D
ACC 220	M	M	M
ACC 221	M	M	M
ACC 225			
ACC 269			
BUS 115			
ACA 111			

SLO Key	**Meaning**
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – D35100 AC, Heating, and Refrigeration Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Strengths: The ACHR curriculum is a vital asset for local HVAC contractors and industry maintenance departments. Our instructors are knowledgeable with over 25 years of combined experience. Areas for Improvement: Recruitment could be better and new equipment is always a plus. With increased space we now have more room for hands-on training. Needs: Money from the institution to upgrade existing equipment and purchase new equipment would be helpful. Actions: Identify recruitment opportunities and equipment needed to improve the program.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Diploma, C35100A (Cooling), C35100B (Heat Pump), C35100C (Heating
Is there anything you want to note about these diplomas, certificates, or pathways?	Certificates are designed to address specific industry needs.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	D	22.31 FTE production with 1 FT instructor and 1 PT, net loss of $40,657.71. The contributions of the program to local industry can't be measured in FTEs alone.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	A	Renewable energy programs and instructor experience. Expanded marketing would benefit the program.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	O	Program hours are set at or within 1 credit hour of state minimums as requested by the administration.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	Retention 80% for diploma. Course success rates are high.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	HVAC industry has been predominantly white male in the past. We have been able to attract non-traditional students and serve them well.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	A	Courses are sequenced to meet needs. Courses normally have a suitable number of students.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	We offer courses day and evening; it is difficult to deliver these courses online and COVID proved that.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	Evaluations are good. Student feedback is addressed to the instructor and executive level as needed. Instructors in the ACHR curriculum have good relationships with students and most

		concerns are addressed in person in a timely manner.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	D	Enrollments are slightly down but expect them to recover.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	A	The percentage is 38%, I am not sure how that is calculated but I believe reported is lower than actual. Diploma graduates receive 3 awards each. Even if a student does not graduate it is probable that a certificate was earned.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	A	Most have jobs waiting or are employed at time of completion.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	A	Our community would not be properly served without this program.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – D35100 AC, Heating, and Refrigeration Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Graduates will demonstrate knowledge learned from the course. These outcomes highlight procedures for working and preparing customer HVAC systems for repair. This includes the use of service information, visual inspections, tools, and equipment repaired and verified according to manufacturer's specifications.	The student will correctly perform a HVAC refrigerant repair in AHR 110. Repair will require troubleshooting problems and repair with 5 components.	Students must achieve 4 of 5 components in a single attempt.	Fall 2021 Mean:4.5 Average score 4.6 Range:3.6-5 n = 7	Students performed well.	More hands-on and one-on-one instruction with students as needed.	No changes made.	Work more with students that may be underperforming.
2	Graduates will demonstrate knowledge, operation, service, and repair of a gas heating system. Inspect heat	The student will perform a repair of a gas furnace in AHR 112. Students will troubleshoot and repair malfunctions in	Students must achieve score of 6/8	SP 2022 Mean:7 Mean of Completers:7.3 Range:5-8 n = 7	Gives students real life hands-on repair experience without the pressure of having to be profitable.	More hands-on for students that may have underperformed.	No changes made.	Work more with students that may be underperforming.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	exchangers; and determine needed repair. Perform mechanical and gas test before start-up and normal operation.	gas furnace requiring 8 components.						
3	Students will demonstrate knowledge, operation, service, and repair of heat pumps. Inspect electrical and refrigeration components; and determine needed repair. Inspect and test auxiliary heat and related defrost systems using appropriate service information.	The student will perform a HVAC service on a heat pump in AHR 114. The troubleshooting and repair will involve 7 components.	Students must achieve score of 5/7	SP 2022 Mean:6 Range:5-7 Average score 6.4 n = 7	Gives students real life hands-on repair experience without the pressure of having to be profitable.	More hands-on for students that may have underperformed.	No changes made.	No actions necessary, students performed well.
4	Graduate will demonstrate knowledge, operation, removal of CFC based	Students will demonstrate process of refrigerant removal in 9 steps in AHR-114.	Students must perform 7 of 9 correctly	Spring 2022 Mean:8 Range:6-9 Average score 8.2 n = 7	Teaches students proper method of working with refrigerants that can have	More hands-on for students that may have underperformed.	No changes made.	Work more with students that may be underperforming

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	refrigerants to EPA standards.				harmful effects.			
5	Graduates will demonstrate knowledge, operation, removal, and repair of electrical components. This includes troubleshooting, testing, replacing, parts using appropriate service information	The student will perform a replacement of an electrical motor in AHR 111. This replacement requires 11 steps.	Student must perform 7 of 11 properly in a single attempt.	SP 2022 Mean:9 Range 8-11 Average 9.3 n = 7	Instructs students with proper troubleshooting and replacement methods for motors associated with HVAC equipment.	More hands on for students that may have underperformed	No changes made.	No actions necessary, students performed well.

Curriculum Map – D35100 AC, Heating, and Refrigeration Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Students will demonstrate knowledge learned from the course. These outcomes highlight procedures for working and preparing customer HVAC systems for repair. This includes the use of service information, visual inspections, tools, and equipment repaired and verified according to manufacturer's specifications.	Students will demonstrate knowledge, operation, service and repair of a gas heating system. Inspect heat exchangers; and determine needed repair. Perform mechanical and gas test before start-up and normal operation.	Students will demonstrate knowledge, operation, service, and repair of heat pumps. Inspect electrical and refrigeration components; and determine needed repair. Inspect and test auxiliary heat and related defrost systems using appropriate service information.	Student will demonstrate knowledge, operation, removal of CFC bases refrigerants to EPA standards.	Students will demonstrate knowledge, operation, removal, and repair of electrical components. This includes troubleshooting, testing, replacing, parts using appropriate service information.
AHR 110	I			I	I
AHR 111			I		I
AHR 113		I	D		
AHR 114	D	D	D		D
AHR 160				D	
AHR 133	M	M	M	M	M
AHR 130			D		D
AHR 112		D			D
ACA 122			D		
COM 110			D		
MAT 110			D		
CIS 111			D		

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review - Associate in Fine Arts in Visual Arts (A10600)

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
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- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate in Fine Arts in Visual Arts (AFAVA) degree at Gaston College is to provide students with a transfer degree which allows for seamless entry to a senior institution offering a Bachelor of Fine Arts (BFA) degree or experience to enter the workforce in an art-related field. The Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts Articulation Agreement (AFAVA to BFA AA) is an agreement jointly created by the North Carolina Community College System and the University of North Carolina BFA visual arts programs. The AFAVA to BFA is focused on developing seamless transfer for students who begin visual arts studies at a community college and then transfer to one of the UNC BFA visual arts programs. There are seven BFA-granting institutions within the UNC system whose focus is on the visual arts: Appalachian State University – BFA in Studio Art, East Carolina State University – BFA in Art, UNC Asheville – BFA in Art, UNC Chapel Hill – BFA in Studio Art, UNC Charlotte – BFA in Art, UNC Greensboro – BFA in Studio Art, Western Carolina University – BFA in Art. This agreement requires Gaston College graduates to obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer.

The AFAVA degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

In addition to transferring to BFA programs, the AFAVA degree program prepares students for many career options in art and design. Each participant receives foundational training for entry into a career as an art professional. Students who transfer from Gaston College pursue majors that include the following: Animation, Architecture, Art Education, Art History, Art Therapy, Computer Art/Design, Commercial Art, Design, Fashion Design, Fine Arts, Graphic Design, Illustration, Interior Design, Museum Studies, Photography, Studio Arts, Visual Communications, and Web Design. Students completing the AFAVA program will meet the following program learning outcomes:

1. Demonstrate use of the elements of art and apply the principles of design to create original compositions.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

2. Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.
3. Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.
4. Use the terminology of visual arts to communicate effectively through writing and/or speaking.
5. Demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.

A culminating show of student work will be required for graduation.

The art faculty serves as the primary program review committee for this degree program. This group meets regularly depending upon current needs and activities. Additionally, an external AFAVA Advisory Board meets annually to review curricula, recruitment, and other topics. This committee is composed of representatives from the community, local school systems, graduates, and current faculty.

The following action items from the 2021-2022 program review cycle were addressed.

Create an orientation video for the AFAVA program – An orientation video has been created and will be distributed to area high schools throughout the 2022-2023 school year.

Further investigate major renovations to the current facilities
The exterior of CVA has been power washed; rotted wood has been repaired and painted. A donor paid for a new building/renovation study, but the donor has decided not to proceed since the college was not willing to contribute to the project.
Update the student lounge area, as well as the student exhibition space with paint, drywall, and furniture.
Bistro tables and chairs were added to the student lounge area, plus entryway seating was updated. In the kitchen area, the old counter and sink were replaced, plus cabinets were painted. The gallery space of CVA (D.F. Beam Visual Arts Building), in which events like graduating students' culminating exhibits and seasonal art sales occur, was renovated to remove carpet from the walls and replace it with new drywall and paint. Other changes include paint, updated display pedestals, and lighting. This project was completed in time to showcase five graduating students' bodies of work in an exhibition called *Color the World* in October 2022.

Collaborate with marketing to create program specific strategies for enrollment.
At this time, collaboration with the GC Marketing Department to develop specific strategies has not occurred, but this remains a goal for the coming year.

Add a high school art teacher, AFAVA student, and a community arts employer to the AFAVA Advisory Board

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

This goal was not met in the 2021-2022 cycle. Efforts were hampered when one person originally invited to participate on the board relocated to a new state. However, developing a robust Advisory Board remains a priority, and recruitment efforts for the Advisory Board are ongoing.

Students will create a Google Folder with written descriptions and images of all work from the art studio courses.
During 2021-2022, AFAVA students created Google Drive folders that contained images/written descriptions of their work in Drawing and Sculpture classes. Doing this allowed students to build materials for their culminating exhibits.
Explore a program website with a directory of current student work and/or student websites.
Investigation of a department website/directory of current students indicated that having a departmental website is of less benefit to students than encouraging/requiring students to build their own websites. Further, faculty are instructing AFAVA students to focus on consistently posting their work to existing social media platforms that are already being used, such as Flickr, Instagram, and Facebook.

Explore adding AutoCAD to ART 122: Three Dimension Design to be in alignment with the senior institutions.
Exploration of the costs related to AutoCAD indicated that the value added to ART 122 was limited and did not justify the expense.

Explore embedding conceptual practices in the studio courses.
This goal was not met in the 2021-2022 cycle.

Collaborate with community stakeholders to help non-transfer students enter the workforce (investigate apprenticeship program and work-based learning opportunities)
This goal was met in part by having working artists do presentations on campus in which they discussed professional opportunities with AFAVA students. The opportunity to gain practical experience in the field of art is encouraged by the Work-Based Learning (WBL 111) elective that is one of the suggested options in the AFAVA degree.

Advising of all AFAVA students will move to an assigned advisor in the newly formed Arts and Sciences Advising Center – By Fall 2021, all AFAVA students were being advised by professional advisors in the Arts and Sciences Advising Center. Those who met with an advisor received specific guidance on their degree requirements and courses for future semesters. Based on the timeline of courses agreed on in that meeting, students are then able to register independently for future semesters. Those with questions are free to consult with their advisors on any questions.

Strengths

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Survey art courses are a vital part of the general education component for most degree programs at the college. There is consistently a high demand for these courses. In addition, there has been growth in the need for studio courses. Data analysis of previous semesters has been conducted to determine student demand related to course needs.

The program is housed in a stand-alone art building. Additionally, there is a student art gallery and a professional art gallery that attract local and national exhibiting artists. The program employs faculty with a diverse range of skills. Students can get individual attention from experts in a variety of mediums (computers, sculpture, painting, ceramics, printmaking, etc.). Since the last program review, the following equipment/facility updates have been accomplished: The gallery space in CVA (D.F. Beam Visual Arts Building), in which events like graduating students' culminating exhibits and seasonal art sales occur, was renovated to include new drywall, paint, updated display pedestals, and lighting. Faculty in the program continue to work diligently on collaboration with the senior institutions to help with seamless transfer.

Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS).

Areas for Improvement

Program leaders have identified several areas for further development. Faculty will focus on recruitment efforts for the program, brainstorming ways to increase response rates for course evaluations and graduation surveys, improvement of seamless transfer to senior institutions, and preparation for the local job market using work-based learning courses. One of the action items from 2021-2022 was to collaborate with marketing to create strategies for the program. Due to a reorganization of the marketing team and new hires in this area, this action was not completed but remains a priority for the 2022-2023 cycle.

Needs

There is a continued need for a targeted marketing plan for the recruitment to the AFAVA program and awareness of the program-specific scholarship opportunity. While facilities are adequate for current enrollment, growth is limited. There is a need for a designated space for each medium (computers, sculpture, painting, ceramics, printmaking, etc.).

Actions for 2022-23

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Distribute the AFAVA orientation video created in 2021-2022 to area high schools to aid in student recruitment efforts. Investigate funding sources for a state-of-the-art color printer. Work with GC Marketing Department to generate specific strategies to grow enrollment for the AFAVA program. Add a high school art teacher, AFAVA student, and a community arts employer to the AFAVA Advisory Board. Rearrange some studio spaces to add 2 additional "seats" so current seating caps may be raised from 14 to 16 in Printmaking, Painting, Drawing and 2-D design. Replace broken easels plus purchase additional easels for expanding painting/drawing classes. Purchase equipment needed for expansion (4 additional taborets for painting, 4 more adjustable chairs, 2 new worktables for sculpture/3-D studio. Recover tops of sculpture tables Purchase touch screen Smartboard for printmaking studio

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	NA
Is there anything you want to note about these diplomas, certificates, or pathways?	NA

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		FTE Count A10600 • 2018-2019 39.62 • 2019-2020 55.38 • 2020-2021 49.81 • 2021-2022 47.5 There was a decrease in FTE of approximately 2.31 percentage points 2020-2021 to 2021-2022. Art classes are one of the top FTE earners at the College. Many other programs use ART 111, ART 114, and/or ART 115 to satisfy the Humanities/Fine Arts requirements for their

		degree programs. In addition, ART 111, ART 114, and ART 115 are part of the college-wide general education competencies. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		There is a unique scholarship opportunity at Gaston College for AFAVA students through a private donor. The AFAVA program has a stand-alone art building, and two art galleries. The program faculty members are professional artists with diverse specialties; thus, students receive specialized instruction. Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school population as a target audience. We continue to collaborate with senior institutions regarding the Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses?		Neighboring institutions that offer an AFAVA degree include Central Piedmont Community College (CPCC), Cleveland Community College

• What strategies have been and/or will be implemented?		(CCC) and Catawba Valley Community College (CVCC). Just as Gaston College requires 60-61 hours to earn the AFAVA, CPCC's degree requires 60 hours of instruction. While GC's AFAVA requires 25 hours of general education courses, CPCC requires 28 semester hours of general education core courses and 32 semester hours of courses in a wide selection of ART classes, compared to GC's requirement of 30. The remaining five to six hours of GC's requirement are elective hours that allow students to choose from various ART courses, SPA classes or a Work-Based Learning credit. CPCC's curriculum does suggest taking a foreign language. CCC and GC require the same number of hours to earn the AFAVA degree (60-61). The list of/required number of general education courses is the same. These include ENG 111/112, 6 hours of Humanities/Fine Arts, 6 hours of Social/Behavioral Sciences, 4 hours of Natural Sciences, 3-4 hours of Mathematics, and ACA 122. While GC requires six specific required ART classes, CCC requires five. The other 19 hours of CCC's degree are elective ART classes or MAT 172. Their published information does not indicate the need for hours in a foreign language. CVCC requires 63-65 hours to complete the AFAVA degree compared to GC's required 60-61 credit hours. Of those 63-65 hours for CVCC students, 30-31 hours are required in general education classes. CVCC has only five required ART classes (ART 114, 115, 121, 122, 131). GC requires those five, but also requires ART 214 (Portfolio and Resume). While GC points AFAVA students to a wide variety of ART classes, SPA 111/112, or a Work-Based Learning credit to complete their elective hours, CVCC

		points students to 18-20 more hours of general education classes to complete elective hours.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and program learning outcomes
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		Program Retention A10600 • Fall 2017 to Fall 2018 33% • Fall 2018 to Fall 2019 59% • Fall 2019 to Fall 2020 54% • Fall 2020 to Fall 2021 44% • Fall 2021 to Spring 2022 86% There was an increase in the retention rate of new students of approximately 42 percentage points in the last cycle. Divisional administrators track individual course withdrawal and success rates and create strategies to improve. Art faculty will implement strategies to increase the retention rate in identified courses.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		Demographics A10600 Fall 2021 Percent Female 62% Percent Male 38% Percent White 42% Percent Non-White 58% We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Arts and Sciences Transfer Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing is a high priority within the program. Most studio classes are offered in the afternoon to ensure students can complete general education requirements during the morning hours. Students are advised to balance studio and general education classes throughout the program to offset the need for too many studio courses in one semester. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiencies in course offerings.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in the survey classes for A10600. However, all studio classes are traditional classes. Classes are offered during the day on the main campus. There are a few classes offered in the evenings based on student demand.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Due to course evaluations being administered online, the response rate remains low. Institutional Effectiveness and the Dean's Council continue to brainstorm ways to increase student response rates. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		Low Enrollment – courses are stacked to accommodate several courses in one-time block. ART 214

	Rating	Explanation
		ART 231 ART 283 Low Success Rates – when a course has a low success rate, it is often because there are so few students in that section. High Withdrawal Rates - Art classes do not rank in the courses with the highest withdrawal rates (Fact Book)
<u>Graduation</u>: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A10600 have diversified goals for attending; and completion of a credential is only one preference. Barriers to timely completion include the fact that the majority of the courses are only offered in a traditional, seated format and many of the courses meet for several hours at a time, which is not conducive to most students' current preference. Actual - 94 students, 7 received an award = 7%

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, was 82.7% in 2021. State-wide associate degree transfer data does not distinguish AFAVA transfer students. These students are combined with other associate degree earners in the data. Transfer advisors assist students in developing educational plans with the goal of seamless

	Rating	Explanation
		transfer to a senior institution based on the published Baccalaureate Degree Plans (BPDs).
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A10600 Associate in Fine Arts in Visual Arts

The following rubric is used to holistically evaluate the Program Learning Outcomes for the Associate in Fines Arts in Visual Arts. The benchmark is an overall score of 3 out of 4 or 75% (a rating of "good"). The rubric scoring range is shown below:

Improvement Needed (1)	Fair (2)	Good (3)	Excellent (4)
0-59% success rate on the course assessment activity	60-74% success rate on the course assessment activity	75-84% success rate on the course assessment activity	85-100% success rate on the course assessment activity

The Associate in Fine Arts in Visual Arts program consists of five expected learning outcomes. Each area is rated according to the appropriate assessment.

The scoring rubric above is used to provide a holistic evaluation of overall student success for each degree program. The total overall success rate for the program learning outcomes as measured by this rubric is 100%.

All program learning outcomes met the 75% benchmark.

Detailed actions to be implemented addressing these outcomes are included in the assessment tables below.

Summary of Associate in Fine Arts in Visual Arts	Total Points Achieved
Program Learning Outcome 1: Demonstrate use of the elements of art and apply the principles of design to create original compositions. 90	4
Program Learning Outcome 2: Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media. 96	4
Program Learning Outcome 3: Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles. 88	4
Program Learning Outcome 4: Use the terminology of visual arts to communicate effectively through writing and/or speaking. 92	4
Program Learning Outcome 5: Demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition. 100	4
Total Achieved/Total Possible	20/20
Overall Rubric Score	100%

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate use of the elements of art and apply the principles of design to create original compositions.	Students will be assessed on this outcome in several ways. In ART 122: Three-Dimensional Design students will complete a final exam that will demonstrate their comprehension of the elements of art and the principles of design. The application part of this outcome will be assessed from the following two components of ART 214: Portfolio and Resume: portfolio and	On average, students completing the final exam in ART 122 will earn at least 70% of the available points to demonstrate their ability to use their comprehension of the elements of art and the principles of art. On average, students completing the portfolio and critique in ART 214 will earn at least 70% of the available points demonstrating their ability to create	Fall 2021 Combined Mean: 95 Final Exam: 92.5 Portfolio: 100 Faculty Critique: 93	Students consistently perform well on the final exam in ART 122. The exam covers the elements and principles of art. The quality of the artwork in ART 122, as well as understanding materials and the metaphor of materials, has increased over the past two years. Emphasis has been placed on students learning how to hone their craft.	Fall 2021: For ART 122, there were six questions out of fifty that were below the 80% benchmark (Q4, Q17, Q31, Q34, Q40, Q42, and Q47). Areas below the benchmark dealt with understanding of the terms proportion, economy, local color, intensity, scale, hue, and rhythm. Students need to continue to master vocabulary and terminology. Students need to demonstrate	Changes implemented since the last cycle: To lay a foundation for proficiency in vocabulary/terminology, both were posted in the form of visuals in ART 114/115. Further, the Art 122 instructor consistently demonstrated the use of terms/vocabulary in class lectures and discussions and assigned multiple quizzes, as well as an essay on color to increase student fluency with both. Art terminology was discussed in the studio and students reviewed vocabulary before each critique. To increase the quality of final portfolios, coaching students on portfolio content happened in	The ART 122 faculty will continue to use terminology/vocabulary quizzes throughout the semester and will consider making those a larger part of the students' overall grades. They will incorporate use of correct vocabulary as a formal component within the Faculty Critique process. All concepts including those in which student responses fell below the benchmark (proportion, economy, local color, intensity, scale, hue, and rhythm) will be emphasized by encouraging multiple viewings of vocabulary lectures, making the	**4**

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		faculty critique.	original compositions		For the application part of the assessment, students document a strong body of work. All program faculty participate in the faculty critique process. Feedback has been positive from students and faculty, as the critique is the strongest aspect of the review. An additional strength is the updated technology for the portfolio.	proficiency by using the terms more often in class.	every class. Students began using the photo area in CVA 002 to create portfolios.	vocabulary quiz(zes) worth more points, as well as by instructor repetition of verbal usage of terms during in-class critiques. Instructors in other classes will stress the importance of appropriate and accurate use of terminology/vocabulary by using it within their class lectures/discussions. Assessment results will be collected again during the next assessment cycle.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
2	Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.	ART 214: Portfolio and Resume students will be assessed on the following three components of the course: portfolio, final exhibition, and faculty critique. This course is a culminating experience and looks at the students' entire body of work from their degree.	On average, students completing the portfolio, exhibition, and critique in ART 214 will earn at least 70% of the available points on each part demonstrating their ability to produce a body of work illustrating fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.	Fall 2021 Combined Mean: 98 Portfolio:100 Final Exhibition: 100 Faculty Critique: 93	The main strength of the exhibition is that students gain hands-on experience and create a strong body of work. All art faculty participate in the faculty critique process. Feedback has been positive from students and faculty, as the critique is the strongest aspect of the review. An additional strength is the updated technology	An area that needs improvement is consistent demonstration of a strong work ethic/more professionalism. Students need to demonstrate the ability to meet deadlines and produce professional quality images of their art. How well students prepare documentation for their portfolios is a continuing issue.	Changes implemented since last cycle: Students who took ART 122 as their first class in the series progressively built their portfolios. In that class, they created personal websites that displayed photos of their work. In ART 214, students were encouraged to have personal websites as well as a portfolio pdf. Students also presented their work in both written and oral formats.	Investigation of a department website/directory of current students indicates that having a departmental website is of less benefit to students than encouraging/requiring students to build their own websites. Therefore, faculty will focus on building/growing social media that are already being used. Student work will be displayed on existing platforms like Flickr, Instagram, and Facebook. To emphasize the need for a stronger work ethic/more professionalism in portfolio creation and the final	**4**

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					for the portfolio. Due to COVID, for fall 2020 and spring 2021, students presented their work in a virtual art show. The final exhibit grade also included the submission of the digital portfolio.			exhibition, faculty will show examples, expose students to visiting established, working artist presentations, and require edits of early Artist Statement and resume drafts. To encourage students to meet deadlines, instructors will verbally and digitally publicize due dates and hold students accountable for presenting on time. A traditional student exhibition will occur in October 2022. Assessment results will be collected again during the next assessment cycle.	
3	Recognize and analyze the aesthetic,	ART 114: Art History Survey I and ART 115:	On average, students completing the final	Fall 2021 Combined Mean: 87 ART 114: 79	The assessments provide a comprehensi	Test item analysis revealed that questions	Changes implemented since the last assessment cycle:	Instructors will investigate a new text option that has a more global	**4**

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	social, and historical context of major and diverse artistic periods and styles.	Art History Survey II students will take a comprehensive final exam with questions that will require students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	exam in ART 114 and ART 115 will earn at least 80% of the available points to demonstrate their ability to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	ART 115: 94	ve analysis of the learning objective. The assessments are robust and provide written and visual analysis. The assessments include slide identification of a broad range of art through different periods.	below the benchmark involved slide identification (due in part to students not purchasing the text).	Instructors spent more time with slide identification and using difficult terminology in class lectures. Links to Khan Academy were added to Bb courses.	perspective. They will investigate an inclusive text for both ART 114 and 115. Instructors will have students access slides via PowerPoint, making sure that slides appear in both the text and PowerPoint.	
4	Use the terminology of visual arts to communicate effectively through writing and/or speaking.	ART 214: Portfolio and Resume students will be assessed on the following two components of the course: artist	On average, students completing the artist statement and faculty critique in ART 214 will earn at least 70% of the available	Fall 2021 Combined Mean: 97 Artist Statement: 100 Faculty Critique: 93	The artist statement and faculty critique comprise a comprehensive process.	All ART 214 (Portfolio and Resume) students need to present their work using correct terminology. For each student's Artist	Changes implemented since last assessment cycle: Instructors placed emphasis on Artist Statements in other courses, such as ART 231, 281, and 265.	To improve the quality of final prints, ART 214 students will receive specific instruction on the quality of photos they must produce of their own work. These guidelines will be in	**4**

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		statement and faculty critique. This course is a culminating experience and looks at the students' entire body of work from their degree.	points on each part demonstrating their ability to use the terminology of visual arts to communicate effectively through writing and speaking.			Statement, appropriate, discipline-specific vocabulary words must be included.	Students created Google Drive folders that contained images/written descriptions of their work in Drawing and Sculpture classes.	both verbal and digital format. The faculty will instruct students that using correct terminology and discipline-specific vocabulary will be part of the graded assessment of their Artist Statement. Students will make final prints of their work and keep hard copy evidence of their work throughout their GC AFAVA experience.	
5	Demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.	ART 214: Portfolio and Resume students will be assessed on the following two components of the course: final exhibition and digital	On average, students completing the portfolio and exhibition in ART 214 will earn at least 70% of the available points on each part demonstrate	Fall 2021 Combined Mean: 99 Final Exhibition:100 Portfolio: 98	The final exhibit is a hands-on experience. Students create and learn the business of exhibitions by creating a digital social media presence.	Students need to become more aware of various ways of exhibiting their work. This will increase the number of pieces students have for their exhibitions.	Changes implemented since the last assessment cycle: The faculty added a lecture on art careers to ART 214. Also, students who attended on-campus artist lectures had the opportunity to interview artists about the practical	Faculty will continue to consider the best way to present information about career options and monitor current efforts for effectiveness. Faculty will continue to assess the best way to have students save/post	**4**

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		resume. This course is a culminating experience and looks at the students' entire body of work from their degree.	competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.		Due to COVID, the final exhibit was virtual for fall 2020 and spring 2021. The digital resume has two components: the creative resume and the curriculum vitae.	This is an example of bringing more professional practices into the portfolio classes.	realities of being working artists. A folder of art career resources was created and posted on OneDrive to be shared among faculty. Some studio classes created Google Drive folders with images/written descriptions.	images and descriptions of their work. Resources for creating more professional quality images of students' artwork will be shared by instructors. Every assignment will include either specific instructions or a link to tips on professionalism. Assessment results will be collected again during the next assessment cycle.	

Curriculum Map A10600 Associate in Fine Arts in Visual Arts

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Demonstrate use of the elements of art and apply the principles of design to create original compositions.	Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.	Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	Use the terminology of visual arts to communicate effectively through writing and/or speaking.	Demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.
ART 111			I	I	
ART 113	I	I			
ART 114			I	I	
ART 115			I	I	
ART 121	I		I	I	
ART 122	I		I	I	
ART 131	I		I	I	
ART 132	D		D	D	
ART 171	I	I	I	I	
ART 214	M	M	M	M	M
ART 231	I	I	I	I	
ART 232	D	D	D	D	
ART 240	I	I	I	I	
ART 241	D	D	D	D	
ART 244	I	I	I	I	
ART 264	I	I	I	I	
ART 265	D	D	D	D	
ART 266	I	I	I	I	
ART 267	D	D	D	D	
ART 271	I	I	I	I	
ART 275	I	I	I	I	
ART 281	I	I	I	I	
ART 282	D	D	D	D	
ART 283	I	I	I	I	
ART 284	D	D	D	D	
ART 285	D	D	D	D	
ART 286	M	M	M	M	
ART 288C	M	M	M	M	
ART 288P	M	M	M	M	
ART 288S	M	M	M	M	

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A60160 Automotive Systems Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate of Science in Automotive Systems Technology program is to prepare individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. The program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

Strengths
Curricula in our Mobile Equipment Maintenance and Repair pathways prepare individuals for employment as entry-level transportation service technicians. The program introduces transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Areas for Improvement
Program leaders and Advisory Board members will focus on recruitment efforts for the automotive program. We will work with advisory board members to increase the number of scholarship opportunities for students in the Automotive Systems Technology program. Brainstorm with marketing to improve visibility. We will explore ways to increase response rates for course evaluations and graduation surveys. We will continue to work with the automotive advisory board to identify program weaknesses, identify developing trends in the transportation industry, identify program needs for curriculum development that improves students' knowledge and skills for a seamless transfer into the job market.

Needs
There is a need for targeted marketing for the recruitment of students and an awareness of scholarship opportunities. While facilities are adequate for current enrollment, the new curriculum revision proposal will tighten available space. Because of limited space, the Automotive Advisory Board is concerned that the program cannot meet the demands of emerging technologies in the transportation industry and could weaken the program's ability to serve students and businesses in our community. Introducing innovative programs to the transportation program could mean expansion of current facilities or the construction of a new facility to house new courses such as Hybrid Electric, Electric Vehicles, expanding Light Duty Diesel (LDD) course offerings, and creating a Paint and Body program.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Actions In an effort to meet the needs of the automotive program, the following steps will be implemented during the 2022-2023 academic year: • Collaborate with the marketing department to create specific strategies for program recruiting • Increase advisory board diversity and membership. • Investigate opportunities for expansion of programs. • Continue to evaluate curriculum to be reflective of the service area needs. • Work to obtain Master level accreditation for the program from the Automotive Service Excellence Education Foundation.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Automotive Systems Technology (D60160) Automotive Systems Technology – Automotive Engines and Power Trains Certificate (C60160A) Automotive Systems Technology – Automotive Fuel and Electrical Systems Certificate (C60160B)
Is there anything you want to note about these diplomas, certificates, or pathways?	Each pathway offered is designed for the student who is looking for targeted training. Each pathway was built using advisory board input to meet our service area needs.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	D	FTE Count A60160 • 2017-2018 70.45 • 2018-2019 63.19 • 2020-2021 37.66 There was a decrease in FTE of about 9% from 2017-2018 and about 5.41% from 2017-2018 to 2018-2019. In 2020-2021, FTE fell by 44% amidst COVID-19 and moving to online. This weighed heavily on enrollment. Three (3) evening classes are running at 50% enrollment capacity for the first time

	Rating	Explanation
		in a few semesters. Even after all the program has endured, FTE count for Fall 2022 is up 84%.
Uniqueness: • What do we do that sets us apart from neighboring institutions?	D	The program needs to be modernized. We will follow the advice of the Automotive Advisory Board to purchase equipment and make curriculum changes that meet the needs of students and the businesses within the College's service area.
• How effective are marketing efforts in highlighting this unique vision and attracting students?	A	Gaston College has increased its efforts to market programs in the CTE Division in creative ways. The College held its first CTE Tuesday Zoom with Lincoln County Schools. In the meeting, interested students spoke with the Automotive Chair, a current student, and a graduate. The second marketing event was an open house in a Zoom format. In this meeting, students had the opportunity to speak to the Dean and each Automotive Instructor.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses?	D	Hours to complete the program are lower than in other programs. The difference is those programs have introduced new emerging technology courses that have extended their hours to completion. At other institutions, the focus is on the student getting what they need and what the service area needs in a worker. The differences are, here at Gaston College, we reduced hours to get them out into the workforce without removing essential courses to allow for the introduction of new courses that teach current but growing trends in the auto industry. Examples of those trends are LDD,

• What strategies have been and/or will be implemented?		Hybrid Electric, Full Electric, Full Electric and Autonomous vehicles. Every year, the College conducts a Program Revision. During this period, the program chair has an opportunity to make corrections to the program according to a host of factors that impact program design and course offerings. Examples of developments that would lead to a program revision are the emergence of innovative technologies in the industry such as Full Electric vehicles.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		The program SLO's are broad to allow for a variety of learning experiences in an industry and learning environment that constantly changes. There may be multiple opportunities for students to remove an engine, but there may only be one at removing and replacing a timing belt or chain on a vehicle. So, SLO's are flexible and adaptable to meet an ever-changing landscape.
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	The Automotive program has grown from a 17% retention rate from Fall 2020-2021 to an 83% rate from Fall 2021-2022. The Automotive program has a 4% higher retention rate of new students than the College's 79% rate.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.	D	Automotive is using a wide range of college publications with images of students of all demographics to highlight the makeup of our student population. Demographics A60160 Fall 2021

	Rating	Explanation
		Percent Female 17% Percent Male 83% Percent White 70% Percent Non-White 30% Demographics Gaston College Fall 2021 Percent Female 66% Percent Male 34% Percent White 63% Percent Non-White 37% The Automotive Department continues to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We support student success by identifying College resources like the Writing Center, Math and Science Center, Learning Center, and TRIO. Additionally, the department has asked local dealerships and shop owners to contribute to an Automotive Minority scholarship to help students in targeted demographics.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?	A	Course sequencing is a high priority within the program. All the programs in the CTE Division block an 8 – 10 Tuesday and Thursday morning time slot for students to take their General Education courses. The Division requests these block times for students, ensuring they get the courses they need and enough student enrollment for the classes to run. Having division sequences overlap removes a roadblock and prevents a student from getting off sequence and delaying program completion. Courses having State pre-requisites are sequenced one after the other and listed as a high priority course in the program's course outline.

	Rating	Explanation
• Are courses filled at an appropriate rate?		Yes. Because the program's overall goal of having student's complete lab tasks and live vehicle repairs, it is necessary to limit the number of students to instructor ratio to 15 to 1. Using high-valued tools and electronic equipment can be dangerous and expensive if not appropriately supervised.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	Yes, Automotive students are visual and tactile learners, so we incorporate lecture, discussion, and hands-on training methods. We do have web-assisted classes, but our student population does not perform as well as seated students do. The program offers morning and evening classes for day and evening instruction.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	In one instructor evaluation, a student commented that the course was filled with coursework. The actual problem was the course was web-assisted, and the students had not been keeping up with their assignments. The instructor allowed the student an opportunity to complete and submit missing assignments. Other evaluations reveal student satisfaction.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	A	Enrollment, success rates and withdrawal rates are satisfactory. They are no more than the result of attrition that occurs in all programs over time.
Graduation: • How does the actual awards/headcount percentage	D	Awards/headcount are lower than we would like. What is missing is an evaluation tool that can identify barriers so they can be addressed.

	Rating	Explanation
compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		For some, it is a time commitment issue, and for others it is financial.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	As with all post-secondary education, not all students who entered the Automotive program have entered or continued in the field. The ones who have been successful and well respected. According to the DOL, the median age of an automotive technician is now 57 years old, an increase of 2 years from 2020-2021 data.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	D	The program needs to be modernized. It has not seen a total revision in course offerings in over 25 years. Industry has provided the use of tools the College does not have access to. A few businesses have donated blown engines and transmissions. The Committee has said, on several occasions, the College has not responded to requests made by them.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Curriculum Map attached.

Student Learning Outcomes – A60160 Automotive Systems Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
#1	Demonstrate hands-on competence in theory, service, and operation of automotive systems.	Students will correctly perform a coolant pressure test using proper service information in AUT-116 as measured by a rubric with a maximum score of 16.	The student will achieve and an average score of at least 12 of 16 on the rubric.	Fall 2021 AUT-116-D01 Mean: 12 Range: 8 to 16 n: 15	After an instructor demonstration, students have a task sheet that they use during their introduction, development, and mastery	Have a better coolant pressure tester that does not leak, resulting in inaccurate test results.	Using a new pressure tester resulted in an accurate coolant pressure test.	Continue regular instruction using the new pressure tester
#2	Demonstrate basic knowledge of computers.	Students will demonstrate proper use. of the shop's CHB computer-based repair order (RO) documentation program in TRN-110 as measured by a rubric with a maximum score of 16.	The student will achieve and an average score of at least 12 of 16 on the rubric.	Fall 2021-TRN-110-P01 Mean: 13.5 Range: 11 to 16 n: 33	Students improved their computer skills and communication skills.	Students believe creating an RO is a waste of time.	Students were able to correctly create a RO using the correct information.	Now would be a suitable time to investigate a new RO software program. Bring in a shop owner to demo how a RO saved the shop money because of an incident.
#3	Demonstrate a thorough knowledge of	Students will evaluate their learning	Students will achieve and an average score	Spring 2021 AUT-221-D01	Providing students, the opportunity to	Students do not take the opportunity to	Fifteen minutes at the beginning of	Bring in potential employers to provide their thoughts on this

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	automotive systems technology through formative, summative, and performance assessments.	progress using a summative method in a five-sentence paragraph in AUT-221 as measured by a rubric with a maximum score of 16.	of at least 12 of 16 on the rubric.	Mean: 13.5 Range: 10 - 16 n: 13	review their learning, and with the instructor's assistance identifying gaps in their knowledge.	reflect seriously. The instructor/s need to develop methods and language that ratifies the importance of reflection	class was dedicated to students reflecting on their learning. Students themselves identified gaps in their understanding and began asking questions of the instructor for the correct information.	exercise and perceived opinion.
#4	Communicate effectively, both written and orally.	Students will communicate with the customer concerning necessary repairs and how the fix for the problem was. determined. Assessed in AUT-116 using a rubric with a maximum score of 16.	Students will achieve and an average score of at least 12 of 16 on the rubric.	Fall 2021 Mean: 11 Range: 6 - 16 n: 18	Students were able to fill-in a repair order	Students failed to solicit valuable information from the vehicle owner. Students with weak communication skills will not be able to perform at the highest levels	Instructors added garage lingo to increase students' knowledge of descriptive words used to describe vehicle issues related to repairs.	Refer them to the student learning center for tutoring. Continue to recommend students who need assistance.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
#5	Demonstrate professionalism and manual dexterity.	Students will fill out a repair order, communicate effectively and professionally with the vehicle owner. Assessed by a rubric in AUT-213 with a maximum score of 16	Students will achieve and an average score of at least 12 of 16 on the rubric.	Fall 2021-AUT-116-D01 Mean:14 Range:12 - 16 n:17	Students valued the professional modeling and feedback they received from the instructor.	Enhance lessons by including more professional development training.	Student professionalism has improved.	Bring shop managers to be a part of the process. Snap-On's professional development team will be a continued part of TRN-116's instruction.
#6	Demonstrate good reasoning skills, troubleshooting various automotive drivability issues.	Students will use Pro-demand to locate various automotive diagnostic information as assessed by a rubric in AUT-181 with a maximum score of 16.	Students will achieve and an average score of at least 12 of 16 on the rubric.	Fall 2021-AUT-123-D01 Mean: 13 Range: 10-16 n: 17	Students are using Pro-Demand to find troubleshooting information.	Students are becoming aware of the program's full capability and assigned tasks to find specific repair information	Students were assigned specific information to locate using Pro-demand.	All students in the automotive program will be required to attach their repair information with their submitted repair orders.

Curriculum Map - A60160 Automotive Systems Technology

Course	PLO1 Communicate effectively, both written and orally.	PLO2 Demonstrate a thorough knowledge of automotive systems technology through formative, summative, and performance assessments.	PLO3 Demonstrate proper use of automotive related tools and electronic equipment.	PLO4 Demonstrate good reasoning skills, troubleshooting various automotive drivability issues	PLO5 Demonstrate good computer skills to locate automotive repair information.	PLO6 Demonstrate automotive knowledge that is current, complete, and applicable to today's industry standards.	PLO7 Demonstrate professionalism and manual dexterity.
TRN-110	I	I	I	I	I	I	I
AUT 116/A	D	D	D	D	D	D	D
ACA 122	D						
TRN 120	D	D	D	D	D	D	D
AUT 141/A	D	D	D	D	D	D	D
AUT 181	D	D	D	D	D	D	D
ENG 111	D	D	D	D	D	D	D
TRN 145	D	D	D	D	D	D	D
AUT 151/A	D	D	D	D	D	D	D
AUT-151A	D	D	D	D	D	D	D
CIS 111	D				D		
TRN 140/A	D	D	D	D	D	D	D
WLD 110	D	D	D			D	D
AUT 231	D	D	D	D	D	D	D
AUT 281.	D	D	D	D	D	D	D
TRN 130	D	D	D	D	D	D	D
AUT 113	D	D	D	D	D	D	D

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	Communicate effectively, both written and orally.	Demonstrate a thorough knowledge of automotive systems technology through formative, summative, and performance assessments.	Demonstrate proper use of automotive related tools and electronic equipment.	Demonstrate good reasoning skills, troubleshooting various automotive drivability issues	Demonstrate good computer skills to locate automotive repair information.	Demonstrate automotive knowledge that is current, complete, and applicable to today's industry standards.	Demonstrate professionalism and manual dexterity.
LDD 112	D	D	D	D	D	D	D
AUT 183	D	D	D	D	D	D	D
AUT 221	D	D	D	D	D	D	D
ENG 112	D						
AUT 213	M	M	M	M	M	M	M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrate proficiency level appropriate for graduation

Program Review - D20100 Biotechnology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
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The Biotechnology Diploma is a program that focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course work includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology. This curriculum will prepare students for careers through the study of principles in science, laboratory techniques and applied processes. Graduates should be qualified to obtain occupations as process and manufacturing technicians in the life science, food, and agricultural sectors. Upon the completion of this program student will be able to:

1. Demonstrate comprehension of life at the cellular and molecular level using written communication.
2. Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy, precision, and safety.
3. Integrate the laboratory and lecture components of the program through the use of an experimental approach.

The following action items from the 2021-2022 program review cycle were addressed.
To meet the needs of Division, the following actions will be implemented during the 2021-2022 academic year:

Increase the number of successful coaches in the division.
During the Fall of 2021, the Arts and Sciences had 4 success coaches that were primarily responsible for all of success coaching of all students in A&S. Starting Fall 2021, A&S faculty were provided success coach training in order to conduct a new model of success coaching by the A&S faculty. More than 8 training sessions were provided to all A&S faculty. In the Spring 2022, A&S faculty began serving as a success coach for a case load of students. Each A&S faculty member had a case load of 10-20 students throughout the spring semester. The 4 primary success coaches in A&S remained as success coaches for a reduced load of students while assuming the roles of trainer and guide for faculty as they learned to coach students using this new model. Success coaches provided faculty monthly emails with tips and tricks to support faculty as they worked with their students. In addition, A&S Success Coach Group was created in Google Drive to provide faculty with examples and tips on how to successfully coach students. Faculty success coaches were provided with a survey at the end of the Spring Semester to gauge the success of the success coaching pilot. Feedback provided by faculty

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indicated that while they wanted to serve as success coaches, faculty felt that they could serve their own students as a success coach as opposed to being assigned a caseload. This feedback was used to update the Faculty Success Coaching to a new model that is being implemented in Fall 2022.

Train all faculty and advisor on the new Self-Service program.
The Dean's office worked with the Office of Registration and Records to provide training and training materials to all Arts and Science faculty. During the Fall of 2021, a group of select faculty served as a test group to implement Self-Service. This pilot group provided feedback to the Dean's office and the Office of Registration and Records to provide insight into the process on the faculty end. In the Spring 2022, all A&S faculty transitioned into using Self-Service. All faculty and advisors were provided with training and training materials (in NeoGov) as they transitioned into this new system.

Explore more inclusive access and Open Education Resources (OER) in the general education and program courses.
The college implemented a new advising model for the academic year (2021-2022). Based on our Quality Enhancement Plan (QEP), Gaston College launched the *Path to Potential – A Case Management Advising Model*. This model provided three new advising centers on campus (Arts & Sciences, Career & Technical Ed., and Health and Human Services). A.S. students primarily utilize the Arts & Science advising center under this new model. This advising center for A&S offers new student advising, first semester advising, and ongoing advising for all A&S students. These division specific centers have a greater ability to focus directly on student needs and each advisor follows the students from entry until graduation. During the first semester, advisors met with over 2200 students while still providing new student outreach while following up and creating academic plans for continuing students. Overall assessment of the success of the new Advising Model will be forthcoming after completion of several advising cycles with final analysis occurring in the 5th year review of the advising program model.

Work with Human Resources to hire new faculty in the division.
The Arts & Sciences held several hiring committees throughout the 2021-2022 academic year to replace faculty who retired or resigned. During the Spring and Summer of 2022, 2 biology instructors of 4 were hired, 1 math instructors, 1 PSY and 1 Art instructor for College Now Programs. These faculty will start during the AY 2022-2023. Despite filling the need with these faculty members, the division also saw the retirements or resignations of 1 biology and 1 chemistry faculty as well as several other faculty from other A&S areas that serve to teach students in the A.S. pathway.

Implement the QEP case management advising model for all A&S
The college implemented a new advising model for the academic year (2021-2022). Based on our Quality Enhancement Plan (QEP), Gaston College launched the *Path to Potential – A Case Management Advising Model*. This model provided three new advising centers on campus (Arts & Sciences, Career & Technical Ed., and Health and Human Services). A.S. students primarily utilize the Arts & Science advising center under this new model. This advising center for A&S offers new student advising, first semester advising, and ongoing advising for all A&S students. These division specific centers have a greater ability to focus directly on student needs and each advisor follows the students from entry until graduation. During the first semester, advisors met with over 2200 students while still

Executive Summary

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providing new student outreach while following up and creating academic plans for continuing students. Overall assessment of the success of the new Advising Model will be forthcoming after completion of several advising cycles with final analysis occurring in the 5th year review of the advising program model.

Add a new certificate under the Biotechnology diploma, Foundations of Healthcare Certificate (C20100C) for both curriculum and College Now students.
Several degree and certificate programs were added to the Biotechnology options at Gaston College. An A.A.S in Biotechnology (A20100) was added during the year to support students pursuing a career-ready degree in Biotechnology. The biotechnology program focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course work includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology. In addition, a new certificate for both College Now and Curriculum students was developed called Biotechnology – Foundations of Healthcare Certificate (C20100C). This certificate in Biotechnology is designed for high school students, high school graduates, four-year students, career transfers, and any interested adults who are seeking a job in the biotechnology field.

Strengths
The Foundations of Biotechnology and Basic Biotechnology certificates continue to be popular with the high school CCP population. In addition, the Biotechnology diploma is a popular add on major for many Associate in Science students.
Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS).

With the increase in online classes, many A&S faculty received specialized professional development related to conducting high quality online courses in the form of Blackboard and Accessibly Training, as well as Quality Matters Courses. This initiative will be continued and strengthened through an initiative in Arts and Sciences as a whole.

Areas for Improvement
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. There has been a marked increase in interest from the high school population, Career and College Promise (CCP); however, the successful completion rates of this group remain low. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming

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ways to increase response rates for course evaluations and graduation surveys, improvement of seamless transfer to senior institutions, and reducing course withdraw rates.

Needs

Despite adding new faculty in the division, multiple retirements, and resignations as well as growth in the College Now programs, the college has multiple open positions. Full-time faculty are needed in the following areas – math (2 positions), biology (3 positions), communications (1 position), and foreign language (1 position).

Actions for 2022-2023

- Implement strategies to improve online learning and teaching within Arts and Sciences.
- Work with Human resources to hire faculty in needed positions within Arts and Sciences.
- Investigate potential science friendly 2+2 to transfer institutions for Science Majors.
- Design global activities into at least one science course to align with Gaston College Global Initiative of increasing cultural and global awareness in courses

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	D20100 Biotechnology Diploma C20100A Biotechnology Certificate - Basic Biotechnology C20100B Biotechnology Certificate - Foundations of Biotechnology C20100C Biotechnology Certificate – Foundations of Healthcare Career and College Promise Pathway C20100AP Biotechnology Certificate - Basic Biotechnology C20100BP Biotechnology Certificate - Foundations of Biotechnology C20100CP Biotechnology Certificate – Foundations of Healthcare
Is there anything you want to note about these diplomas, certificates, or pathways?	C20100C /C20100CP Biotechnology Certificate – Foundations of Healthcare was a new certificate added this past academic year.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		FTE Count D20100 • 2018-2019 9.94 • 2019-2020 13.38 • 2020-2021 10.25 • 2021-2022 35.31 There was an increase in FTE of approximately 25.06 from 2020-2021 to 2021-2022. Many Associates in Science Degree majors will add the Biotechnology diploma as a second major. The Biotechnology certificates, especially for the high school population, are typically selected based on the courses students are interested in completing, more than the desire to earn the actual credential. The Arts and Sciences division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school population as a target audience. We continue to collaborate with senior institutions regarding the Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Cleveland Community College is the closest institution with an active Biotechnology degree program. The course hours toward graduation are comparable (CCC – 65 c.h. vs. GC – 68 c.h. for the AAS degree). Key difference between CCC and GC is that CCC requires the standard state required career ready courses such as BTC-280, BTC-150, and BIO-140/140A where GC does not have those courses as options. Adding the option to have BTC-280, BTC-150, or BIO-140/140A would be additions to the Biotechnology degree that would provide a more career-ready biotechnology program.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and program learning outcomes.
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		Program Retention D20100 • Fall 2017 to Fall 2018 100% • Fall 2018 to Fall 2019 33% • Fall 2020 to Fall 2021 0% • Fall 2021 to 2022 96% There was an increase in retention of new students of approximately 96 percentage points from Fall 2020-Fall 2021 to Fall 2021-Fall 2022. Program Retention C20100 • Fall 2017 to Fall 2018 35% • Fall 2018 to Fall 2019 65% • Fall 2020 to Fall 2021 45% • Fall 2021 to Fall 2022 74% There was an increase in retention of new students of approximately 29 percentage points from Fall 2020-Fall 2021 to Fall 2021-Fall 2022.

		The College retention goal for new students, 49%, was exceeded last year for both C20100 and the D20100 diploma. D20100 and C20100 are not typically the primary major for students. A new certificate (C20100C/C20100CP - Biotechnology – Foundations of Healthcare) was added during the academic year 2021-2022 and the retention for this certificate was 86% for C20100C and 88% for C20100CP.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		Demographics D20100 Fall 2021 Percent Female 50% Percent Male 50% Percent White 67% Percent Non-White 33% Fall 2021, fifty percent of the students in D20100 were white females, 33% were non-white male, and 17% were white male. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all program's college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings.
<u>Modality</u>: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in 20100 programs. Classes are offered day, night, and online. Various start dates are provided to

		accommodate the different populations served as well as to aid in progression to degree completion.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Due to course evaluations being administered online, the response rate remains low. Institutional Effectiveness and the Dean's Council continue to brainstorm ways to increase student response rates. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		In previous years, BTC-181 and BIO-250 were courses with low enrollment. Since the addition of the High School Pathway as well as hybrid and online models of instructions for both mentioned courses, enrollment in each course has increased. Currently, the withdraw rates remain low in these biotechnology specific courses.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		20100 Headcount – 235 Awards – 1148 Awards at the Highest Level – 0 Awards to Headcount Ratio – 489% Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A10400 and P1042C have diversified goals for attending; and

	Rating	Explanation
		completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 - 85%, 2019 - 82%, 2020 – 86%, 2021 – 83% 2022 - 85%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have created a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure. Additionally, we have a Transfer Advisory Committee with membership from our Transfer Advising Center (TAC), A&S Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester. Students have the benefit of one-on-one advising in the TAC. Transfer advisors assist students in developing educational plans with the goal of seamless transfer to a senior institution based on the published Baccalaureate Degree Plans (BPDs).
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the

		private institutions offer specific scholarship opportunities to Gaston College transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	NA

Student Learning Outcomes – D20100 Biotechnology

The following rubric is used to holistically evaluate the Program Learning Outcomes for the Biotechnology Diploma. The benchmark is an overall score of 3 out of 4 or 75% (a rating of "good"). The rubric scoring range is shown below:

Improvement Needed (1)	Fair (2)	Good (3)	Excellent (4)
0-59% success rate on the course assessment activity	60-74% success rate on the course assessment activity	75-84% success rate on the course assessment activity	85-100% success rate on the course assessment activity

The Biotechnology Diploma program consists of three expected learning outcomes. Each area is rated according to the appropriate assessment.

The scoring rubric above is used to provides a holistic evaluation of overall student success for each degree program. The total overall success rate for the program learning outcomes as measured by this rubric is 83%.

Two out of three of the learning outcomes met the 75% benchmark. One learning outcome was below the 75% benchmark.

Detailed actions to be implemented addressing these outcomes are included in the assessment tables below.

Summary of Associate in Fine Arts in Visual Arts	Total Points Achieved
Program Learning Outcome 1: Demonstrate comprehension of life at the cellular and molecular levels. 62%	2
Program Learning Outcome 2: Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy, precision, and safety. 94%	4
Program Learning Outcome 3: Integrate the laboratory and lecture components of the program using an experimental approach. 96%	4
Total Achieved/Total Possible	10/12
Overall Rubric Score	83%

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate comprehension of life at the cellular and molecular levels.	BIO 111: General Biology I Students will complete a comprehensive final exam. The final exam will include 30 multiple choice questions which allows students to meet the following student learning outcomes: 1. Investigate and design basic laboratory experimentation and techniques through the utilization of the scientific method. 2. Examine and relate the chemistry of life to	On average, students will earn at least 70% on this artifact.	Fall 2021 Mean of Completers= 64%	Fall 2021 Overall, the questions are still very balanced and cover each learning outcome in depth.	Fall 2021 Not all faculty included the same videos to address all areas of weakness as this option because an individual preference based on teaching styles. This may have impacted overall results this past assessment. The wording of some questions on the assessment makes some of the questions confusing to some students. For example, question 14 states: “The intracellular fluid of a cell has 50%	Fall 2021. Assessment Results declined from 68% to 64% Question 22 did replace errors in grammar, which may have contributed to a higher success rate for this question in the FA 2021. Question 29 was never replaced with this testing cycle.	Assessment results for BIO 111 will be collected again during the next assessment cycle. Reword question 22 to replace errors in grammar. Replace question 29 with a new question. Make sure we have videos that address the core topics for all faculty. Include videos that address current areas of weakness including the variables relating to the Scientific Method, Genetics including sex-linked traits and	2

		biological processes. 3. Correlate cellular structure and function to cellular processes. 4. Attribute the mechanisms of genetics to biological patterns of inheritance. 5.Attribute and correlate the mechanisms of evolution to cellular biology.				salinity, and the extracellular fluid has 5% salinity. Which of the following correctly describes the movement of salt and water." Typically, the concept is taught based on the movement of the water across a selectively permeable cell membrane and not necessarily the movement of the salt. Thus, the wording should reflect the net movement of the water, rather than both the salt and the water.		Punnett Squares. Instructors will be provided with a series of core practice test questions to help students learn how to critically read test questions. Students should also be giving more scenario or case study-based questions to improve their overall critical thinking skills.	
Program Learning Outcome 1: Demonstrate comprehension of life at the cellular and molecular levels. - Total									2/4
2	Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy,	BTC 181: Basic Lab Techniques Students will complete a comprehensive final exam. The final exam will include	On average, students will earn at least 80% on	Spring 2022 Mean of Completers: 88.8%	The assessment criterion for the competency was met. The strength is that it is a	The average score of 88.8% was a slight decline from the previous assessment cycle where the	No change was made from the previous assessment cycle. Instructors wanted to use	Assessment results for BTC 181 will be collected again during the next assessment cycle.	4

	precision, and safety.	matching, multiple choice questions, and True/False questions. The exam will be used to demonstrate student completion of interactive lab activities mastering glassware accuracy; environmental monitoring; GMP requirements; safety in the lab; performance verification of a balance; pH calibration; metric conversion; centrifugation; deliberate documentation; pipetting; and fermentation with accuracy, precision, and safety.	this artifact.		cumulative assessment that gauges all learning outcomes from the entire semester. It provides an idea of the competency for each learning outcome students are engaged with during the course. The assessment provides students with the opportunity to respond to general concept questions as well as questions relating to the needed chemical and mathematical calculations needed in biotechnology. .	average was 94%. While the assessment is a great tool for seeing overall student understand of the learning outcomes, more emphasis could be placed on connecting the chemical and mathematical analysis to more real-world examples. Creating problems that just do not ask for a mathematical solution based on a formula (i.e., Starting with the 3X solution W, you want to reach the final volume of 6ul of 1x solution Y. How much solution W do you need?) By creating a case study or scenario question for some of these	same assessment for analysis of longer-term data.	Action plan for next assessment cycle will include: 5 mathematical / chemical-based questions will be updated based on case-study or scenario-based questions to assess student competency on scenario-based questions as opposed to formula-based questions. More emphasis will be placed on scenario-based questions in the course material to support student learning on each of these topics. Modules will include scenarios or case-study based assignments to support student learning.	

						types of questions, it could help students better understand their use in the lab.			
Program Learning Outcome 2: Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy, precision, and safety. - Total									4/4
3	Integrate the laboratory and lecture components of the program using an experimental approach	BIO 275 Microbiology: Success is demonstrated using an experimental approach in which students will analyze various scientific results by integrating lab and lecture components. A rubric will be used to assess the results and analysis of the data.	On average, students will earn at least 80% on this artifact.	Fall 2021 95.5%	The assessment criterion for the competency was met. The new explanations and videos helped students better understand standard deviation (SD). Students are beginning to catch on to SD more after providing more practice before the assessment.	Students continue to need assistance in the math calculations for standard deviation	The action plan was to work to enhance the ability of students to calculate standard deviation by providing pre-lab examples before calculating the SD for the assessment. The action plan was implemented. Online courses received video instruction on how to calculate SD as well as information on its use and how it is used in Microbiology.	Assessment results for BIO 275 will be collected again during the next assessment cycle. Instructors will continue enhancing the students understanding of SD through the use of pre-lab examples and videos and continue to enhance the student's ability to calculate and evaluate SD in a lab setting.	4

							There was a slight increase in the overall assessment score. The score the previous year was 95.22% and it increased to 95.50%. This could be explained by the additional videos and enhanced teaching strategy of standard deviation. Despite preparations for online, some students still struggle completing science online. Overall, students preformed about the same, with slight improvement, on the SD portion of the assessment.		

Program Learning Outcome 3: Integrate the laboratory and lecture components of the program using an experimental approach - Total	4/4

Curriculum Map – D20100 Biotechnology

Course	PLO1 Apply knowledge of cellular and molecular structure and function to written scientific reports and communications.	PLO2 Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy, precision, and safety.	PLO3 Integrate the laboratory and lecture components of the program using an experimental approach.
BIO 111	D	D	I
BIO 112	M		D
BIO 168		D	
BIO 169		D	
BIO 250	M	M	M
BIO 275		M	
BTC 181	I	M	
CHM 151	M	M	D

PLO Key	**Meaning**
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A30120 Broadcasting and Production Technology

Instructions: Fill in the Program Name and Program Code in the header above and then answer the questions below. Where available, fill in the Rating box based on the provided Rating Scale below and your own assessment of program strengths and weaknesses.

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: The Broadcasting (BPT) program offers diverse offerings with many great ways for students to air their content. It features shows that air on Channel 21, a podcast channel, and a recording studio. The program has amazing labs with industry standard equipment. The program has dedicated, passionate instructors that are highly skilled in their field. BPT offers hands-on instruction that really allows students to master the equipment and software. The program invites the community to the television shows, and the instructors invite them to record in the studio. We also filmed campus sporting events.
- Areas of Improvement: BPT participated in a statewide SIP this past year and we will be making lots of changes to the degree that should update the curriculum and make things more streamlined. The area of improvement will be building all these new courses and teaching out the old ones smoothly. Also, advising will be critical as all courses have new names and contact hours.
- Needs: We may need more faculty support as we teach out our old courses, add SMT, and add the new ones.
- Actions: We are undergoing major curriculum changes in this program which will update the curriculum and make it more attractive to future students. The new name of the program will be Audio and Video Production Technology.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	AAS degree, Audio Certificate, Video Certificate and Audio/Video Certificate, CCP pathway, Broadcasting and Digital Media Certificate
Is there anything you want to note about these diplomas, certificates, or pathways?	Getting rid of Broadcasting & Digital Media certificate, adding partner degree in Sports Media Technology

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying FTE data.	A	FTE Count 30120 • 2018-2019: 47.02 • 2019-2020: 34.41 • 2020-2021: 19.75 • 2021-2022 33.4 • Program FTE is on an upswing with a significant increase between 2020 and 2021. The program is economically viable with FTE exceeding program costs.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	O	The program is the only degree-based broadcasting program in the area that focuses on technical skills. CPCC offers digital media/journalism, and the Carolina School of Broadcasting closed this year. The program is also the only one with a recording studio that offers multi-track recording. We are also a community college leader in sports broadcasting. The program markets it in many different ways. The faculty regularly post on social media; the program has a very active Facebook presence. The instructors and students visit local high schools with similar programs and regularly submit stories to the college marketing area. The program also broadcasts on WSGE and utilizes Channel 21. The addition of sports also makes it unique. Additional program-specific marketing efforts from the college would also be beneficial.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	Our hours are less than most of the other BPT programs. The statewide curriculum improvement process has streamlined the courses and will make most of the BPT programs in the state more aligned. Each will be able to keep their own unique features, but will have similar offerings.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.	A	
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	D	According to this Gaston Colleges factbook for 2021- 2022, our retention rate for 2020-2021 was 67% and it dropped to 57% from 2021 to 2022. A barrier to student success is the contact hours in the program. Many students have trouble finishing with the substantial number of contact hours. Our upcoming changes should help with that.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		Students in the program are 51% White, 21% Black, 15% Unknown and 10% Hispanic. Most students are between 18 and 24 years of age (79%), and most are male (82%) which presents opportunities to brainstorm about recruiting and retaining more diverse students.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	A	All sequences and courses have been streamlined for this upcoming year due to statewide changes.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	O	Most of our classes are hybrid to cut down on long lab times. Many of our students have requested night classes, but they do not fill.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	O	Course evaluations were strong in our area. We look at each piece of student feedback and are constantly finding ways to improve.

COMPLETION

	Rating	Explanation
Student Achievement:	A	BPT 135 and 285. Those courses are stacked together to help fill space. Students have a

• Are there courses with low enrollments? low success rates? high withdrawal rates?		choice of 135 or 235 and that's why it is smaller. 285 is the final class to graduation so it's always going to be smaller.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	A	The awards to headcount ratio is 40% according to the GC Factbook. We would like to increase that number and we think a lot of the changes we are making to the program will help.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	All our graduates (but one) last year graduated having secured FT employment in the field. We have a new job partnership with TEGNA, and they hired all of them to work in their streaming center.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	Yes, our job partnerships are growing and with sports, they will grow even more. In the past years, three organizations have reached out to us to employ our graduates: -TEGNA, WCNC, and the Honey Hunters.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	N/A

Student Learning Outcomes - A30120 Broadcasting and Production Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Apply proper operation and care for broadcast equipment including: -Audio console -Microphones -Digital Audio Editing -Studio and ENG video cameras/camcorders -Digital Video	BPT 131 (Audio/Radio Production I) Portfolio, Lab #7 This is a lab where students get to record and edit their own project. This project demonstrates various audio skills. BPT 231 (Video/TV Production I) Lab #8 Gaston College Tour This program is filmed and edited by the student and is a 3:00 minute tour of the college. This demonstrates basic knowledge of filming and editing.	On average, students will earn at least 80% on this artifact.	BPT 131 Fall 2018 96% Spring 2019 96% Fall 2020 99.4% Range: 95, 100 n: 9 Fall 2021 Mean of Completers: 80% Range: 25-100 n: 16 BPT 231 Fall 2020: Mean of completers: 95% Range: 85, 100 Fall 2021: Mean of Completers: 82% Range: 65-95	Students obtain a lot of hands-on instruction and time with the software.	Students could work on caring for the equipment more and being careful. Better organization of their own materials.	Continuing to assess BPT 231-Video/TV Production I in the mix for this.	Switching to Adobe Premiere for next cycle in BPT 231. New software might impact results.	3.8

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				n: 14					
2	Employ professional speech techniques including proper articulation, pronunciation, rate, pitch, and breathing, and inflection, projection, phrasing, and connecting with the audience.	BPT 121-Broadcast Speech I Practical Application Projects (radio/commercial, interview, and ad lib) Students complete several projects throughout the semester that demonstrate vocal progress.	On average, students will earn at least 80% on this artifact.	Fall 2018 86% Fall 2019 90% Fall 2020: Mean of completers: 88% Range: 64, 95 n: 8 Fall 2021: Mean of completers: 86% Range: 0-100 n: 9	Students demonstrate their knowledge of this outcome by doing professional speech projects.	If a student miss one of the projects, it lowers the completion rate.	The faculty could consider loosening the due dates to give students more time to work on the projects. This class is on an extremely aggressive schedule.	Loosen the due dates to increase performance.	
3	Formulate standard script writing techniques and formats for radio, television, internet/new media for news, entertainment, and advertising messages	BPT 112 (Broadcast Writing) Writing Portion of the final exam During this project, students will complete a hands-on writing assignment where they demonstrate	On average, students will earn at least 80% on this artifact.	Spring 2018 89% Spring 2019 85% Spring 2020 95% Spring 2021: Mean of completers: 95% Range: 95	This lab adequately measures student competency.	This was the second time the lab was offered online, and the completion rate seemed to improve. Adjusted one of the questions to	We were back to meeting in person for the workshop.	No changes are needed.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		the practical application of what they had learned.		n: 5 Spring 2022: Mean of completers: 95.5% Range: 75-100 n: 9.		make it clearer.			
4	Construct principles of broadcast sales including prospecting, qualifying, needs analysis, presentation, answering objections, closing, and relationship management.	BPT 113 (Broadcast Sales) Average of Quiz 1, Quiz 2, and Quiz 3 (New measurement tool) These quizzes objectively test student knowledge of sales concepts and application in broadcasting.	On average, students will earn at least 80% on this artifact.	Spring 2018: 83% Spring 2019 85% Spring 2020 65% Spring 2021: Mean of completers: 83% Range: 70, 100 n=8 Spring 2022: Mean of completers: 67.5% Range: 0-85 n=6	This assessment measures students' knowledge of broadcast sales information from the book.	Students put more effort into their projects and posts than their quizzes. Quiz grades were much lower this semester. Part of that is because there was an issue with the 3rd quiz, so it was not administered, so data is only pulling from two quizzes not three like before.	None	Change the assessment tool for this course, but it is being removed from the program and lumped into another course. We probably should remove this as a program outcome for the future as the program changes.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
5	Demonstrate the ability to complete an audio or video project from pre-production to post-production according to industry standards.	BPT 285 (Broadcast Prod Capstone) Capstone Project Students create an audio or video project from start to finish according to industry standards.	On average, students will earn at least 80% on this artifact.	Spring 2019 90% Spring 2020 81.3% Spring 2021: Mean of completers: 90% Range: 85-95 n=2 Spring 2022: Mean of completers: 93% Range: 83-98 n=3	Students demonstrate the ability to complete a semester long audio or video project.	Student projects were much stronger than in the past, but it is still a small group to measure.	None	This course is being removed from the program next year so we will need to change the assessment tool.	

Curriculum Map - A30120 Broadcasting and Production Technology

Course	Apply proper operation and care for broadcast equipment including: Audio console, Microphones, Digital Audio Editing, Studio and ENG video, cameras/camcorders, Digital Video	Employ professional speech techniques including proper articulation, pronunciation, rate, pitch, and breathing, and inflection, projection, phrasing, and connecting with the audience.	Formulate standard script writing techniques and formats for radio, television, internet/new media for news, entertainment, and advertising messages.	Construct principles of broadcast sales including prospecting, qualifying, needs analysis, presentation, answering objections, closing, and relationship management.	Demonstrate the ability to complete an audio or video project from pre-production to post-production according to industry standards.
BPT 231	I				I
BPT 232	D	D	I		D
BPT 131	I	I			I
BPT 132	D		I		D
BPT 135	M	M			M
BPT 235	M				M
BPT 285	M		M		M
BPT 112			M		
BPT 121		M			
BPT 113				M	
BPT 111					
BPT 110	I	I	I	I	I
BPT 250	D	D	D		D
BPT 260	M				M

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – A25120 Business Administration

Instructions: Fill in the Program Name and Program Code in the header above and then answer the questions below. Where available, fill in the Rating box based on the provided Rating Scale below and your own assessment of program strengths and weaknesses.

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths: Enrollment for Business (General) is strong, the program is healthy. Enrollment for Business (HRM) is lower but still enough for viability.

Areas for improvement: Heavy reliance on adjunct instruction.

Needs: Dedicated instructor for Business (General) who can also teach HRM classes.

Actions: Request Business/HRM instructor

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	C25120B (Small Business Management) C25120C (Human Resources Management C25120D (Business Core) CCP Certificate
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

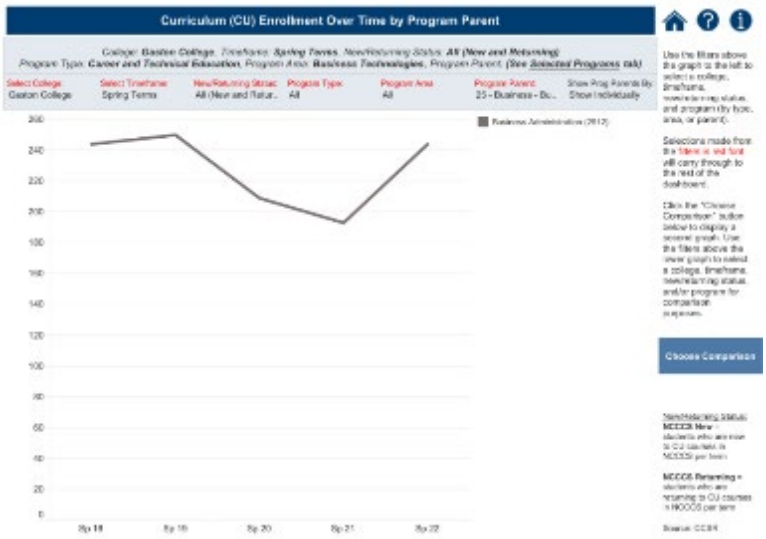
<table>
<tr><th></th><th>Rating</th><th>Explanation</th></tr>
<tr><td><u>Viability</u>:
How viable is the program? Consider the accompanying program viability report.</td><td>A</td><td>A25120BU is viable and has held steady for several years.

A25120HR lost its primary instructor several years ago, who has not been replaced. It should be evaluated to see if the institution wants to keep it or plans to sunset the program.

Curriculum FTEs by Students' Primary Major
2018-2019 – 183.07
2019-2020 – 165.57
2020-2021 – 179.91
2021-2022 – 186.28

<table>
<tr><th>Total Costs (BUS and Supply Chain)</th><th>FTEs values by major prefix</th><th>Revenue minus cost</th></tr>
<tr><td>$365,206.51</td><td>$857,554.97</td><td>$492,348.46</td></tr>
</table>

<table>
<tr><th>Total Costs (BUS and Supply Chain)</th><th>FTEs values by program of study</th><th>Revenue minus cost</th></tr>
<tr><td>$365,206.51</td><td>$706,940.63</td><td>$341,734.12</td></tr>
</table>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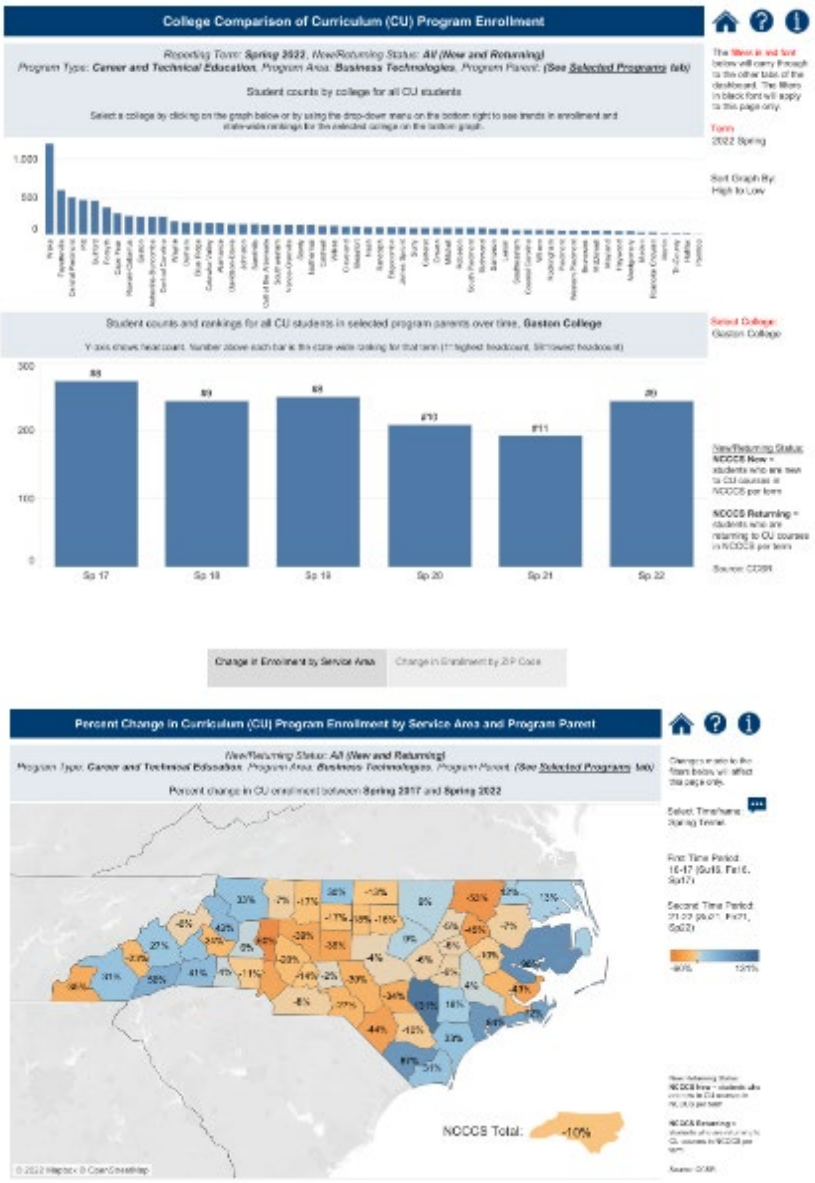
		
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and	A	Both programs can be done entirely online if students choose to do so. Seated classes are still offered for those who prefer the in-person experience, especially for first-year classes when students need the most support. Healthy enrollment for A25120BU has allowed us to run off-sequence courses that allow students to begin the program in the Spring or Summer without falling behind. This also allows part-time students to successfully complete without encountering sequencing issues.

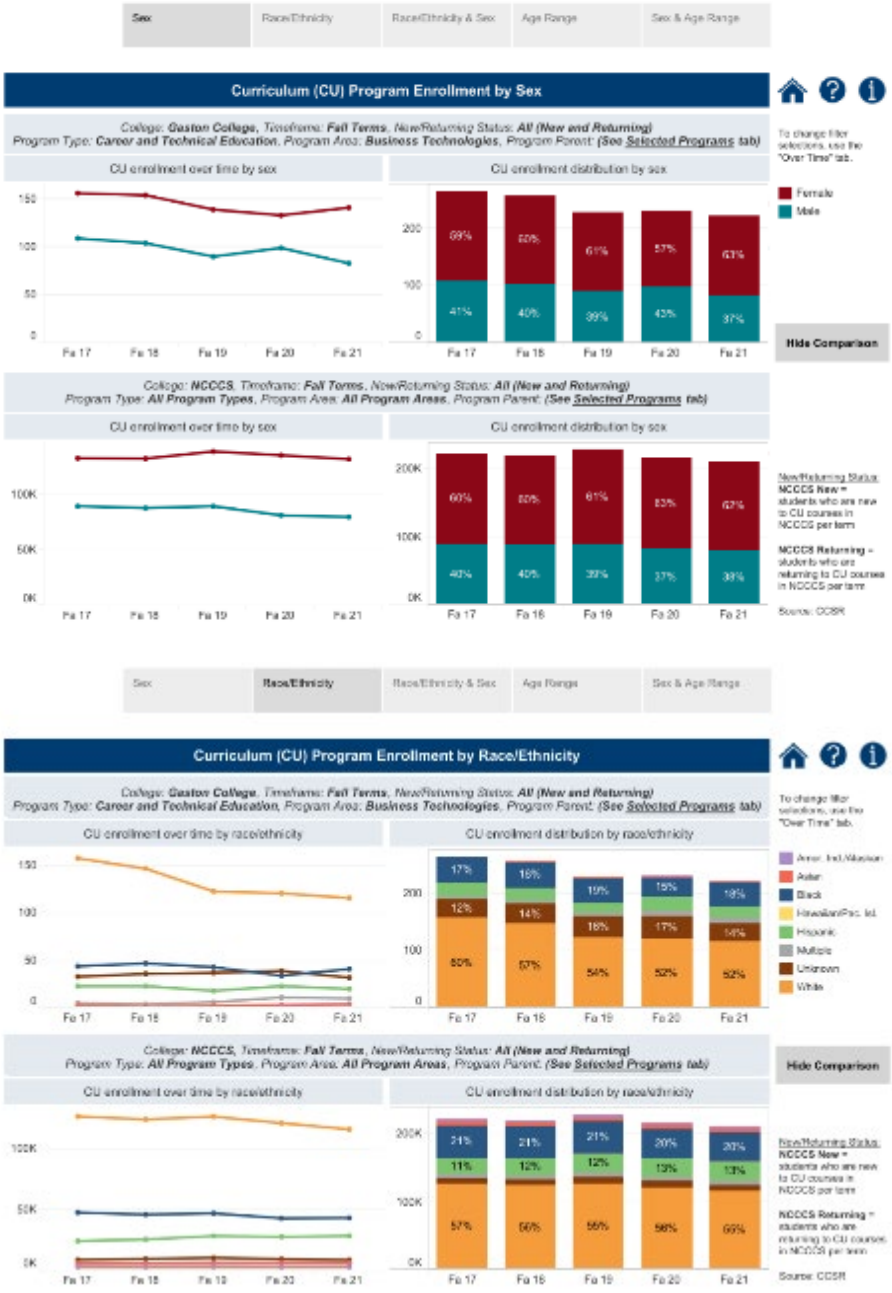
attracting students?		Together, these strategies allow students a great deal of flexibility and convenience. They can start any semester, work at a pace that suits their lifestyles, and choose a seated/hybrid or completely online experience. A Shift Supervisor apprenticeship pathway has been developed, which is a great benefit to the students involved.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	Gaston - Business (General 67 hours) (HRM 66 hours) CPCC – no direct comparison, they have Global Business, HRM, Project Management, and Marketing/Retailing specialties, don't seem to be following the traditional state-outlined tracks. Cleveland CC – offer Business General and Operations Management (both 65-66 hours). General is mostly similar (BUS 280 instead of BUS 230; CSV 110 required, more elective choices). CVCC – Business General (66 hours) and Entrepreneurship (67). Bus General is very similar (World of Work, Business Ethics, and Bus Mgmt. Issues required, more elective choices).

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.	A	
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider	n/a	A25120BU No new data on retention goal this year A25120HR No new data on retention goal this year Students self-advising has historically been a barrier to completion in this program, though the new advising model should help significantly.

	Rating	Explanation
course success/withdrawal data.		
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	There are no program-specific initiatives, but the school has multiple programs. 
<u>Course Sequence</u>:	O	A25120BU

	Rating	Explanation
• Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		The program is sequenced appropriately, and enrollment numbers allow offering off-sequence courses in most semesters, making it easy for students to finish the program if they attend part-time or get off-sequence for another reason. There is some level of debate regarding whether general education courses should be sequenced toward the beginning of the program vs the end. Currently, they are sequenced toward the end to present less of a barrier to completion. Evaluation will continue. A25120HR The program is sequenced appropriately, and courses fill at an appropriate rate. HR-specific courses naturally net lower enrollment numbers but remain healthy enough to run. BUS 259 has historically been a barrier to completion for many students due to the number of prerequisites. However, a new version of the course significantly reduces that barrier, which will help students complete in a timely manner if they are part-time or off-sequence.
<u>Modality</u>: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	The department offers a variety of hybrid and online courses. Enrollment trends show most students prefer morning (seated) or online courses. There used to be significant demand at the Kimbrell and Lincolnton campuses, but that is no longer the case, so seated classes are focused entirely on the Dallas Campus.
<u>Evaluation</u>: • What do course evaluations say? • What is the process for addressing student feedback?	O	Many of our students are extremely happy with our instructors and courses. There have been a few adjunct faculty that have underperformed. Generally, we give them an opportunity to improve before deciding whether to invite them back to teach. Student feedback is distributed to instructors and supervisors for discussion during the faculty evaluation process.

COMPLETION

	Rating	Explanation
<u>Student Achievement</u>: • Are there courses with low enrollments? low success	O	There are no standout issues for either program.

	Rating	Explanation
rates? high withdrawal rates?		
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	O	Headcount – 584 Awards – 201 Awards at the highest level – 34 Awards to headcount ratio – 34% No awards goal was set for this year. No barriers to timely completion have been identified at this time. Most issues have been resolved via mandatory academic advising. BUS 259 used to be a barrier for HRM but is no longer.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	n/a	No data on job placement this year
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	The department believes the program is the right fit for our community, as does the advisory board. Whether they are seeking new employment, trying to advance in their existing careers, or planning to continue their education beyond the associate's level, our students can achieve these goals. The department has not benefitted from any community partnerships, though opportunities might exist. Faculty shortage has meant that we are focused on maintaining the programs and serving students, which doesn't leave much time to pursue outside partnerships. That said, many students have pursued Work-Based Learning opportunities that have allowed faculty to visit students working in community businesses.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A25120 Business Administration

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1 A25120BU A25120HR	Recognize and explain the influence of supply and demand theories in various business situations	ECO 251 (Principles of Microeconomics) Supply and Demand Module Exam This is an objective measurement tool that assesses understanding of supply and demand in various business situations.	On average, students will earn at least 80% on this artifact.	Fall 2016 81% Fall 2017 83% Fall 2018 85% Fall 2019 90% Fall 2020 Mean of Completers: 87% Range: 37.5-100 n: 224 Fall 2021 Mean of Completers: 85% Range: 25-100 n: 224.	Students are demonstrating competency in learning supply and demand concepts, how they are used to allocate resources in a market economy and understanding how changes relate to changes in the broader market. Performance is significantly higher than the benchmark.	Though performance is still above benchmark, it was slightly down from last year (87-85%)	Elasticity was removed from the measurement tool for Fall 2020 with the prediction that it would help boost student performance. Contrary to expectations, performance was down slightly from 2019, though still exceeding the benchmark.	No immediate changes, but some faculty have floated the idea of selecting questions from the final exam rather than a dedicated supply/demand exam. The Arts and Sciences division has been measuring elements of our final exam for their own review, so perhaps we could merge the two to eliminate redundancy. We will talk more about this before a decision is made.	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
2 A25120BU A25120HR	Analyze promotional strategies for various companies and products	MKT 120 (Principles of Marketing) Chapter 18 Exam This is an objective measurement tool that tests students' analysis of promotional strategies.	On average, students will earn at least 80% on this artifact.	Summer 2017 92% Spring 2018 94% Spring 2019 89% Spring 2020 91% Spring 2021 Mean of Completers: 90% Range: 60-100 n: 44 Spring 2022 Mean of Completers: 91.5% Range: 48-100 n: 30.	Students are performing very well, demonstrating that they can analyze promotional strategies for various companies and products.	Student performance is strong, no areas for improvement are identified at this time.	No changes were made last cycle. While performance improved slightly over last year, it falls within the normal range of performance for this tool.	A new faculty member has volunteered to work on the measurement tool to ensure quality and consistency. Spring 23 should be the first use of the revised quiz.	4
3 A25120BU A25120HR	Identify offer, acceptance, and mutual assent as they relate to contracts	BUS 115 (Business Law I) Chapter 10 Exam This is an objective measurement tool that assesses students' understanding of the following	On average, students will earn at least 80% on this artifact.	Fall 2016 79% Fall 2017 84% Fall 2018 88% Fall 2019 88% Fall 2020 Mean of Completers:	Students are demonstrating success at identifying these key elements of a contract. Performance is up slightly from last year and is at the	No areas for improvement identified at this time. Students are performing far above benchmark.	Some questions were revised last year, and performance slightly increased, though 1% is not an incredibly significant	A new book edition has come out, so the quiz will need to be reviewed to ensure it aligns with the chapter content.	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		contract principles: offer, acceptance, mutual assent.		92% Range: 47-100 n: 87 Fall 2021 Mean of Completers: 93% Range: 0-100 n: 100	highest level in recent years (since 2016)		increase. More data cycles should reveal the long-term impact of the changes.		
4 A25120HR	Apply the Fair Labor Standards Act to various personnel situations	BUS 217 (Employment Law and Regs) Chapter 16 Exam This is an objective measurement tool that assesses whether students can apply the Fair Labor Standards Act to various personnel situations.	On average, students will earn at least 80% on this artifact.	Fall 2016 70% Fall 2017 76% Fall 2018 79% Fall 2019 79% Fall 2020 Mean of Completers: 74% Range: 30-100 n: 52 Fall 2021 Mean of Completers: 83% Range: 30-100 n: 38	For the first time since 2016, students have exceeded the benchmark, increasing from an average of 74% to 83%. Students are demonstrating the ability to apply the FLSA to personnel situations.	Performance is good, though the N decreased from 2020, which could be a sign of enrollment issues. However, 70 students enrolled for BUS 217 in 2022, so the 2021 N could be an anomaly.	The exam was revised last year to clarify some questions that were easy for students to misinterpret. The changes had a significant impact on student performance.	Gather more data to see if student performance continues to remain above benchmark after the revision.	4
5 A25120HR	Compare and contrast methods	BUS 256 (Recruit Select	On average, students	Spring 2017 91% Spring 2018	Students are demonstrating the ability to	No major concerns at the moment. There	No major changes were made	The textbook undergoes a short revision	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	used for selection and placement of human resources	and Per Plan) Module 3 exam. This is an objective measurement tool that requires that students compare, and contrast methods used for selection and placement of human resources.	will earn at least 80% on this artifact.	95% Spring 2019 80% Spring 2020 Mean of Completers: 94% Range: 66-100 n: 23 Spring 2021 Mean of Completers: 92% Range: 55-100 n: 15 Spring 2022 Mean of Completers: 94.6% Range: 66-100 n: 19	compare and contrast selection and placement methods. Performance exceeds benchmark. Student performance is up slightly from 2021 and still far above the benchmark rate.	was a significant performance drop in 2019 though it still met the benchmark. Subsequent results have shown it to be an outlier.	last year. One focus was on getting students started on a better foot by working with the instructor on e-books and access codes. Spring 2022 was smoother, though these issues are persistent and mostly due to publisher issues. Results are slightly higher this year, most likely due to the lowest performing students scoring better this year. With an N of the teens and	cycle, so we need to continue to monitor changes and modify the exam accordingly. The department chair should work more closely with the instructor and book publisher to iron out student e-book access issues at the beginning of the semester.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							low twenties, such fluctuations can be expected.		

Curriculum Map – A25120BU Business Administration

Course	PLO1	PLO2	PLO3
	Business Administration Degree (A25120BU) students will recognize and describe the influence of supply and demand theories in various business situations.	Business Administration degree (A25120BU) students will analyze promotional strategies for various companies and products.	Business Administration degree (A25120BU) students will identify offer, acceptance, and mutual assent as they relate to contracts.
ACC 120			
ACC 121			
BUS 110	I	I	I
BUS 115			M
BUS 116		D	
BUS 125	D	D	
BUS 137			
BUS 217			
BUS 225			
BUS 230	D	D	
BUS 239			
ECO 251	M		
ECO 252	M		
INT 110	D	D	
LOG 110			
MKT 120		M	
ACA 111			

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Curriculum Map – A25120HR Business Administration

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Business Administration-HRM (A25120HR) will recognize and explain the influence of supply and demand theories in various business situations.	Business Administration-HRM (A25120HR) will analyze promotional strategies for various companies and products.	Business Administration-HRM (A25120HR) will identify offer, acceptance, and mutual assent as they relate to contracts.	Business Administration-HRM (A25120HR) will apply the Fair Labor Standards Act to various personnel situations.	Business Administration-HRM (A25120HR) will compare, and contrast methods used for selection and placement of human resources.
ACC 120					
BUS 110	I	I	I	I	I
BUS 115			M		
ECO 251	M				
OST 137/CIS 110					
ACC 140					
BUS 234					
BUS 256					M
DBA 110					
ECO 252	M				
BUS 125					
BUS 217				M	
BUS 258					
BUS 137					D
CTS 130					
BUS 259					
MKT 120		M			
ACA 111					

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review - A40140 Civil Engineering Technology

Instructions: Fill in the Program Name and Program Code in the header above and then answer the questions below. Where available, fill in the Rating box based on the provided Rating Scale below and your own assessment of program strengths and weaknesses.

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Strengths: The program has experienced many years of stable levels. It has expanded to include NCDOT certifications as well as maintaining a level of rigor that prepares students for industry and educational goals. Another strength is the retention of students with 100% being retained in the past year and with a 100% retention for new students. Retention continues to be strong at 100%. Areas of Improvement: The program enrollment numbers do not reflect the industry needs. The industry and educational demands are not being met with the number of students. The program receives inquiries on filling industry openings greater than the student body. Recruiting efforts have and will continue to address this area. Needs: The needs to the program are for resources from marketing and greater recruiting assistance. These resources should yield higher student numbers and thus better meet industry needs. Actions: While complying with safety requirements, the next steps for the program are to increase recruiting efforts with local high schools and develop an overall marketing strategy for the division. This strategy should involve open houses, and bettering recruiting efforts with the high schools in Gaston and Lincolnton Counties. Last year the program developed an extensive handout that was distributed to High Schools. A Lunch and Learn series has been developed to improve employer to student connections.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	C40140 – Certificate in Civil Engineering Technology
Is there anything you want to note about these diplomas, certificates, or pathways?	Associates Degree and Certificate will be the focus area.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	A	FTE is stable at 22.38. Increased efforts are being made to reverse the trend and the plan is to focus on Lincoln County Schools. The program continues to have opportunities but industry demand through continual request for personnel is not being met. The viability is not fully represented unless all outside courses like math, science, and English are considered.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	A	We are the only Civil Engineering Technology program in Gaston and Lincoln County. We have developed connections with local employers to improve community connections. Also, we have started a Lunch and Learn series to improve employer/student connections. Marketing efforts have not been fruitful and the program needs more resources in the local High Schools to inform and connect with students. The Lunch and Learn series is being piloted to better connect students and industry.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are differences in major courses • What strategies have been and/or will be implemented?	A	Enrollment was adequate but needs to be improved. The program hours are at 70 whereas sister programs are at 74. Other programs offer courses in two semesters and focus more on transfer than this program. The program will continue to connect with employers and improve relationships to connect students with employers.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See Attached Map

Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	O	The retention rate was 100%. Challenges outside of our control (change in major, unsuccessful grades) do create barriers. The program is challenging, and many students have outside work. To address challenges the program removed some course pre-requisites and made sure others are aligned with student needs.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	Our demographics are predominately white male, but we have a strong presence of Hispanic students. We have increased our female population in courses and in the major.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	O	The program has been effectively sequenced for over 10 years. Each course is aligned within the curriculum to develop a higher level of learning for industry or another course. The course fill rate is improving and could benefit with renewed marketing focus.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	The current modality is seated with several courses offering on-line components. The flipped course will be evaluated this year to determine if the model will work with the students. Also, if the population of Lincoln County (LC) students increase substantially then the possibility of offering a course on the Lincoln Campus will be evaluated.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	The evaluations showed that most students agreed with the course objectives and attained course learning outcomes. However, when provide feedback the issues are corrected by adjustments to the course and/or assignments.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	D	There are several courses with low enrollment due to overall small numbers in program. This should be improved with extensive marketing. There are NO high withdrawal courses.

	Rating	Explanation
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	O	The program graduated five. The students are advised during each semester to ensure the students know where they are in the program. During the semester the instructor's check-in with students who are struggling. Barriers that are controllable are addressed by options for tardiness due to work schedule as well as extra credit and homework for further understanding.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	According to internal records, students who wish to be employed usually attain employment within six months at the latest. This has been impacted due to COVID, but jobs still exist and are being filled. The demand for Civil Technicians continues to rise beyond the student population. Outlook shows at least 1.2% growth annually.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	The program is essential to providing opportunities for construction and site development in the local market. As Gaston and Lincoln Counties grow, the labor pool can be met by the Civil ET students. The industry is expected to grow. Local employers, like Pinnix and City of Gastonia are on the advisory board to ensure community focus is maintained. The advisory committee is always happy with the program and employs students whenever a need arises.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The program is currently accredited by ETAC-ABET. However, this outside accreditation will be discontinued at the completion of the cycle.

Student Learning Outcomes - A40140 Civil Engineering Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Graduates will demonstrate an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined civil engineering technology problems.	Direct Construction Estimating Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Truss Problem Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect • Graduate Exit Survey Question 1. This survey is given to students when they apply to	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2021 Mean:12.9, 12.8, 5.0 Range:8-15,8-15,5 n:10,10,6 2022 Mean:12.4, 10.5, 4.8 Range:10-13.5,8-12,4-5 n:6,6,5	The numbers show that the evaluation tool and the timing of the evaluation shows the students are meeting the course objectives and excelling.	Several values for the Truss problem assessment evaluation have been below acceptable levels.	More problems, quizzes and other examples were implemented to improve the Truss problem. The results were positive, but several students did not respond to methodology.	The construction estimating assessment modifications were positive but still have impacts of COVID. The attempt to put the Truss analysis in the Final was unsuccessful. We will move Truss' analysis to a quiz.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		graduate. It measures how well students feel they have achieved the learning outcomes.						
2	Graduates will demonstrate an ability to design solutions for well-defined civil engineering technology technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.	Direct CAD Drawing Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Traverse Loop Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 2. This survey is given to	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2021 Mean:12.3,11, 4.7 Range:8-16, 11, 4-5 n:9,3, 6 2022 Mean:15, NA, 4.6 Range:14-16, NA, 4-5 n:7, -, 5	The students are achieving the learning outcomes successfully.	The traverse loop assignment has achieved outcomes. CAD outcomes were lower, but more focus will be placed on skills versus completion of task.	The traverse loop assignment was moved from SRV 110 (Surveying I) to SRV 111 (Surveying II), a second-year course to allow further study on the process. Results are pending.	The traverse loop will be evaluated to ensure it is a second level outcome and that lessons that were impacted due to forced online learning are achieved. Also, building information modeling (BIM) will be integrated into the CADD course where possible.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.						
3	Graduates will demonstrate an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.	Direct Truss Building (Group) Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Non-Technical Report Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 3. This survey is	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2021 Mean:14,14.3,4.8 Range:13-15, 12-16, 4-5 n:2(Groups),8,6 2022 Mean:14.5,14.5,4.6 Range:14-15, 12-16, 4-5 n:2(Groups),6,5	The results show that the students have achieved the student learning outcomes.	Evaluating multiple alternatives of trusses was successful and will be continually reviewed. More focus on the building exercise will be encouraged.	The evaluations show that the learning outcomes were achieved; however, critical analysis continues to be improved on truss alternative evaluation. We will accomplish this with more truss analysis exercises.	We will provide more truss analysis exercises. Alternative and better focus will be placed on the engineering design process. Multiple designs will be required before a final approval to build is given.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		given to students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.						
4	Graduates will demonstrate an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Direct Standard Proctor Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Concrete Report Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 4.	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2021 Mean:12.8,13.2,4.7 Range: 9-16,11-15,4-5 n:6,6,6 2022 Mean:13.2,13.5,4.8 Range: 13-16,10-15,4-5 n:6,6,5	The results show that the students have achieved the student learning outcome.	The students still show opportunities for better application of the learning outcomes. The standard proctor test is hands-on and sometimes causes conflict due to the write-up length.	The application has been improving. During the evaluation, the NCDOT returned and began to train the students which has assisted in real application of the classroom knowledge.	The evaluation tools will continue to be monitored. Each of these items require writing extensive reports. While it is application of real work, student acceptance varies.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		This survey is given to students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.						
5	Graduates will demonstrate an ability to function effectively as a member of a technical team.	Direct Truss Building (Group) Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 5. This survey is given to students when they apply to graduate. It measures how well students feel they have achieved the	Direct On average, students will earn at least 12 out of 16 on this rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2021 Mean:14.0,4.8 Range:13-15,5 n:2 (Group),6 2021 Mean:14.5,4.8 Range:14-15,5 n:2 (Group),5	The results show that the students have achieved the student learning outcome.	An opportunity in this area is to determine another evaluation project.	The students enjoy the truss building exercise. Evaluation on alternative designs will require more focus towards engineering evaluation.	Teamwork exercise in truss building will be enhanced.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		learning outcomes.						

Curriculum Map A40140 Civil Engineering Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Graduates will demonstrate an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined civil engineering technology problems.	Graduates will demonstrate an ability to design solutions for well-defined civil engineering technology technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.	Graduates will demonstrate an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.	Graduates will demonstrate an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Graduates will demonstrate an ability to function effectively as a member of a technical team.
CEG 111 – Into to Technology and Sustainability			D		
CEG 115 – Introduction to Technology and Sustainability	I		I		I
CEG 151 – CAD for Engineering Tech		I	D		
CEG 210 – Construction Material and Methods		D	D	I	D
CEG 211 – Hydrology & Erosion Control	D		D	D	D
CEG 212 – Intro to Environmental Technology	D		D	D	D
CEG 235 – Project Management/Estimating	D	D	D		
EGR 250 – Statics/Strength of Materials	D		D		D

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Graduates will demonstrate an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined civil engineering technology problems.	Graduates will demonstrate an ability to design solutions for well-defined civil engineering technology technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.	Graduates will demonstrate an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.	Graduates will demonstrate an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Graduates will demonstrate an ability to function effectively as a member of a technical team.
CIV 111 – Soils and Foundations	D		D	D	D
CIV 250 – Civil Tech Project	M	M	M	M	M
SRV 110 – Surveying I		D	D		D
SRV 111 – Surveying II			D		D
ACA 122					D
ENG 112			D		
ENG 114 Prof. Research and Reporting			D		
MAT 171 Pre-calculus Algebra	D				
MAT 172 Pre-calculus Trigonometry	D				
MAT 152 Statistical Methods I or MAT 271 Calculus I	D				
PHY 151 College Physics I	D				

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – P1012C Career and College Promise Pathway – Associate in Arts

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate in Arts (AA) degree at Gaston College is to provide students with a transfer degree which allows for seamless entry to a senior institution. All public senior institutions in North Carolina and many private are a part of the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). These agreements enable Gaston College graduates in the AA program to transfer with junior status. Gaston College graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status.

The AA degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit of college transfer courses. Within the degree program, the students have the opportunity to achieve competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities. Additionally, an external Transfer Advisory Committee meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.

The following action items from the 2021-2022 program review cycle were addressed.
Increase the number of success coaches in the division
All A&S faculty received success coach training during the Fall 2021 term. During the Spring 2022 term, the A&S students were distributed among A&S faculty members to serve as their success coach. Faculty were surveyed about their experience at the end of the semester. Based on the information collected, changes were made to the success coach model. Beginning Fall 2022, faculty will serve as success coaches for the students in their classes for all course related issues (attendance, low grades, etc.). Two staff members will be assigned to A&S students to serve as a success coach for non-academic issues.

Train all faculty and advisor on the new Self-Service program
Faculty within the division were trained to use the Self-Service program. The dean and associate deans used the program in the fall semester. During the spring semester, all faculty within the Science and

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
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Math, Physics, and Academic Studies department were trained and used the Self-Service program. All faculty teaching during the summer semester were trained and used the Self-Service program during the summer term. The remaining faculty were trained prior to the start of the Fall 2022 term.

Explore more inclusive access and Open Education Resources (OER) in the general education and program courses.

Faculty teaching in the A.A. pathway were provided the option to attend workshops and training during OER week during the Spring 2022 semester. Arts and Science faculty groups met to discuss inclusive access and OER options in addition to the recommended training. Some course release was available to instructors moving to OER. BIO-275 moved their textbook requirements to inclusive access. Active OER groups in Science and Math are continuing to meet (Course Leads) and discussing the transition to OER in future academic years. Psychology and Sociology faculty met and made PSY 150 and SOC 210 OER respectively. ENG 111, ENG 112, and MAT 171 taught exclusively at local high schools are now OER. English faculty are currently in the process of making all ENG 111 sections OER.

Work with Human Resources to hire new faculty in the division.

The Arts & Sciences held several hiring committees throughout the 2021-2022 academic year to replace faculty who retired or resigned. During the Spring and Summer of 2022, 2 biology instructors of 4 were hired, 1 math instructors, 1 PSY and 1 Art instructor for College Now Programs. These faculty will start during the AY 2022-2023. Despite filling the need with these faculty members, the division also saw the retirements or resignations of 1 biology and 1 chemistry faculty as well as several other faculty from other A&S areas that serve to teach students in the A.S. pathway.

Implement the QEP case management advising model for all A&S

The Arts and Science Advising Center was fully staffed with three full-time advisors and one part-time advisor. All students participating in a Transfer Agreement Guarantee (TAG) program are assigned to the Lead Advisor in the center. The Early Childhood Education students are also all assigned to one advisor. The other students within the division are divided equally among the advisors. New students are required to meet with their assigned advisor during their first semester, and they are encouraged to schedule a follow up meeting during their first semester to create a two-year plan. Students are encouraged to complete ACA 122: College Transfer Success, ENG 111: Writing and Inquiry, and their required math course in their first semester.

Strengths

The program remains vital to the offerings at the College, as evidenced by program enrollment data. In addition, courses within the Arts and Sciences (A&S) Division in this program are an integral component of all degrees offered at the College. The Division remains at the forefront for statewide and national improvement initiatives. With the interdependent nature of the Arts and Sciences Division, collaboration with other programs and divisions at the College is a high priority and strong point. To increase fill-rates and provide consistent offerings of courses, A&S has worked hard to streamline semester schedules. Data analysis of previous semesters has been conducted to determine student demand related to course, modality, time of day, and campus location.

Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS). Many A&S faculty received specialized professional development related to conducting high quality online courses in the form of online course audits, Blackboard and Accessibly Training, Quality Matters Courses (QM), and Association of College and University Educators (ACUE). Areas for Improvement The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development: This includes developing and training faculty in a new Success Coach Model, developing more targeted professional development related to online teaching and content improvement. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, Needs Due to multiple retirements and resignations as well as growth in the College Now programs, the college has multiple open positions. Full-time faculty are needed in the following areas – math, biology, and communications. Actions for 2022-2023 • Implement strategies to improve online learning and teaching within Arts and Sciences. • Work with Human resources to hire faculty in needed positions within Arts and Sciences. • Develop Strategies to retain existing faculty. • Increase Diversity among Arts & Science Faculty • Increase Fall to Fall retention and degree completion within Arts and Sciences

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Career and College Promise Pathway – Associate in Arts (P1012C)
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		FTE Count A10100 • 2018-2019 675.5 • 2019-2020 637.3 • 2020-2021 542.72

	Rating	Explanation
		• 2021-2022 528.24 There was a decrease in FTE of 14.48 FTE from 2020-2021 to 2021-2022. FTE Count P1012C • 2018-2019 155.8 • 2019-2020 257.1 • 2020-2021 353.94 • 2021-2022 22.56 There was a decrease in FTE of 331.38 FTE from 2020-2021 to 2021-2022. While the FTE was down for both the A10100 program and the P1012C program. The program remains in high demand, especially among the high school population. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school population as a target audience. We continue to collaborate with senior institutions regarding the Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with

	Rating	Explanation
		professional academic coaches who hold a bachelor's degree or higher.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Program hours are comparable with neighboring institutions. The nearest colleges, Cleveland Community College, Central Piedmont Community College, and Catawba Valley Community College all share the same Associate in Arts program requirements.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and analysis of learning outcomes documents.
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		Program Retention A10100 • Fall 2017 to Fall 2018 60% • Fall 2018 to Fall 2019 63% • Fall 2019 to Fall 2020 48% • Fall 2020 to Fall 2021 65% There was an increase in retention of new students of 17 percentage points from Fall 2020 to Fall 2021. Program Retention P1012C • Fall 2017 to Fall 2018 41% • Fall 2018 to Fall 2019 40% • Fall 2019 to Fall 2020 17% • Fall 2020 to Fall 2021 52% There was an increase in retention of new students of 35 percentage points from Fall 2020 to Fall 2021.

	Rating	Explanation
		Both areas experienced an improvement in fall-to-fall retention rates. However, the barrier to student progress for the P1012C involves the uniqueness of the high school population. The student's goal may be to take a course or two and not to progress through the pathway. The P1012C pathway is for 11th and 12th grade students only. If students enroll in the pathway in the fall of their senior year they would no longer be in this pathway or perhaps at Gaston College during the following fall. This can result in a lower fall to fall retention rate for this population. Divisional administrators track individual course withdraw and success rates and create strategies to improve.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		Demographics A10100 Fall 2021 Percent Female 61% Percent Male 39% Percent White 47% Percent Non-White 53% Demographics P1012C Fall 2021 Percent Female 62% Percent Male 38% Percent White 32% Percent Non-White 68% Fall 2021, there were more female students in both the A10100 and P1012C programs than male, which was consistent with the College demographics. During Fall 2021, more non-white students were served proportionally in the P1012C pathway compared to college wide. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various

	Rating	Explanation
		courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all program's college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiencies in course offerings.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in A10100 and P1012C. Classes are offered day, night, and online on multiple campuses and high school locations. Various start dates are provided to accommodate the different populations served as well as to aid in progression to degree completion.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		Current science courses with a high withdraw rate are BIO-110 (17%), BIO-161 (19%), and CHM 130/130A (17%). In math, courses with a high withdraw rate are MAT-152 (21%), MAT-171 (11%), and MAT-172 (23%). COM 231(21%) and 120 (19%) have high withdrawal rates. These courses have a strong writing and oral presentation focus which contributes to the difficulty. ENG 002(25%), ENG 011(23%), ENG 111 (17%), and ENG 112 (16%) traditionally have higher withdrawal rates due primarily to the strong writing requirements in each class. REL 110 (25%), SOC 225 (23%) It is important to address these high withdrawal rates to help improve student success in these courses, whether through student and/or faculty support in these courses and making faculty aware of the high withdrawal rates.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		A10100 Headcount – 1403 Awards – 211 Awards at the Highest Level – 211 Awards to Headcount Ratio – 15% P1012C Headcount – 2113 Awards – 0 Awards at the Highest Level – 0 Awards to Headcount Ratio – 0% Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A10100 and P1012C have diversified goals for attending; and completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 - 85%, 2019 - 82%, 2020 – 86%, 2021 – 83%, 2022 – 85%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have created a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure. Additionally, we have a Transfer Advisory Committee with membership from our Arts and Sciences Advising Center, A&S Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester. Students have the benefit of one-on-one advising in the Arts and Sciences Advising Center. Transfer advisors assist students in developing educational plans with the goal of seamless transfer to a senior institution based on the published Baccalaureate Degree Plans (BPDs). The advising staff offer both in person and virtual advising meetings.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship

	Rating	Explanation
		opportunities to Gaston College transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Program Review – P1012T Career and College Promise Pathway – Associate in Arts Teacher Prep

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate in Arts Teacher Preparation (AATP) degree at Gaston College is to provide students with a transfer degree that is intended to provide smooth transfer for community college students who wish to continue their education in teacher preparation at constituent institutions of the University of North Carolina (UNC) System and Signatory Institutions of the North Carolina Independent Colleges and Universities (NCICU) institutions. Gaston College AATP graduates must obtain a GPA of at least 2.7 on a 4.0 scale and a grade of C or better in all transfer courses.

As stated in the North Carolina Community College System website:

> The AATP is a Uniform Articulation Agreement (UAA) between the North Carolina Community Colleges and 15 UNC System and 24 NCICU institutions. This articulation agreement describes a progression degree plan that includes required teacher education degree plans and pre-major courses that are acceptable to all state funded teacher education program options. Students who follow the progression degree plan will have 60 hours applied to constituent institutions of the UNC System or NCICU Signatory Institutions.
>
> This agreement does not guarantee student acceptance into any bachelor program at UNC System or NCICU institutions. Teacher Preparation students must meet applicable admissions criteria and policies designated by, and earn admission into, the UNC constituent or NCICU Signatory institution of their choice. These criteria and admissions requirements may include (but are not limited to) minimum GPA and Praxis scores and their associated timelines, as published by each university's bachelor's degree in Teacher Education-related programs.

The AATP degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit of college transfer courses. Within the degree program, the students have the opportunity to achieve competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities. Additionally, an external Transfer Advisory Committee

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.

Due to the AATP beginning in Fall 2021 there are currently no action items from the 2021-2022 program review cycle to address.

Strengths

While the program is new to the college, this program is one that was created to further assist the teacher preparation pipeline in our state as there is currently a high need and demand for qualified K – 12 teachers. In addition, courses within the Arts and Sciences (A&S) Division in this program are an integral component of all degrees offered at the college. The Division remains at the forefront for statewide and national improvement initiatives. With the interdependent nature of the Arts and Sciences Division, collaboration with other programs and divisions at the College is a high priority and strong point. To increase fill-rates and provide consistent offerings of courses, A&S has worked hard to streamline semester schedules. Data analysis of previous semesters has been conducted to determine student demand related to course, modality, time of day, and campus location.

Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS).

Areas for Improvement

The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development: This includes developing and training faculty in a new Success Coach Model, developing more targeted professional development related to online teaching and content improvement. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses,

Needs

Due to multiple retirements and resignations as well as growth in the College Now programs, the college has multiple open positions. Full-time faculty are needed in the following areas – math, biology, and communications.

Actions for 2022-2023

- Implement strategies to improve online learning and teaching within Arts and Sciences.
- Work with Human resources to hire faculty in needed positions within Arts and Sciences.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Develop Strategies to retain existing faculty. • Increase Diversity among Arts & Science Faculty • Increase Fall to Fall retention and degree completion within Arts and Sciences

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Career and College Promise Pathway – Associate in Arts Teacher Prep (P1012T)
Is there anything you want to note about these diplomas, certificates, or pathways?	NA

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		According to the Gaston College 2021 – 2022 Fact Book FTE Count A1010T • 2021 – 2022 = n/a Curriculum Headcount and Awards by Students Primary Major A1010T: • 2021 – 2022 = 42 FTE Count P1012T • 2021 – 2022 = .75 Curriculum Headcount and Awards by Students Primary Major P1012T: • 2021 – 2022 = 13
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school

	Rating	Explanation
		population as a target audience. We continue to collaborate with senior institutions regarding the AATP curriculum program course requirements. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Due to the nature of the AATP curriculum that is part of the UAA as set by the NCCCS and UNC/NCICU Signatory institutions, the program hours are similar to the neighboring institutions offering this program. There are no differences in the courses that can be offered in this program for our students per the UAA. Continued marketing efforts are/will be made to promote the AATP program for current and prospective students to further increase enrollment in the program.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and analysis of learning outcomes documents
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		According to this Gaston Colleges Fact Book for 2021- 2022, the AATP. Program Retention A1010T: • Fall 2021 to Spring 2022 = 80%. Program Retention P1012T: • Fall 2021 to Spring 2022 = n/a

	Rating	Explanation
		Due to the AATP program beginning in FA 2021 there is currently not enough information or data to determine any barriers to student progress. However, the barrier to student progress for the P1012T involves the uniqueness of the high school population. The student's goal may be to take a course or two and not to progress through the pathway. The P1012T pathway is for 11th and 12th grade students only. If students enroll in the pathway in the fall of their senior year, they would no longer be in this pathway or at Gaston College during the following fall. This can result in a lower fall to fall retention rate for this population. Divisional administrators track individual course withdraw and success rates and create strategies to improve.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		With the start of the AATP program in Fall 2021, efforts are being made to market to all populations. Gaston College currently provides a CCP AATP Pathway for students enrolled in the local high schools to begin working towards this program. HS Counselors and Career Coaches located at each of the high schools assist in sharing the information with all students. According to the NCCCS Analytics and Reporting - Student, Program, and Course Enrollment – Dashboards - Curriculum Program Enrollment there is not a report, yet, indicating the AATP demographics. Gaston College continues to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individual help

	Rating	Explanation
		in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Any pre-requisites are noted in course descriptions to assist students in planning and course selections. Currently, the AATP program of study is not provided in a semester-by-semester sequence as students have the ability to select courses in a sequence that meets their needs. Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiencies in course offerings.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in A1010T and P1012T. Classes are offered day, night, and online on multiple campuses and high school locations. Various start dates are provided to accommodate the different populations served as well as to aid in progression to degree completion.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		According to the 2021 – 2022 Grade Distribution Reports for Arts & Sciences, current courses with a high withdraw rates are: • BIO 110 (17%) • CHM 151 (25%) • MAT 152 (21%) • MAT 171 (11%) • MAT 172 (23%) • COM 231(21%) • COM 120 (19%) • ENG 002 (25%) – supplemental course • ENG 011 (23%) – supplemental course • ENG 111 (17%) • ENG 112 (16%) • REL 110 (25%) • SOC 225 (23%) The COM courses have a strong writing and oral presentation focus which may contribute to the difficulty. EDU 187 (25%) is a foundational course for the teacher prep programs that is a 3-credit hour course with a 3 hour lab. The ENG courses traditionally have higher withdrawal rates due primarily to the strong writing requirements in each class. It is important to address these high withdrawal rates to help improve student success in these courses, whether through student and/or faculty support in these courses and making faculty aware of the high withdrawal rates.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		According to the Gaston College 2021 – 2022 Fact Book: (n/a data due to program started FA 2021) A1010T • Headcount – 42 • Awards – n/a • Awards at the Highest Level – n/a • Awards to Headcount Ratio – n/a

	Rating	Explanation
		P1012T • Headcount – 13 • Awards – n/a • Awards at the Highest Level – n/a • Awards to Headcount Ratio – n/a Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A1010T and P1012T have diversified goals for attending; and completion of a credential is only one preference. For some students depending on which teacher education program, they are wanting to pursue at a four-year institution, it is best if the students transfers to that institution prior to completing the AATP program as completing the program and then transferring could delay their time to bachelor's degree completion.

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 - 85%, 2019 - 82%, 2020 – 86%, 2021 – 83%, 2022 – 85%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have created a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure. Additionally, we have a Transfer Advisory Committee with membership from our Arts and Sciences Advising Center, A&S Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester. Students have the benefit of one-on-one advising in the Arts and Sciences Advising Center. Transfer advisors assist students in developing

	Rating	Explanation
		educational plans with the goal of seamless transfer to a senior institution based on the published UAA Teacher Prep Pathway and Baccalaureate Degree Plans (BPDs)/Teacher Education Program Admissions. The advising staff offer both in-person and virtual advising meetings.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Statewide employment projections have indicated that we are in a teacher shortage and will continue to need qualified teacher candidates, therefore this program is a right fit for our community. According to the North Carolina Department of Commerce, currently there is an annual projected growth rate of .5% for those in Education, Training, and Library occupations across our state. Within Gaston College's serving counties of Gaston and Lincoln counties, the local public school system is one of the largest employers (top 5) within each county. NC Commerce Quarterly Census of Employment and Wages for 2021 indicated the Gaston County Schools is the 2nd largest employer in Gaston County, and Lincoln County Schools is the 1st largest employer in Lincoln County, both systems with over 1,000 employees. There are other charter and private schools in the communities. Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Information regarding the UAA is available using the following links: • UAA in Teacher Preparation between NCCS and UNC System • UAA in Teacher Preparation between NCCS and NCICU

Program Review – P1042C Career and College Promise Pathway – Associate in Science

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate in Science (AS) degree at Gaston College is to provide students with a transfer degree which allows for seamless entry to a senior institution. All public senior institutions in North Carolina and many private are a part of the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). These agreements enable Gaston College graduates in the AS program to transfer with junior status. Gaston College graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status.
The AS degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit of college transfer courses. Within the degree program, the students have the opportunity to achieve competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.
The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities. Additionally, an external Transfer Advisory Committee meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.
The following action items from the 2021-2022 program review cycle were addressed.
To meet the needs of Division, the following actions will be implemented during the 2021-2022 academic year:
Increase the number of success coaches in the division:
During the Fall of 2021, the Arts and Sciences had 4 success coaches that were primarily responsible for all of success coaching of all students in A&S. Starting Fall 2021, A&S faculty were provided success coach training in order to conduct a new model of success coaching by the A&S faculty. More than 8 training sessions were provided to all A&S faculty. In the Spring 2022, A&S faculty began serving as a success coach for a case load of students. Each A&S faculty member had a case load of 10-20 students throughout the spring semester. The 4 primary success coaches in A&S remained as success coaches for a reduced load of students while assuming the roles of trainer and guide for faculty as they learned to coach students using this new model. Success coaches provided faculty monthly emails with tips and tricks to support faculty as they worked with their students. In addition, A&S Success Coach Group was created in Google Drive to provide faculty with examples and tips on how to successfully coach students. Faculty success coaches were provided with a survey at the end of the

Executive Summary

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Spring Semester to gauge the success of the success coaching pilot. Feedback provided by faculty indicated that while they wanted to serve as success coaches, faculty felt that they could serve their own students as a success coach as opposed to being assigned a caseload. This feedback was used to update the Faculty Success Coaching to a new model that is being implemented in Fall 2022.

Train all faculty and advisors on the new Self-Service program

The Dean's office worked with the Office of Registration and Records to provide training and training materials to all Arts and Science faculty. During the Fall of 2021, a group of select faculty served as a test group to implement Self-Service. This pilot group provided feedback to the Dean's office and the Office of Registration and Records to provide insight into the process on the faculty end. In the Spring 2022, all A&S faculty transitioned into using Self-Service. All faculty and advisors were provided with training and training materials (in NeoGov) as they transitioned into this new system.

Explore more inclusive access and Open Education Resources (OER) in the general education and program courses.

Faculty teaching in the A.S. pathway were provided the option to attend workshops and training during OER week during the Spring 2022 semester. Science faculty groups met to discuss inclusive access and OER options in addition to the recommended training. BIO-275 moved their textbook requirements to inclusive access. Active OER groups in Science and Math are continuing to meet (Course Leads) and discussing the transition to OER in future academic years.

Work with Human Resources to hire new faculty in the division.

The Arts & Sciences held several hiring committees throughout the 2021-2022 academic year to replace faculty who retired or resigned. During the Spring and Summer of 2022, 2 biology instructors of 4 were hired, 1 math instructors, 1 PSY and 1 Art instructor for College Now Programs. These faculty will start during the AY 2022-2023. Despite filling the need with these faculty members, the division also saw the retirements or resignations of 1 biology and 1 chemistry faculty as well as several other faculty from other A&S areas that serve to teach students in the A.S. pathway.

Implement the QEP case management advising model for all A&S.

The college implemented a new advising model for the academic year (2021-2022). Based on our Quality Enhancement Plan (QEP), Gaston College launched the *Path to Potential – A Case Management Advising Model*. This model provided three new advising centers on campus (Arts & Sciences, Career & Technical Ed., and Health and Human Services). A.S. students primarily utilize the Arts & Science advising center under this new model. This advising center for A&S offers new student advising, first semester advising, and ongoing advising for all A&S students. These division specific centers have a greater ability to focus directly on student needs and each advisor follows the students from entry until graduation. During the first semester, advisors met with over 2200 students while still providing new student outreach while following up and creating academic plans for continuing students. Overall assessment of the success of the new Advising Model will be forthcoming after completion of several advising cycles with final analysis occurring in the 5th year review of the advising program model.

Work with director of marketing to strategize ways to increase enrollment in SPARC.

During the 2021-2022 academic year, the SPARC team worked with the director of marketing to develop new recruitment materials that included updated college logos and college colors after Gaston College rebranded the last academic year. In addition, new SPARC logos were created with the updated branding material to align with college colors and branding. Outside of Marketing, the SPARC program increased the scholarship award amount provided to students based on updated instructions

Executive Summary

- Strengths: What are we doing well?
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from the National Science Foundation. Students were also offered a hybrid model of activities to open the SPARC program to a wider range of students.

Strengths

The program remains vital to the offerings at the College, as evidenced by program enrollment data. In addition, courses within the Arts and Sciences (A&S) Division in this program are an integral component of all degrees offered at the College. The Division remains at the forefront for statewide and national improvement initiatives. With the interdependent nature of the Arts and Sciences Division, collaboration with other programs and divisions at the College is a high priority and strong point. To increase fill-rates and provide consistent offerings of courses, A&S has worked hard to streamline semester schedules. Data analysis of previous semesters has been conducted to determine student demand related to course, modality, time of day, and campus location.

Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS).

The Gaston College SPARC Scholars program is a scholarship initiative funded by the National Science Foundation under Grant Nos. (1355569, 1742128, 1833738) and a private donor to help offset the unmet need of Gaston College students. Scholarships up to 10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College, major in Science, Technology, Engineering, or Math (STEM), and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need.

In addition to receiving scholarship funds to offset their unmet financial need, SPARC Scholars are part of a learning community with specially designed course schedules, in which they work closely with other scholars and faculty members. SPARC Scholars also participate in undergraduate research experiences, extracurricular events, and field trips, as well as benefit from a mentoring relationship with a selected faculty member.

Another STEM program, Bridges to Baccalaureate (B2B) is a grant program supported by the National Institutes of Health. This multi-college grant between Gaston College, Rowan Cabarrus Community College, and the University of North Carolina at Charlotte provides paid research opportunities to students in A.S and A.E. programs. This program provides paid undergraduate research experiences with a Gaston College faculty member and allows Gaston College students to participate in research at UNCC to begin forming research relationships with a faculty mentor at UNCC. In addition to paid research experiences, students are provided travel money and support to present at regional and national conferences across the U.S.

Areas for Improvement

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improvement of seamless transfer to senior institutions, and reducing course withdraw rates.
A greater need for articulation agreements in the sciences with area 4-year universities that make 2+2 transfer agreements more viable for students pursuing science majors. Increasing availability of courses at Gaston College and creating better 2+2 agreements in science-related majors is an area that needs to be addressed.
Recruiting efforts to enroll students in the SPARC program need improvement. While great strides were made over the last academic year, there are still significant issues getting the word out to talented high school students and their parents. Each year, there are fewer first semester students in the program as students typically find out about the program by word of mouth after starting at the College or because students enter with College Now credits. At the high schools, specific science teachers have been the biggest supporters and recommended the program to students who would benefit from the program; however, the high school counselors do not typically do the same.
Needs
Despite adding new faculty in the division, multiple retirements, and resignations as well as growth in the College Now programs, the college has multiple open positions. Full-time faculty are needed in the following areas – math (1 position), biology (3 positions), communications (1 position), and foreign language (1 position).
Actions for 2022-2023

- Implement strategies to improve online learning and teaching within Arts and Sciences.
- Work with Human resources to hire faculty in needed positions within Arts and Sciences.
- Develop Strategies to retain existing faculty.
- Increase Diversity among Arts & Science Faculty
- Increase Fall to Fall retention and degree completion within Arts and Sciences

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Career and College Promise Pathway – Associate in Science (P1042C)
Is there anything you want to note about these diplomas, certificates, or pathways?	NA

CONNECTION

	Rating	Explanation
Viability:		FTE Count A10400

	Rating	Explanation
• How viable is the program? Consider the accompanying program viability report.		• 2018-2019 391.2 • 2019-2020 412.8 • 2020-2021 385.22 • 2021-2022 386.66 There was an increase in FTE of 1.44 FTE from 2020-2021 to 2021-2022. FTE Count P1042C • 2018-2019 109.59 • 2019-2020 250.4 • 2020-2021 336.02 • 2021-2022 264.47 There was a decrease in FTE of 71.55 FTE from 2020-2021 to 2021-2022. The FTE was up slightly for the A10400 program and down for the P1042C program. However, the program remains in high demand, especially among the high school population. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school population as a target audience. We continue to collaborate with senior institutions regarding the Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process.

	Rating	Explanation
		Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet need of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College, major in Science, Technology, Engineering, or Math (STEM), and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Program hours are comparable with neighboring institutions. The nearest colleges, Cleveland Community College, Central Piedmont Community College, and Catawba Valley Community College all share the same Associate in Science program requirements.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and analysis of learning outcomes documents.
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		Program Retention A10400 • Fall 2018 to Fall 2019 61% • Fall 2019 to Fall 2020 53% • Fall 2020 to Fall 2021 38% • Fall 2021 to Fall 2022 54% There was an increase in retention of new students of 16 percentage points from Fall 2020 to Fall 2021. Program Retention P1042C • Fall 2018 to Fall 2019 52% • Fall 2019 to Fall 2020 26% • Fall 2020 to Fall 2021 39% • Fall 2021 to Fall 2022 74% There was an increase in retention of new students of 35 percentage points from Fall 2020 to Fall 2021. There remains a barrier to student progress for the P1042C which involves the uniqueness of the high school population. The student's goal may be to take a course or two and not to progress through the pathway. The P1042C pathway is for 11th and 12th grade students only. If students enroll in the pathway in the fall of their senior year they would no longer be in this pathway or perhaps at Gaston College during the following fall. Therefore, based on the population of students enrolled in the pathway we do not expect this retention rate to meet the College goal in the future.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		Demographics A10400 Fall 2021 Percent Female 59% Percent Male 41% Percent White 51% Percent Non-White 49% Demographics P1042C Fall 2021

	Rating	Explanation
		Percent Female 59% Percent Male 41% Percent White 39% Percent Non-White 61% Fall 2021, there were more female students in both the A10400 and P1042C programs than male, which was consistent with the College demographics. During Fall 2021, more non-white students were served in the P1042C pathway. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement, especially in the STEM programs. Traditionally there is gender disparity across STEM fields with more male students pursuing the degrees. We have a high percentage of women faculty members teaching our math and science courses. Additionally, our science courses have been restructured using Inquiry Based Learning, which research suggests helps to eliminate the gender gap in learning. We also have created a Math and Science Center for added academic support in those areas. We provide academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?		Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all program's college

	Rating	Explanation
• Are courses filled at an appropriate rate?		wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiencies in course offerings.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in A10400 and P1042C. Classes are offered day, night, and online on multiple campuses. Various start dates are provided to accommodate the different populations served as well as to aid in progression to degree completion.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Due to course evaluations being administered online, the response rate remains low. Institutional Effectiveness and the Dean's Council continue to brainstorm ways to increase student response rates. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		Current science courses with a high withdraw rate are BIO-110 (17%), BIO-161 (19%), and CHM 130/130A (17%). Each of these courses are foundational courses that are not part of the plan for students pursuing an A.S. degree. Most students completing these courses are students in other degree programs with little background in the sciences. In math, courses with a high withdraw rate are MAT-152 (21%), MAT-171

	Rating	Explanation
		(11%), and MAT-172 (23%). It is important to address these high withdrawal rates to help improve student success in these courses, whether through student and/or faculty support in these courses.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		A10400 Headcount – 762 Awards – 130 Awards at the Highest Level – 130 Awards to Headcount Ratio – 17% P1042C Headcount – 1024 Awards – 0 Awards at the Highest Level – 0 Awards to Headcount Ratio – 0% Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A10400 and P1042C have diversified goals for attending; and completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 - 85%, 2019 - 82%, 2020 – 86%, 2021 – 83%, 2022 – 85%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have created a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure.

	Rating	Explanation
		Additionally, we have a Transfer Advisory Committee with membership from our Arts and Sciences Advising Center, A&S Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester. Students have the benefit of one-on-one advising in the Arts and Sciences Advising Center. Transfer advisors assist students in developing educational plans with the goal of seamless transfer to a senior institution based on the published Baccalaureate Degree Plans (BPDs). The advising staff offer both in person and virtual advising meetings.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	NA

Program Review – P1042T Career and College Promise Pathway – Associate in Science Teacher Prep

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate in Science Teacher Preparation (ASTP) degree at Gaston College is to provide students with a transfer degree that is intended to provide smooth transfer for community college students who wish to continue their education in teacher preparation at constituent institutions of the University of North Carolina (UNC) System and Signatory Institutions of the North Carolina Independent Colleges and Universities (NCICU) institutions. Gaston College AATP graduates must obtain a GPA of at least 2.7 on a 4.0 scale and a grade of C or better in all transfer courses.

As stated in the North Carolina Community College System website:

> The AATP is a Uniform Articulation Agreement (UAA) between the North Carolina Community Colleges and 15 UNC System and 24 NCICU institutions. This articulation agreement describes a progression degree plan that includes required teacher education degree plans and pre-major courses that are acceptable to all state funded teacher education program options. Students who follow the progression degree plan will have 60 hours applied to constituent institutions of the UNC System or NCICU Signatory Institutions.
>
> This agreement does not guarantee student acceptance into any bachelor program at UNC System or NCICU institutions. Teacher Preparation students must meet applicable admissions criteria and policies designated by, and earn admission into, the UNC constituent or NCICU Signatory institution of their choice. These criteria and admissions requirements may include (but are not limited to) minimum GPA and Praxis scores and their associated timelines, as published by each university's bachelor's degree in Teacher Education-related programs.

The ASTP degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit for college transfer courses. Within the degree program, the students have the opportunity to achieve competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities. Additionally, an external Transfer Advisory Committee

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.

Due to the ASTP beginning in Fall 2021 there are currently no action items from the 2021-2022 program review cycle to address.

Strengths

While the program is new to the college, this program is one that was created to further assist the teacher preparation pipeline in our state as there is currently a high need and demand for qualified K – 12 teachers. In addition, courses within the Arts and Sciences (A&S) Division in this program are an integral component of all degrees offered at the college. The Division remains at the forefront for statewide and national improvement initiatives. With the interdependent nature of the Arts and Sciences Division, collaboration with other programs and divisions at the College is a high priority and strong point. To increase fill-rates and provide consistent offerings of courses, A&S has worked hard to streamline semester schedules. Data analysis of previous semesters has been conducted to determine student demand related to course, modality, time of day, and campus location.

Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS).

Areas for Improvement

The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development: This includes developing and training faculty in a new Success Coach Model, developing more targeted professional development related to online teaching and content improvement. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses,

Needs

Due to multiple retirements and resignations as well as growth in the College Now programs, the college has multiple open positions. Full-time faculty are needed in the following areas – math, biology, and communications.

Actions for 2022-2023

- Implement strategies to improve online learning and teaching within Arts and Sciences.
- Work with Human resources to hire faculty in needed positions within Arts and Sciences.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Develop Strategies to retain existing faculty. • Increase Diversity among Arts & Science Faculty • Increase Fall to Fall retention and degree completion within Arts and Sciences

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Career and College Promise Pathway – Associate in Science Teacher Prep (P1042T)
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		According to the Gaston College 2021 – 2022 Fact Book FTE Count A1040T • 2021 – 2022 = n/a Curriculum Headcount and Awards by Students Primary Major A1040T: • 2021 – 2022 = n/a FTE Count P1042T • 2021 – 2022 = .44 Curriculum Headcount and Awards by Students Primary Major P1042T: • 2021 – 2022 = 2
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school

	Rating	Explanation
		population as a target audience. We continue to collaborate with senior institutions regarding the AATP curriculum program course requirements. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Due to the nature of the ASTP curriculum that is part of the UAA as set by the NCCCS and UNC/NCICU Signatory institutions, the program hours are similar to the neighboring institutions offering this program. There are no differences in the courses that can be offered in this program for our students per the UAA. Continued marketing efforts are/will be made to promote the ASTP program for current and prospective students to further increase enrollment in the program.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and analysis of learning outcomes documents
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		According to this Gaston Colleges Fact Book for 2021- 2022, the ASTP. Program Retention A1040T: • Fall 2021 to Spring 2022 = n/a Program Retention P1042T: • Fall 2021 to Spring 2022 = n/a

	Rating	Explanation
		Due to the ASTP program beginning in FA 2021 there is currently not enough information or data to determine any barriers to student progress. However, the barrier to student progress for the P1042T involves the uniqueness of the high school population. The student's goal may be to take a course or two and not to progress through the pathway. The P1042T pathway is for 11th and 12th grade students only. If students enroll in the pathway in the fall of their senior year, they would no longer be in this pathway or at Gaston College during the following fall. This can result in a lower fall to fall retention rate for this population. Divisional administrators track individual course withdraw and success rates and create strategies to improve.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		With the start of the ASTP program in Fall 2021, efforts are being made to market to all populations. Gaston College currently provides a CCP ASTP Pathway for students enrolled in the local high schools to begin working towards this program. HS Counselors and Career Coaches located at each of the high schools assist in sharing the information with all students. According to the NCCCS Analytics and Reporting - Student, Program, and Course Enrollment – Dashboards - Curriculum Program Enrollment there is not a report, yet, indicating the ASTP demographics. Gaston College continues to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individual help

	Rating	Explanation
		in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Any pre-requisites are noted in course descriptions to assist students in planning and course selections. Currently, the ASTP program of study is not provided in a semester-by-semester sequence as students have the ability to select courses in a sequence that meets their needs. Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all program's college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiencies in course offerings.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in A1040T and P1042T. Classes are offered day, night, and online on multiple campuses and high school locations. Various start dates are provided to accommodate the different populations served as well as to aid in progression to degree completion.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		According to the 2021 – 2022 Grade Distribution Reports for Arts & Sciences, current courses with a high withdraw rates are: • BIO 110 (17%) • CHM 151 (25%) • MAT 152 (21%) • MAT 171 (11%) • MAT 172 (23%) • COM 231(21%) • COM 120 (19%) • ENG 002 (25%) – supplemental course • ENG 011 (23%) – supplemental course • ENG 111 (17%) • ENG 112 (16%) • REL 110 (25%) • SOC 225 (23%) The COM courses have a strong writing and oral presentation focus which may contribute to the difficulty. EDU 187 (25%) is a foundational course for the teacher prep programs that is a 3-credit hour course with a 3-hour lab. The ENG courses traditionally have higher withdrawal rates due primarily to the strong writing requirements in each class. It is important to address these high withdrawal rates to help improve student success in these courses, whether through student and/or faculty support in these courses and making faculty aware of the high withdrawal rates.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		According to the Gaston College 2021 – 2022 Fact Book: (n/a data due to program started FA 2021) A1040T • Headcount – n/a • Awards – n/a • Awards at the Highest Level – n/a • Awards to Headcount Ratio – n/a

	Rating	Explanation
		P1042T • Headcount – 2 • Awards – n/a • Awards at the Highest Level – n/a • Awards to Headcount Ratio – n/a Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A1040T and P1042T have diversified goals for attending; and completion of a credential is only one preference. For some students depending on which teacher education program, they are wanting to pursue at a four-year institution, it is best if the students transfer to that institution prior to completing the ASTP program as completing the program and then transferring could delay their time to bachelor's degree completion.

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 - 85%, 2019 - 82%, 2020 – 86%, 2021 – 83%, 2022 – 85%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have created a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure. Additionally, we have a Transfer Advisory Committee with membership from our Arts and Sciences Advising Center, A&S Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester. Students have the benefit of one-on-one advising in the Arts and Sciences Advising Center. Transfer advisors assist students in developing

	Rating	Explanation
		educational plans with the goal of seamless transfer to a senior institution based on the published UAA Teacher Prep Pathway and Baccalaureate Degree Plans (BPDs)/Teacher Education Program Admissions. The advising staff offer both in-person and virtual advising meetings.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Statewide employment projections have indicated that we are in a teacher shortage and will continue to need qualified teacher candidates, therefore this program is a right fit for our community. According to the North Carolina Department of Commerce, currently there is an annual projected growth rate of .5% for those in Education, Training, and Library occupations across our state. Within Gaston College's serving counties of Gaston and Lincoln counties, the local public school system is one of the largest employers (top 5) within each county. NC Commerce Quarterly Census of Employment and Wages for 2021 indicated the Gaston County Schools is the 2nd largest employer in Gaston County, and Lincoln County Schools is the 1st largest employer in Lincoln County, both systems with over 1,000 employees. There are other charter and private schools in the communities. Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Information regarding the UAA is available using the following links: • UAA in Teacher Preparation between NCCS and UNC System • UAA in Teacher Preparation between NCCS and NCICU

Upon successful completion of any associate degree program at Gaston College, students will demonstrate general education competencies in the following areas:

- Competency 1: Information Literacy and Educational Technology
- Competency 2: Communication
- Competency 3: Mathematical and Scientific Reasoning
- Competency 4: Humanities and Fine Arts
- Competency 5: Social and Behavioral Sciences

Competency 1: Information Literacy and Educational Technology

Students will meet this competency through the completion of both objectives 1a and 1b.

- CCSSE Survey Results

Objective 1a: Access, use, and evaluate information in a variety of formats.

- ACA 111
- ACA 122

Objective 1b: Use educational technologies to achieve academic and work-related goals.

- ACA 111
- ACA 122

Competency 2: Communication

Students will meet this competency through assessments in both ENG 111 and ENG 112, ENG 114, COM 120, or COM 231.

Objective: Communicate effectively through writing, reading, and speaking

- COM 120
- COM 231
- ENG 111
- ENG 112
- ENG 114
- CCSSE Survey Results

Competency 3: Mathematical and Scientific Reasoning

Students will meet this competency through the completion of objectives 3a, 3b, or 3c.

Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.

- MAT 110
- MAT 121
- MAT 143
- MAT 152
- MAT 171

Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.

- BIO 110
- BIO 111
- BIO 161
- BIO 168

- CHM 130
- CHM 131/131A
- CHM 151
- GEL 111
- PHY 110/PHY 110A

Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.

- CIS 110
- CIS 115

Competency 4: Humanities and Fine Arts

Students will meet this competency through the completion of objectives 4a, 4b, or 4c.

Objective 4a: Demonstrate knowledge of philosophical beliefs, assumptions, and values.

- PHI 215
- PHI 240

Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.

- ART 111
- ART 114
- ART 115
- MUS 110
- MUS 112

Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.

- ENG 231
- ENG 232
- ENG 241
- ENG 242

Competency 5: Social and Behavioral Sciences

Students will meet this competency through the completion of objectives 5a or 5b.

- CCSSE Survey Results

Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.

- ECO 251
- ECO 252
- HIS 111
- HIS 112
- HIS 131
- HIS 132
- POL 120

Objective 5b: Demonstrate knowledge of the reciprocal interactions among self, society, and the environment.

- PSY 150
- SOC 210

- SOC 220

The Gaston College General Education Competencies also represent the program learning outcomes for the following degrees within the Arts and Sciences Division

- Associate in Arts – A10100
- Associate in Science – A10400
- Associate in General Education – A10300
- Associate in General Education Nursing – A1030N
- Associate in Engineering – A10500

Overall Assessment of General Education Competencies

The following rubric is used to holistically evaluate general education competencies. The benchmark is an overall score of 3 out of 4 or 75% (a rating of "good"). The rubric scoring range is shown below:

Improvement Needed (1)	Fair (2)	Good (3)	Excellent (4)
0-59% success rate on the course assessment activity	60-74% success rate on the course assessment activity	75-84% success rate on the course assessment activity	85-100% success rate on the course assessment activity

Summary of General Education Competencies	Total Points Achieved
Competency 1: Information Literacy and Educational Technology	16/16 = 100
Objective 1a. Access, use, and evaluate information in a variety of formats.	8/8
Objective 1b. Use educational technologies to achieve academic and work-related goals.	8/8
Competency 2: Communication	13/16 = 81%
Objective: Communicate effectively through writing, reading, and speaking	
Competency 3: Mathematics and Scientific Reasoning	44/60 =73%
Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	10/20
Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	26/32
Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	8/8
Competency 4: Humanities and Fine Arts	24/32 =75%
Objective 4a: Demonstrate knowledge of philosophical and/or religious beliefs, assumptions, and values.	5/8
Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	17/20
Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.	2/4

Competency 5: Social and Behavioral Sciences	36/40 =90%
Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	26/28
Objective 5b: Demonstrate knowledge of the reciprocal interactions among self, society, and the environment.	10/12
Total Achieved/Total Possible	133/164
Overall Rubric Score	81% (3)

Student Learning Outcomes – College Transfer

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1a	Competency 1: Information Literacy and Educational Technology Objective 1a: Access, use, and evaluate information in a variety of formats.	ACA 111: College Student Success Students will complete a comprehensive final assessment. Questions 12-15 will address Objective 1a and the following student learning outcome: Create and explain short and long-term academic goals and plan.	On average, students completing the final assessment will earn at least 70% of their available points to demonstrate knowledge the ability to access, use, and evaluate information in a variety of formats.	FA 2021 91.76% The Success Criteria was met >90%	Students are assessed how well they can use the technology required for use as a student at Gaston College and in the given course. Objective 1a. students had a 97.11% success rate for Fall 2021 Objective 1b. students had a success rate of 98.16% for Fall 2021	The lowest success rate item was item number 9 with 78.02%. There was a significant improvement from the Fall 2021 success rate of 98.8%. The question was rewarded with a more specific location pertaining to the Week 4 Course Schedule. The increase in the overall Success Criteria of 90% was met with an average of 91.7%.	Item number 9 continued to not meet our success standards in Fall 2020, 78.02%, even after rewording the question. In discussions with Karen Duncan, we have learned the new format for our Blackboard course set up should assist with the location of the Course Schedule. It is said to be much more obvious and easier to locate. We will edit item	It is the ACA111 faculty's suggestion to look at the percentage of students completing the exam. Our average is 85.22% of students completed the assessment (assuming this does not count withdrawn students). We have set a goal of 90% of active students will participate in the final assessment. To do this, the class due date for the final exam will be 3 days before the college's final date to take the exam. Instructors will first try to call any students who miss the class deadline to get them to make it up. If we	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							number 9 on the final assessment to make sure that the change in location is noted in the wording of the question. Lastly, it was noted that there had been a decrease in the percentage of students who started the ACA111 course and those completing the final from Fall 2019, 92.5%, to Fall 2020, 86.25%. Instructors wonder if the Covid-19 pandemic	cannot reach by phone, we will make an alert in Watermark where we email the student. The next day, if there is still no response, we will submit a second alert to get the A&S success coach (Sherry Sharpe) involved in trying to contact the student. ACA 111 will no longer be offered after the Spring 2023 semester.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							was attributed to the decrease. This is an area we will monitor and look at for Fall 2021.		
1a	Competency 1: Information Literacy and Educational Technology Objective 1a: Access, use, and evaluate information in a variety of formats.	ACA 122: College Transfer Success Students will complete a comprehensive final exam. The final exam will contain 40 multiple choice questions. Questions numbers 1, 4, 7-12, 16, 23-24, 28, 23-33, 35-36, 38-40 will be used to assess Objective 1a and the following student learning outcomes:	On average, students completing the final assessment will earn at least 70% of their available points to demonstrate knowledge the ability to access, use, and evaluate information in a variety of formats.	Fall 2021 85.1%	The success criteria were met. The course content was streamlined but also ensures that students met the requirements of approximately 4 hours of work per week. Each Module has no more than 2 assignments Chapter Check (true/false and	Fall 2021 – Assessment Success Average for this period: 85.1 %, which was down .9% from the Fall 2020 period of 86% 4 test questions did not meet the success criteria. #5 – In order to do well on a test, you must first. 59.3 % of respondents answered correctly. #17 – A list of courses recommended by	The course is to be 8 weeks in length and be a course that AAS students will take as well as transfer students. The thinking is to do away with ACA 111 and have all students take ACA 122. The Final Exam of the revised course will include questions	Due to the changes that have occurred in the course, for example, QM Certification, the team recommends not making any changes at this time but monitoring the course and review the next assessment outcomes report before making any suggestions for change	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		1. Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees. 2. Develop a strategic plan for transferring to a university and preparing for a new career. 3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer.			multiple-choice questions to assess learners' understanding of the chapter content) Assignment or Discussion Board (application assignment) Student feedback regarding the course has been positive, including the options for assignments based on their academic and career goals. Course also earned Quality Matters (QM) Certification as of May 2022	the North Carolina public universities to prepare transfer students for success in specific majors at the universities, and it provides a complete plan for the four years students spend earning a bachelor's degree is called. •52% of respondents answered correctly Transfer agreements between a specific university and a specific community college are called. 68.8% of respondents answered correctly. Students who earn an Associate in	used from the textbook "Chapter Checks" that students take throughout the course. - Fall 2021 – Assessment Success Average for this period: 85.1 %, which was down .9% from the Fall 2020 period of 86% (not a notable change) -The ACA 122 team worked on adjusting the course to be an 8-week course, having only 8 folders (modules) with one folder per		

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		Assured Admissions Policy (TAAP), and the CAA appeals process,				Arts or Associate in Science degree and have at least a 2.0 GPA been guaranteed admission to one university in the UNC system, though not necessarily to the institution of the student's choice refers to the 71.2% of respondents answered correctly.	week and included content for our AAS students seeking employment upon graduation. -As a result of the course redesign, the final exam was revised and used questions from the textbook found in the 'Chapter Checks" that student take throughout the course.		
Objective 1a: Access, use, and evaluate information in a variety of formats. - Total									8/8
1b	Competency 1: Information Literacy and	ACA 111: College Student Success	On average, students completing the final	FA 2021 91.76% The Success	Students are assessed how well they can use the	The lowest success rate item was item number 9 with 78.02%.	Item number 9 continued to not meet our success	It is the ACA111 faculty's suggestion to look at the percentage	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Educational Technology Objective 1b: Use educational technologies to achieve academic and work-related goals.	Students will complete a comprehensive final assessment. Questions 1-11 will address Objective 1b and the following student learning outcomes: Utilize technology systems, tools, applications, and resources. (i.e., GC email, WebAdvisor, Blackboard Learning Management System, Microsoft Applications, etc.)	assessment will earn at least 70% of their available points to demonstrate the use of educational technologies to achieve academic and work-related goals	Criteria was met >90%	technology required for use as a student at Gaston College and in the given course. Objective 1a. students had a 97.11% success rate for Fall 2021 Objective 1b. students had a success rate of 98.16% for Fall 2021	There was a significant improvement from the Fall 2021 success rate of 98.8%. The question was reworded with a more specific location pertaining to the Week 4 Course Schedule. The increase in the overall Success Criteria of 90% was met with an average of 91.7%.	standards in Fall 2020, 78.02%, even after rewording the question. In discussions with Karen Duncan, we have learned the new format for our Blackboard course set up should assist with the location of the Course Schedule. It is said to be much more obvious and easier to locate. We will edit item number 9 on the final assessment to make sure that the	of students completing the exam. Our average is 85.22% of students completed the assessment (assuming this does not count withdrawn students). We have set a goal of 90% of active students will participate in the final assessment. To do this, the class due date for the final exam will be 3 days before the college's final date to take the exam. Instructors will first try to call any students who miss the class deadline to get them to make it up. If we cannot reach by phone, we will make an alert in Watermark where we email the	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							change in location is noted in the wording of the question. Lastly, it was noted that there had been a decrease in the percentage of students who started the ACA111 course and those completing the final from Fall 2019, 92.5%, to Fall 2020, 86.25%. Instructors wonder if the Covid-19 pandemic was attributed to the decrease. This is an area we will	student. The next day, if there is still no response, we will submit a second alert to get the A&S success coach (Sherry Sharpe) involved in trying to contact the student. ACA 111 will no longer be offered after the Spring 2023 semester.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							monitor and look at for Fall 2021.		
1b	Competency 1: Information Literacy and Educational Technology Objective 1b: Use educational technologies to achieve academic and work-related goals.	ACA 122: College Transfer Success Students will complete a comprehensive final exam. The final exam will contain 40 multiple choice questions. Question numbers 1-10, 12-15, 17-38. will be used to assess Objective 1b and the following student learning outcomes: Utilize technology systems, tools, applications, and resources. (i.e., GC email, WebAdvisor, Blackboard Learning Management System, Microsoft Applications, etc.)	On average, students completing the final assessment will earn at least 70% of their available points to demonstrate the use of educational technologies to achieve academic and work-related goals	Fall 2021 85.1%	The success criteria were met. The course content was streamlined but also ensures that students met the requirements of approximately 4 hours of work per week. Each Module has no more than 2 assignments Chapter Check (true/false and multiple-choice questions to assess learners' understanding of the chapter content)	Fall 2021 – Assessment Success Average for this period: 85.1 %, which was down .9% from the Fall 2020 period of 86% 4 test questions did not meet the success criteria. #5 – In order to do well on a test, you must first. 59.3 % of respondents answered correctly. #17 – A list of courses recommended by the North Carolina public universities to prepare transfer students for success in specific majors at the	The course is to be 8 weeks in length and be a course that AAS students will take as well as transfer students. The thinking is to do away with ACA 111 and have all students take ACA 122. The Final Exam of the revised course will include questions used from the textbook "Chapter Checks" that students take throughout the course.	Due to the changes that have occurred in the course, for example, QM Certification, the team recommends not making any changes at this time but monitoring the course and review the next assessment outcomes report before making any suggestions for change	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					Assignment or Discussion Board (application assignment) Student feedback regarding the course has been positive, including the options for assignments based on their academic and career goals. Course also earned Quality Matters (QM) Certification as of May 2022	universities, and it provides a complete plan for the four years students spend earning a bachelor's degree is called. •52% of respondents answered correctly Transfer agreements between a specific university and a specific community college are called. 68.8% of respondents answered correctly. Students who earn an Associate in Arts or Associate in Science degree and have at least a 2.0 GPA been guaranteed admission to one university in the	- Fall 2021 – Assessment Success Average for this period: 85.1 %, which was down .9% from the Fall 2020 period of 86% (not a notable change) -The ACA 122 team worked on adjusting the course to be an 8-week course, having only 8 folders (modules) with one folder per week and included content for our AAS students seeking employment		

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						UNC system, though not necessarily to the institution of the student's choice refers to the 71.2% of respondents answered correctly.	upon graduation. -As a result of the course redesign, the final exam was revised and used questions from the textbook found in the 'Chapter Checks" that student take throughout the course.		
Objective 1a: Access, use, and evaluate information in a variety of formats. - Total									8/8
Competency 1: Information Literacy and Educational Technology - Total									16/16
2	Competency 2: Communication Objective: Communicate effectively through writing,	COM 120: Intro Interpersonal Communication Students will complete a project on a communication problem they are experiencing. The	On average, students completing the project on communication problems will earn at least 70% (140/200) of	Spring 2022 89%	The Success criteria was met. >70% The rubric was revamped and each category on the rubric was further	While students met the 70% success criteria for all categories, the research category and subcategories had the lowest averages.	The new rubric was used to assess students. The rubric was also moved to blackboard	COM 120 faculty will continue to refine the rubric and blackboard deployment. There will be a new lead instructor for COM 120 for the Fall 2022 semester so	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	reading, and speaking	project will consist of two parts with a total of 200 points. The first part will be a written paper researching communication problems. This part will be worth 100 points and graded with a rubric based on paragraph structure. The second part of the project is a self-help plan for communication problems. This part will be worth 100 points using a rubric based on annotated bibliographies. This assessment will address the following student learning outcomes: 1. Recognize the basic principles of	their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.		broken down into subcategories with the goal of helping students understand each requirement better. This improvement is reflected in the increased success rates in all categories. Students are now required to visit the Gaston College Writing Center as part of the requirements. 98% of students completed this which we believe helped raise overall scores. The Writing Center helps students with	Students in COM 120 scored on average 78% in the research category.	for online grading and better data analysis. The new rubric and blackboard deployment were piloted during the spring 2022 semester and were used only to assess the lead instructor's courses so we will not know the full impact of the changes until all COM 120 courses are assessed in the Fall 2022 semester.	additional changes will be made	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		interpersonal communication. 2. Practice positive interpersonal communication behavior while reducing negative interpersonal communication behavior. 3. Demonstrate enhanced listening skills. 4. Express appropriate self-disclosure in interpersonal settings. 5. Increase interpersonal communication confidence. 6. Evaluate the effectiveness of interpersonal communication skills.			formatting, research requirements, sentence structure, content, and paper organization.				

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		7. Engage in productive self-monitoring of interpersonal communication events. 8. Identify and analyze non-verbal interpersonal communication. 9. Employ positive conflict management skills in a variety of environments. 10. Differentiate dysfunctional interpersonal communication from functional communication. 11. Compare the quality of interpersonal communication to the quality of interpersonal relationships							

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				Results	Strengths	Areas for Improvement			
2	Competency 2: Communication Objective: Communicate effectively through writing, reading, and speaking	COM 231: Public Speaking Students will present a persuasive. speeches. The speech will be graded using a rubric based on six factors: Followed Monroe's Sequence, Mechanical Aspects, Research, Work Cited, Overall Appearance, and Grammatical Aspects. The rubric will assess the following student learning outcomes: 1.Demonstrate improved oral and written communication skills. 2. Put theory into practice in constructing and	On average, students completing the persuasive speech will earn at least 70% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.	Spring 2022 80%	The success criteria were met. >70 Well defined rubric provides a detailed analysis of where students struggle and where they succeed. Students did very well on Items 2-5 (Attention Step) and Items 16-20 (Action Steps).	There was a decline in the mean score from Spring 2021 to Spring 2022. The mean in Spring 2021 was 82% while in Spring 2022 it was 80%. The overall response rate is at 80%, which can be improved upon. While students met the overall success criteria, there were a few items where students scored near or below the success criteria. These included Item #7 (Need Step: Provides one or more examples explaining the problem), Items #11-14	The previous action plan included changing the rubric. The five steps in Monroe's Motivated Sequence (Attention Step, Need Step, Satisfaction Step, Visualization Step, and Action Step) will be further defined to improve success and evaluation. The rubric has also been deployed online to improve data collection and analysis.	COM 231 will be assessed again in the fall with the new defined rubric for the Persuasive Evaluation Form being deployed online with blackboard. All COM 231 courses will be assessed for a new data set.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		presenting oral reports on a variety of topics. 3.Accomplish college-level research to achieve specific speech goals. 4. Use organizational tools such as full sentence outlining for writing and presenting speeches.				(Satisfaction Steps). Further data collection is needed.			
2	Competency 2: Communication Objective: Communicate effectively through writing, reading, and speaking	ENG 111: Writing & Inquiry Students will keep a portfolio of their major writing projects and supporting materials throughout the semester. Students will be instructed near the end of the semester to select one of their major writing projects to revise. Students will revise the	On average, students completing the assessment will earn at least 75% of their available points to demonstrate their ability to communicate effectively through writing,	Fall 2021 75%	The success criteria were not met. <80%. ● Sampling each instructor allowed the Chair and each instructor to learn from one another the diverse methods of teaching ENG 111 being used in the department as well as areas	* The collection of the essays was more efficient and timelier. Streamlining the process and moving to digital will only better the process and allow for larger collection pools. This database creation is an on-going process. ● A database is still being researched so that	* We did implement the increased Success Criteria from 75% to 80%. The impact cannot be measured at this time as the transition from COVID to back to campus and remaining in most online did not allow	• ENG 111 not be assessed in Fall 2022. •The assessment tool, the abbreviated portfolio, will still be used in all ENG 111 classes, but it will not be collected for assessment. • An automated collection of the assessment will be created during this time.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		essay. They will then write an approximately two-page reflective cover letter that explains why they selected the major work to represent their best project of the semester. The cover letter will also reflect on their understanding of the writing processes as it relates to their revised writing project. The revised writing project and the corresponding cover letter will serve as the completed portfolio for the purpose of assessment Portfolios from selected sections of ENG 111 will be read by two readers and given a score of Meets	reading, and speaking.		that need to be strengthened individually and departmentally this semester as we all shared even more, digitally. As before, this is still a strength of the assessment, and even the adjuncts and their mentors have the opportunity now to sit down and discuss the outcomes of the assessment. There are opportunities to look at assignments, for example, to see if the instructions are clear or if the assignments	the deliverables can be auto generated without so much manual labor and more, valuable, and diverse data can be collected for the Department and faculty alike. This creation of a database is a work-in-progress. ● The online norming sessions were not as effective, and we have moved back to in-person norming and will continue with this method moving forward. ● We all still agree that high school students (CCP, EC and Home School) are the least prepared, particularly the last-start students, for the assessment	for a good measure of the overall effectiveness of the tool. ● Due to increased responsibilities with new Success Coaching model, we were lacking in enough staff to read for the assessment as well and contracted the a few adjuncts to read for the assessment to fill the gap. More training is necessary. ● Two norming sessions were held. Dr. Argent	• Meetings between Mentors and Mentees will be established to discuss the outcomes. • Meetings between Chair and Full-time faculty will be scheduled to discuss the outcomes for those who did not meet the benchmark standard. Justification: • There is no lead instructor for ENG 111 at this time as the Chair has not designated one. • We have added many new adjunct instructors who are teaching ENG 111 for the first time, teaching for the first time, and teaching 111 with a co-req for the first time. Training for the course,	

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				Results	Strengths	Areas for Improvement			
		Expectations or Does Not Meet Expectations base on a scoring rubric. If the two scores are different, the portfolio will be read by a third reader. The score for the portfolio will be whatever has two scores align. The rubric will assess the following student learning outcomes: 1.Compose texts incorporating rhetorically effective and conventional use of language 2. Shows understanding of writing as a recursive process 3. Demonstrates ability to reflect upon and explain			meet the standards for the course. ● "In a composition course, assessment is not simply a test at the end of the course, it is a progressive act that happens throughout the course." This statement is still true. As a team will meet to strengthen our assignments. We have already discussed where each instructor will share our courses with the department. We also are going to bring rubrics for our	and the class. We hold the students to a high standard because their writing skills, critical thinking skills, their organizational skills, all need to transfer writing across the curriculum, functioning in the workplace, and making decisions in life. These high school students are not coming to the first day prepared for what lies ahead in the class, and they are not being as successful as they could be. We are working on building more in the courses up front to help prepare all students for the assessment.	ran one, and one was facilitated by Ms. Domenech. Both reviewed essays that marginally met standards and exceeded standards. Again. More assessment training is necessary for full and part-time faculty in how to assess holistically as well as why comments on the rubric are important for the growth of faculty at the end of the	design and assessment will need to happen this semester. • The English Department is creating new Assessment Rubrics for ENG 112 and all literature courses. Creating new rubrics takes some time. • We are also re-evaluating the CLOs for ENG 112 as they are institutionally mandated. Currently, they are not all measurable. With all this work being done by the department this Fall, in preparation for the Spring 2023, and the assessment of those courses.	

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		their writing strategies			writing assignments for open discourse. We want to discuss what works and what does not work.		assessment period. ● The collection, reading, and assessment of portfolios were done digitally, through One Drive instead of Google Drive this time. We use the 365 suite, and One Drive is more accessible to all faculty and better collection space for future storage. All instructors were given access to their assigned folders as well as given		

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				Results	Strengths	Areas for Improvement			
							instructions on how to access the portfolios and the rubric. We learned that we still need a better and easier way to complete the rubric as well as collect the final data. If not, why not? • We did not meet as often as a department, so the needs and specific challenges of Early College, CCP, and home School students were not fully discussed,		

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				Results	Strengths	Areas for Improvement			
							but they are still a priority. We want to address this issue with Damon Murray in the 2022-2023 academic year and devise a plan for moving forward.		
2	Competency 2: Communication Objective: Communicate effectively through writing, reading, and speaking	ENG 112: Argumentative Based Research and ENG 114: Professional Research & Reporting Students will be given an oral assessment. Each oral presentation will be between 4.5 –6 minutes. An assessment team of wo instructors will visit sections	On average, students completing the oral assessment will earn at least 70% of their available points to demonstrate their ability to communicate effectively through writing,	Spring 2022 80%	The success criteria for this assessment were met. >80% The assessment is online which helps completion rates. In addition, Assessment teams/third readers have	Since the assessment is online some problems arise because of technology and skill set. Some students take down presentations before the assessment can be completed. Some students submit presentations	The English Department during the previous cycle modified guidelines for creating online presentations. Including giving students the opportunity to practice	The department will agree to use one program to create the presentations. Department members will be trained in the software. Examples of successful presentation will be made available for all sections.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		during oral presentations. Each member of the team will use a rubric ranging from 1 to 5 to score the presentations. The average score will result in the score for the presentation. In cases when the two members of the team differ in their scoring on a given presentation by more than one, the score assigned by the instructor of record will be averaged into the presentation score and the result would be the student's final score. The rubric will assess the following student learning outcomes: 1. Develops each part of an oral	reading, and speaking.		ease of access to all existing presentations which ensures completion in a timelier manner.	without sound. Some students merely record themselves reading a document. Rubric needs to clearly include introductions and conclusions as part of the assessment.	the technology prior to final submission. Increased Support for the online presentations was made available through The Writing Center	Rubric will be modified to include introductions, conclusions, and citations.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		presentation fully and thoughtfully. 2. Presents presentation with a clear focus and logical organization 3. Proficient use of syntax, diction, and transitions. 4. Extemporaneous delivery with limited use of notes. 5. Correct attribution of source material.							
Competency 2: Communicate effectively through writing, reading, and speaking - Total									13/16
3a	Competency 3: Mathematical and Scientific Reasoning Objective 3a: Analyze	MAT 110: Math Measurement & Literacy Students will complete a comprehensive final exam. The final exam will contain 51	On average, students completing the final exam will earn at least 70% of their available points to demonstrate	Fall 2021 86.38%	The success criteria were met. >70% Assessment results indicate students did well with formulas, using	Assessment indicated that students performed below average on 6 questions: Three questions were below 60%	The previous action plan included. Utilizing MASC professional tutors to	Questions #21 and #22 are changing between percent and decimal. They are close together to hopefully help students remember which way to	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	mathematical problems and quantitative data to make logical decisions.	multiple choice questions and 13 short answer questions, all of which will be used to assess the following student learning outcomes: 1.Demonstrate estimation skills and justify results. 2.Use dimensional analysis to convert units of measurement. 3.Employ fractions, percentages and proportions to solve contextual problems. 4. Compute geometric measurements of perimeter, area, volume and angles. 5. Use technology to analyze and	their ability to analyze mathematical problems and quantitative data to make logical decisions.		scientific or graphing calculators, solving proportions, geometry problems. 13 multiple choice questions had a 100% success rate.	(all were in multiple choice) #21 – 53.33% #22 – 46.67% #24 – 46.67% Three questions above 60%, but below 70% #8 – 65.00% #9 – 69.17% #23 – 67.67%	assist students. Providing extra practice on the problem #8 and #24 using worksheets Continuing to utilize the last two regular class meetings as an intensive review with students working in groups and responsible for learning from and teaching each other. Re-writing Question #5 on the exam: If you have a taxable	move the decimal point. . Question # 21 will now say: “Write as a percent. 0.645” Question # 22 will now say: “Write as a decimal number. 4.873%” Question #24 continues to have low success even after extra worksheet review before the exam. Perhaps it is because of the way the actual math problem is typed: 55 ft/sec=? inch/min I will rewrite the entire question to read: Convert 55 ft/sec to in/min. Round each answer to the nearest hundredth of a unit, if necessary.	

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		interpret elements of personal finance. 6. Compare and contrast measures of center and measures of dispersion. 7.Interpret tables, charts, and graphs and communicate results.					income of $58000 and you have to pay 6% on the first $12500 plus 7.25% on any amount above $12750, how much tax do you owe? Change to: You have a total taxable income of $58000. If the first $12500 of your income is taxed at 6%, and the remaining portion of your income is taxed at 7.25%, how much tax do you have to pay?	55ft/1sec= (? inch)/min Questions #8 and #9 are about rules for significant figures which is unit 1 – the first couple of weeks of the semester. I will continue with giving the extra practice worksheet I made in the last analysis. Only, I will complete this in class instead of using it for homework. I will also add efficiency (Question #23) to this extra review day. MAT-110 meets one night per week in the fall and two days per week in spring. The review will now take place during weeks 14 and 15.	

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				Results	Strengths	Areas for Improvement			
							The assessment success average results increased from 83.33% to 86.38%. The rewrite of question #5 was hugely successful, increasing from 58.93% correct to 93.33% correct. However, there was no improvement for questions #8 and #24 which both dropped slightly.		
3a	Competency 3: Mathematical and Scientific Reasoning	MAT 121: Algebra/Trigonometry I Students will complete a	On average, students completing the final exam will earn at least	Fall 2021 72.25%	The success criteria were met.	Assessment indicated that students performed below average in solving algebraic	There was no action plan. Due to Covid, the seated, common	In addition to the paper final exam review an online final exam review will be created in mymathlab.	2

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	comprehensive final exam. The final exam will include both multiple choice questions and free response questions. The free response questions will be graded using a rubric. The entire final exam will be used to assess the following student learning outcomes: 1. Use geometric principles to solve industrial application problems involving perimeter, area, and volume. 2. Employ basic algebraic operations to simplify, evaluate, and solve proportions, radical and other algebraic	70% of their available points to demonstrate their ability to analyze mathematical problems and quantitative data to make logical decisions.		Assessment requires students to complete the following. * Performing basic algebraic operations involving complex numbers determine the x-intercepts, y-intercept and vertex of a quadratic and graph a quadratic using these values. graph a linear function and identify the slope and y-intercept of the function. Solve quadratic equations using a variety of techniques	equations involving fraction. They also performed below average in identifying and applying the definitions of right triangle trigonometry including applying inverse trigonometry to a variety of algebraic and geometric problems including applications to engineering and physics	final exam assessment was not given. Each instructor gave an online assessment that was not common. Therefore, no data for Fall 2020 or Spring 2021 was gathered.	Instructor will have a minimum of one paper comprehensive assessment for each unit of study.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		functions, equations, and inequalities. 3. Perform basic algebraic operations involving complex numbers. 4. Solve applied problems using trigonometric principles involving right triangles. 5. Solve applied problems using systems of equations involving two and three variables. 6.Use technology to solve practical problems and communicate results.			including the use of a graphing calculator.				
3a	Competency 3: Mathematical and Scientific Reasoning	MAT 143: Quantitative Literacy Students will complete a	On average, students completing the final exam will earn at least	Fall 2021 Mean =46.44%	The success criteria were not met. >70% Results were similar to data collected in	Students did poorly on questions 1b,1c,1e,3b,3c, 4a,4b,5,6,7a, 8b,9,10,13.	Due to Covid, the seated, common final exam assessment	More emphasis will be placed on basic concepts used in the exam. Emphasis on	1

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	comprehensive final exam which consists of free response questions. The free response questions will be graded using a rubric. All final exam questions will be used to assess the following student learning outcomes: 1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity. 2. Utilize proportional reasoning to solve contextual problems and make conversions involving various units of measurement.	70% of their available points to demonstrate their ability to analyze mathematical problems and quantitative data to make logical decisions.		2019. Students did well on questions 1a, 1e, 2a,2c, 2e, 10a, 10b, 11, and 12. Many of these questions dealt with slope and line.	Many of these questions deal with probability and math.	was not given. Each instructor gave an online assessment that was not common. Therefore, no data for Fall 2020 or Spring 2021 was gathered.	review prior to exam. Exam will be rewritten using new wording that will help students interpret the data.	

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				Results	Strengths	Areas for Improvement			
		3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs. 4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing. 5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies. 6. Determine probabilities and expected values							

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		and use them to assess risk and make informed decisions. Analyze civic and/or societal issues and critique decisions using relevant mathematics.							
3a	Competency 3: Mathematical and Scientific Reasoning Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	MAT 152: Statistics Methods I Students will complete a comprehensive final exam. The final exam will include both multiple choice questions and free response questions. The free response questions. will be graded using a rubric. The final exam will be used to assess the following student learning outcomes:	On average, students completing the final exam will earn at least 70% of their available points to demonstrate their ability to analyze mathematical problems and quantitative data to make logical decisions.	Fall 2021 Mean= 53.21%	The success criteria were not met. >70% Students met the goals on # 3,4, 6,7,8.10, open ended #1,2a,3a,4a,5a, 14c. The 2019 data showed strengths in problems 3,6,7,8,open ended #1,2a,3a,4a, and 10a. With regard to objective 3a problems 3, 6,7 showed an understanding of how to analyze	Students did exceedingly poorly on most of the open-ended questions. There is definitely more work that needs to be done to support students in the open-ended portion of the exam. The 2019 data showed weakness in #1,2,4,5,9,10,2b,2c, 3b through f,4b,4c, 5b through j, all of 6, 7b,7c,8,9,10b,10c, and all of 11-15. With regard to objective 3a, with	Due to Covid, the seated, common final exam assessment was not given. Each instructor gave an online assessment that was not common. Therefore, no data for Fall 2020 or Spring 2021 was gathered.	For the next assessment period we should incorporate similar questions to 1,2,5,9, 2b, 2c, 3b,3c,3d,3e,3f,4b,4c, 5b through j, all of #'s 6-15 excluding 14c. to try to get the students to recognize how to solve those types of problems. We should have dedicated tutoring for 152 and perhaps offer extensive reviews for a period of two weeks leading up to the final exam.	1

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		1. Organize, display, calculate, and interpret descriptive statistics. 2. Apply basic rules of probability. 3. Identify and apply appropriate probability distributions. 4. Perform regression analysis. 5. Analyze sample data to draw inferences about a population parameter. 6. Communicate results through a variety of media.			problems and make some logical decisions. Students completed open ended #1 and 2 in a successful manner so they are understanding the concepts of measures of central tendency as well as the five number summary, along with the ideas of deviation about the mean. It does seem that COVID had an impact from 2019 to 2021 as scores did drop.	most of the open ended problems needing an analysis of data to make logical conclusions the students did poorly on #3—probability experiments, 4—Z score interpretation, 5—regression and prediction analysis, Students also couldn't use formulas when given to decipher procedures to solve problems like #14. Again, it appears that from 2019 to 2021 scores did drop possibly due to COVID.			
3a	Competency 3: Mathematical and Scientific Reasoning	MAT 171: Precalculus Algebra Students will complete a comprehensive	On average, students completing the final exam will earn at least 70% of their	Fall 2021 60.89%	The assessment criteria were not met. The assessment demonstrated an appropriate	It was difficult to offer on-campus testing for online students and require them to come to campus for final exams	We assessed the results from the common MAT 171 final exam.	Reach out to students early on via email, phone call, text, etc. and also create alerts in Watermark (Aviso) to help to eliminate	2

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	final exam. The final exam will include both multiple choice questions and free response questions. The free response questions will be graded using a rubric. The entire final exam will be used to assess the following student learning outcomes: 1. Use analytical, graphical, and numerical representations to solve absolute value, radical, polynomial, rational, exponential, and logarithmic equations with both real and complex solutions. 2. Use analytical, graphical, and	available points to demonstrate their ability to analyze mathematical problems and quantitative data to make logical decisions.		amount of rigor for students. · The assessment included a variety of topics from different sections of the course, which was helpful in assessing if the student had a good overall knowledge of course material. · Areas over 90% successful: o Question #10 on piecewise functions o There were many questions with over 70-80% success, so it is possible that the threshold of 90% is a little too high to assess if	during a time period that was possible for all students (including issues with transportation). We plan to offer an online final exam in the future to deal with this issue. · It was tedious to analyze the exam results afterward due to the fact that each response for each student and each question had to be manually input into a spreadsheet for analysis. We plan to make use of the analytical features within MyLab and/or Blackboard to provide analysis for our future online exams. · Areas less than 60% successful:	· MAT 171 instructors worked with MAT 071 instructors to help provide feedback on how students were doing, what content was covered in class, what items needed to be reviewed, etc. · We had numerous meetings to come up with a common course for MAT 171 in MyLab. We talked about assignments and problems that needed to be modified, added, or deleted. We	No Shows and reduce Withdrawals. · Refer students to MASC and the Learning Center for tutoring as needed. We plan to do this early on and also send alerts in Watermark (Aviso). · Encourage open communication between MAT 171 and MAT 071 instructors to coordinate material covered in both classes. · Continue to use a common set of materials in the course. · At previous department meetings, we discussed the exam questions that students were successful on and ones where they	

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				Results	Strengths	Areas for Improvement			
		numerical representations to solve absolute value, polynomial and rational inequalities with real solutions. 3. Use analytical, graphical, and numerical representations to analyze absolute value, radical, polynomial, rational, exponential and logarithmic functions with both real and complex zeroes. 4. Use multiple methods to solve problems involving systems of equations and apply them to decomposing partial fractions. 5. Construct the composition and inverse of functions.			students were successful with a specific concept.	o Questions #1, 13, 16, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 32, 33b, 34, 36, 37, 38, 39 o Many of the questions with the lowest percentage of success were on the short answer and graphing section of the exam. It was possible that the point values on the rubric needed to be adjusted for multiple-part problems to reflect students understanding of some portion of the problem. o Some of the key areas where students struggled: domain, solving equations with restricted domains, systems	finalized the content included on all chapter tests and the final exam. · We discussed testing procedures and the limitations due to not having a testing center with so many online/hybrid students. We decided to keep tests online but collect student work on all problems. · We continued to offer tutoring in MASC and refer students for tutoring	performed poorly. We made adjustments to our revised final exam based on that analysis. · Use a common final exam in MAT 171. Classes that use MyLab will have their exams deployed there, and classes that use OER resources will have an exam that is made based on the MyLab exam (with similar problem types, etc.). Due to the fact that the test problems will be algorithmically calculated, each student would have a different problem, but the problem would follow a common general format. This would help to minimize cheating, while still allowing us to effectively	

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				Results	Strengths	Areas for Improvement			
		6. Use polynomial, exponential and logarithmic functions to model various real-world situations to analyze, draw conclusions, and make predictions.				of equations/inequalities, absolute value, exponential and logarithmic functions, graphing, and using technology to solve problems.	services as needed.	compare student results. · We plan to require that students submit their work for tests and the final exam. We hope that these steps will help to minimized cheating, especially in fully online courses	
Objective 3a: Use quantitative data, critical thinking, and technology to make logical decisions and solve problems. – Total									10/20
3b	Competency 3: Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make	BIO 110: Principles of Biology Students will be required to complete a dietary analysis. This assignment will require students to meet the following learning outcomes: 1. Students will collect nutrient intake data by reading and	On average, students completing the dietary analysis will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make	Fall 2021 85.26%	The assessment criteria were met. The assessment gives BIO 110 students the opportunity to go through the scientific method by collecting, analyzing, and making conclusions from their own nutrition data. They can use this data to	The Excel graphing continues to be the area with the greatest weakness for students. The wording for some of the calculations seems to confuse students and they use their three-day total instead of average.	Make a video tutorial on how to make a pie chart in Excel and how to include labels. Partially, we used an already existing YouTube video on making pie charts, but it was shared	Incorporating a link to the Excel tutorial video into the assessment so that it will be easily assessable for the students. Updating the wording in the calculation of dietary percentages section to make it clear to the students that their analysis should be based on their	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	rational decisions.	interpreting food labels and nutrient composition tables. 2. Students will make comparisons of their nutrient intake patterns against current established nutritional guidelines and recommendations for good health.	rational decisions.		make informed decisions and think critically about the food they consume.		by email among those that participated in the assessment analysis last year. It was not incorporated into the assessment, so not implemented by everyone. Therefore, it's hard to access the impact.	three-day averages and not the totals. Updating the link to the BMI Calculator.	
3b	Competency 3: Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze	BIO 111: General Biology I Students will complete a comprehensive final exam. The final exam will include 30 multiple choice questions which allows students to meet the following student	On average, students completing the final exam will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge	Fall 2021 64%	The success criteria were not met. Overall, the questions are still very balanced and cover each learning outcome in depth.	Not all faculty included the same videos to address all areas of weakness as this option because an individual preference based on teaching styles. This may have impacted overall results this past assessment. The wording of some questions on	Replace question 29 with a new question. Reword question 22 to replace errors in grammar. Make sure we have videos that address the	The following questions will be reworded or changed: 2, 14, and 29. Instructors will be provided with a series of core practice test questions to help students learn how to critically read test questions.	2

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	problems and make rational decisions.	learning outcomes: 1. Investigate and design basic laboratory experimentation and techniques through the utilization of the scientific method. 2. Examine and relate the chemistry of life to biological processes. 3. Correlate cellular structure and function to cellular processes. 4. Attribute the mechanisms of genetics to biological patterns of inheritance. 5.Attribute and correlate the mechanisms of evolution to cellular biology.	to analyze problems and make rational decisions.			the assessment makes some of the questions confusing to some students. For example, question 14 states: "The intracellular fluid of a cell has 50% salinity, and the extracellular fluid has 5% salinity. Which of the following correctly describes the movement of salt and water." Typically the concept is taught based on the movement of the water across a selectively permeable cell membrane and not necessarily the movement of the salt. Thus, the wording should reflect the net movement of the water, rather than both the salt and the water.	core topics for all faculty. Include videos that address current areas of weakness including the variables relating to the Scientific Method, Genetics including sex-linked traits and Punnett Squares. Question 22 did replace errors in grammar, which may have contributed to a higher success rate for this question in the FA 2021. Question 29 was never replaced	Students should also be giving more scenario or case study based questions to improve their overall critical thinking skills.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							with this testing cycle. period.		
3b	Competency 3: Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	BIO 161: Introduction to Human Anatomy Students will complete a Scientific Method and Measurement lab. The lab will require students to meet the following learning outcomes: 1. Test the validity of a hypothesis concerning the direct, linear relationship between upper limb length and height. 2. Mathematically analyze data using calculators and then represent this data graphically to verify the validity of hypothesis.	On average, students completing the Scientific Method and Measurement lab will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2021 Mean – 87.1%	The assessment criteria for this competency were met. >70% • Students taking this assessment performed better (87.1%) than on the previous assessment used in the Fall 2021 Assessment period (50%). This assessment is better because it uses original questions that are application based to develop critical thinking. The previous assessment used published content which	•The assessment was available for over a week and students are encouraged to work together on other similar case study assignments, so it is possible that students did well because they collaborated	It was thought BIO 161 was not going to be taught at the college after 2021. However, this course is still part of the requirements for diplomas and certificates in the Health and Human Services Division. A new assessment was designed.	BIO 161 will be assessed again during the next assessment period. • Make sure assignment offers only 1 attempt. I think this might be why there were 31 responses and only 28 enrolled. • There were some typos in the assignment which were corrected for Spring 22 • Continue to monitor “Study sites” for postings of questions • Instructor needs some training on the statistical measures to provide a better analysis	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					can easily be found in an Internet search. • Questions are not currently found on any "study sites" such as Chegg, Study.com, or Quizlet				
3b	Competency 3: Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	BIO 168: Anatomy & Physiology I The assignment consists of 7 multiple choice questions based on a case study related to skeletal system and injuries associated with it. The assessment will require students to meet the following learning outcomes: 1. Name, describe, and identify the long bones of the arm/forearm.	On average, students completing the assessment will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2021 Mean = 79% (N= 332)	The Assessment criterion for the competency was met. Assessment requires critical thinking and problem solving skills as well as encouraging students to apply theoretical knowledge to answer practical questions related to a clinical case	There are only 7 questions on assessment which may not accurately measure student learning. The assessment lacks any short answer/essay questions. Deployment of assessment tool was not consistent. Some instructors allowed multiple attempts while others only allowed one attempt.	The BIO 168 Assessment was put in each course by blackboard administrator and each instructor was notified of assessment deployment. This ensured all BIO 168 were assessed using the same assessment tool.	Move "Background" from Question 1 into description or instructions Reword responses for Q2-less tricky regarding spongy/trabecular bone Google the questions to see if answers are easily found with an internet search. Ensure deployment for each section is standard. This includes only one attempt per user, similar time	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		2. Compare and contrast bone tissue: spongy bone versus compact bone. 3. Identify steps of fracture repair. Describe components of a soft callus. 4. Apply critical thinking by identifying which bone pathology can lead to potential neurological symptoms. 5. Apply critical thinking by identifying potential pathology that can result from an open fracture.						requirement, question order.	
3b	Competency 3: Mathematical and Scientific Reasoning	CHM 130/130A: General, Organic, & Biochemistry Students will complete a	On average, students completing the Radioactive Dating	Fall 2021 83.11%	The success criteria were met. >70 Overall, students did	Categories that need improvement include the Rock Age Prediction and Applying	Modifying the question regarding the selection of isotopes for accurate	To help the students understand the Rock Age Prediction, the question will be	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Radioactive Dating Game lab assignment which will require students to meet the following learning outcome: 1. Using the language of chemistry, identify and explain basic chemical concepts and processes related to allied health. 2. Make observations, neatly and completely record data, and interpret results.	Game lab will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.		really well on this assessment, earning 83.11% of the possible points. Students excelled on the categories of the GEC called Half-Life & Decay Predictions, Selection of Appropriate Element for Dating, Reading Graphs and Proper Use of Graphs. Overall, they excel at analyzing this data and making rational decisions—the selection of the appropriate element for dating section requires students to synthesize knowledge from several different areas	Knowledge. For the most part, the Rock Age Prediction was either not answer or value way off. Some students answered a percentage suggesting that they didn't understand what the question was asking.	radio dating did not improve the percentage of points earned. In fact, it went from 73.91% in fall 2020 to 63.70% in fall 2021. Changing the date of the assignment to two weeks after the chapter was completed instead of the end of the semester seems to have a positive impact on data analysis (such as reading and using the graph and as well as prediction of decay) but a negative	rewritten, and students will be given better instructions. To help students with Applying Knowledge, exact dates will be given. Since each radioisotope is used for a specific time, they will be better able to predict which one should be used. It would be useful to cover this in class as well since students have a poor understanding of why we use different radioisotopes.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					of education and to apply their understanding of half-life.		impact on applying knowledge which require a higher level of thinking.		
3b	Competency 3: Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	CHM 131/131A: Introduction to Chemistry Students will complete an experimental lab assignment. The lab assignment will require students to master the following student learning outcome: 1. Students will plan, perform, and document an experimental procedure.	On average, students completing the assessment will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2021 78%	The success criteria were met >70. Students correctly identified the primary colors present in the unknown sample, correctly identified the wavelength of maximum absorption, and correctly determined the molarity of dilutions and of the unknown solution.	Students performed poorly when calculating how to make more solutions. It is a 3-step calculation and students often divide instead of multiplying by the correct conversion factor.	The action plan from the previous assessment was to implement the GEC exam as a separate exam ~2 weeks after the completion of the solutions lab. Yes, the first lab was given three weeks before the exam because there was no lab for two weeks due to a holiday break. The second lab	The question on how to make more solution could be a scaffolded question with the hope that students would know how to perform each part independently.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							was given 1 week before the GEC exam.		
3b	Competency 3: Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	CHM 151: General Chemistry I Students will complete an experimental lab assignment. The lab assignment will require students to master the following student learning outcomes: 1. In the laboratory, students will use the tools of the laboratory to collect and analyze experimental data. 2. Students will demonstrate the ability to use a computer to plot graphs using Excel and interpret graphical	On average, students completing the assessment will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2021 76.39%	The success criteria were met. >70% Students had no issues with determining the constituent colors of their unknown, determining the lambda max from a graph, and identifying the two wavelengths needed for finding the concentration of two dyes in a mixture. Students performed reasonably well when calculating the concentration of an unknown using the Beer's Law graph, and in calculating how	The areas requiring improvement include calculating the molarity of a solution after a dilution. Students did not perform as well as hoped for.	To ensure that students partake in the GEC competency assessment, it was moved earlier in the semester (about a week after the two labs that use these techniques) and enough time was allotted to interpret the graphs and perform the necessary calculations. Videos were incorporated into the online sections to demonstrate the lab, explain the calculations,	More examples of dilution problems will be incorporated into the curriculum that involve calculating the concentration of the dilution, the volume of water added, and the total volume of the diluted solution. This may help students avoid making mistakes when using the dilution equation.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		data to reach conclusions. 3. Students will demonstrate an understanding of the empirical nature of science and Scientific Method. This will require that students plan, perform, and document an experimental procedure. This includes development of a hypothesis, design of an experiment, safe conduction of the experiment, documentation of the results, and proposed modifications to the experiment.			to make more solution.		and the relationship of the Beer's law plot to calculations. The fall 2020 assessment success average was 56.28%. The fall 2021 assessment success average was 76.39%. The increase in success average percentage is an indication that the changes implemented were impactful.		
3b	Competency 3: Mathematical and Scientific Reasoning	GEL 111: Introductory Geology Students will complete a comprehensive final exam. The	On average, students completing the final exam will earn at least 70% of their available	Fall 2021 Mean = 91% N = 55	The success criteria were met. The Final Exam consists of 25 multiple choice questions taken from publisher	Two questions had low scores. Q1: Average score 56.4% 1.1 Distinguish between physical	The action plan from the previous cycle included redeploying the same exam with a	Will continue to use same assessment tool with an added focus on academic integrity. Will continue to monitor Q1 and	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	exam consists of slide identification, multiple-choice, true/false, matching, and short answer questions. The final exam will contain 25 questions, all of which will be used to assess the following student learning outcomes: 1. Explain fundamental geologic concepts including earth structure, plate tectonics, rocks and minerals, rock cycle, crustal deformation, surficial processes, earth resources and geohazards. 2. Apply the basic methods of scientific inquiry	points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.		content of the current course textbook. Learning Outcomes are identified for each question. Ten of the 25 questions have more than one Learning Outcome assigned to them, including ESLI (Earth Science Learning Initiative) outcomes, and Global Learning Outcomes. 35 of the 35 students enrolled in section D6B of the course, and 20 of the 21 students enrolled in section D6C completed the Final Exam. This is an	and historical geology and describe the connections between people and geology. Q21: Average score 67.3% 19.3 Describe how Earth's atmosphere and oceans formed and evolved through time.	focus on completion rates. Completion rates have improved in each cycle since 2019.	Q21 for low scores. To ensure academic integrity, a short essay option will be written for each of the current 25 multiple-choice questions. The learning outcome(s) for each short essay question will be the same as the multiple-choice question it replaces. This way, future instructors can choose to "change up" a Final Exam while still maintaining accurate assessment of the student learning outcomes for the course. These short essay questions will be added to the current (Summer 2022) GEL-111	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		in the context of geology. 3. Recognize and quantify the operation of Earth system processes over geologic and human timescales and over local, regional and global spatial scales. 4. Manipulate, interpret and construct visualizations of geologic data using maps, graphs, and contemporary technology. 5. Demonstrate an appreciation for the societal relevance of geology and the impact of humans on the earth system			improvement on previous assessment periods. The average score encompassing all students who completed the assessment (combining both sections) was 92%. This equates to an A on the grading scale (Superior Performance).			Blackboard course so they will be available for future copies of the course. Example: Current Question 1 – What are the basic differences between the disciplines of physical and historical geology? Short Essay Option Question 1 – Briefly describe (in no less than three sentences) how the disciplines of historical geology and physical geology differ.	
3b	Competency 3: Mathematica	PHY 110/PHY 110A: Conceptual Physics	On average, students completing	PHY 110 was not taught in					

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	l and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Students will complete a comprehensive final exam. The exam consists of multiple-choice, true/false, and matching problems. The final exam will contain 100 questions, divided into five sections. Six questions from each section will be used to assess the following student learning outcomes: 1. Solve simple algebraic equations by using appropriate formulas and units. 2. Apply Newton's three laws in classical mechanics applications involving static	the final exam will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Spring 2021 so was not assessed.					

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		and kinetic equilibrium, constant acceleration, conservation of momentum and mechanical energy, work, and power. 3. Apply the intrinsic physical properties of matter in relation to density, heat expansion, heat capacity, states of matter, and the kinetic theory of matter to explain the relationships between heat and temperature and the first two laws of thermodynamics. 4. Identify the properties of waves, in particular those of sound and light. 5. Use the properties of							

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		electricity and magnetism to be able to explain simple circuits and Ohms Law, and electromagnetic devices such as electromagnets and transformers. 6. Apply the theories of quantum mechanics and nuclear physics to explain the photo electric effect, black body radiation, emission spectrums, and natural and artificial nuclear processes.							
Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions. - Total									26/32
3c	Competency 3: Mathematical and Scientific Reasoning	CIS 110: Introduction to Computers Students will complete a comprehensive final	On average, students completing the final exam will earn at least 70% of their	Fall 2021 91.3%	The success criteria were met. >70% This assessment measures all	Three questions responses did not meet the targeted assessment criteria.	There was no action plan from Spring 2021. Spring 2021 was the first cycle data was collected.	Questions with a low correct answer percentage will be looked at for	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	exam. The exam will consist of 50 multiple choice questions, all of which will be used to assess the following student learning outcomes: 1. Demonstrate proper use of terminology in relation to information technology. 2. Use critical thinking to identify legal, ethical, social, and security issues related to the different areas of information technology, including ways to safeguard against computer viruses, worms, and Trojan horses. 3. Demonstrate knowledge of current application packages (including	available points to demonstrate knowledge of the role and function of computers to solve problems.		five learning objectives for this course in a timely and efficient manner.			instructors to improve instruction in the course. These are application questions and need to be re-taught and re-emphasized with students. - Which of the following is the most secure password? (66%) - Alex is preparing for a certification exam in his industry, and he's decided to buy a couple of books to help him prepare. As he begins searching on Google, he finds he's having to dig through a lot of results	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		word processing, spreadsheet, database, and presentation tools) and operating systems (including basic operating system functions) and the relationship between them. 4. Demonstrate knowledge of how the Internet and World Wide Web work, including explaining how to view pages and search for information on the Web. 5. Demonstrate understanding of the inter-relationship between hardware, application packages, systems software, and servers.						showing blog posts and news articles. Which specialty search engine might better focus his search results? (49%) -Which of these steps comes first in the boot process? (40%) -This course will be going through Quality Matters certification in the 2022-23 school year.	
3c	Competency 3: Mathematical and	CIS 115: Introduction to Programming and Logic	On average, students completing	Fall 2021 89.8%	The success criteria were met. >70%	Three of the 50 questions received below a 70% accurate response:	There was no action plan from Spring 2021. Spring 2021 was	A new final exam assessment will be used	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Scientific Reasoning Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	Students will complete a comprehensive final exam. The exam will consist of 100 multiple choice questions, all of which will be used to assess the following student learning outcomes: 1. Apply control structures. 2. Apply top-down algorithmic design. 3. Implement algorithmic solutions in a programming language. 4. Proper use of terminology in relation to information technology. 5. Utilize current application packages and operating systems.	the final exam will earn at least 70% of their available points to demonstrate knowledge of the role and function of computers to solve problems.		Overall, students performed very well on the current assessment. Instructors feel assessment measure each of the learning objectives for the course. Instructors also feel the types of questions address a variety of learning levels.	- If the value's data type does not match the memory location's data type, what process does the computer use to convert the value to fit the memory location? 64% -Instead of an if statement, what type of statement can you often use to code a multiple-alternative selection structure? (58%) -When do you need to include a function prototype? (67%)	the first cycle data was collected. I	in the Fall of 2022 because this course has been updated to a Quality Matters certification. The final exam will still be matched to updated learning objectives. The final exam may increase in length and time allowed to complete. -Instructors will review the topics and definitions of low scoring questions from old assessment to improve student understanding.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		6. Understand the interrelationship between hardware, application packages, systems software, and servers. 7. Create of effective documentation. 8. Implement proper program design. 9. Code and implement design. 10. Properly test solutions. 11. Understand the hierarchy of programming languages. 12. Utilize the Problem-Solving Process. 13. Understand the three basic control structures.							

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		14. Explain object-oriented environments vs. standard environments. 15. Recognize the need for various data types and implement them. 16. Utilize interactive input. 17. Utilize various selection methods. 18. Use repetition. 19. Use built-in functions and introduction to user-defined functions. 20. Understand variable scope. 21. Students will be able to discuss at least one of the top ten programming countries and describe the differences in programming							

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		environments with the United States.							
Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems. - Total									8/8
Competency 3: Mathematical and Scientific Reasoning - Total									44/60
4a	Competency 4: Humanities and Fine Arts Objective 4a: Demonstrate knowledge of philosophical beliefs, assumptions, and values.	PHI 215: Philosophical Issues Students will take a comprehensive final exam containing common questions (multiple choice and essay). These questions will require students to: 1. Explain and apply a general definition of "philosophy." 2. Explain and discuss the philosophical and social implications of various theories concerning such issues as: "free will and determinism," philosophy of religion, ethics, and metaphysics.	On average, students completing common questions on the final exam will earn at least 70% of their available points to demonstrate their knowledge of philosophical and/or religious beliefs, assumptions, and values.	Spring 2022 Mean:72 %	The assessment average indicates that students met the objective. The mean increased by seven percentage points from the last assessment cycle. The structure of the course is primarily discussion. The subjects are related to real-life issues as well as how they relate to each other. The mean for the essay question went up 22%. The assessment	The mean for the essay portion of the assessment has increased over the past two assessment cycles. Test item analysis revealed that the following themes/concepts were below the benchmark: Q1 discusses a general definition of "philosophy". Q3 & 5 discuss Free Will and Determinism. Q6 & 15 discuss Epistemology. Q7, 12, 13, and 19 discuss Metaphysics. Q17 Requires knowledge of the individual	Changes implemented since last cycle: Detail was added to the essay question. Some PowerPoint presentations were edited but more needs to be done. Quality Matters mapping has occurred but is not as apparent as it needs to be.	PHI 215 faculty will add more asynchronous resources and will modify questions for clarity. PHI 215 faculty will add more online videos and documents to help learn basic concepts and have students complete "did you read it" quizzes before class discussion. Assessment results for PHI 215 will be collected	2

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					is a mixture of definition and application questions. Students performed well on hard-core science concepts and real-life application questions.	theories and how they fit together. Need more asynchronous resources that help the students outside of class discussion. Questions need to be edited for clarity.		again during the next assessment cycle.	
4a	Competency 4: Humanities and Fine Arts Objective 4a: Demonstrate knowledge of philosophical beliefs, assumptions, and values.	PHI 240: Introduction to Ethics Students will take a comprehensive final exam (multiple choice and essay). The exam and project will require students to: 1. Explain and apply a general definition of basic ethical concepts including consequentialist versus deontological theories, as well as the application of such theories to	On average, students completing assessment will earn at least 70% of their available points to demonstrate their knowledge of philosophical and/or religious beliefs, assumptions, and values.	Spring 2022 Mean: 83%	The assessment average indicates that students met the objective. The mean increased by three percentage points from the last assessment cycle. The structure of the course is primarily discussion. The subjects are related to real-life issues as well as how they relate to	Need more asynchronous resources that help the students outside of class discussion. Questions need to be edited for clarity. According to test item analysis, the following questions were below the 70% benchmark: 1, 2, 3, 8, 11, and 19. The concepts and themes involved with those questions include: Natural Law	Changes implemented since last cycle: Project was replaced with more rigorous discussion boards and Perusall interactive reading annotations assignments. The document on Natural Law Theory was revised. Details were added to the essay question. Quality Matters mapping has occurred but	PHI 240 faculty will add more online videos and documents to help learn basic concepts. Also, faculty will edit the wording on most of the under-performing questions to improve understanding of the questions themselves.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		various socio-cultural issues. 2. Explain and discuss the ethical implications of various social issues.			each other. The assessment is a mixture of definition and application questions. Students performed well on questions related to Utilitarianism and the real-life application essay.	Theory (Q1, Q11), discussion of Kantian Moral Theory (Q8, Q11), and application of theory to real-life issues (Q3, Q19).	is not as apparent as it needs to be.	Assessment results for PHI 240 will be collected again during the next assessment cycle.	
Objective 4a: Demonstrate knowledge of philosophical and/or religious beliefs, assumptions, and values. - Total									5/8
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	ART 111: Art Appreciation Students will take a comprehensive final exam containing twenty-five common questions. These questions will require students to: 1. Trace the origins and historical development of art. 2. Recognize the major artistic periods and styles.	On average, students completing the twenty-five common questions on the final exam will earn at least 80% of the available points to demonstrate their knowledge of cultural and artistic	Spring 2022 Mean: 95%	The assessment average indicates that students met the objective. Students consistently perform well on the ART 111 assessment. The exam incorporates slide identification, and covers a broad range of	Test item analysis revealed that questions below the benchmark involved slide identification (due in part in students not purchasing the text).	Changes implemented since the last assessment cycle: Instructors spent more time with slide identification and using difficult terminology in class lectures. Links to Khan Academy were added to Bb courses.	A new ART 111 faculty member was hired in fall 2022 and will create an Open Educational Resources online ART 111 course. Assessment results for ART 111 will be collected again during the next	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		3. Identify the various roles of the artists. 4. Analyze how conventions, culture, and tradition contribute to the meaning of an artwork. 5. Analyze the relationship of design principles to various art forms including but not limited to drawing, sculpture, painting, and architecture. 6. Identify the processes and traits of those and other media, including printmaking and camera arts.	significance within the fine arts.		questions from elements and principles, all art mediums, and art history. Only one question out of 25 was below the benchmark of 80%.			assessment cycle.	
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate knowledge	ART 114: Art History Survey I Students will take a comprehensive final exam containing 50 common questions. These questions require students to recognize and	On average, students completing the fifty common questions on the final exam will earn at least	Fall 2021 Mean:79 %	The assessments provide a comprehensive analysis of the learning objective. The assessments are robust and	Test item analysis revealed that questions below the benchmark involved slide identification (due in part in students not purchasing the text).	Changes implemented since the last assessment cycle: Instructors spent more time with slide identification and using difficult	Instructors will investigate a new text option that has a more global perspective. They will	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	of cultural and artistic significance within the fine arts.	analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	80% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.		provide written and visual analysis. The assessments include slide identification of a broad range of art through different periods.		terminology in class lectures. Links to Khan Academy were added to Bb courses.	investigate an inclusive text for both ART 114 and 115. Instructors will have students access slides via PowerPoint, making sure that slides appear in both the text and PowerPoint	
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	ART 115: Art History Survey II Students will take a comprehensive final exam containing 50 common questions. These questions require students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	On average, students completing the fifty common questions on the final exam will earn at least 80% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.	Spring 2022 Mean: 94%	The assessment average indicates that students met the objective. Students consistently perform well on the ART 115 assessment. The assessment is robust and provides written and visual analysis including slide identification. The questions require students	Two questions were below the benchmark (Q19, and Q38). These questions deal with Jan Verner and pictorialism in photography.	Changes implemented since the last assessment cycle: Instructors spent more time with slide identification and using difficult terminology in class lectures. Links to Khan Academy were added to Bb courses.	Instructors will investigate a new text option that has a more global perspective. They will investigate an inclusive text for both ART 114 and 115. Instructors will have students access slides via PowerPoint, making sure	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					to have knowledge of a broad range of art through different periods.			that slides appear in both the text and PowerPoint.	
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	MUS 110: Music Appreciation Students will take a comprehensive final exam containing twenty-five common questions. These questions will require students to: 1. Explain the stylistic ideas and musical context that mark the six major periods of Western music: Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th Century. 2. Trace the development of the musical styles of the Western world within a historical perspective.	On average, students completing the twenty-five common questions on the final exam will earn at least 70% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.	Spring 2022 Mean: 78%	The assessment average indicates that students met the objective. The faculty have stated that the assessment is robust. They have spent time making sure that all learning styles can succeed. The mean has increased two percentage points from the previous cycle.	The assessment results consistently yield in the 70% range (past cycles: 76, 72, 76, 71, and 74). For this cycle, 24% of questions were below the benchmark, as compared to 32% during the last assessment cycle. The questions dealt with listening, composition texture, musical notation, music eras and vocal compositions.	Changes implemented since the last cycle: Open Educational Resources were used in some sections starting in the summer 2021. The music faculty participated in Association of College and University Educators (ACUE) credentialing courses, including Designing Learner-Centered and Equitable Courses. The faculty aligned the learning experiences with the course outcomes.	After completion of several ACUE credentials and Quality Matters professional development, the music faculty will look at the course learning outcomes to determine if they need to be modified, as well as continue to align assignments with objectives. Learning materials will be revised to place greater emphasis on	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
								concepts below the benchmark. Assessment results for MUS 110 will be collected again during the next assessment cycle.	
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	MUS 112: Introduction to Jazz Students will take a comprehensive final exam containing 27 common questions. These questions require students to: 1. Recognize and discuss core jazz concepts including theory and pattern. 2. Trace the origins and development of styles of jazz music within a historical perspective. 3. Compare and contrast the distinctive styles of jazz music including ragtime,	On average, students completing the twenty-seven common questions on the final exam will earn at least 70% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.	Spring 2022 Mean: 81%	The assessment average indicates that students met the objective. The assessment mean was 11 percentage points higher than the last assessment cycle. The assessment contains a mixture of listening and multiple-choice questions that require higher level thinking. The assessment covers all styles and periods of Jazz.	The following questions were below the 70% benchmark: 11, 12, 18, 24, and 26. The concepts included big band members, styles of modern jazz, and listening examples.	Changes implemented since the last cycle: All students completed the same assessment. There was an issue with this in the previous cycle. .	Learning materials will be revised to place greater emphasis on concepts below the benchmark. Assessment results for MUS 112 will be collected again during the next assessment cycle.	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		New Orleans jazz, Chicago jazz, swing, bebop, cool, mainstream jazz, and classicism. 4. Identify the key musicians, recognize their contributions, and major compositions.							
Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts. - Total									17/20
4c	Competency 4: Humanities and Fine Arts Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.	ENG 231: American Literature I ENG 232: American Literature II ENG 241: British Literature I ENG 242: British Literature II Students will create a presentation that demonstrates how a sample of literature represents important historical and cultural elements of its period and/or how the literature connects to contemporary culture and themes.	On average, 75% of students completing the presentation will score a 3.0 or better on the assessment to demonstrate knowledge of literary works within a historical and cultural context.	63% met expectations with the following breakdown: ENG 231 = 69%, ENG 232= 80%, ENG 241= 51%	The revised rubric is easier to score and allows for atomized comments. Objective measures were used to assess students. Rubric reflected GEO's. Assessment teams were unobtrusive. Assessment teams could complete the assessments away from campus in	More sections need to be assessed. Easier and more consistent access to presentations is warranted. Students should be provided with more instruction on creating multimedia presentations. Department norming sessions need to be conducted. This assessment lags one year as compared to others in the report, as more	The process changed for this assessment cycle with teams of two instructors assessing the presentations. Each member of the team used a rubric that allowed comments for each criterion being assessed. The final determination was a choice between meeting expectations for a literary analysis or does not meeting	More Literature sections will be accessed. The department will discuss whether multimedia presentations should remain the focus of the assessment. The department will participate in at least one norming session before the	2

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					members' own time.	time was needed when the new assessment started.	expectations. In cases that the two members of the team differed in their scoring on a given presentation a third assessor would view the presentation. Whatever the determination agreed upon by two scorers would result in the student's final score.	assessments are conducted. The department will continue to review the rubric.	
Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context. - Total									2/4
Competency 4: Humanities and Fine Arts - Total									24/32
5a	Competency 5: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic	ECO 251: Principles of Microeconomics Students will take a comprehensive final exam containing 80 questions. These questions will require students to: 1. Understand supply, demand and equilibrium concepts as they pertain to	On average, students completing the final exam will earn at least 75% of their available points to demonstrate their knowledge of the historical	Spring 2022 Mean: 89%	The assessment average indicates that students met the objective. According to the economics faculty members, students had a solid understanding of the learning objectives. The	The Economics faculty members identified that the questions below the benchmark were in less emphasized chapters. Also, graphing continued to be an area of low performance for the students.	The faculty spent more time on interpretation of graphs and included more graph problems in homework assignments; however, students continued to struggle with graphs.	Faculty will emphasize graphing activities more in review assignments and chapter quizzes. The faculty will use videos to explain graphs and	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	life and their impact on human societies.	microeconomic theory and practice. 2. Understand how social and psychological behavior affects and is affected by economic forces. 3. Identify fundamental economic vocabulary and apply it to theory and practice. 4. Understand how graphics are applied to economic theory and practice. 5. Identify resources available to aid them in applying the knowledge of the course in their respective careers and organizations.	patterns in political, cultural, and economic life and their impact on human societies.		Economics faculty members collaborated to create a common comprehensive assessment covering the learning objectives with the last cycle as the first common assessment. The mean on the assessment increased two percentage points from the first cycle. Ten percent of the questions were below the 75% benchmark, compared to 19 percent during the first cycle.			complex subjects. Faculty will list more learning resources under each chapter's Lecture/Resource Materials. Specifically, use of MRU videos as learning exercises. Tailored feedback will be given to students to address specific issues. ECO 251 will be assessed again during the next assessment cycle.	
5a	Competency 5: Social and Behavioral Sciences Objective 5a:	ECO 252: Principles of Macroeconomics Students will take a comprehensive final exam containing 80	On average, students completing the final exam will earn at least	Spring 2022 Mean: 83%	The assessment average indicates that students met the objective. The Economics	Twenty-five percent of the questions on the assessment were below the benchmark. The	The faculty spent more time on interpretation of graphs and included more graph problems in	The faculty will use videos to explain graphs and	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	questions. These questions will require students to: 1. Understand aggregate supply and demand concepts as they pertain to macroeconomic theory and practice. 2. Understand how household, business, governmental and international trade sectors affect and are affected by economic forces. 3. Apply fundamental economic vocabulary to theory and practice. 4. Understand how fiscal and monetary policies are applied to stimulate and grow the economy. 5. Identify resources available to aid students in applying	75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.		faculty members collaborated to create a common comprehensive assessment covering the learning objectives with fall 2020 as the first common assessment.	questions involved varied/broad topics. The main themes identified were the Keynesian model and reading and comprehension of tables and graphs.	homework assignments; however, students continued to struggle with graphs.	complex subjects. Faculty will list more learning resources under each chapter's Lecture/Resource Materials. Specifically, use of MRU videos as learning exercises. Tailored feedback will be given to students to address specific issues. More emphasis will be placed on Keynesian model and follow-up material. A written assignment will be incorporated to draw out the student's understanding	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		the knowledge of the course in their respective careers and organizations.						of the material. Faculty will spend more time on interpretation of graphs and problem solving, as well as include more graph problems in homework assignments. ECO 252 will be assessed again during the next assessment cycle.	
5a	Competency 5: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and	HIS 111: World Civilizations I Students will take a comprehensive final exam containing twenty common questions. These questions will require students to: 1. Evaluate the impact of political change on the	On average, students completing the twenty common questions on the final exam will earn at least 75% of their available points to demonstrate	Spring 2022 Mean: 83%	The assessment average indicates that students met the objective. The assessment results for the past three cycles remain consistent around 80% (83%, 80%, 84%).	Questions below the 75%: benchmark: Q9, Q10, Q12, Q16, Q20 (Sumerian Ziggurat, Hellenistic cultural innovations, development of the Roman Republic,	A new assessment was created and used across all sections and modalities.	This was the first cycle with the new assessment; thus, no changes will be made in order to have comparable data. HIS 111 will be assessed again during the	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	economic life and their impact on human societies.	development of human societies. 2. Evaluate the impact of economic change on the development of human societies. 3. Evaluate the impact of cultural change on the development of human societies. 4. Evaluate the impact of military engagements on the development of human societies.	their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.			Daoism, Italian Renaissance)		next assessment cycle.	
5a	Competency 5: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their	HIS 112: World Civilizations II Students will take a comprehensive final assessment. These questions will require students to: 1. Identify, describe, and explain the major social, political, and technological revolutions that have altered modern world history.	On average, students completing the twenty common questions on the final exam will earn at least 75% of their available points to demonstrate their knowledge	Spring 2022 Mean = 89%	The assessment average indicates that students met the objective. The assessment questions are grouped according to historical theme and include the identification of people,	Q8 (imperialism) is still an area below the benchmark. This has been a theme despite continued reinforcement of the concept and provision of maps that represent imperial possessions of 19th Century European countries.	The lead HIS 112-faculty member implemented the action for map review. Maps are provided to students in the final review folder and are reviewed during either in-person or in zoom. The same two question groups	All HIS 112 instructors will implement the assessment beginning Fall 2023. The time limit on the test will be decreased from 120 minutes to 60 minutes.	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	impact on human societies.	2. Compare and contrast the ideological and intellectual changes that have shaped modern world history. 3. Identify, describe, and explain the primary military engagements that changed the course of modern world history. 4. Identify, describe, and explain economic transformations have shaped the political and social landscape of modern world history. 5. Apply this base of historical knowledge and change to connect current events to their historical antecedents.	of the historical patterns in political, cultural, and economic life and their impact on human societies.		places, ideas, and events. The assessment was delivered in an online timed test.	Previously, there were more seated sections. Spring 2022 HIS 112 was entirely online	below the benchmark during the last assessment cycle (Q8 and Q10). Both questions were similar in style and in historical theme (European Imperialism). For this cycle Q10 declined to 68% correct. The other question group (Q8) remained below the benchmark at 49%).		

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
5a	Competency 5: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	HIS 131: American History I Students will take a comprehensive final exam containing fifty common questions. These questions will require students to: 1. Examine and demonstrate an understanding of the events, ideas, institutions, and personalities that have shaped the United States from the time of Native Americans through the American Civil War and Reconstruction. 2. Examine and demonstrate an understanding of the geographical and cultural diversity of Native Americans from the crossing of the Bering Strait to the discovery of the New World.	On average, students completing the final exam will earn at least 75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	Fall 2021 Mean: 90%	The assessment average indicates that students met the objective. The assessment provides a comprehensive evaluation of the formation of the United States, including the events, ideas, and institutions. The assessment mean was the same as the last assessment cycle.	For fall 2021, two main themes were below the benchmark: The Civil War and the American Revolution.	Changes implemented since the last assessment cycle: The discussion boards were modified to aid in student learning. The discussions encourage debate in social, religious, and government issues related to American History. The instructor modified videos for better clarity and better alignment with the learning objectives. The instructor placed emphasis on the topics below the benchmark in the discussion part of class, traditional and in the online format.	The American History instructor will work with an instructional designer to receive support on educational technology. He is interested additional platforms for videos and the use of Perusall interactive reading annotations. The instructor will continue to encourage historical debate and use of facts with emphasis on reasoned thought. The instructor will continue to provide study guides on Blackboard and offer final	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		3. Analyze the destructive impact Europeans had on native populations in the Americas. 4. Analyze and examine the destructive impact of slavery on both Africa and North America. 5. Examine and demonstrate an understanding of the rise of Colonial America including, but not limited to: New England, Chesapeake Society, the Mid-Atlantic colonies, and the Carolinas. 6. Examine the impact of the English Empire in the North American colonies. 7. Analyze the personalities, causes, and the consequences of the						exam reviews. HIS 131 will be assessed again during the next assessment cycle.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		American Revolution . 8. Examine and demonstrate an understanding of the role the United States played in the world affairs as a new nation. 9. Analyze the impact of the Industrial Revolution and its impact on labor relations and politics. 10. Examine and demonstrate an understanding of the cultural and political developments of the 19th century in the United States. 11. Discuss and analyze the causes of and impact of the American Civil War							
5a	Competency 5: Social and	HIS 132: American History II	On average, students completing	Fall 2021 Mean: 90%	The assessment average indicates that	For fall 2021, the following questions were	Changes implemented since the last	The instructor will continue to encourage	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	Students will take a comprehensive final exam containing fifty common questions. These questions will require students to: 1. Analyze the events, people, and developments that shaped the United States from the American Civil War to the present era. 2. Examine and demonstrate an understanding of the outcome of the Civil War and Reconstruction. 3. Analyze the importance of westward expansion in relation to civil rights and politics. 4. Demonstrate an understanding of the treatment of Native Americans. 5. Examine and demonstrate an	the final exam will earn at least 75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.		students met the objective. The assessment results remain stable and above the benchmark. The expanded assessment is comprehensive and covers the learning outcomes for the course.	below the benchmark: 2, 7, 21, and 47. These questions relate to the following concepts and themes: The Gulf of Tonkin Resolution, yellow journalism, muckraking, and Andrew Carnegie. Three of these concepts were below the benchmark during the last cycle.	assessment cycle: The instructor reviewed questions below the benchmark and addressed the themes in the classroom environment. The expanded assessment (fifty questions) was used again this cycle. The instructor expanded the time period covered to include more recent history. Additional video links were added on civil rights, Dr. King, the Black Panthers, Malcom X, and JFK.	historical debate and use of facts with emphasis on reasoned thought. The instructor will work with an instructional designer to add more interactive technology in the course, such as Perusall interactive reading annotations software. The instructor will continue to provide study guides on Blackboard and offer final exam reviews. HIS 132 will be assessed again during the next assessment cycle.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		understanding of the factors and consequences of industrial development in the United States. Examples: immigration, labor, urban development, political corruption, Imperialism, and social movements. 6. Examine and demonstrate an understanding of how progressive forces shaped the United States in the late 19th Century and the early 20th Century. 7. Examine and demonstrate an understanding of the affairs of the United States in relation to the Spanish-American War, World War I, and the Treaty of Versailles.							

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		8. Analyze the causes of the Great Depression. 9. Analyze the causes and consequences of World War II. 10. Analyze the political, economic, and diplomatic consequences of the Cold War. 11. Analyze the social movements and developments that occurred within the United States between 1945-1989. 12. Examine and demonstrate an understanding of major political, social, and military developments of the last of the 20th century.							
5a	Competency 5: Social and Behavioral Sciences	POL 120: American Government Students will take a comprehensive final exam containing	On average, students completing the comprehensi	Spring 2022 Mean: 90%	The assessment average indicates that students met the objective.	Questions below the benchmark: Q3, Q7, Q12. Q13, Q27, and Q30. The themes	No changes were made in the last assessment cycle.	POL 120 faculty will add more immediate content	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	fifty questions. These questions will require students to: 1. Illustrate an understanding of the roles, duties, and structural characteristics of the executive, legislative, and judicial branches in the US government. 2. Analyze how American political institutions and individual behaviors interact to create political outcomes, with an awareness of the global context. 3. Define the function of political parties, interest groups, public opinion, and the media. 4. Interpret how American's political history, constitutional	ve final exam will earn at least 75% of the available points to demonstrate their ability to demonstrate and understand the basic concepts and participatory processes of the American political system.		Student performance on the assessment continues to be strong. The assessment strengths are in its evaluation of overall content knowledge, conceptual application of the material, and indicates the student's improved ability to demonstrate an understanding of the basic concepts, structures, and participatory processes of the American political system. The assessment measures these attributes through using questions based on content knowledge,	of the question were related to: the four ways to amend the constitution; impeachment as a legal indictment; understanding of the roles, duties, and structural characteristics of the executive, legislative, and judicial branches of government; public opinion; constitutional structure and mid-term elections; constitutional framework for federalism and the roles played by federal authority vs, individual rights, as well as Ninth and Tenth Amendments.		material in Discussion Threads, comments concerning current political events. Assessment results for POL 120 will be collected again during the next assessment cycle.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		structure, and political culture contribute to the state of contemporary American democracy.			analytical processes, and logic, as well as content application.				
Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies. - Total									26/28
5b	Competency 5: Social and Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	PSY 150: General Psychology Students will take a common assessment. The questions on the assessment will require students to: 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (Knowledge Base) 2. Understand and apply basic research methods in psychology, including research design, data analysis and	On average, students completing the assessment will earn at least 75% of the available points to demonstrate their ability to demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	Spring 2022 Mean: 83%	The assessment average indicates that students met the objective. The learning outcomes for the objective are aligned with the UNC system. For spring 2022, students excelled at research designs and applying psychological principles.	For spring 2021, two themes were below the 75% benchmark (Q3, Q12): psychological criteria and elaborative rehearsal in memory.	For spring 2022, students performed better on one of the questions below the benchmark from the previous cycle: operant conditioning. Psychology faculty members enhanced the coverage (videos and worksheets) of operant conditioning, specifically PR, NR, PP, and NP, in the online and seated courses. Although there was an increase this cycle with student performance on operant	The faculty will look at the questions related to psychological criteria to determine if they have validity. PSY 150 faculty will continue to proportionally engage students with psychology knowledge, research methods, critical thinking, and application. Assessment results for PSY 150 will be collected	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		interpretation. (Research Methods) 3. Understand and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes. (Critical Thinking) 5. Understand and apply psychological principles to personal, social, and organizational issues. (Applications)					conditioning, historically learning/conditioning in general is an area where students struggle in General Psychology. Psychological criteria continue to be an area of poor student performance.	again during the next assessment cycle.	
5b	Competency 5: Social and Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and	SOC 210: Introduction to Sociology Students will take a comprehensive final exam containing twenty-five questions. These questions will require students to: 1. Explain the contribution that Sociology makes in	On average, students completing the common questions will earn at least 75% of the available points to demonstrate their ability to demonstrate	Spring 2022 Mean: 79%	The assessment average indicates that students met the objective. The assessment is easy to deploy and gather quantitative data to make inferences. No extra manual	The following questions/themes were below the 75% benchmark: Question 7: Components of Ethnicity; Question 9: Ethnocentrism vs. Cultural Relativism; Question 18: Levels of	No changes were made during the last assessment cycle.	SOC 210 faculty are planning to change the wording of several of the questions for the assessment. The big changes in the course will come in the	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	the environment.	understanding human behavior and assess the influence that groups have on their daily lives. 2. Outline the principal methods of sociological research and the process used for gathering information about human social behavior. 3. Analyze a variety of social situations using the basic sociological theories and models. 4. Demonstrate a basic understanding of important sociological constructs, including, but not necessarily limited to: • Culture • Groups and organizations • Deviance	knowledge of the reciprocal interaction among self, society, and the environment.		grading/reading is required of faculty. The questions test a wide range of learning outcomes for the course. The course introduces students to a wide range of topics and concepts that they will cover in higher level Sociology classes at the college and beyond if they choose to transfer to a four-year institution.	Analysis (micro, macro, meso); Question 19: Dominant vs. Minority Groups; Question 23: Milgram, Zimbardo, Asch' Question 24: Merton's Adaptations to Anomie. All SOC 210 faculty agreed that several questions that were below the benchmark needed to be either reworded or changed to avoid potential bias (ethnicity question) and for clarity. Also, covering more material is needed in certain areas, such as Sapir-Whorf hypothesis and Stanley Milgram's experiment.		fall of 2023. They are looking at using a new textbook as well as switching to a written assessment to replace the multiple-choice exam format. Assessment results for SOC 210 will be collected again during the next assessment cycle.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		• Stratification • Socialization • Race and ethnicity • Gender and age • Social institutions							
5b	Competency 5: Social and Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	SOC 220: Social Problems Students will take a comprehensive final exam containing 150 questions. These questions will require students to: 1. Apply basic sociological concepts and the major sociological paradigms to describe and explain social situations considered by current public policy or relevant social groups to be problematic. 2. Articulate, in writing, various alternative stances on issues of contemporary social	On average, students completing the common questions will earn at least 75% of the available points to demonstrate their ability to demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	Spring 2022 Mean: 95%	Gathering quantitative data to make inferences is a strength of the assessment mean. The course builds on the foundations that students learned in SOC 210 (if they took the SOC 210 course prior to SOC 220) and examines these concepts in a deeper way. Specifically, students analyze a broad array of concepts they will see again in higher-level sociology	Only one question was below the benchmark: Q20 (social media/mass media). Faculty noticed that students struggle with writing assignments.	New Assessment	The multiple-choice exam will discontinue. Students will be assessed on their writing and ability to articulate themselves orally by using rubrics on both their final paper and presentation. The plan is to implement "sociology writing labs" to break up the midterm proposal and final course papers into smaller "chunks" so students will	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		concern and to defend, orally and in writing, an individual stance on several of them. 3. Interpret and evaluate at a basic level the social consequences of various alternate proposals put forward in public debate to address these social problems.			courses here at the college and beyond if students choose to transfer.			be writing both assignments in pieces as the course progresses. Assessment results for SOC 220 will be collected again during the next assessment cycle.	
Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment. - Total									10/12
Competency 5: Social and Behavioral Sciences - Total									36/40

Curriculum Map – College Transfer

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
ACA 111	M	D			
ACA 122	M	D			
ART 111	I	I		M	
ART 113		I		I	
ART 114	I	D		M	
ART 115	I			M	
ART 121		I		I	
ART 122		I		I	
ART 131		D		I	
ART 132		D		I	
ART 171	M	D			
ART 214	D	M		I	
ART 231		I		D	
ART 232		I		D	
ART 240		D		D	
ART 241		M		D	
ART 244		M		D	
ART 264	D	D		I	
ART 265	M	D		I	
ART 266	D	D		I	
ART 267	M	D		I	
ART 271	M	D		I	
ART 275	M	D		D	
ART 281		D		I	
ART 282		D		I	
ART 283		I		I	
ART 284		D		I	
ART 285		D		I	
ART 286		D		I	
ART 288C		M		I	
ART 288P		M		I	
ART 288S		M		I	
BIO 110	M	I	M		D
BIO 111	M	D	M		I

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
BIO 112	D	D	M		
BIO 155	M	D	M		D
BIO 161	M	I	M		
BIO 168	M	I	M		I
BIO 169	D	I	M		I
BIO 250	M	M	M		
BIO 275	D	D	M		D
CHM 130/130A		I	M		
CHM 131/131A		I	M		
CHM 151	D	M	M		I
CHM 152	D	M	M		
CHM 251	M	M	M		
CHM 252	M	M	M		
COM 110	D	D		I	I
COM 120	I	D		I	I
COM 231	D	M			I
EDU 187	M	D		I	I
EDU 216	M	M		D	M
EDU 279	M	M		I	I
ENG 002	D	M		I	I
ENG 011	D	M		I	I
ENG 111	D	M		I	I
ENG 112	D	M	D	M	D
ENG 114	M	M		D	D
ENG 231	D	M		M	D
ENG 232	D	M		M	D
ENG 241	D	M		M	D
ENG 242	D	M		M	D
GEL 111		D	M		D
GEO 111	D	D	D	D	M
HIS 111	D	D	D	M	M
HIS 112	D	D	D	M	M
HIS 131	D	D	D	M	M
HIS 132	D	D	D	M	M
HUM 180	D	D	D	M	M

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
MAT 003	D	I	M		
MAT 021	D	I	M		
MAT 071	D	I	M		
MAT 110	M		M		
MAT 121	M		M		
MAT 143	M	D	M		D
MAT 152	M	M	M	I	D
MAT 167	D	D	M		
MAT 171	M		M		
MAT 172	M		M	I	
MAT 252	M	M	M		D
MAT 263	M		M		D
MAT 271	M	D	M		
MAT 272	M	D	M		
MAT 273	M	D	M		
MAT 280	M	D	M		
MAT 285	M		M		I
MUS 110	I	I		M	
MUS 112	I	I		M	I
PHI 215	D	D	D	M	
PHI 240	D	D	M	M	
PHY 110/110A	D	I		M	
PHY 151	D	D	M		
PHY 152	D	D	M		
PHY 251	D	D	M		
PHY 252	D	D	M		
POL 120	D	D	D	D	M
PSY 150	I	D	D		M
PSY 237	I	D	I		M
PSY 241	D	D	D		M
PSY 281	D	D	D		M
REL 110	D	D	D	M	M
SOC 210	D	D	D	M	M
SOC 220	D	D	D	M	M
SOC 225	D	D	D	M	M
SPA 111	M	M			I

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
SPA 112	M	M			I
SPA 211	M	M			D
SPA 212	M	M			D

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A55140 Cosmetology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Gaston College Cosmetology Program's curriculum is a competency-based curriculum that is designed around competencies needed in the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop hands-on skills under the supervision of licensed, certified cosmetology instructors. Program graduates are prepared to sit for the North Carolina Board of Cosmetic Arts' licensure examinations. Eligible graduates who sit for and successfully pass the State Board licensure exams will be issued a license to conduct cosmetic services in beauty salons and related businesses.

STRENGTHS
The program is licensed by the North Carolina Board of Cosmetic Art Examiners and is inspected each semester by the Board. For the last three semesters, the program has maintained a 97% rating.

Program graduates are required to pass the state licensure examinations with a grade of 75% or higher before applying to become licensed to practice cosmetology. The pass rate of program graduates sitting for the state licensure exam is above the required score, with an average score of 80% on the theory portion of the exam and 90% on the practical portion.

Graduate satisfaction and job placement are positive and the program attributes its success to knowledgeable faculty and a rigorous curriculum

The total cost for attending the associate degree program, at approximately $9,500, is much more affordable than cosmetology programs in proprietary schools in the college's service area.

As part of their training, advanced level students participate in a "Student Salon," under the supervision of licensed cosmetology educators. Through participating in the salon students have the opportunity to perfect their cosmetology skills while offering a variety of beauty services to the community at very affordable prices. Due to the excellent quality of the students' work, under the guidance of program faculty, the Student Salon has built a large, long-standing clientele through the years.

AREAS OF IMPROVEMENT
The program is staffed with two full-time faculty and numerous adjunct faculty members. Because the program relies on employing numerous adjunct faculty, there can be inconsistencies in curriculum

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

teachings which is confusing for students when learning theory and skills. The program needs to ensure more consistency in teaching the curriculum by all faculty employed in the program.

NEEDS

The program would benefit with one to two additional full-time faculty.

The program would benefit with more storage space for instructional products and additional computers/iPad in the salon clinic area for instructional demonstrations.

Faculty would benefit by attending continuing education/professional development activities to stay breast of trends in the industry and State Board requirements.

The program would benefit with additional salon equipment such as salon chairs, and wig dryer.

ACTIONS

The program will initiate monthly faculty meetings to ensure consistency in teaching the curriculum among full-time and adjunct faculty.
The Program Chair will create instructor guidebooks and State Board exam guidebooks to help with maintaining rules and inconsistencies.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	COS Diploma Career and College Promise (CCP) COS Pathway COS Instructor Training Certification
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying FTE data.	O	The Cosmetology Program is a very viable program at Gaston College. The Cosmetology Program generated 146.58 FTEs in 2018 and 117.89 in 2020. Enrollment is high and increased to 132.9 for 2021.

Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		• The Gaston College Cosmetology Program is set apart from neighboring institutions by the beautiful facilities in which the program is housed and through providing a very affordable education in cosmetology. Due to the quality of instruction by the Cosmetology Program faculty, its graduates are highly skilled, exhibit excellent work ethics, and are highly sought after by many of the area salons. • Marketing the program through open houses, social media, word of mouth, career fairs, and on-campus tours have been very successful in highlighting the program and attracting students.

ENTRY

	Rating	Explanation
Enrollment Goals: • How successful have we been at achieving the enrollment/yield goal? • What strategies have been and/or will be implemented?	D	• Cosmetology has been successful with enrolment this year. Enrollment declined some through 2020 but has increased since.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	O	• In 2020 the program retention rate was 25% but increased to 83% in 2021/2022. • Barriers for students in the Cosmetology Program can be: o the cost of the program o the number of clock hours required by the NC Board of Cosmetic Arts to complete the program and be eligible to sit for the licensure examination. Most of the barriers for students tend to be personal/life issues. Students withdraw for reasons such as personal finances, lack of

	Rating	Explanation
		childcare, lack of transportation, and family issues.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		Cosmetology is a remarkably diverse program based on demographic data. Based on the most recent demographic data, the student population is 61.26% White, 17.12% Black/African American, 5.41% Hispanic/Latinx, and 16.22% Unknown. Women make up 100% of students enrolled in the program. The college has many support programs for all its students but those in particular that would support underserved populations financially include college scholarships, financial aid, and TRIO. Strategies for academic support include TRIO/Student Support Services, peer tutoring, Counseling, and the Writing Center.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		• Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. • The Cosmetology Program enrolls a new cohort of students each Fall and each Spring semester. Due to the nature of COS courses and skills taught, each course can only have a ratio of 20 students/1 instructor.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		Courses in the Cosmetology Program are traditionally seated; however, the program tried to integrate theory content online, but wasn't as successful as seated theory classes. The program is required by the NC Board of Cosmetic Arts to operate on a system of counting in-class "clock hours." Students in the program are required by the NC Board of Cosmetic Arts to obtain 1500 clock hours and 480 performances, under the supervision of a certified cosmetology instructor, before completing the program.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		• End-of-Course evaluations are overall positive. Some evaluations may give feedback that the cosmetology instructors are too strict or that instructors don't have enough time to provide more individual instruction with each student. The program tries to schedule as many instructors in the clinical setting and in the classrooms as possible.

	Rating	Explanation
		• If negative student feedback about an instructor is a legitimate concern, the concern is addressed through a coaching session with the instructor. If the feedback is a suggestion for improvement in the program or a concern about program guidelines, etc. then it is addressed at the level of the associate dean, and the divisional dean if necessary, and the appropriate action warranted is taken.

COMPLETION

	Rating	Explanation
<u>Graduation</u>: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	A	• The awards headcount percentage in the Cosmetology Program for the 2021-2022 academic year was 13%. The COVID-19 pandemic may have played a role in the award percentage falling in 2020 and 2021. • Barriers for timely student completion in the Cosmetology Program may be due to difficult financial situations, too many personal/family responsibilities outside of school, and/or the student cannot successfully complete the required general ed classes in the program's curriculum. Cosmetology students are required to be in class Monday-Friday, 8am-2:15pm to obtain the required clock hours by the NC Board of Cosmetic Arts to complete the program. The amount of time required to complete the program doesn't allow some students enough time needed outside of class to meet other obligations such as caring for families, or working jobs. A large percentage of students would like seated classes in the evening due to working or caring for families during the day, but not all courses required in the cosmetology curriculum are offered in the evening or all the available seats fill up quickly. Also, some students have been out of school for many years and become overwhelmed with returning to school and the coursework required and get discouraged and quit.

	Rating	Explanation
Graduate Satisfaction: • How does the actual satisfaction rate compare to the satisfaction rate goal?	O	No data for graduate satisfaction

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying goal achievement, NCTower, and JobsEQ data.	A	Eighty-five percent of the students that graduate from the COS program have jobs in a salon by the time they graduate. Cosmetology has partnered with many salons to hire our graduates such as William & Henry, Smart Styles, Fantastic Sam's, Sports Clips, Great Clips, Church and Co., and Cosmo Prof.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		• Yes, the program is the right fit for the community. The Cosmetology Program offers a full-time daytime adult program and a part-time program for high school students, each program has high enrollment. • The Cosmetology Program has collaborated with local organizations for the purpose of teaching students the importance, as a professional in their career field, of giving back to the community. Students work with The Woman in Pink, a nonprofit organization, that provides wigs to cancer patients. Students in the Cosmetology Program raised money to give to The Women in Pink organization during Breast Cancer Awareness month to help with the purchase of wigs. Every November the Cosmetology Program partners with Christian Ministries to collect food to help feed families in need over the holidays. Students and faculty in the program partner with Phoenix House, Christian Ministries, and Amy's House to provide free services to their residents in need. Every year, the Webb Street school has a prom for their special needs students and the cosmetology students provide hair and makeup services to the prom attendees. Representatives from Pretty in a Minute, Absolute Edge, Salon Centric, and Matrix, manufacturers of beauty salon products,

	Rating	Explanation
		meet with the cosmetology students each year to provide product and salon tool knowledge. Cosmetology will collaborate with the Esthetics and Manicuring programs to provide specials to the public for services provided at a discounted rate. • The Advisory Committee for the Cosmetology Program provides valuable feedback in helping to identify the program's strengths - graduates have excellent entry-level skills, a strong work ethic, are dependable, and skilled in client consultations, and the program's weaknesses – graduates are weak in knowing how to build clientele, perform clipper cuts, and finishing the final details of a style.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Gaston College Cosmetology Program is inspected each semester by the NC Board of Cosmetic Arts and has maintained a 96-98% rating for the last three semesters.

Student Learning Outcomes - A55140 Cosmetology

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Demonstrate the use of safety and infection control practices as they perform client services.	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will perform safety and infection control practices through incorporating the following skills: proper handwashing, blood exposure client injury procedure, blood exposure self-injury procedure, disinfection of non-electrical tools and electrical	On average, students will earn a grade of at least 100% out 100% on this performance measure	COS 112 Fall 2021 – 1st year students Mean:100 Mean of Completers:100 Range:0-100 n:15 COS 114 Spring 2022 – 1st year Mean:100 Mean of Completers:100 Range:0-100 n:15 COS 116 Summer 2022 – 1st year Mean:80 Mean of Completers:80 Range:0-100 n:33 COS 118 Fall 2021 – 2nd year students	Assessment results demonstrated: Students met the 100% standard and scores throughout the program. Students are required by the NC Board of Cosmetic Arts to complete the assessment with 100%.	Students are required by the NC Board of Cosmetic Arts to complete Infection Control and Safety assessments with 100%.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Students are required by the NC Board of Cosmetic Arts to complete the assessment with 100%. Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation

		tools, when performing cosmetology services on clientele in the Cosmetology Student Salon.		Mean:100 Mean of Completers:100 Range:0-100 n:18				
2.	Conduct cosmetic services successfully by applying Professional Ethics	Assessment Means: Students will apply professional ethics when interacting with clients, classmates, and instructors during the performance of cosmetic services such as haircuts, hairstyles, and chemical services. Students will receive a daily assessment grade on "Professional Image."	On average, students will earn a grade of at least 80% out of 100% on this performance measure.	COS 112 Fall 2021 – 1st year students Mean:85 Mean of Completers:85 Range:50-100 n:15 COS 114 Spring 2022 – 1st year Mean:85 Mean of Completers:85 Range:50-100 n:15 COS 116 Summer 2022 – 1st year Mean:87 Mean of Completers:87 Range:50-100 n:33 COS 118 Fall 2021 – 2nd year students Mean:89 Mean of Completers:89 Range:55-100 n:18	Assessment results demonstrated: Students met the 80% standard scores throughout the program and scores improved as students moved into their second year of the program	Scores remained the same for the first-year students from fall to spring and were achieved and maintained through the summer semester. Scores continued to improve into the second year.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Additional role plays and hands-on practice will be implemented for the next cycle. Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation.

3.	Develop cosmetology skills including hairstyling, haircutting, chemical applications, various hair color services, wet setting, thermal styling, ethnic hairstyling, manicures, pedicures, artificial nails, artificial hair, and skin care services.	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will demonstrate cosmetology skills by performing wet/dry styles, haircuts, chemical applications, nail care, and skin care on mannequins and/or live models in the Cosmetology Student Salon.	On average, students will earn a grade of at least 75% out of 100% on this performance measure. .	COS 112 Fall 2021 – 1st year students Mean:75 Mean of Completers:75 Range:60-100 n:15 COS 114 Spring 2022 – 1st year Mean:76 Mean of Completers:76 Range:60-100 n:15 COS 116 Summer 2022 – 1st year Mean:80 Mean of Completers:80 Range:50-100 n:33 COS 118 Fall 2021 – 2nd year students Mean:85 Mean of Completers:85 Range:30-100 n:18	Assessment results demonstrated: Students met the 75% standard scores throughout the program and scores improved as students moved into their second year of the program.	Scores were improved for the first-year students from fall to summer and maintained through the second-year fall semester.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation
4.	Pass a mock final examination of the North Carolina Board	COS 112 Fall Semester COS 114 Spring Semester	On average, students will earn a grade of at least 75% out of	COS 112 Fall 2021 – 1st year students Mean:85	Assessment results demonstrated: Students met the	Scores were improved for the first-year students from fall to summer	Implemented the use of grading rubrics to standardize scoring of the	Review teaching and scoring of assessments with faculty to

	of Cosmetic Arts examination prior to completing the program.	COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will take a practical final exam that mirrors the North Carolina Board of Cosmetic Arts licensing examination.	100% on this performance measure.	Mean of Completers:85 Range:70-100 n:15 COS 114 Spring 2022 – 1st year Mean:85 Mean of Completers:85 Range:70-100 n:15 COS 116 Summer 2022 – 1st year Mean:87 Mean of Completers:87 Range:50-100 n:33 COS 118 Fall 2021 – 2nd year students Mean:92 Mean of Completers:92 Range:75-100 n:18	75% standard scores throughout the program and scores improved as students moved into their second year of the program.	and maintained through the second-year fall semester.	assessments among faculty and students. Also, implemented additional practice of the mock final exam for students.	ensure consistency among instruction and evaluation. Instructors will give additional feedback on the practical final exam to help with areas of improvement.
5.	Demonstrate appropriate customer service attributes to ensure effective client consultations and customer relations	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year	On average, students will earn a grade of at least 75% out of 100% on this performance measure. .	COS 112 Fall 2021 – 1st year students Mean:75 Mean of Completers:75 Range:0-100 n:15 COS 114 Spring 2022 – 1st year	Assessment results demonstrated: Students met the 75% standard scores throughout the program and scores improved	Scores were improved for the first-year students from fall to summer and maintained through the second-year fall semester.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation

		Assessment Means: Students will demonstrate appropriate customer service skills through role playing scenarios with classmates, mannequins, and/or interaction with live models during client consultations in the Cosmetology Student Salon.		Mean:83 Mean of Completers:83 Range:0-100 n:15 COS 116 Summer 2022 – 1st year Mean:85 Mean of Completers:85 Range:50-100 n:33 COS 118 Fall 2021 – 2nd year students Mean:85 Mean of Completers:85 Range:30-100 n:15	and/or maintained as students moved into their second year of the program			
6.	Demonstrate effective public speaking skills to ensure effective client consultations and customer relations.	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: COS 112 Students will demonstrate effective public speaking skills in	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	COS 112 Fall 2021 – 1st year students Mean:65 Mean of Completers:65 Range:0-100 n:15 COS 114 Spring 2022 – 1st year Mean:80 Mean of Completers:80 Range:30-100 n:15	Assessment results demonstrated: Students did not meet the 75% standard scores in the Fall semester. Scores improved by the Spring and continued to improve into the second year.	Scores were low in the first semester and improved through the remainder of the program with more practice.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students.	Monitor scores in the first-year fall and spring semesters and compare them to summer assessments to determine if there are impacting factors that would help the scores in the first two semesters. Add additional role play practice

		class presentations and role play scenarios. COS 114, 116, and 118 Students will demonstrate effective public speaking skills when interacting with clientele in the Cosmetology Student Salon.		COS 116 Summer 2022 – 1st year Mean:85 Mean of Completers:85 Range:50-100 n:33 COS 118 Fall 2021 – 2nd year students Mean:87 Mean of Completers:87 Range:30-100 n:18				for students to feel more with clients. Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation
7.	Demonstrate effective management skills to maximize daily business operations	Assessment Means: Students will demonstrate effective management skills by assisting with front desk/receptionist duties, managing inventory supply, product dispensing, and sanitation duties in the Cosmetology Student Salon and in participating in group leadership activities.	On average, students will earn a grade of at least 75% out of 100% on this performance measure. .	COS 112 Fall 2021– 1st year students Mean:60 Mean of Completers:60 Range:30-100 n:15 COS 114 Spring 2022 – 1st year Mean:75 Mean of Completers:75 Range:30-100 n:15 COS 116 Summer 2022 – 1st year Mean:85 Mean of Completers:85 Range:50-100 n:33	Assessment results demonstrated: Students did not meet the 75% standard in the first semester and scores improved as students moved into their second year of the program.	Scores were low for the first-year students from fall and improved through the spring. Scores continued to increase into the summer and into the second year.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Review teaching and scoring assessments with faculty to ensure consistency among instruction. Start implementing these practices earlier in the semester to provide additional time for retaining information.

				COS 118 Fall 2021 – 2nd year students Mean:89 Mean of Completers:89 Range:30-100 n:18				

Curriculum Map – A55140 Cosmetology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Demonstrate the use of safety and infection control practices as they perform client services.	Develop cosmetology skills including hairstyling, haircutting, chemical applications, various hair color services, wet setting, thermal styling, ethnic hairstyling, manicures, pedicures, artificial nails, artificial hair, and skin care services.	Pass a mock final examination of the North Carolina Board of Cosmetic Arts examination prior to completing the program.	Demonstrate appropriate customer service attributes to ensure effective client consultations and customer relations.	Demonstrate effective public speaking skills to ensure effective client consultations and customer relations.	Demonstrate effective management skills to maximize daily business operations.
COS 111	I, D	I	I	I	I	
COS 112	I, D	I	I	I	I	
COS 113	D	D	D	D	D	I
COS 114	D	D	D	D	D	I
COS 115	D	D	D	D	D	D
COS 116	D	D	D	D	D	D
COS 117	D, M	M	M	D, M	D, M	D, M
COS 118	D, M	M	M	D, M	D, M	D, M
COS 240	D	D		D	D	

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Demonstrate the use of safety and infection control practices as they perform client services.	Develop cosmetology skills including hairstyling, haircutting, chemical applications, various hair color services, wet setting, thermal styling, ethnic hairstyling, manicures, pedicures, artificial nails, artificial hair, and skin care services.	Pass a mock final examination of the North Carolina Board of Cosmetic Arts examination prior to completing the program.	Demonstrate appropriate customer service attributes to ensure effective client consultations and customer relations.	Demonstrate effective public speaking skills to ensure effective client consultations and customer relations.	Demonstrate effective management skills to maximize daily business operations.
COS 250	I, D			D	D	D

SLO Key	**Meaning**
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A5518CCJ Criminal Justice Technology- Forensic Science

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate of Applied Science in Criminal Justice Technology-Forensic Science degree at Gaston College is to provide students with a solid education in criminal justice that emphasizes the study of evidence and processing crime scene technologies. This is in addition to receiving instruction in crime identification, investigation, and ethics. There is also a forensic science certificate within the program.
For those students who want to continue their education beyond the program. The A5518C program will transfer in its entirety to Gardner Webb University and Lees McRae College.
Strengths
The program employs faculty that are current practitioners in the field of police service or have retired from the police career. This is invaluable for students to learn from instructors that have performed the work that is discussed in class.
Areas for Improvement
Program leaders have identified several areas for further development.

- Increased recruitment efforts for the program; this will be in conjunction with the college's marketing department.
- Improvement of seamless transfer to senior institutions
- Increasing the use and quality of online and asynchronous teaching modalities by the instructors.

Needs
There is a need for a targeted marketing plan for the program, and for a new college scholarship program for a Criminal Justice student. The Cpl. Katelyn Self Scholarship was established to assist students pursuing a degree in criminal justice.
While facilities are adequate for current enrollment, and most classes are now online, there is a need to teach instructors how to be more proficient and innovative with the online Learning Management System
Actions
To meet the needs of the program, the following actions will be implemented during the 2022-23 academic year:

- Collaborate with the marketing department to create specific strategies for marketing the program and scholarship opportunities.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Require Blackboard training for adjuncts and full-time faculty with online classes. • Investigate using more online crime scene scenarios

DIPLOMAS & CERTIFICATES

	Comments
List any diplomas, certificates, and pathways offered by this program.	Certificate-Criminal Justice Technology-Forensic Science – (C5518C) CCP Certificate-Criminal Justice Technology-Forensic Science Pathway (C5518CP)
Is there anything you want to note about these diplomas, certificates, and pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying FTE data.	A	FTE Count A5518C Overall • 2019-2020 – 32.48 • 2020-2021 – 31.22 • 2021-2022 – 34.44 The program is viable and necessary for the community. In addition to the FTE income, the future dividends of well-educated police officers for the community justifies the cost for maintaining the program and faculty salaries.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique and attracting students?	A	The Criminal Justice faculty/adjuncts are all either current or former police officers or lawyers. The students receive "real-life" experience from instructors who have actively participated in law enforcement. In addition, this degree program can be accomplished entirely online, which makes it attractive to working adults and active-duty police officers.

	Rating	Explanation
		There is currently no data to suggest if marketing efforts in highlighting this program are effective.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	The CJ Forensic Science program is a 64-credit hour program and in comparison, other area programs are between 68-71 hours. One strategy that will be implemented is that one instructor has primarily taught forensic specific courses. This program should begin to have other instructors teaching the courses.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.	A	
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	For the Criminal Justice Forensic Science Program, the retention rate from Fall 2020 until Fall 2021 was 33%, which is lower than the college average of 45%. From Fall 2021 through Spring 2022 the retention rate was 17%, and for the college the percentage was 68%. The lower retention rates could be from students not being enthusiastic about the course content, to understanding that in this field, there is only one agency that employs civilian crime scene officers, and those jobs are less than 50. In reviewing the withdrawal and success data, no specific CJ Forensic Science class was listed for a high withdrawal rate. Students may be interested in the field of CJ Forensics, but the reality is that in this area there are limited job opportunities. Some barriers can also be student motivation once the reality of the program is seen in contrast to the media version. Some students realize they may not be able to pass a background check. Recent national events have cast an unfavorable light on the police profession.
Demographics:	A	The college has many support services available for students, including the Learning Center,

	Rating	Explanation
• What strategies are utilized to support underserved populations? Consider program demographic data.		Writing Center, Trio, the Writing Center, Learning Center, Library etc.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	O	The program is sequenced clearly, based on guided pathways principles and the advisory committee input. Some courses are also offered in 8-week sessions, allowing students to potentially take additional classes in a semester.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	All learning modalities (traditional, web-blended, hybrid, and online) exist in the A5518C program. The program has been moving more to online and hybrid instruction over the last few years in an attempt to meet student demand. Seated classes are those that have some degree of hands-on skills required. Program faculty are researching online simulations/labs for future use, especially considering the recent pandemic.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	The course evaluations overall, for CJC classes, are positive with "agree" or higher, for over 90% in about every category. The exception was the question that asks about remote office hours provided by faculty would allow students to be successful. On this question about 60% thought they would be more successful with remote office hours. The response rate was good with over 61% responding. Feedback from the students is gathered informally by instructors, and formally by the office of Institutional Effectiveness. This feedback from the students is followed-up with discussion with the instructors on how to improve or change classes.

COMPLETION

	Rating	Explanation
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal?	D	The 2021-2022, awards to headcount percentage were 10%. This program has 89 students and 9 were granted awards. Some of the barriers that can be identified to timely student completion, was first the length

• What are the barriers to timely student completion and how can they be addressed?		of the program. Most Criminal Justice classes have been 16 weeks in length and now the program offers many classes in an 8-week format. In addition, for the math requirement in the degree, a lower math has been submitted for approval and the addition of a natural science option in the program. This may help those students who do not want to pursue a 4-year degree.

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	With the A5518C degree the graduate could locate a job as a police officer, correctional officer or detective or criminal investigator. In reviewing the JobsEQ data, in our service area there is a combined total of over 850 jobs in those fields, with an average wage of 50,000.00 a year.
<u>Community</u>: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	The A5518C program is a good fit for the community. This program is a criminal justice program for those interested in crime scene processing technology. While few employers in the local area employ civilian crime scene processors, this program is valuable as all police officers investigate crime; this gives the program relevance. The public has benefitted from the program and community partnerships in a couple of different areas including the following: • Several instructors are adjunct instructors and actively recruit from the program. • The program has a strong Work Based Learning Program, and as such, students receive valuable information in their career field, as well as the local police departments and employers get to see the students. • This program was the first program to offer a summer camp for high school students.

	Rating	Explanation
		The advisory committee fully supports this program, though no local police or sheriff departments employ civilian crime scene officers.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A5518CCJ Criminal Justice Technology - Forensic Science

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Identify the roles and interrelationships between the principal components of the criminal justice system (i.e., law enforcement, the courts, parole, juvenile justice system, and corrections).	CJC 111 (Introduction to Criminal Justice) Final Exam The final exam is a 110-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-83.6%, Spring 13-78% Spring 14-81% Spring 15-91% Spring 16-85% Spring 17-86% Fall 17-84% Fall 18-88% Fall 19-90% Fall 20-88% Fall 2021 Mean of Completers: 87.5% Range: 0-100 n: 129	For this outcome, this instrument works well. The final exam is comprehensive and standardized across all sections.	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	No changes have been implemented since the previous assessment cycle. There was a .5% decrease in the assessment measure although nothing changed on the assessment measure.	Actions that need to be implemented before fall 2023: Review the assessment tool to make sure it accurately measures the outcome, using item analysis. Review the textbook used in the class, with specific attention given to the continuous changes in policing. Increase data collection to include both	4

								fall and spring semesters.	
2	Describe criminal law and the elements of various crimes.	CJC 131 (Criminal Law) Final Exam The final exam is a 60-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-100% Spring 13-84% Spring 14-100% Spring 15-87% Spring 16-83% Spring 17-66% Fall 17-83% Fall 18-75% Fall 19-91% Fall 20-88% Fall 2021 Mean of Completers: 84.8% Range: 71-98 n: 19.	For this assessment, this instrument works well. The final exam is comprehensive and standardized across all sections	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	There was a 3.8% decrease in the scores from Fall 20 to Fall 21. Nothing can be easily identified that explains this decrease.	Actions that need to be implemented before fall 2023: Review the textbook. Increase data collection to include both fall and spring semesters	4
3	Interpret the constitutional rights of those accused of crimes and the	CJC 231 (Constitutional Law) Final Exam	On average, students will earn at least 80% on this assessment.	Spring 12-100% Spring 13-82% Spring 14- 82%	For this assessment, the instrument is reflective of the subject	This assessment tool, as well as other assessments,	There was a 3% increase in the assessment results for Spring 21.	This course has been challenging for students. It was moved from	3

	related restrictions on law enforcement.	The final exam is a 90-question exam composed of objective multiple choice and true/false questions.		Spring 15-91% Spring 16-77% Spring 17-80% Spring 18-72% Spring 19-78% Spring 20-76% Spring 2021 Mean of completers: 79% Range: 64, 100 N=22	matter. The final exam is comprehensive and standardized across all sections.	needs to be constantly updated within the scope of changes in the criminal justice system.		the accelerated 8-week program and returned to a 16-week session in Spring 21, which may be a factor in the increase of the score. The final exam will be re-worked to include scenario-based questioning. Increase data collection to include both fall and spring semesters.	
4	Identify detection and investigation procedures and techniques utilized in the criminal justice system.	CJC 221 (Investigative Principles) Final Exam The final exam is a 150-question exam and is in the multiple-choice format.	On average, students will earn at least 80% on this assessment.	Spring 12-91% Spring 13-81% Fall 13-72% Spring 15-83% Spring 16-84% Spring 17-89% Spring 18-	For this assessment, the instrument is reflective of the subject matter. The final exam is comprehensive and standardized	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the	The scores on this assessment have stayed consistent over the semesters, though there has been a 2% decrease in the scores.	This course has been moved back to a 16-week course. More scenario based or practical work needs to be incorporated in the class.	4

				87% Spring 19-89% Spring 20-89% Spring 2021 Mean of completers: 87% Range: 52, 98 n- 20	across all sections.	criminal justice system.		Increase data collection to include both fall and spring semesters	
5	Complete a search warrant application and seized item inventory.	CJC 221 - (Investigative Principals) Search Warrant Practical Exercise Students are given a scenario and must complete a search warrant application and inventory of seized item form.	On average, students will earn at least 80% on this assessment.	CJC 221 Search Warrant Assessment Spring 15-82% Spring 16-83% Spring 17-63% Spring 18-76% Spring 19-92% Spring 20-95% Spring 2021 Mean of completers: 93%	This assessment gives the student the practical experience of writing a search warrant.	This assessment needs to be taught in sections (scaffolding). More examples of both correct and incorrect search warrants should be given.	Since teaching this assessment in sections, the scores have increased.	This course will be moved from an accelerated program of 8 or 10 weeks, back to the full semester term. Increase data collection to include both fall and spring semesters.	4

				Range: 80, 100 N=11					
6	Demonstrate proper crime scene techniques in the securing, searching, handling, collection, and preservation of evidence.	This outcome is measured by two different assessments: CJC 144 (Crime Scene Processing) Final Exam The final exam consists of true/false and multiple-choice questions. CJC 144 (Crime Scene Processing) Crime Scene Simulation Students are given a crime scene simulation and expected to process the crime scene properly.	On average, students will earn at least 80% on both assessments.	Final Exam Fall 16- 92% Fall 17- 87% Fall 18- 90% Fall 19- 92% Fall 20- 93% Fall 2021 Mean of Completers: 95% Range: 84-99 N: 8 Crime Scene Simulation Fall 16- 92% Fall 17- 84% Fall 18- 97% Fall 19- 92% Fall 20- 97%	Using the standardized final exam and the application-based assignment together fully measures this outcome.	Faculty need to investigate a way to complete the crime scene simulation online, if needed. This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	The scores on both have remained high, showing student competency in using and understanding proper crime scene techniques.	Research possible online crime scene simulations. Review the textbook used in the class, with specific attention given to the continuous changes in policing. Develop a standardized course to include the crime scene simulation and the required paperwork.	4

				Fall 2021 Mean of Completers: 100% Range: 100 N: 5					

Curriculum Map – A5518CCJ – Criminal Justice Technology – Forensic Science

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Students will identify the roles and interrelationships between the principal components of criminal justice system (law enforcement, the courts, parole, juvenile justice system, and corrections).	Students will describe criminal law and the elements of various crimes.	Students will interpret the constitutional rights of those accused of crimes and the related restrictions on law enforcement.	Students will identify investigation procedures and techniques utilized in the criminal justice system.	Complete a search warrant application and seized item inventory.	Students will demonstrate proper crime scene techniques in the securing, searching, handling, collection, and preservation of evidence.
CJC 111	I	I	I			
CJC 113	I			I, D		
CJC 115	D			I, D	D	D
CJC 131	D	I	I			
CJC 132	D	I, D				
CJC 144		D	D	D	I	D
CJC 146				D	D	
CJC 170	I			D		
CJC 212			D			
CJC 221	D	D	D	M	E	M
CJC 222				M		M
CJC 231	D	D	M			
CJC 232		D	D	D		
CJC 240	D					
CJC 241	D	D				
CJC 245				I, D	I, D	
CJC 246	M	M	M	M	M	
CJC 250				D	D	

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A55180 Criminal Justice Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Associate of Applied Science degree in Criminal Justice Technology at Gaston College is to provide students with a solid education in criminal justice that emphasizes the study of criminal justice, criminological theory and law and evidence. This is in addition to receiving instruction in crime identification, investigation, and ethics.
For those students who want to continue their education beyond the program. The A55180 program will transfer in its entirety to Gardner Webb University and Lees McRae College.

Strengths

The program employs faculty that are current practitioners in the field of police service or have retired from a police career. This is invaluable for students to learn from instructors that have performed the work that is discussed in class.

Areas for Improvement

Program leaders have identified several areas for further development.

- Increased recruitment efforts for the program; this will be in conjunction with the college's marketing department.
- Improvement of seamless transfer to senior institutions
- Increasing the use and quality of online and asynchronous teaching modalities by the instructors.

Needs

There is a need for a targeted marketing plan for the program, and for a new college scholarship program for a Criminal Justice student. The Cpl. Katelyn Self Scholarship was established to assist students pursuing a degree in criminal justice.
While facilities are adequate for current enrollment, and most classes are now online, there is a need to teach instructors how to be more proficient and innovative with the online Learning Management System

Actions

To meet the needs of the program, the following actions will be implemented during the 2022-23 academic year:

- Collaborate with marketing department to create specific strategies for marketing the program and scholarship opportunities towards non-degree practitioners currently working in the field and those serving in the armed forces.

DIPLOMAS & CERTIFICATES

	Comments
List any diplomas or certificates offered by this program.	C55180E Criminal Justice Technology-General C55180P Criminal Justice Technology CCP
Is there anything you want to note about these diplomas or certificates?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	S	FTE Count A55180 Overall • 2019-2020 – 102.19 • 2020-2021 – 73.59 • 2021-2022 – 69.47 FTE's have decreased by almost half from 2019-2020. Even with this reduction, to the FTE income, the future dividends of well-educated police officers for the community justifies the cost for maintaining the program and faculty salaries.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	O	The program is taught by either active-duty full-time police officers in the area, or retired police officers. This "real" world view of the criminal justice field is invaluable to the understanding of the subject matter. Since the last program review the Gaston College website has been updated and it is easier to find the Criminal Justice program. As for how effective the marketing efforts are for the program, there is no data that provides this information as to the effectiveness of marketing.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	O	In comparison to the surrounding community colleges, the program hours are either equal to or below others. The one main difference that could be in major courses was some colleges require a sociology class. In comparison statewide, Gaston College Criminal Justice program is the in the top 10 colleges for enrollment in this program.

	Rating	Explanation
		More outreach to the high schools will be conducted in Fall 2022 and Spring 2023. The Criminal Justice Program has the potential to be an accelerated program in that many classes are offered in 8-week sessions in comparison to the traditional 16-week class format.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.	S	Attached
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	S	For the Criminal Justice Program, the retention rate from Fall 2020 until Fall 2021 was 44%, which for the college was 45%. From Fall 2021 through Spring 2022 the retention rate was 57%, and for the college the percentage was 68%. The program's 2021-2022 withdrawal rate for all CJC courses was 8%, which is below the college average of 11%. The success rate for all CJC classes of C and above grades in 20201-2022 was 81% which would be close to the college average of 80%. In reviewing the Criminal Justice courses that have a higher withdrawal rate, it appears that CJC 112 Criminology and CJC 231 Constitutional Law are the leading courses for withdrawals. Both classes are required for the program. Both classes are academically heavy in theory or case law interpretation.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.	S	Students are encouraged to utilize the numerous support services available at Gaston College, including TriO, the Writing Center, Learning Center, Library, etc.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	O	The program is sequenced clearly, based on guided pathway principles and the advisory committee input.

	Rating	Explanation
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	O	The CJC program now offers more than 8-week classes allowing motivated students an opportunity to finish the program in just a year and a half.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	O	The course evaluations overall, for CJC classes, are positive with "agree" or higher, for over 90% in about every category. The exception was the question that asks about remote office hours provided by faculty would allow students to be successful. On this question about 60% thought they would be more successful with remote office hours. The response rate was good with over 61% responding. Feedback from the students is gathered informally by instructors, and formally by the office of Institutional Effectiveness. This feedback from the students is followed up with discussion with the instructors on how to improve or change classes.

COMPLETION

	Rating	Explanation
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	S	The 2021-2022, awards to headcount percentage of 30%. Some of the barriers that can be identified to timely student completion, was first the length of the program. Most Criminal Justice classes have been 16-weeks in length and now the program offers many classes in an 8-week format. In addition, for the math requirement in the degree, a lower math has been submitted for approval and the addition of a natural science option in the program. This may help those students who do not want to pursue a 4-year degree.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	S	Most criminal justice careers show a forecasted positive annual growth, including correctional officers, criminal investigators, and police/sheriff patrol officers.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	This program is taught by practitioners in the police field or retired practitioners of criminal justice. Most have served as either a formal or informal recruiter in the criminal justice field and bring that information to the students. We have benefitted from having partnerships with local and state law enforcement agencies, so that we can offer Work Based Learning to students. Some of these have culminated in the student receiving a job offer. The advisory committee is made up of Criminal Justice leaders in the area. The discussion for Fall 2021 consisted of the following. • Continuing offering a "fast track" for the CJC degree • Streamline the course offerings and course schedules. • Equipment

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A55180 Criminal Justice Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Identify the roles and interrelationships between the principal components of the criminal justice system (i.e., law enforcement, the courts, parole, juvenile justice system, and corrections).	CJC 111 (Introduction to Criminal Justice) Final Exam The final exam is a 110-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-83.6%, Spring 13-78% Spring 14-81% Spring 15-91% Spring 16-85% Spring 17-86% Fall 17-84% Fall 18-88% Fall 19-90% Fall 20-88% Fall 2021 Mean of Completers: 87.5% Range: 0-100 n: 129	For this outcome, this instrument works well. The final exam is comprehensive and standardized across all sections.	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	No changes have been implemented since the previous assessment cycle. There was a .5% decrease in the assessment measure although nothing changed on the assessment measure.	Actions that need to be implemented before fall 2023: • Review the assessment tool to make sure it accurately measures the outcome, using item analysis. • Review the textbook used in the class, with specific attention given to the continuous changes in policing. • Increase data collection to include both fall	4

								and spring semesters.	
2	Describe criminal law and the elements of various crimes.	CJC 131 (Criminal Law) Final Exam The final exam is a 60-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-100% Spring 13-84% Spring 14-100% Spring 15-87% Spring 16-83% Spring 17-66% Fall 17-83% Fall 18-75% Fall 19-91% Fall 20-88% Fall 2021 Mean of Completers: 84.8% Range: 71-98 n: 19.	For this assessment, this instrument works well. The final exam is comprehensive and standardized across all sections	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	There was a 3.8% decrease in the scores from Fall 20 to Fall 21. Nothing can be easily identified that explains this decrease.	Actions that need to be implemented before fall 2023: • Review the textbook. • Increase data collection to include both fall and spring semesters	4
3	Interpret the constitutional rights of those accused of crimes and the related restrictions on law enforcement.	CJC 231 (Constitutional Law) Final Exam The final exam is a 90-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-100% Spring 13-82% Spring 14-82% Spring 15-91% Spring 16-77% Spring 17-80% Spring 18-72% Spring 19-78% Spring 20-76% Spring 2021	For this assessment, the instrument is reflective of the subject matter. The final exam is comprehensive and standardized across all sections.	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	There was a 3% increase in the assessment results for Spring 21.	This course has been challenging for students. It was moved from the accelerated 8-week program and returned to a 16-week session in Spring 21, which may be a factor in the increase of the score. The final exam will be re-worked to include scenario-based questioning.	3

				Mean of completers: 79% Range: 64, 100 N=22				Increase data collection to include both fall and spring semesters.	
4	Identify detection and investigation procedures and techniques utilized in the criminal justice system.	CJC 221 (Investigative Principles) Final Exam The final exam is a 150-question exam and is in the multiple-choice format.	On average, students will earn at least 80% on this assessment.	Spring 12-91% Spring 13-81% Fall 13-72% Spring 15-83% Spring 16-84% Spring 17-89% Spring 18-87% Spring 19-89% Spring 20-89% Spring 2021 Mean of completers: 87% Range: 52, 98 n- 20	For this assessment, the instrument is reflective of the subject matter. The final exam is comprehensive and standardized across all sections	This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.	The scores on this assessment have stayed consistent over the semesters, though there has been a 2% decrease in the scores.	This course has been moved back to a 16-week course. More scenario based or practical work needs to be incorporated in the class. Increase data collection to include both fall and spring semesters	4
5	Complete a search warrant application and seized item inventory.	CJC 221 - (Investigative Principals) Search Warrant Practical Exercise Students are given a scenario and must complete a search	On average, students will earn at least 80% on this assessment.	CJC 221 Search Warrant Assessment Spring 15-82% Spring 16-83% Spring 17-63% Spring 18-76% Spring 19-92%	This assessment gives the student the practical experience of writing a search warrant.	This assessment needs to be taught in sections (scaffolding). More examples of both correct and incorrect search warrants	Since teaching this assessment in sections, the scores have increased.	This course will be moved from an accelerated program of 8 or 10 weeks, back to the full semester term. Increase data collection to include both fall and spring semesters.	4

		warrant application and inventory of seized item form.		Spring 20- 95% Spring 2021 Mean of completers: 93% Range: 80, 100 N=11		should be given.			

Curriculum Map – A55180 Criminal Justice Technology

Course	PLO1 Students will identify the roles and interrelationships between the principal components of criminal justice system (law enforcement, the courts, parole, juvenile justice system, and corrections).	PLO2 Students will describe criminal law and the elements of various crimes.	PLO3 Students will interpret the constitutional rights of those accused of crimes and the related restrictions on law enforcement.	PLO4 Students will identify detection and investigation procedures and techniques utilized in the criminal justice system.	PLO5 Complete a search warrant application and seized item inventory.	PLO6 Students will demonstrate proper crime scene techniques I the securing, searching, handling, collection, and preservation of evidence.
CJC 111	I	I	I			
CJC 113	I			I, D		
CJC 120		I	D	D		
CJC 121	D			I, D	D	D
CJC 131	D	I	I			
CJC 132	D	I, D				
CJC 141	I	D	D	D	I	D
CJC 160	I	D	D	D	D	
CJC 161	I	D	D	D		
CJC 170	I			D		
CJC 212			D			
CJC 214	D		D	D		
CJC 221	D	D	D	M	E	M
CJC 225				M		M
CJC 231	D	D	M			

CJC 232		D	D	D		
CJC 240	D					
CJC 241	D	D				

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A55220 Early Childhood Education

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Program Summary
The Early Childhood Education program prepares individuals to promote child development and learning, work with diverse families and children, observe, document, and access to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professions.

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/ language, physical/motor, social/emotional and creative development of young children.

Gaston College offers three degrees in the Early Childhood Education program.

Early Childhood Education – Career Ready (A55220CR)
Graduates of this degree are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and childcare programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs.

Early Childhood Education – Transfer with Licensure (A55220TL)
Graduates of this degree are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and childcare programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs. Successful completion of this degree allows for application for transfer as a junior to an approved Birth to Kindergarten Teacher Licensure program in the North Carolina University System.

Early Childhood Education – Transfer (A55220T)
Graduates of this degree are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and childcare programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

programs. Successful completion of this degree allows for application for transfer as a junior to an approved Birth to Kindergarten or Child and Family Development program in the North Carolina University System.

In addition to the degree pathways, the following credentials are also available in the Early Childhood Education area.

Certificates

- Early Childhood Administration Certificate (C55850)
- Early Childhood Education - Early Childhood Certificate (C55220C)
- Early Childhood Education - Early Literacy Certificate (C55220F)
- Early Childhood Education - Preschool Certificate (C55220G)
- Early Childhood Education - Special Needs Certificate (C55220E)
- Infant/Toddler Care Certificate (C55290)

The following action items from the 2020-2021 program review cycle were addressed.

To remove barriers and streamline prerequisites for Early Childhood Education classes and requirements for the degree programs, the following curriculum changes were implemented Fall 2021:

  - EDU 119: Introduction to Early Childhood Education was removed as a prerequisite from the following courses:
    - EDU 131: Child, Family & Community
    - EDU 151: Creative Activities
    - EDU 153: Health, Safety & Nutrition
    - EDU 280: Language & Literacy Exp
  - ACA 122: College Transfer Success was added to the A5520CR degree program.
  - EDU 184: Intro Early Childhood Practicum and an elective was removed from both the A55220T and A55220TL degree programs.
  - EDU 185: Cognitive and Language Activities was removed from the D55220 diploma program.
  - The local Early Childhood Administration Certificate (C55220B) was deleted, and the State Level Early Childhood Administration Certificate (C55850) was added to be consistent with other colleges in the state who offer this certificate.
- Two new transfer degrees and two new College Now pathways in teacher preparation: Associate in Arts in Teacher Preparation, Associate in Science in Teacher Preparation, Pathway leading to Associate in Arts in Teacher Preparation, and the Pathway leading to Associate in Science in Teacher Preparation were added.

Early Childhood Education faculty implemented the following strategies to increase enrollment and retention in the program. These strategies are being used to increase success.

- Referrals for campus resources 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.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

- 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 Board and will collaborate closely with local schools, centers, and homes.

The ECE faculty are currently using each of these strategies with their current students.

Another strategy that continues to be utilized is the Own Your Momentum program with various resources and strategies for success for our students. For this program students choose two or more resources/strategies to employ, and submit documentation to us (i.e., Writing Center Post Session Assessment/Proof of Participation notifications, screenshots and notes from Zoom study sessions, etc.) for extra credit in every EDU course by week 12. In addition, we will meet with department chair, publisher(s), etc. about logistics and securing funds for needed Spanish textbooks.

Strengths

We have continued with Saturday course offerings which are at or almost at capacity. Our instructors conduct numerous voluntary Zoom sessions to support student success. Our instructors also teach remote courses that have mandatory weekly meetings, via Zoom, which are reported to be helpful. In addition, we are teaching an Introduction to Early Childhood course at a high school site, and we have partnered with various school systems to boost enrollment of CCP students in many of our other courses. Lastly, we successfully recruited/hired a tutor to assist our Early Childhood Education students in the Learning Center.

Areas for Improvement

We are continuing with course development. We have revamped several courses that did not have complete assignment descriptions and/or grading rubrics. We have begun to develop Course Activity Plans that could be used by current or future Instructors. Finally, our retention efforts must continue to include additional strategies for supporting all our learners. Many of our students struggle to balance academic, professional, and personal issues. They require additional clarification on readings, assignments, etc.; they benefit from in person meetings and referrals to campus/community resources. Some of our students are English Language Learners and the resources for such learners are lacking and therefore, their success and retention is as well.

Needs

We need to purchase additional screening/assessment kits that would be appropriate for school-age children. In addition, some of our existing text kits need to be updated so that we will be able to distribute scoring protocols, per copyright law.

Actions

- Referrals for campus resources 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.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• At least three recruitment and/or community events will be held annually. • ECE faculty will serve on the Partnership for Children of Lincoln & Gaston Counties Board and will work closely with local schools, centers, and homes.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Certificates: Infant/Toddler, Administration, Preschool, Early Literacy, Special Needs, Early Childhood
Is there anything you want to note about these diplomas, certificates, or pathways?	No

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		FTE Count All Early Childhood Education Programs 55220 • 2017-2018 = 76.51 • 2018-2019 = 82.28 • 2019-2020 = 74.93 • 2020-2021 = 63.033 • 2021-2022 = 46.41 There was a decrease in FTE of approximately 20 percentage points from 2020-2021 to 2021-2022. FTE Count Early Childhood Administration Certificate C558850 • 2021-2022 = 1.09 The 2021-2022 academic year was the first year the certificate was offered under the new code. Therefore, there is no comparison data. FTE Count Infant/Toddler Care Certificate C55290 • 2017-2018 = 0.7187 • 2018-2019 = 0.4062 • 2019-2020 = 0.1250 • 2020-2021 = 0.81 • 2021-2022 = .94

	Rating	Explanation
		There was an increase in FTE of approximately 0.13 percentage points from 2020-2021 to 2021-2022. Overall, FTE count has decreased in the Early Childhood Education programs. While the program is still self-sustaining, efforts will be implemented to increase marketing and recruitment for the program. The program is currently not self-sustaining. For the 2021-2022 academic year, EDU classes will be offered in the high school setting in Lincoln County. In addition, one of the full-time faculty resigned beginning Fall 2022. The department went from three full-time faculty to two full-time faculty and one adjunct faculty member. These changes will impact program enrollment/FTE and salary expenditures in a positive manner.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Most neighboring institutions do not have Saturday course offerings. NAEYC Accreditation Our marketing efforts need to improve to highlight the uniqueness of our offerings. Marketing Efforts include – Gaston Spotlight, Open House, Child Care Center Recruitment efforts, Directors Forum

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented? 1. Collaborate with community partners to increase numbers of high school students and students who are Teacher Assistants 2. At least three recruitment and/or community events will be held annually. 3. ECE faculty will serve on the Partnership for Children of		Program Enrollments All Early Childhood Education Programs 55220 • Fall 2017 = 133 • Fall 2018 = 143 • Fall 2019 = 118 • Fall 2020 = 103 • Fall 2021 = 77 There was a decrease in enrollment of approximately 25% from 2020-2021 to 2021-2022. Program Enrollments Early Childhood Administration Certificate C558850 • Fall 2021 = 2

	Rating	Explanation
Lincoln & Gaston Counties Board and will collaborate closely with local schools, centers, and homes		The 2021-2022 academic year was the first year the certificate was offered under the new code. Therefore, there is no comparison data. Program Enrollments Infant/Toddler Care Certificate C55290 • Fall 2018 = 1 • Fall 2019 = 1 • Fall 2020 = 2 • Fall 2021 = 3 There was an increase in enrollment of 50% from 2020-2021 to 2021-2022. While enrollment at Gaston College has been higher than our neighboring institutions (Cleveland Community College, CCC, and Catawba Valley Community College, CVCC), enrollment in the Early Childhood Education program has been on a steady decline since Fall 2018. Enrollments at CCC and CVCC have been increasing over the last one to two years, with CCC's enrollment out pacing Gaston College in Fall 2021. CCC Fall 2021 Enrollment – 95 CVCC Fall 2021 Enrollment – 63 Required hours for all Early Childhood Education programs were streamlined to meet the minimum curriculum standards a few years ago. The required hours for the program are consistent with CCC and CVCC with between 65-66 hours. There are no differences in the major courses offered, as these are dictated by the curriculum standard.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		
<u>Retention and Progression</u>: • How does program retention compare to the retention goal?		Program Retention - All Early Childhood Education Degrees A55220 • Fall 2016 to Fall 2017 = 22%

	Rating	Explanation
• What are the barriers to student progress? 1. Lack of knowledge about resources 2. Lack of college readiness skills 3. Work-Life Balance 4. Limited job opportunities		• Fall 2017 to Fall 2018 = 33% • Fall 2018 to Fall 2019 = 48% • Fall 2019 to Fall 2020 = 50% • Fall 2020 to Fall 2021 = 50% The retention rate for all degree programs in Early Childhood remained the same at 50% from Fall 2019 to Fall 2020 to Fall 2021. Divisional administrators track individual course withdraw and success rates and create strategies to improve. The overall withdrawal rate in EDU courses is 15% with a success rate (C or higher) of 76%. The overall withdrawal rate for the College is 11% with an overall success rate (C or higher) of 80%. The Retention efforts in high withdrawal courses will be implemented to bring these in line with the college rate, specifically, EDU 119: Intro to Early Child Education, EDU 187: Teaching and Learning for All, EDU 259: Curriculum Planning and EDU 280: Language/Literacy Experiences.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		Gender Fall 2017 – Female = 98%, Male = 2% Fall 2018 – Female = 97%, Male = 3% Fall 2019 – Female = 100%, Male = 0% Fall 2020 – Female = 99%, Male = 1% Fall 2021 – Female = 97%, Male = 3% Race/Ethnicity Fall 2020 Amer. Ind/Alaskan – 1% Asian – 0% Black – 20% Hispanic – 5% Multiple – 1% Unknown – 10% White – 63% Fall 2021 Amer. Ind/Alaskan – 0% Asian – 1% Black – 18% Hispanic – 6% Multiple – 1%

	Rating	Explanation
		Unknown – 16% White – 57% The program participants are predominantly white females. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic supports for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Arts and Sciences Advising Center.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		We have put a tremendous amount of effort into the scope and sequence of our general education courses and our core courses. A full-time and part-time sequence has been established to aid students in planning from start to completion. To ensure appropriate course fill rates, course sequencing has been edited to offer each course in the programs one time per academic year. The only exception to this change is for EDU 119, which is offered every semester. EDU 261: Early Childhood Administration I and EDU 262: Early Childhood Administration II have the lowest course fill rates with 13% and 17%, respectively, Fall 2022. These courses are only offered in the fall semester in a first 8-week, second 8-week format. These courses are a part of the Transfer without Licensure degree and the Administration certificate, which both have low enrollment.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		Our program has listened to our students' input and selected delivery times and methods best for their work schedules. We currently online, synchronous online, and evening web-assist, and Saturday web-assisted courses.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		According to Early Childhood Course Evaluations, the students' evaluations of current Early Childhood instructors and courses are excellent. Sandy Wright, the Program Chair, said that she has no suggestions for improvement at this time.

	Rating	Explanation
		Student feedback is addressed in program meetings and when applicable, modifications or improvements will be made for the upcoming semester.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		Bottom three courses for success rate of a grade of C or higher: EDU 259: Curriculum Planning – 55% EDU 234: Infants, Toddlers, and Twos – 50% EDU 251: Exploration Activities – 29% Top three courses for withdrawal rate: EDU 259: Curriculum Planning – 27% EDU 187: Teaching and Learning for All – 25% EDU 119: Intro to Early Child Education – 25%
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		Early Childhood Education Associate Degrees Headcount – 183 Awards – 36 Awards at the Highest Level – 5 Awards to Headcount Ratio – 20% Early Childhood Administration Certificate Headcount – 2 Awards – 7 Awards at the Highest Level – 7 Awards to Headcount Ratio – 350% (Several students in the degree program were also awarded the Administration certificate) Most of the barriers to timely student completion are the students' work schedules and life situations. We strive to assist them in finding a schedule that fits their live circumstances. Advising is key to helping the student stay on track to completion, as only certain classes are offered fall, spring, summer. Each student has a dedicated advisor in the Arts and Sciences Advising Center who is intimately involved with the program.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		There continues to be a need in the community for trained Early Childhood Education professionals both in private and public sectors. According to JobsEQ the 5-Year forecast for jobs in this area represents a 1.8% growth.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		The program is the right fit for our community. We have collaborations with the Partnership for Children of Lincoln and Gaston Counties and NC PreK for Gaston County Schools as well as many private childcare centers that allow us to give our students an opportunity to gain experience hands on in the field/actual classrooms. We are looking to partner with both Lincoln and Gaston County school systems to help train their Birth to Kindergarten assistants to meet the new State requirements and the help create a pipeline of associate degree graduates who will transfer to Belmont Abby College or Gardner-Webb University to continue their teaching degree. The counties are looking to create a pipeline to generate their future workforce of educators. The advisory committee wants the program to continue to grow and make sure our students receive a well-rounded learning experience.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	NA

Student Learning Outcomes – A55220 Early Childhood Education

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Promoting Child Development and Learning: 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Direct Measure used to assess is the Developmental Case Study in EDU 234: Infants, Toddlers, and Twos.	On average, students will earn at least 238 out of 340 on this assessment.	Fall 2021 Mean: 239 Range: 125-340 n: 9	Explicit instructions and grading rubrics allowed students to understand the expectations of this standard. Multiple Blackboard announcements were made to specify required elements. Weekly Zoom sessions were held to clarify assignments, answer questions, etc.	Students need more than just remote instruction without some additional communication to be successful. The specific areas that are the most difficult for students to grasp seem to be the analyses and the recommendations (1c).	Better, clearer descriptions and practice, more instructor support. The number of successful students on this assignment has declined. The lingering impact of COVID negatively affected student's ability to work with children, families, and teachers in person. In addition, in the Fall 2021 semester, many of my students continued to struggle with their academic load.	Change back to weekly Zoom sessions dedicated to EDU 234, rather than virtual office hours for all students. For the next cycle, concentrate help on analyzing the data and making recommendations.
2	Building Family and Community Relationships:	Direct Measure used to assess is the Family Event Plan in	On average, students will earn at least 175	Fall 2021 Mean: 197 Range: 123-240	Clear instructions and the grading rubric helped	Students need additional communication and support to be	The number of successful students on this assignment declined. The	Put into practice in-person and/or virtual sessions to help with this

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	2a. Knowing about and understanding diverse family and community characteristics. 2b. Supporting and engaging families and communities through respectful, reciprocal relationships. 2c. Involving families and communities in young children's development and learning.	EDU 280: Language / Literacy Experiences	out of 250 on this assessment.	n: 6	students to comprehend this learning outcome.	successful. The specific areas that are the most difficult for students are the specifics of planning the event (2c).	lingering Covid restrictions hindered students' ability to implement the family event, which negatively affects this assignment.	major assignment. For the next cycle, concentrate announcements/ assistance on each of the various components of this plan and the details for families.
3	Observing, Documenting, and Assessing to Support Young Children and Families: 3a. Understanding the goals, benefits, and uses of assessment—including its use in development	Direct Measure used to assess is the Assessment Portfolio in EDU 145: Child Development I	On average, students will earn at least 210 out of 300 on this assessment.	Fall 2021 Mean: 234 Range: 105-282 n: 9	Detailed assignment description and grading rubric allowed students to understand most of the requirements for this learning outcome.	Students needed more instructor support and direct instruction in screening and assessment implementation (3b). Also, there are insufficient and outdated test kit materials.	The number of successful students on this assignment declined. Actions on the last learning outcome document ('small group activities during class and/or online groups to support more comprehension + group consensus on analysis of	Revise the assessment and then the rubric to clarify assessment further. Order new (and different) test kits to allow students to implement timely, appropriate assessments for the assignment.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	of appropriate goals, curriculum, and teaching strategies for young children. 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection. 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 3d. Knowing about assessment						development'), implemented, seem to have been unsuccessful and will not be repeated.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	partnerships with families and with professional colleagues to build effective learning environments.							
4	Using Developmentally Effective Approaches: 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children. 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. 4c. Using a broad repertoire of developmentally appropriate	Direct Measure used to assess is the to the Effective Approaches Project in EDU 280: Language / Literacy Experiences	On average, students will earn at least 175 out of 250 on this assessment.	Fall 2021 Mean: 149 Range: 59-236 n: 6	Explicit instructions and grading rubric allowed students to understand the expectations of this standard.	The specific area that seems to be the most difficult for students to grasp seem to be using a wide repertoire of developmentally appropriate teaching/learning strategies (4c).	The number of successful students on this assignment declined. The results skewed low due to some students who earned extremely low scores. Again, the lingering effects of the pandemic has negatively affected some of our student's ability to concentrate on their academic load.	Implement in-person and/or virtual sessions dedicated to discussing this major assignment. For the next cycle, be sure to concentrate announcements/ assistance on using a wide range of developmentally appropriate teaching/learning strategies.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	teaching/learning approaches. 4d. Reflecting on own practice to promote positive outcomes for each child.							
5	Using Content Knowledge to Build Meaningful Curriculum: 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health, and safety; and social studies. 5b. Knowing and using the central	Direct Measure used to assess is the Integrated Activity Plan in EDU 284: Early Child Capstone Practicum	On average, students will earn at least 180 out of 250 on this assessment.	Spring 2022 Mean: 228 Range: 190 - 245 n: 5	Explicit instructions and grading rubric allowed students to understand the expectations of this standard. Massive assignment was also broken up into components with different due dates; students given feedback and opportunities to resubmit to ensure proficiency.	Student(s) using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum; planning parts of procedure and adaptations (5c).	The number of successful students on this assignment declined slightly. The results were skewed low on this from one (of the five) students / submissions that were below par.	More practice in class sessions as well as in 100 level classes will be done, specifically on procedure and adaptations. Better, clearer descriptions and practice, instructor support.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	concepts, inquiry tools, and structures of content areas or academic disciplines. 5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.							
6	Becoming a Professional: 6a. Identifying and involving oneself with the early childhood field. 6b. Knowing about and upholding ethical standards and other early childhood	*Direct Measure used to assess is usually the Rise to the Challenge Key assessment, but due to continuing COVID restrictions, the Alternate assignment, the Professional	On average, students will earn at least 175 out of 250 on this assessment.	Spring 2022 Mean: 179.2 Range: 151 – 245.5 n: 5	Detailed instructions and grading rubric helped students to understand the expectations of this standard. Students were allowed to choose from 5 options for part B of this assignment,	Continuous, collaborative learning to inform practice; and as a professional resource (6c); and integrating knowledgeable, reflective, and critical perspectives on	The number of successful students on this assignment declined slightly. The results were skewed low on this from one (of the five) students / submissions that were below par. Students overall did well with this alternate assignment. It's	Resume the assignment project this upcoming semester. Also review and adjust the assignment description as needed and provide additional instructor support.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	professional guidelines. 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d. Integrating knowledgeable, reflective, and critical perspectives on early education. 6e. Engaging in informed advocacy for young children and the early childhood profession.	Portfolio in EDU 284: Early Childhood Practicum			giving them opportunities to both showcase their strengths as well as stretch and explore new talents.	early education (6d).	very different from the regular key assessment so it is impossible to compare the two. The original standard 6 assessment requires students to identify and address an existing problem at their site and document a substantial change they make, which was almost impossible with COVID issues.	

Program Review – A35130 Electrical Systems Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths: The Electrical systems Technology curriculum is a strong program that gives students theory and hands-on training to become successful in the electrical industry. Students are exposed to a variety of experiences from instructors with over 50 years of combined experience in the electrical and maintenance fields.
Areas for Improvement: It would be an advantage to have more real-world large electrical equipment to prepare graduates for the field.
Actions: Explore ways to increase visibility of the program and identify equipment that would improve the program.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Diploma, 4 certificates: C35130A Photovoltaic, C35130B Residential Wiring, C35130C Industrial Wiring, C35130D Renewable Energy
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	A	36.03 FTE production with 1 FT instructor and 3 PT, net income of $19,218.37
Uniqueness:	A	Renewable energy programs and instructor experience

	Rating	Explanation
• What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	Program hours are set at or within 1 credit hour of state minimums as requested by the administration. Major courses are in line with neighboring colleges except for alternative energy courses.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	Retention 67% for Associate, 50% for diploma
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	Electrical industry has been predominantly white male in the past. We have been able to attract non-traditional students and serve them well.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	A	Courses are sequenced to meet needs. Courses normally have a sizable number of students.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	We offer courses day and evening; it is difficult to deliver these courses online and COVID proved that.

	Rating	Explanation
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	Evaluations are good. Student feedback is addressed to the instructor and executive level as needed. Instructors in the EST curriculum have good relationships with students and most concerns are addressed in person in a timely manner.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	D	Developmental English courses are a barrier for second year students because of scheduling. Most low enrollments are second year or evening classes.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	A	The percentage is 55%, I am not sure how that is calculated but I believe reported is lower than actual. Diploma graduates receive 3 awards each and Associate graduates receive 5 awards each. Even if a student does not graduate it is probable that a certificate was earned.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	A	Most have jobs waiting or are employed at time of completion.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	A	Our community would not be properly served without this program.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A35130 Electrical Systems Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate knowledge of the National Electrical Code in the installation of electrical circuits for residential, commercial, and industrial applications	Student will install the wiring and devices for 3 receptacles in a line to NEC standards.	Student will achieve a score of 4 out of 5 parts of the process.	Spring 2022 ELC-113-D01 Range of scores 4 to 5 Average of 4.7 n = 14	Vast majority of students achieve goal with 1 or 2 practice events, builds experience working with hands	More hands-on, possibly seeking habitat for humanity house to wire to achieve more practical experience.	Average score went up by 0.3.	Success is good, no actions required.
2	Demonstrate knowledge and competencies of electric machines, electrical controls, and PLC and the ability to troubleshoot and solve electrical problems	Program PLC simulation software to control traffic light to avoid crashes.	Student must achieve a score of 18 of 24.	Spring 2020 ELC-128-D01 Range of scores 19 to 24 Average 22 n = 8	Most students catch on very quickly to PLC programming after taking ELC-112 first	Possibly require ELC-112 as local pre-requisite.	Average increased slightly.	No actions really needed, students did well.
3	Demonstrate the ability to interact with others and demonstrate a professional	Students must work as a team to wire a combination circuit on LAB VOLT equipment	Team must achieve 8 of 10.	FALL 2020 ELC-112-D01 Range :8 to 10 Average 9.1 Number of teams 6	Builds team interaction and problem solving.	New equipment.	Students normally work very well in a team environment. No real change other than a few less teams.	Success is good, no action required.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	work attitude, including an understanding of social and ethical responsibilities, timeliness, and appearance.							

Curriculum Map – A35130 Electrical Systems Technology

Course	PLO1	PLO2	PLO3
	Demonstrate knowledge of current national electrical code in the installation of electrical circuits for residential, commercial, and industrial applications	Demonstrate knowledge and hands on competencies of electric machines, electrical controls, and PLC and the ability to troubleshoot and solve electrical problems.	Demonstrate the ability to interact with others, demonstrate professional work attitude including an understanding of social and ethical responsibilities, timeliness, and appearance.
ELC-112 DC/AC Electricity		I	I
ELC-113 Residential Wiring	D		D
ELC-115 Industrial Wiring	D		D
ELC-118 National Electric Code	I		
ELC-119 NEC Calculations	D		
MAT 121 Algebra/Trigonometry I	D		
ELC-117 Motors and Controls		D	
ELC-128 Intro to PLC		M	
ELC-135 Electrical Machines		D	
ALT-120 Renewable Energy Tech		D	
CIS 111 Basic PC Literacy			D
ELC-220 Photovoltaic Systems	D		
ELC-230 Wind & Hydro Power			D
ELC-221 Adv PV Sys Design	D		D
ELN-231 Industrial Controls	M		M
ENG 111 Writing & Inquiry			D
ISC 112 Industrial Safety	D		
ENG 112 Writing/Research in the Disc			D
Humanities/Fine Arts Elective			D

Course	PLO1	PLO2	PLO3
	Demonstrate knowledge of current national electrical code in the installation of electrical circuits for residential, commercial, and industrial applications	Demonstrate knowledge and hands on competencies of electric machines, electrical controls, and PLC and the ability to troubleshoot and solve electrical problems.	Demonstrate the ability to interact with others, demonstrate professional work attitude including an understanding of social and ethical responsibilities, timeliness, and appearance.
Social/Behavioral Sciences Elective			D
ACA 122 College Transfer Success			D

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A45340 Emergency Medical Science

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

During the 2021-2022 academic year, the Emergency Medical Science (EMS) program was successful in meeting the needs of our students and area service partners who recruit and employ graduates of the EMS Education programs. The program was awarded reaccreditation by CAAHEP/ CoAEMSP in November 2018 for a period of five years. The program continues to successfully produce entry level paramedics that are knowledgeable, and confident. Graduates of the 2021-2022 academic year obtained a 100% pass rate on the NC State Office of EMS Paramedic exam.

Even though enrollment dropped from the previous academic year, coinciding with the drop in the general college enrollment, retention improved 25% over the previous academic year, with only one student withdrawing due to pregnancy and health issues. The departmental plan for recruitment and retention includes participation in community events, partnering with other departments at Gaston College and athletics, and promoting the Apprentice 321 program to both potential students and employers.

The program had a change in leadership due to the illness and death of Program Director Kent Spitler in October 2020. There were other changes to faculty due to the retirement of a lead faculty member. The vacated positions were quickly filled to maintain stability for the program in staff and faculty. In May 2021, the newly appointed Program Director, Jimmy Eubanks, left Gaston College. The oversight of the program was then assigned to an interim director that finished out the academic year. All students were able to successfully graduate from the program and were gainfully employed upon graduation.

The EMS Education program joined the Health and Human Services division in January 2021. The move allowed for increased access to simulation labs, additional classroom space and the use of other assets owned by the HHS division. The move also allowed for the addition of another full-time faculty member.

The next step for the program is partnering with local EMS agencies to determine the best practices for recruitment and retention of students and adjunct faculty. Marketing opportunities will be increased via social media and state databases for education. The Apprentice 321 program will allow for additional recruitment opportunities. The college has plans to offer an increase in professional development opportunities for faculty and adjunct instructors.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	The Emergency Medical Science program culminates into an AAS. The certificate program was previously discontinued due to low enrollment.
Is there anything you want to note about these diplomas, certificates, or pathways?	Program graduates are eligible to sit for the National Registry of EMT exam, and if successful, allows for reciprocity nationwide. The National Registry pathway allows paramedics and EMTs to seek employment in many fields, including fire departments, EMS agencies, hospitals, and plasma clinics. In some instances, the pathway leads to higher education in nursing programs or medical school.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	O	The EMS program produces a healthy revenue that covers program costs via FTE. Operational costs were $531K, while producing 126.2 FTE for a total of $ 729,958.26.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	A	Paramedic graduates are eligible to sit for the National Registry exam, which continues to be the gold standard of testing in the EMS profession. Graduates of Gaston College have a high success rate at the National Registry level. The AAS awarded is unique because some surrounding programs do not offer a degree program, only allowing certificate programs. Long-term leadership, faculty and staff are in place, with all open positions filled with permanent employees. Improvements to simulation labs have been completed and partnerships with the HHS Division have increased. The EMS Education Department has increased its presence on campus through collaboration with other public safety programs, athletics, and community partners.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	D	The enrollment yield goal for the EMS Education program is 57%. The enrollment yields for 2021-2022 were 50%, falling short of the goal by 7%. EMS recruitment has been poor in recent years due to employer challenges such as low pay and strenuous working conditions. The program will collaborate with employers and local service partners to recruit students while highlighting the benefits of public safety education and employment. The Apprentice 321 program allows for unique partnerships with local service partners that highlight recent pay increases for EMS professionals, more flexible work schedules and career ladders that benefit employees with advanced education. Additional employee incentives and potential job stability have made the EMS Education program more attractive to potential students who may have been considering other educational paths.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	D	The retention goal for the EMS Program is 49% At a 75% retention rate, the EMS Program was successful in meeting that benchmark. EMS recruitment has been poor in recent years due to employer challenges such as low pay and strenuous working conditions. The COVID pandemic affected the EMS community, more so than other professions, due to the increased workload, poor working conditions due to heavy PPE and extended hours, and increased fatigue on employees. Many agencies had decreased opportunities for professional development and advances in career ladders.

	Rating	Explanation
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	D	Demographic information is available for the 2021-2022 academic year. Under Program Code A45340 (HHS) 50% Female 50% Male 100% Caucasian College has support measures in place for all students. Those targeted to underserved populations include TRIO, MEN of Excellence, Achieve the Dream, and The McLaughlin Group counseling. The Student Emergency Assistance Fund was utilized for three students of the program that suffered economic challenges during the cohort.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	D	Courses are sequenced so that concepts are presented from basic to advanced. Cognitive and psychomotor skills are evaluated at several intervals throughout the program. The program is reviewed annually by the EMS Advisory council and classes are approved by the curriculum committee. Courses are filled at an appropriate rate.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	D	In person instruction, hybrid and web assisted formats are available for instruction. Full-time faculty have completed the *Blackboard and Accessibility Training (BAAT)* via professional development to improve ADA compliance in all Blackboard courses. All faculty continue to participate in professional development related to instruction and LMS usage. There are no satellite locations for this program
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	D	End of course evaluations are positive. Student recommendations and/or concerns are addressed by the course faculty, the director of the program and the Dean of the department. The EMS Advisory Council and the Program Medical Director are aware of all, if any, concerns from the students, EMS agencies or clinical sites.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	A	Since many students are employed by an EMS agency while attending school, the work/life/school balance is often overwhelming, and the pace is considered intense. The faculty and clinical coordinator work with shift schedulers and agency administrators to compromise and allow students down time, rest, and study sessions. Students are often referred to SOS agencies, such as The McLaughlin Group, Life Skills training, and the Learning Center. Students have been referred to the SEAF and other support programs at Gaston College. Students are encouraged to seek out academic advisors and counselors. The academic counselors for the EMS Education program have been valuable in assisting students to make an education plan that is both realistic and achievable. Instructors use Aviso Early Alerts to track student success and gain alerts for decreases in grades and attendance. Due to the small size of most cohorts, instructors can track attendance and combat personal issues early in ways that benefit the student while keeping their educational plans on track.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	D	In 2021, graduate surveys were not sent to students. With the illness and death of Program Director, Kent Spitler, and the departure of the Program Director, Jimmy Eubanks, the interim staff did not send surveys. Each student was employed 100% in their field upon graduation. While each graduate was gainfully employed at a local agency, employer surveys were also overlooked. Each student that graduated in the 2022 cohort was employed in the industry prior to graduation.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	Job placement was 100% for graduates of the EMS program
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	D	The EMS Education program is a good fit for the community because the program graduates confident, entry level paramedics to meet employer needs. Paramedics are in high demand in the region due to a statewide shortage of skilled EMS providers. The program benefits from community partnerships with local hospitals and county emergency medical agencies through providing clinical practicum sites for the program. Professionally qualified adjunct faculty are recruited from clinical sites. Trained, skilled preceptors are available at each clinical site, allowing the students to participate in actual patient care and become proficient in skills. Apprenticeship 321 was introduced and resulted in several Paramedic to AAS Bridge students in the program code A45340B. Each of those graduates were employed by a service partner of Gaston College. Lincoln and Gaston County EMS agencies, as well as Caromont Regional Medical Center are community stakeholders and assist in simulation exercises. Other agencies, such as emergency management and fire associations, assist in field training and seek out graduates to be leaders in their organizations.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The 2020 Annual Report was submitted in May 2021 for CAAHEP Accreditation. The program is up for re-accreditation in 2023 and will write and submit their program self-study in 2022.

Student Learning Outcomes – A45340 Emergency Medical Science

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position and otherwise manage the patient to minimize discomfort and prevent further injury.	EMS 110 EMT Students will be evaluated throughout the program with validated linear exams, adaptive cognitive exams, and psychomotor testing for critical skills. Each student's performance is reviewed for strength and need for improvement. Psychomotor testing requires the student successfully complete a series of out-of-hospital scenarios that	70 percent of students having a grade of 78% or greater	Fall 2021 EMS 110 100% of students achieved a score of 78% or higher. Mean: 87.37% Range:84.6-91.5% n: 8 Spring 2022 EMS110 100% of students achieved a score of 78% or higher. Mean: 94.03% Range: 87.3-95.4% n:5	The program uses an industry validated, nationally recognized assessment program for cognitive testing. Monitoring outcomes and patient data to track and identify student weaknesses. Measure affective behaviors and provide immediate feedback to students.	Students unfamiliar with linear and adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. Students' inexperience in psychomotor lab testing, novice to field internships, and integrating a performance	Prior to 2018, the student capstone experience and program learning outcomes focused on a linear exam system for grading performance. Students were evaluated with a series of validated, linear exams and a set of pre-determined psychomotor and cognitive skills lab assessments. Capstone transitioned to a student focused evaluation with a model that graded individual performance. In 2019, the exam and evaluation process changed to an aggressive individualized assessment plan that highlighted	Explore ways to better communicate the class expectations to students prior to start of class. Implement program orientation that is explicit and informational. Ensure students obtain all required materials, books and supplies prior to the start of class. Ensure class compliance issues are completed in a timely manner. Improve outcomes

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		includes patients of all ages, sizes, and medical need. The student is required to provide the correct evidence based medical interventions established by national standards. Affective behaviors are assessed through periodic evaluations using the Professional Behavior Evaluation forms found in the FISDAP student tracking program.				improvement plan	student weaknesses and provided an improvement map. EMS 110 Fall 2021 had stability in faculty instructors and leadership. The class was facilitated by an adjunct instructor without frequent disruptions in education. Even though no full-time instructor was in place, the class proved successful.	through targeted assignments and class materials. Strive to maintain stability in instructor and instruction throughout the sessions. Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of entry level students.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
2	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	EMS 130 and EMS 210 This class will establish a base for students to build knowledge and skills. Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on psychomotor exams.	EMS 130 Spring 2022 100% of students achieved a score of 78% or higher. Mean:81.0% Range: 79.8-88.1% n:5 EMS210 Spring 2022 100% of students achieved a score of 78% or higher. Mean:86.52% Range:81.9-94.2% n:4	The program uses an industry validated, nationally recognized assessment program for cognitive testing. Monitoring outcomes and patient data to track and identify student weaknesses. Measure affective behaviors and provide immediate feedback to students. Students gained confidence in IV access and medication administration. These technical skills are evaluated	Students unfamiliar with linear and adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. At this point in instruction, students are inexperienced in psychomotor lab testing, and they are novice to field internships. They are introduced to integrating a	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or predetermined cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	Explore ways to better communicate the class expectations to students prior to start of class. Implement program orientation that is explicit and informational. Ensure students obtain all required materials, books and supplies prior to the start of class. Ensure class compliance issues are completed in a timely manner. Improve outcomes through targeted

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		are noted and documented via the FISDAP student tracking program.			by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.	performance improvement plan as part of the assessment.		assignments and class materials. Strive to maintain stability in instructor and instruction throughout the sessions. Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion. Stress use of advising centers. Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.
3	Perform airway management including	EMS 131 and EMS 221	On average, students will earn at least	EMS 131 Spring 2022	The program uses an industry	Students unfamiliar with linear	Test grades and delayed completion of on-	Encourage use of Gaston College services, such as

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	oxygenation and ventilation of a patient	On site clinicals reinforce cognitive training Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP	78% on this artifact. OR On average, students will earn an 8 out of 10 on psychomotor skills exams	100% of students achieved a score of 78% or higher. Mean:85.2% Range:88.4-89.9% n:5 EMS 221 Summer 2021 100% of students achieved a score of 78% or higher. Mean:93.67% Range:90.0-98.60% n:9	validated, nationally recognized assessment program for cognitive testing. Monitoring outcomes and patient data to track and identify student weaknesses. Measure affective behaviors and provide immediate feedback to students. Students gained confidence in airway management tasks. These technical skills are evaluated by clinical faculty, gauged competent via the FISDAP	and adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. At this point in instruction, students are inexperienced in psychomotor lab testing, and they are novice to field internships. They are introduced to integrating a performance improvement plan as part of	line assignments did not accurately reflect understanding of class content.	the Learning Center, to ensure successful class completion. Stress use of advising centers. Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of entry level students. Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		student tracking program			student tracking program with immediate feedback.	the assessment.		
4	Demonstrate a proper history and perform a comprehensive physical exam on any patient and communicate findings to others.	EMS 122 EMS 231 Clinical rotations ensure students perform adequately when obtaining assessments, patient histories, and interviews. Students perform a self-evaluation of their own performance with each patient interaction by completing the FISDAP self-evaluation form. The clinical preceptor reviews patient care reports, provides feedback, suggests corrective actions, and	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	EMS 231 Fall 2021 86% of students achieved a score of 78% or higher. Mean:92.33% Range:65.7-99.7% n: 7 EMS 122 Spring 2022 Cohort began with eight students-three withdrew prior to beginning of clinical rotations.	This is a progressive clinical rotation in the emergency department. Students begin with a general understanding and working knowledge of patient assessment, physiological needs, and treatment plans. The student has practiced all skills prior to entering the clinical setting. The student stays in direct communication with the preceptor, as they did with instructors during lab and	Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. Preceptors communicate with EMS agencies and NC OEMS to verify current practices. At the start of clinical rotations, students suffer inexperience in ER internships, and integrating a performance improvement plan.	The clinical coordination of ER and other hospital rotations is solid, with frequent communication between the hospital staff and the coordinator. There are no impact changes.	Explore ways to improve communication between students and preceptors, including helping individual students relate patient care outcomes directly to class materials, assignments, and treatment plans. Added additional training for preceptors in communications, feedback, and assessments.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		confirms patient contact.		100% of students achieved a score of 78% or higher. Mean:94.32% Range:89.9-98.3% n: 5 Class sections were not documented in Blackboard for this cohort	didactic training. Preceptors remain in clinical sites with students to assist with procedures, review instructions and provide corrective actions if needed.			
5	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for the medical patient	EMS 250 Medical Emergencies EMS 160 Cardiology I EMS 220 Cardiology II Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	EMS 250 Fall 2021 100% of students achieved a score of 78% or higher. Mean: 90.98% Range:79.1-97.3% n:7 EMS 160 Spring 2022 80% of students	The program uses an industry validated, nationally recognized assessment program for cognitive testing. Students gained confidence in patient assessment and treatment planning tasks.	Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. At this point in instruction, students are inexperienced in psychomotor lab testing, and they are novice to field	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or predetermined cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance.	Explore ways to improve communication and ensure students relate classroom materials to patient outcomes. Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program		achieved a score of 78% or higher. Mean:85.58% Range:74.5-90.1% n:5 EMS 220 Summer 2021 100% of students achieved a score of 78% or higher. Mean:92.10% Range:87.4-99.4% n:7	Technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.	internships. They are introduced to integrating a performance improvement plan as part of the assessment.	Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	
6	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and	EMS 260 Trauma Emergencies Faculty utilizes Platinum Testing, EMSTesting.com for peer-	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out	EMS 260 Fall 2021 100% of students achieved a score of 78% or higher.	Most students are performing above the stated success criteria. General understanding of traumatic	Instructor to ensure that students have a clear understanding of Blackboard requirements and associated goals for an	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or	Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	implement the treatment plan for the trauma patient.	reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program	of 10 on this artifact.	Mean: 80.64% Range:73.95-87.7% n:6	emergencies is high, with students completing trauma assessments and developing treatment plans without prompting.	on-line assignment.	predetermined cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes. Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.
7	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and	EMS 270 Life Span Emergencies EMS 240 Patients with Special Needs Faculty utilizes Platinum	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out	EMS 270 Fall 2021 100% of students achieved a score of 78% or higher.	The program uses an industry validated, nationally recognized assessment program for	Instructor to ensure that students have a clear understanding of Blackboard requirements and associated goals for an	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or	Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	implement the treatment plan for neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients.	Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program	of 10 on this artifact.	Mean:87.93% Range:84.4-90.4% n:6	cognitive testing. Students gained confidence in patient assessment and treatment planning tasks. Technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.	on-line assignment. Students remain unclear about progress reflection from linear and adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes	predetermined cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes. Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.
8	Demonstrate integration of pathophysiological principles and analyze assessment	EMS 285 EMS Capstone Faculty utilizes Platinum Testing,	On average, students will earn at least 78% on this artifact. OR	EMS 285 Spring 2022 100% of students achieved a	Use same grading criteria for each lab so students are aware of expectations.	Lab and clinical rotation structure do not always coincide.	In 2018, the department implemented the use of National Registry Psychomotor	Continue to monitor student progression, ability to meet clinical goals, and ensure

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	findings to formulate a field impression and implement the treatment plan for patients with common complaints	EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program. Students are assessed for affective behavioral competency	On average, students will earn an 8 out of 10 on this artifact.	score of 78% or higher. Mean: 81.31% Range: 79.0-84.6% n:6 Numeric grades for Capstone do not reflect any linear exams. Grades are based on clinical performance. This is a continuation of ER clinical rotation.	The students have been evaluated on skills performance and have practiced each skill prior to entering any clinical site. Students gained confidence in patient assessment and treatment planning tasks. Technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.	Field internship schedules are not always effective in meeting the needs of the student.	Skills Sets prior to the students' entry in field internships. Adding the nationally recognized component prior to entering the clinical setting allowed students to build skill confidence and performance in the clinical settings improved. In 2019, improvement continued as students became more accustomed to a high expectation in clinical care.	students' understanding of virtual and face-to-face instruction.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		through periodic evaluations using the Professional Behavior Evaluation in the FISDAP Student Tracking Program. Students perform a self-reflection evaluation on all skill and patient care encounters. Students complete program surveys in accordance with COAEMSP Standards and guidelines under the CAAHEP accreditation rules.						
9	Perform safety management principles at the scene of an emergency	EMS 241 Clinical IV Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	EMS 241 Spring 2021 100% of students achieved a score of 78% or higher. Mean:96.83% Range:94.0-99.4%	Students have designated preceptors that have been trained and vetted by Gaston College faculty, that regularly communicate with in-house faculty to	Students often are employed full-time or part-time while attempting to complete classroom work and field internship. The lack of	Students enter their Capstone Field Internship with skills, knowledge, and confidence to operate as a team leader.	Closely monitor field internships via observation by faculty, direct communication with preceptors, review of patient care reports and skills tracking vis FISDAP.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program. Field preceptor evaluates student as they are acting as Team Leader. The student must Team Lead in 18 out of 20 EMS calls. Students must exhibit Eureka graph of a minimum of 80% for airway		n:6 Class sections are not documented in Blackboard for this cohort.	mentor and guide the student's progression throughout field internship.	proper financial aid or other financial burdens often limit the student's availability to remain paired with their designated preceptor because of scheduling conflicts.		Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of advanced level students.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		management and IV insertion. Students must meet clinical goals at 100% in call criteria for age, impression, complaint in order to complete EMS241 and meet program requirements.						
10	Apply general knowledge and understanding of managing an emergency medical services system.	EMS 235 EMS Management Students must present an EMS System plan, an EMS System review, and participate in validated, linear exam for mid-term and final.	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	EMS 235 Spring 2022 Cohort A 88% of students achieved a score of 78% or higher. Mean: 93.69% Range: 71.9-100% n: 17 EMS35 Spring 2022 Cohort B 100% of students achieved a	Students have a clear understanding of EMS systems operations, including budgeting, staffing and human resources, facilities and vehicle maintenance, federal, state, and local protocols, policies, and procedures.	Ensure distance education students have the proper assistance to complete coursework as assigned and meet all stated goals and objectives.	Students have been successful completing the class objectives via distance learning.	Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion. Utilize benefits from Apprentice 321 program to recruit and retain students to paramedic medicine programs-both initial paramedic and bridge associate degree candidates.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				score of 78% or higher. Mean: 95.74% Range: 83.8-100% n: 7 This section contains two cohorts due to the demand for class secondary to A45340B students				Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.

Curriculum Map – A45340 Emergency Medical Science

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise manage the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
EMS 110 EMT (Certification Course)	I, D	I, D	I, D	I, D	I, D
EMS 122 Clinical I	I	I	I	I	

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise manage the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
EMS 130 Pharmacology	D	I			D
EMS 131 Advanced Airway	D	D	D	D	D
EMS 160 Cardiology I	D	D	D	D	D
EMS 210 Advanced Patient Assessment	D, M	D	D	D	D

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise manage the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
EMS 220 Cardiology II	D	D	D	D	D
EMS 221 Clinical II	D	D	D	D	D
EMS 231 Clinical III	D	D	D	D	D
EMS 235 EMS Management					

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise manage the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
EMS 240 Pts with Special Challenges	D	D			
EMS 241 Clinical IV	D	D	D	D	D
EMS 250 Medical Emergencies	D	D	D	D	D

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise manage the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
EMS 260 Trauma Emergencies	D	D	D	D	D
EMS 270 Life Span Emergencies	D	D	D	D	D
EMS 285 EMS Capstone	M	M	M	M	M

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise manage the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
Bridging courses not in parent:					
EMS 140 Rescue Scene Management					
EMS 125 Instructor Methodology					

Course	PLO6	PLO7	PLO8	PLO9	PLO10
	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for the trauma patient.	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients.	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.	Perform safety management principles at the scene of an emergency.	Apply general knowledge and understanding of managing an emergency medical system.
EMS 110 EMT (Certification Course)	I, D	I, D	I, D	I, D	I, D
EMS 122 Clinical I	I	I	I	I	
EMS 130 Pharmacology	D	D			D
EMS 131 Advanced Airway	D	D	D	D	D
EMS 160 Cardiology I	D	D	D	D	D
EMS 210 Advanced Patient Assessment	D	D	D	D	D
EMS 220 Cardiology II	D	D	D		
EMS 221 Clinical II	D	D	D		
EMS 231 Clinical III	D	D	D	D	D
EMS 235 EMS Management				I, D, M	I, D, M
EMS 240 Pts with Special Challenges	D	D	D		
EMS 241 Clinical IV	D	D	D		
EMS 250 Medical Emergencies	D	D	D		

Course	PLO6	PLO7	PLO8	PLO9	PLO10
	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for the trauma patient.	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients.	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.	Perform safety management principles at the scene of an emergency.	Apply general knowledge and understanding of managing an emergency medical system.
EMS 260 Trauma Emergencies	D	D	D		
EMS 270 Life Span Emergencies	D	D	D		
EMS 285 EMS Capstone	D, M	D, M	D, M		
Bridging courses not in parent:					
EMS 140 Rescue Scene Management				I, D, M	I, D, M
EMS 125 Instructor Methodology				I, D, M	I, D, M

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – C55230 Esthetics

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Gaston College Esthetics Technology Program's curriculum is a competency-based curriculum that is designed around competencies needed in the esthetics industry. The curriculum provides a simulated salon environment which enables students to develop hands-on skills under the supervision of licensed esthetics instructors. Program graduates are prepared to sit for the North Carolina Board of Cosmetic Arts Licensing Exam for Estheticians. Eligible graduates who sit for and successfully pass the State Board licensure exam will be issued an esthetics license.

STRENGTHS
The Esthetics Program is licensed by the North Carolina Board of Cosmetic Art Examiners and is inspected each semester by the Board. Gaston College Esthetics Program was the first esthetics program in 20 years to receive a rating of 100% by a state inspector. The program maintained a 100% rating for seven continuous semesters, and currently maintains a 98% rating.

Program graduates are required to pass the state licensure theory and practical examinations with a grade of 75% or higher before applying to become a licensed esthetician. The pass rate of program graduates sitting for the state licensure exam is above the required score, with an average score of 84% on the theory portion of the exam and 100% on the practical.

Interest and enrollment in the esthetics program continues to remain high. The program offers three sections of classes, morning, afternoon, and evening, to accommodate the needs of students. Based on the physical space available to the program, each section can accept 10 students for a total enrollment of 30 students. In the 2021/2022 academic year, the Esthetics Program received 70 applications for the 30 available seats in the program.

As part of their training, esthetic students participate in a "Student Salon" under the supervision of licensed esthetics educators. Through participating in the clinic, students have the opportunity to further develop their skills in the art of skin care while offering a variety of esthetic services to the community at very affordable prices. Due to the excellent quality of the students' work, under the guidance of program faculty, the Student Salon has built a large, long-standing clientele through the years.

AREAS OF IMPROVEMENT
Update educational materials with a more streamlined curriculum.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Provide more opportunities for professional development for program faculty. Training for new hires. NEEDS The program is in a beautiful space on the lower level of the classroom building on the Kimbrell Campus in Belmont. However, with a maximum enrollment of 30 students, the program has outgrown its space and needs more physical space to better accommodate students and faculty. The Student Salon needs more dressing rooms to serve the number of clienteles patronizing the salon. Enrollment growth in the program cannot occur with the limited amount of instructional space currently available to the program. Qualified Esthetics instructors to meet the need of enrollment growth. ACTIONS The Esthetics program will move to the Lincoln Campus in Spring 2023 to create more space for the growth of the program. Research Pivot Point and other educational resources to find the best curriculum for the Esthetics program. Looking for continuing education opportunities for esthetic faculty. Advertise more for Esthetics instructors.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Esthetics Certificate Esthetics Instructor Training Certificate CCP Pathway
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying FTE data.	O	The enrollment in the Esthetics Program is excellent. The program started in 2013 with one section of only 8 students. In 2021-2022 with three sections, the program received 75 applications in 2021 for 30 available spots and 70

	Rating	Explanation
		applications in 2022. In 2021 the program enrolled 26 students and 30 in 2022. The Esthetics Program is only able to enroll a total of 30 students due to space limitations.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		• The Gaston College Esthetics Program provides excellent instruction at an affordable cost for students. The quality of instruction is evident through the graduate pass rates on the state licensure exam. While the building space is limited for the program, the facilities that house the program are beautiful. • Marketing for the program has been successful through tours, career fairs, open houses, word of mouth, and social media.

ENTRY

	Rating	Explanation
Enrollment Goals: • How successful have we been at achieving the enrollment/yield goal? • What strategies have been and/or will be implemented?	O	• Esthetics has been very successful with enrollment. In 2022 the Esthetics program filled all 30 spots available. • In 2023 the Esthetics program will be moved to a new facility that will give space needed for growth to possibly 45 students.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	O	• In 2021/2022 the program retention rate was 100%. • Most of the barriers to students successfully completing the program tend to be personal/life issues. Students withdraw for reasons such as personal finances, lack of childcare, lack of transportation, and family issues.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		The Esthetics Program is a very diverse program based on demographic data. Based on the most recent demographic data, the student population is 41.30% Black/African American, 38.13% White, 4.35% American Indian/Alaska Native, 4.35% Hispanic/Latino, 2.17% Asian, and 8.70% Unknown. Females make up 100% of students enrolled in the program.

	Rating	Explanation
		The college has many support programs for all its students but those that would support underserved populations financially include college scholarships, financial aid, and TRIO. Strategies for academic support include TRIO/Student Support Services, DEI services, Counseling, peer tutoring, and the Writing Center.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		• Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. • The Esthetics Program enrolls a new cohort of students each Fall semester. The program offers 3 sections, morning, afternoon, and evening, with 10 available seats available in each section. Eight to ten seats are filled in each section.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		• Courses in the Esthetics Program are traditionally seated courses. Three sections are offered: 8am-12:30pm, 12:30pm-5pm, and 5pm-10:30pm to provide as many student options for enrollment as possible. • Course delivery options are limited as the North Carolina Board of Cosmetic Arts requires that a certain number of hours and skill competencies be performed in class under the supervision of a licensed esthetic instructor.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		• End-of-Course evaluations are overall very positive regarding the program and faculty instruction. • If student feedback ever relays a legitimate concern about a faculty member, the concern is addressed through a coaching session with the faculty member. If the feedback is a suggestion for improvement in the program or a concern about program guidelines, etc. then it is addressed at the level of the associate dean, and the divisional dean if necessary, and the appropriate action warranted is taken.

COMPLETION

	Rating	Explanation
Graduation: • How does the actual awards/headcount percentage	O	• In 2021 the awards to headcount ratio was 93% which far exceeds the goal.

	Rating	Explanation
compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		• Barriers for timely student completion in the Esthetics Program may be due to difficult financial situations, too many personal/family responsibilities outside of school and or health.
Graduate Satisfaction: • How does the actual satisfaction rate compare to the satisfaction rate goal?		The Graduate Satisfaction Goal for the Esthetics Program is %. The Esthetics Program is a certificate program and does not show data concerning graduate satisfaction for the 2021-2022 academic year.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying goal achievement, NC Tower, and JobsEQ data.		While no formal data is available, graduates of the Esthetics Program are very successful in finding employment. Many of the graduates are small business owners and have opened their own spas. The program partners with several salons/spas in surrounding counties to help with job placement. Also, some graduates are employed as estheticians in the medical field. Overall, graduates of the program have not had difficulty in finding employment.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		• Yes, the program is the right fit for the community. By offering three different enrollment sections, morning, afternoon, and evening, the scheduling needs of adult and high school students are met. • The Esthetics Program has collaborated with local organizations for the purpose of teaching students the importance, as a professional in their career field, of giving back to the community. Every year, the Webb Street school has a prom for their special needs students and the esthetic students provide skin and makeup services to the prom attendees. Students work with Christian Ministries to collect food to help feed families in need over the holidays. • The Esthetics program will be collaborating with the Cosmetology and Manicuring programs to provide specials to the public for services provided at a discounted rate. • The Advisory Committee for the Esthetic Program provides valuable feedback in helping to identify the program's strengths, weaknesses, and suggestions for program improvement. Feedback from the Advisory

	Rating	Explanation
		Committee guided the program in streamlining its application process using a points system. The committee also states that the Gaston College Esthetics Program fosters a strong work ethic in its students and program graduates are well-prepared for entry level positions.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – C55230 Esthetics

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Demonstrate knowledge of the following esthetics concepts: orientation, anatomy, physiology, hygiene, sterilizations, first aid, chemistry, basic dermatology, and professional ethics.	COS 119 Fall Semester COS 125 Spring Semester Assessment Means: Students will be assessed of their knowledge of orientation, anatomy, physiology, hygiene, sterilizations, first aid, chemistry, basic dermatology, and professional ethics as it relates to the practice of esthetics through unit exams and the course final exam.	On average, students will earn a grade of at least 75% out of 100% on Salon Concepts I and Salon Concepts II unit exams and final exam.	COS 119 Fall 2021 Mean: 86 Mean of Completers: 86 Range: 70-100 n:26 COS 125 Spring 2022 Mean:90 Mean of Completers:90 Range:50-100 n:26	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as average score was well above the standard.	N/A	No change needed.
2.	Demonstrate safe and competent techniques for the following procedures: client consultation,	COS 120 Fall Semester COS 126 Spring Semester Assessment Means:	On average, students will earn a grade of at least 75% out of 100% on this	COS 120 Fall 2021 Mean: 85 Mean of Completers: 85 Range: 50-100 n:26 COS 126 Spring 2022 Mean:92 Mean	Assessment results demonstrated: Students met the 75% standard and scores improved as	None at this time as average score was well above the standard.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	No change needed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	facials, body treatments, hair removal, makeup applications, and color analysis.	Students will demonstrate safe and competent techniques in performing client consultations, facials, body treatments, hair removal, makeup applications, and color analysis through hands on demonstrations on mannequins, live models, and performing client services in the Student Salon. Students will be graded using performance rubrics.	performance measure. .	of Completers:92 Range:65-100 n:26	students moved into their second semester of the program			
3.	Demonstrate knowledge of the following advanced esthetics concepts: nutrition, business management, makeup, and color analysis.	COS 119 Fall Semester COS 125 Spring Semester Assessment Means: Students will be assessed on their knowledge of nutrition, business management, makeup, and color	On average, students will earn a grade of at least 75% out of 100% on Salon Concepts I and Salon Concepts II unit exams and final exam.	COS 119 Fall 2021 Mean: 83 Mean of Completers: 83 Range: 0-100 n:26 COS 125 Spring 2022 Mean:89 Mean of Completers:89 Range:50-100 n:26	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as on average, students score was well above the standard	N/A	No change needed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		analysis as it relates to the practice of esthetics through unit exams and a final exam.						
4.	Demonstrate safe and competent techniques for the following advanced procedures: machine facials, aromatherapy, skin manipulations, electricity, and apparatus...	COS 120 Fall Semester COS 126 Spring Semester Assessment Means: Students will demonstrate safe and competent techniques in performing machine facials, aromatherapy, skin manipulations, electricity, and apparatus through hands on demonstrations on mannequins, live models, and client services in the Student Salon. Students will be graded using performance rubrics.	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	COS 120 Fall 2021 Mean: 80 Mean of Completers: 80 Range: 0-100 n:26 COS 126 Spring 2022 Mean:84 Mean of Completers:84 Range:50-100 n:26	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as average score was well above the standard.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	No change needed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
5.	Sit for the North Carolina Board of Cosmetic Arts Esthetics Licensing Exam for Estheticians	COS 120 Fall Semester COS 126 Spring Semester Assessment Means: Students will take a mock practical final exam that mirrors the North Carolina Board of Cosmetic Arts licensing examination in preparation for sitting for the licensing exam.	On average, students will earn a grade of at least 75% out of 100% on the mock exam.	COS 120 Fall 2021 Mean: 88 Mean of Completers:88 Range: 0-100 n:26 COS 126 Spring 2022 Mean:90 Mean of Completers:90 Range:50-100 n:26	Assessment results demonstrated: Students met the 75% standard and scores improved on the students second mock exam.	None at this time as on average, students scored well above the standard.	N/A	No change needed.

Curriculum Map – C55230 Esthetics

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Demonstrate knowledge of the following esthetics concepts: orientation, anatomy, physiology, hygiene, sterilizations, first aid, chemistry, basic dermatology, and professional ethics.	Demonstrate safe and competent techniques for the following procedures: client consultation, facials, body treatments, hair removal, makeup applications, and color analysis.	Demonstrate knowledge of the following advanced esthetics concepts: nutrition, business management, makeup, and color analysis.	Demonstrate safe and competent techniques for the following advanced procedures: machine facials, aromatherapy, skin manipulations, electricity, and apparatus.	Sit for the North Carolina Board of Cosmetic Arts Esthetics Licensing Exam for Estheticians.	
COS 119	I, D	I, D	I	I, D	I, D	
COS 120		I, D		I, D	I, D	
COS 125	D, M	D, M	D, M	D, M	D, M	
COS 126		D, M		D, M	D, M	

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A55240 Fire Protection Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Fire Protection Technology degree is committed to preparing students to have a clear picture of fire service operations and prepare them for advancement to supervisory roles within their organizations.

Strengths
The program was awarded re-accreditation from IFSAC in October 2019 for an additional five years. The addition of a completely online offering has helped students with varying work schedules have an opportunity to complete classes. Due to COVID we moved to a fully online program and saw an increase in student enrollment.

Areas for Improvement
Program leaders have identified several areas for further development. Program leaders, Faculty and staff will focus on recruitment efforts for the program, finding additional ways to reach prospective students and increase enrollment.

Needs
There is a need for additional marketing, focusing on High School Students as well as those in the workforce seeking promotion in the field of Fire Protection Technology

Actions
To meet the needs of the program, the following actions will be implemented during the 2023-2024 academic year:
• Collaborate with marketing department to create specific strategies for the program
• Staff and Faculty will continue to attend events and meetings that will allow for marketing and promotion of the program, including local, regional, and state fire and rescue association meetings.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	CCP Certificate

	Comments
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	D	The program meets the needs of the local fire service community and is expanding due to fully online offerings and the establishment of the Public Safety Administration degree.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	D	With the establishment of the Public Safety Administration degree, we can offer students two degrees by only taking three additional PSA classes. The marketing of the program has increased from an institutional perspective. Additionally, marketing in trade journals and targeted marketing to High School students is needed. Departmental efforts have continued by attending local, regional, and state meetings promoting the program. The program has a strong social media presence.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	D	Locally we have seen a steady uptick in enrollment over the last two semesters and is expected to continue with the switch to fully online and the connection with the Public Safety Administration. With no specific program entry point, tracking statistics is difficult.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	D	Students who begin typically completing the program. Students do not complete in a "normal" timeframe. Work schedules tend to conflict with completing general education courses. Our program allows students to enroll at any point and courses are offered on a two-

	Rating	Explanation
		year cycle. We do not begin a new two year cycle every academic year. This makes tracking retention and award goals very difficult
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	D	Marketing efforts are carried out in local High Schools, Fire Stations as well regional and state meetings. We have worked with Hunter Huss and the Fire Tech program to encourage their students to continue in the field.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	D	Students have sufficient opportunities to complete their degree. We have moved classes that have lower fill rates to continuing education. An example is FIP 230, Chemistry of Haz-Mat. Additionally, students can receive credit for prior learning for FIP 120, FIP 124, and FIP140.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	D	The program can be completely in a fully on-line format. Students do have the option to take general education courses in a seated format if desired,
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	D	Course evaluations are positive. Concerns are addressed to faculty and staff as needed. Additionally, the advisory committee provides feedback, as necessary.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	D	Most courses would be considered low enrollment by college standards. Withdrawal rates are low for the program.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	D	Work schedules tend to interfere with completion of general education requirements

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	D	The program has a five-year (2018-2022) average of 87% of our graduates employed in a Public Safety field or enrolling in four-year universities
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Local employers require this degree to be eligible for promotional exams. Collaborating with our employers and advisory committee we continue to offer a program that is meeting their needs.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – Fire Protection Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate fire prevention practices, per NFPA 1021 guidelines	Students are required to create various types of presentations in FIP 124. The student is required to research fire prevention needs in their area, develop a fire safety program, and present their findings in a graded paper.	On average the student earns at least a 70% score of the available points on their final exam as well as their graded final research project.	2021-2022 Academic year 75% of students received a grade of 70% or higher. 2020-2021 Academic year 100% of students received a grade of 70% or higher.	Majority of students are preforming above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	A 25% reduction from 2020-2021	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt.
2	Demonstrate written and oral communication skills, applicable to the fire service, incorporating NFPA 1041 and 1021	Students are required to examine various case studies in FIP 152. The case studies promote the student's ability to discuss laws, codes, and ordinances as they relate to fire protection.	On average the student earns at least a 70% score of the available points on their final exam as well as their graded final project.	2021-2022 Academic year 95% of students received a grade of 70% or higher. 2020-2021 Academic year 82% of students received a grade of 70% or higher.	Majority of students are preforming above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	A 13% increase from 2020-2021	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3	Demonstrate knowledge of the financial processes associated with the fire service	Students are required to examine different types of budgets and grants in FIP 228. The budget analysis allows the student the ability to comprehend the importance of finance as it applies to the operations of a fire department.	On average the student earns at least a 70% score of the available points on their final exam as well as their graded final project of a fiscal capital and operational budget.	2021-2022 Academic year 89% of students received a grade of 70% or higher. 2020-2021 Academic year 100% of students received a grade of 70% or higher.	Students are preforming above the success criteria	Continue to stay abreast of industry trends	An 11% decrease from 2020-2021	Explore ways to better communicate and relate material related to outcomes through assignments and class materials
4	Demonstrate and apply fire-ground operations management, to include applicable NFPA standards and guidelines	Students are presented scenarios and provided strategies and tactics associated with fire ground operations during FIP 220, FIP 221 and in FIP 276. The scenarios, strategies, and tactics provide	On average the student earns at least a 70% score of the available points on their final exam as well as their graded final research project.	2021-2022 Academic year 89% of students received a grade of 70% or higher. 2020-2021 Academic year 84% of students received a grade of 70% or higher.	Students are preforming above the success criteria	Work to ensure a larger percentage of students master the stated outcome in FIP 276	A 5% increase from 2020-2021	Explore ways to better communicate and relate material related to outcomes through assignments and class materials

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		the student with the knowledge, skills, and abilities to function as a fire scene commander.						
5	Demonstrate knowledge of fire service organization and management	Students are tested in fire service organization in FIP 276. The principles of the National Incident Management System (NIMS) and Administrative Functions of planning, policy development, and human resource management are presented and evaluated for proficiency.	On average the student earns at least a 70% score of the available points on their final exam as well as their graded final research project.	2021-2022 Academic year 67% of students received a grade of 70% or higher. 2020-2021 Academic year 83% of students received a grade of 70% or higher.	Majority of students are preforming above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	A 16% decrease from 2020-2021	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt.
6	Demonstrate knowledge of an effective emergency	Students are tested in emergency management	On average the student earns at least a 70%	2021-2022 Academic year 80% of students	Majority of students are preforming above the	Work to ensure a higher percentage of on-line	No real impact seen	Use Gaston College services to encourage and ensure on-line

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	management program to include applicable NFPA standards and guidelines.	operations in EPT 140, FIP 120, and FIP 276. The students are presented with modern fire service functions as an *all-hazard* organization focusing on the functions of prevention, preparedness, mitigation, response, and recovery.	score of the available points on their final exam as well as their graded final research project.	received a grade of 70% or higher. 2020-2021 Academic year 82% of students received a grade of 70% or higher.	success criteria	students achieve the stated goal.		students are successful in their class attempt.

Curriculum Map – A55420 Fire Protection Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Demonstrate fire prevention practices, per NFPA 1021 guidelines	Demonstrate written and oral communication skills, applicable to the fire service, incorporating NFPA 1041 and 1021	Demonstrate knowledge of the financial processes associated with the fire service.	Demonstrate and apply fire-ground operations management, to include applicable NFPA standards and guidelines	Demonstrate knowledge of fire service organization and management	Demonstrate knowledge of an effective emergency management program to include applicable NFPA standards and guidelines.
FIP 120	I	I	I	I	I	I
FIP 124	M	D			D	
FIP 128	D			D		
FIP 132		D		D		D
FIP 152		D	D		D	D
FIP 220				M	D	
FIP 228		D	M		D	
FIP 232	D			D		
FIP 276		M		M	M	
EPT 140	D	I	I	I	I	M
FIP 146	D			D		D
FIP 221				M	D	
FIP 230	D			D		D
FIP 252		D	D			
FIP 136	D				D	D
FIP 140	D	M		D	D	

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A10300 Associate in General Education Degree

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Associate in General Education (AGE) curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth, and development. Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided. Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities. This degree is not intended to prepare students for transfer to senior institutions; however, individual courses within the degree program may transfer.

The AGE curriculum program includes 15 semester hours of credit from general education curriculum courses, including six hours in communications, three hours in humanities/fine arts, three hours in social/behavioral sciences, and three hours in natural sciences or mathematics. An additional 49-50 semester credit hours are required from courses at the 110-199 or 210-299 level.

The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities.

The following action items from the 2021-2022 program review cycle were addressed.
Increase the number of successful coaches in the division.
All A&S faculty received success coach training during the Fall 2021 term. During the Spring 2022 term, the A&S students were distributed among A&S faculty members to serve as their success coach. Faculty were surveyed about their experience at the end of the semester. Based on the information collected, changes were made to the success coach model. Beginning Fall 2022, faculty will serve as success coaches for the students in their classes for all course related issues (attendance, low grades, etc.). Two staff members will be assigned to A&S students to serve as a success coach for non-academic issues.

Train all faculty and advisor on the new Self-Service program.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Faculty within the division were trained to use the Self-Service program. The dean and associate deans used the program in the fall semester. During the spring semester, all faculty within the Science and Math, Physics, and Academic Studies department were trained and used the Self-Service program. All faculty teaching during the summer semester were trained and used the Self-Service program during the summer term. The remaining faculty were trained prior to the start of the Fall 2022 term.

Explore more inclusive access and Open Education Resources (OER) in the general education and program courses.

Faculty teaching in the A.G.E. pathway was provided the option to attend workshops and training during OER week during the Spring 2022 semester. Arts and Science faculty groups met to discuss inclusive access and OER options in addition to the recommended training. Some course release was available to instructors moving to OER. BIO-275 moved their textbook requirements to inclusive access. Active OER groups in Science and Math are continuing to meet (Course Leads) and discussing the transition to OER in future academic years. Psychology and Sociology faculty met and made PSY 150 and SOC 210 OER respectively. ENG 111, ENG 112, and MAT 171 taught exclusively at local high schools are now OER. English faculty are currently in the process of making all ENG 111 sections OER.

Work with Human Resources to hire new faculty in the division.

The Arts & Sciences held several hiring committees throughout the 2021-2022 academic year to replace faculty who retired or resigned. During the Spring and Summer of 2022, 2 biology instructors of 4 were hired, 1 math instructors, 1 PSY and 1 Art instructor for College Now Programs. These faculty will start during the AY 2022-2023. Despite filling the need with these faculty members, the division also saw the retirements or resignations of 1 biology and 1 chemistry faculty as well as several other faculties from other A&S areas that serve to teach students in the A.G.E. pathway.

Implement the QEP case management advising model for all A&S

The Arts and Science Advising Center was fully staffed with three full-time advisors and one part-time advisor. All the students participating in a Transfer Agreement Guarantee (TAG) program are assigned to the Lead Advisor in the center. The Early Childhood Education students are also all assigned to one advisor. The other students within the division are divided equally among the advisors. New students are required to meet with their assigned advisor during their first semester and they are encouraged to schedule a follow up meeting during their first semester to create a two year plan. Students are encouraged to complete ACA 122: College Transfer Success, ENG 111: Writing and Inquiry, and their required math course in their first semester.

Strengths

The program remains vital to the offerings at the College, as evidenced by program enrollment data. In addition, courses within the Arts and Sciences (A&S) Division in this program are an integral component of all degrees offered at the College. The Division remains at the forefront for statewide and national improvement initiatives. With the interdependent nature of the Arts and Sciences Division, collaboration with other programs and divisions at the College is a high priority and strong point. To increase fill-rates and provide consistent offerings of courses, A&S has worked hard to streamline semester schedules. Data analysis of previous semesters has been conducted to determine student demand related to course, modality, time of day, and campus location.

Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS). Many A&S faculty received specialized professional development related to conducting high quality online courses in the form of online course audits, Blackboard and Accessibly Training, Quality Matters Courses (QM), and Association of College and University Educators (ACUE). Areas for Improvement The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development: This includes developing and training faculty in a new Success Coach Model, developing more targeted professional development related to online teaching and content improvement. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, Needs Due to multiple retirements and resignations as well as growth in the College Now programs, the college has multiple open positions. Full-time faculty are needed in the following areas – math, biology, and communications. Actions for 2022-2023 • Implement strategies to improve online learning and teaching within Arts and Sciences. • Work with Human resources to hire faculty in needed positions within Arts and Sciences. • Develop Strategies to retain existing faculty. • Increase Diversity among Arts & Science Faculty • Increase Fall to Fall retention and degree completion within Arts and Sciences

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	N/A
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		FTE Count A10300 • 2017-2018 209.8 • 2018-2019 174.7 • 2019-2020 143.1 • 2020-2021 151.31

	Rating	Explanation
		• 2021-2022 101.47 There was a decrease in FTE of 49.84 FTE from 2020-2021 to 2021-2022. FTE was down for the A10300. The loss in FTEs for the Associate in General Education program is part of a larger trend in FTE loss among curriculum courses. More students as a percentage are attending as part-time students (81%) instead of as full-time students (19%) The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College is participating in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. Division faculty/staff are currently developing a more robust marketing plan with the high school population as a target audience. We continue to collaborate with senior institutions regarding the Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses?		Program hours are comparable with neighboring institutions. The nearest colleges, Cleveland Community College, Central Piedmont Community College, and Catawba Valley Community College all share the same Associate in General Education program requirements.

	Rating	Explanation
• What strategies have been and/or will be implemented?		

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and analysis of learning outcomes documents.
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		Program Retention A10100 • Fall 2016 to Fall 2017 40% • Fall 2017 to Fall 2018 46% • Fall 2018 to Fall 2019 43% • Fall 2019 to Fall 2020 27% • Fall 2020 to Fall 2021 19% There was a decrease in retention of new students of 8 percentage points from Fall 2020 to Fall 2021. The College retention goal for new students, 49%, was not met for A10300. Divisional administrators track individual course withdraw and success rates and create strategies to improve.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		Demographics A10300 Fall 2021 Percent Female 92% Percent Male 8% Percent White 43% Percent Non-White 57% Fall 2021, there were more female students in both the A10300 program than male, which was consistent with the College demographics. During Fall 2021, more non-white students were served proportionally in the A10300 pathway. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of

	Rating	Explanation
		the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all program's college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiencies in course offerings.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		All learning modalities (traditional, web-blended, hybrid, and online) exist in A10300. Classes are offered day, night, and online on multiple campuses and high school locations. Various start dates are provided to accommodate the different populations served as well as to aid in progression to degree completion.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with their department chairs have access to course evaluations upon the completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Overall, student feedback for the program is positive.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		Current science courses with a high withdraw rate are BIO-110 (17%). In math, courses with a high withdraw rate are MAT-152 (21%), MAT-171 (11%). COM 231(21%) and 120 (19%) have high withdrawal rates. These courses have a strong writing and oral presentation focus which contributes to the difficulty. ENG 002 (25%), ENG 011(23%), ENG 111 (17%), and ENG 112 (16%) traditionally have higher withdrawal rates due primarily to the strong writing requirements in each class.

	Rating	Explanation
		REL 110 (25%), SOC 225 (23%) It is important to address these high withdrawal rates to help improve student success in these courses, whether through student and/or faculty support in these courses and making faculty aware of the high withdrawal rates.
<u>Graduation</u>: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		A10300 Headcount – 374 Awards – 32 Awards at the Highest Level – 32 Awards to Headcount Percentage –9 % Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A10300 have diversified goals for attending; and completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements.

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.		Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 - 85%, 2019 - 82%, 2020 – 86%, 2021 – 83%, 2022 – 85%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have created a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure. Additionally, we have a Transfer Advisory Committee with membership from our Arts and Sciences Advising Center, A&S Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester. Students have the benefit of one-on-one advising in the Arts and Sciences Advising Center. Transfer advisors assist students in developing educational plans with the goal of seamless transfer to a senior institution based on the

	Rating	Explanation
		published Baccalaureate Degree Plans (BPDs). The advising staff offer both in person and virtual advising meetings.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Program administrators, faculty, and staff collaborate with internal and external stakeholders regarding program updates and changes. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	NA

Program Review – A45630 Health and Fitness Science

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths: We continue to provide an excellent curriculum resulting in three consecutive years of 100% first-time pass rates on the ACE Personal Training Certification Exam (CPT) and 6 consecutive years of 100% pass rates by the second attempt. Our first-year cohort sizes have both been 12 these past two academic years. The move to open enrollment helped bump these up from 7 in 2019. We have seen an increase in enrollment in the Health and Fitness Science track at the CaroMont Health Academy, 2 in 2021 and 6 in 2022. Hopefully, these students will join our AAS program upon graduation and help bolster our numbers for future academic years. Our newly updated fitness center has received excellent feedback, and the sports teams are utilizing it well for their means. Graduates (in addition to earning the HFS AAS Degree) earn the following:

- ACE Personal Trainer Certification
- Having the first attempt paid for with lab fees has been a great marketing point and tremendously helps the students.
- Gaston College Health & Wellness Coach Certificate
- Gaston College Group Exercise Instructor Certificate

Areas for Improvement: Our goal is to see our first-year cohort size increase to our cap of 20 consistently. This would ensure the program remains viable and would be the maximum capacity our department can handle with two full-time faculty.

Needs: With the move to open enrollment and the potential for larger cohort sizes, we will need a third full-time faculty member in the Health and Fitness Science Department to help with the increased load if we do indeed begin to meet the 20 incoming cohort size. Until then, we will rely upon adjunct faculty to help cover courses the two full-time faculty are unable to.

Actions: We are preparing to establish an articulation agreement with Wingate University so that our students have an avenue to enter the closest university with a Doctorate in Physical Therapy program, which many are interested in. We also continue to look for new ways to market the program to the community.

Diplomas, Certificates & Pathways

	Comments
List any diplomas, certificates, or pathways offered by this program.	AAS – Health and Fitness Science; Health and Wellness Coach Certificate; Group Exercise Instructor Certificate; Health and Fitness Science certificate; CaroMont Health Academy pathway in Health and Fitness Science.
Is there anything you want to note about these diplomas, certificates, or pathways?	We have several articulation agreements with NC Universities, allowing our AAS students pathways to receive their BS in Exercise Science and related degrees. The Health and Wellness Coach Certificate continues to see growing community interest. The pathway at the CaroMont Health Academy will help increase enrollment in our AAS program with students interested in continuing their education.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	O	Our incoming cohort size for the 2021 and 2022 Fall semesters has been 12. I believe we will continue to see increases in enrollment going forward with COVID being under control, decreasing student hesitancy we have seen in prior years, and more student-athletes entering the college. Our PED and HEA courses continue to see significant numbers in FTE. For the 2020-2021 academic year, 268 enrolled in 13 HEA courses, and 230 enrolled in 16 PED courses. For the 2021-2022 academic year, we had 243 enrolled in 13 HEA courses and 308 enrolled in 19 PED courses. The increase in enrollment and courses for PED was due to running several courses for the two early colleges and the addition of PED 121: Walk, Jog, Run, which has seen increasing student interest.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	O	Our students obtain an AAS degree, a certificate in Group Exercise Instruction, and a certificate in Health and Wellness Coaching upon graduation. We also have a standalone exercise laboratory with state-of-the-art equipment and cover the cost of the students' CPT examination. We will also be looking into accreditation to become the second HFS program in the state to be accredited. We will send a newly updated poster highlighting our program with contact info to 18 local high schools and request permission from

	Rating	Explanation
		the Whitewater Center to setup up our canopy and a table a few times during the summer to speak about our program to attendees.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	Our incoming cohort sizes were as follows: 13 (2020), 12 (2021), and 12 (2022). 64% (2018), 36% (2019), and 50% (2020.) Goal is 57%. We moved to an open enrollment admissions format, which has helped alleviate some of the difficulties students found in applying to the college and the program separately. The addition of our division-specific advising center and case management will help interested students enter our program, our current students stay on track, and increase retention overall. Also, our marketing plans for this academic year should be more fruitful than previous methods.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	O	The starting and ending enrollment numbers for our last 3 cohorts were as follows: 2018-20, started with 11 and ended with 4, 2019-2021, started with 6 and ended with 3, 2020-2022, started with 11, and ended with 6. This resulted in retention rates of 36%, 50%, and 55, respectively. However, a few students take the courses out of the recommended sequence or on a longer timeline than 2 years. NeoGov shows 44% (2018), 75% (2019). The goal is 49%. The most common reason for withdrawing from the program is a significant life change for our students, such as moving out of state, having a child, or starting a new job. Also, COVID-19 proved a challenge for some of our students.
Demographics: • What strategies are utilized to support underserved populations?	O	Our program is open to all, with no prerequisite to enter. For students struggling with courses due to having been away from education for

	Rating	Explanation
Consider program demographic data.		some time, such as adult learners, or lacking basic skills, we direct them to campus resources and help personally. We have 56.00% Caucasian, 36.00% Black/African American, and 8.00% unknown. Of these, 54.00% are male, and 46.00% are female.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	O	Yes. Our curriculum is designed logically, allowing increased material retention by having similar courses taken during the same semester to increase the time spent learning the content (e.g., BIO 168 with HFS 110). We have also decreased our overall curriculum to less than 70 credits to help better align with Guided Pathways to Success. Yes.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	O	We have changed formats and times over the past few years based on student needs and requests, such as adding a PED 122 section over the summer to help students with time constraints in a regular semester. We consistently apply student feedback to our program to help increase student satisfaction and retention.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	O	Overall good scores and feedback. I review the evaluations at the end of the academic year and discuss any feedback from students with the adjuncts that I believe will help them with their courses and teaching.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	A	Enrollment in some courses fluctuates from year to year, but overall, we have good enrollment numbers and retention.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	A	Our graduation numbers were as follows: 4 (2020). 3 (2021), and 4 (2022). NeoGov data shows 17% (2018), 20% (2019), 8% (2020). The goal is 16%. Most of our students delay their WBLP until the summer after completing the other coursework to focus on the internship. Also, some of our students have had to skip a core course in the recommended semester for various reasons, delaying their completion date.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	Most of our students enter the workforce as personal trainers, with several having gone on to pursue higher education. Our current incoming cohort has shown an increased interest in transferring to a university upon completing the program. NeoGov data shows 83% employment in NC (2014)
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	Yes. Our Advisory Board includes individuals from institutions we have articulation agreements with and from some of our WBLP sites, which allows more substantial feedback for suggestions on our curriculum. Our 2022 Advisory Board meeting was positive, with several department chairs at universities we hold articulation agreements with stating that our students are well prepared when entering their institutions.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Our program continues to strengthen in both enrollment and design. We have made several beneficial curriculum changes these past few academic years, both in removing/adding courses and in the instruction of our courses. We look forward to the continued positive trends we have been seeing.

Student Learning Outcomes – A45660 - A45630 Health and Fitness Science

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate competency and knowledge of kinesiology and exercise physiology.	The overall grade in HFS 110 – Exercise Science.	On average, students will earn at least 86% on these courses.	Fall 2021 Mean: 86.13% Range: 76 - 97% n: 8	Success criteria met. This course covers foundational knowledge and prepares the students for the remaining program courses.	Create practice quizzes, implement more review days, and more hands-on activities.	HFS 110 absorbed the material from HFS 114 in the fall of 2021, and ACE released a new textbook. The new course was revised to address both course materials and to align with the new textbook.	We will make changes to instruction based on notes and observations from the previous semester to improve the course.	4
2	Demonstrate, instruct, and administer proper exercise testing methods.	Students will design and administer a fitness assessment test using standard American Council on Exercise protocols, graded as an assignment.	On average, students will earn at least 92% on this assignment in HFS 111 – Fitness and Exercise Testing.	Spring 2022 Mean: 97.2% Range: 75-100% n: 9	The 92% goal was met. The assignment teaches students how to create and administer an assessment protocol addressing the health-related components of physical fitness (cardiorespiratory endurance, muscular endurance, muscular	The rubric will be modified to increase the value of formatting to improve design and readability for a client population.	Having a day to create and practice the protocols helped the students. The only student not to have achieved a 100 had poor academic performance and skills throughout the semester. Several Aviso alerts and	We will continue to designate a day to prepare and practice the assessment assignment and give tips based on previous semesters.	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					strength, and flexibility).		opportunities were utilized to try to increase their performance.		
3	Design, plan, and lead individual and group exercise programs.	Students will be evaluated in HFS 210 – Personal Training on their performance training their client in the lab. Students will design and lead a timed group exercise class sequence in HFS 120 – Group Exercise Instruction.	On average, students will earn at least 90% on this assignment. On average, students will earn at least 90% on this assignment.	Spring 2022 Mean: 100 Range: 0% n: 6 Spring 2022 Mean: 90.14 Range: 78 – 109% n: 7	The 90% goal was met. The 90% goal was met.	This is an excellent course. We prepare students as personal trainers, and it prepares the student for the ACE Certification Exam. This is another strong course. We should continue to implement the protocols from Spring 2022.	Clinic enrollment has been low, but HFS faculty being trained is even better than utilizing employees as clients. A combination of both works best. Students become excellent presenters via this requirement, especially when other classes complement it.	More flexibility on clinic times, especially with faculty clients. Depending upon enrollment, additional guest presenters will be invited (as time permits).	4
4	Demonstrate competency in the knowledge, skills, and abilities to be a	Students will successfully pass the American Council on Exercise's Certified	All students will pass this examination, with at least 85% doing	Spring 2022 100% pass rate 100% first-time pass rate n: 6	This is the sixth consecutive year we have had a 100% pass rate and the third consecutive year with a 100%	The course can be strengthened by targeting all other HFS courses toward its goal of passing the	A study guide has been prepared for two chapters not covered in other HFS courses.	We will continue to monitor student performance and feedback in all HFS courses to improve delivery and instruction,	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	successful and proficient personal trainer.	Personal Trainer Examination.	so on their first attempt.		first-time pass rate.	ACE Certification Exam. All courses should use the Companion Manual and review pertinent material.		ensuring the continuation of first-time pass rates.	
5	Demonstrate competency and knowledge of fitness facility management.	Overall grade in HFS 118 – Fitness Facility Management.	On average, students will earn at least 85% in HFS 118.	Spring 2022 Mean: 65 Range: 7 – 91% n: 5	This course develops a critical skill set to increase students' chances of higher-level employment and advancement.	We give program students chances to receive partial credit for late assignment submissions and apply attendance penalties. This semester we had one student miss many submissions and have consistently poor attendance. This brought the average down tremendously, especially with the smaller class size. Without this	The new textbook contains excellent material, and the facility manager interview and research assignment help the students learn about the industry well.	Since this material is not on the ACE Personal Trainer certification exam for which we are preparing the students, we will make this course online and have open-book quizzes to make this course material more supplemental rather than foundational.	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						grade, the average would have been 81%.			

Student Learning Outcomes – C45630 Health and Fitness Science – Health and Wellness Coach

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate competency and knowledge of kinesiology and exercise physiology.	The overall grade in HFS 110 – Exercise Science.	On average, students will earn at least 86% on these courses.	Fall 2021 Mean: 86.13% Range: 76 - 97% n: 8	Success criteria met. This course covers foundational knowledge and prepares the students for the remaining program courses.	Create practice quizzes, implement more review days, and more hands-on activities.	HFS 110 absorbed the material from HFS 114 in the fall of 2021, and ACE released a new textbook. The new course was revised to address both course materials and to align with the new textbook.	We will make changes to instruction based on notes and observations from the previous semester to improve the course.	4
2	Administer health and wellness assessments and interpret results within the current scope of practice guidelines.	The average of the pre- and post-fitness assessment assignments in PED 110 – Fit and Well for Life.	On average, students will earn at least 80% on these assignments.	Fall 2021 Mean: 97.75% n: 43 Spring 2022 Mean: 92.08% n: 113	We surpassed the 80% goal in both semesters.	Videos will be added detailing assignment directions.	The Blackboard shell was updated with the new textbook edition's material, strengthening the course with updated information.	We will move the goal to 85%. The addition of videos explaining assignment directions will help online formats.	4
3	Develop individual lifelong health and wellness programs that	The Wellness Plan and Summary assignment in PED 110 – Fit	On average, students will earn at least 90% on this assignment.	Fall 2021 Mean: 96.0% n: 39	We met or surpassed the goal in both semesters.	Videos will be added detailing assignment directions.	The Blackboard shell was updated with the new	The addition of videos explaining assignment directions will help	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	meet the health needs, abilities, and interests of clients.	and Well for Life.		Spring 2022 Mean: 90% n: 113			textbook edition's material, strengthening the course with updated information.	online formats greatly.	
4	Conduct wellness coaching sessions that demonstrate effective communication, coaching, and lifestyle behavior modification.	The Coaching Skills Evaluation for lab in HFS 218 – Lifestyle Changes & Wellness.	On average, students will earn at least 80% on this evaluation.	Fall 2021 Mean: 94.7% n: 10	We surpassed the 80% goal.	The Coaching notes form will be revised to improve information and will now require electronic submission.	Teaching the students to use the new excel action-step tracking sheet has improved their performance.	We will move the goal to 85%. We will institute updated coaching requirements.	4

Student Learning Outcomes – C45630A Health and Fitness Science – Group Exercise Instructor

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate competency and knowledge of kinesiology and exercise physiology.	The overall grade in HFS 110 – Exercise Science.	On average, students will earn at least 86% on these courses.	Fall 2021 Mean: 86.13% Range: 76 - 97% n: 8	Success criteria met. This course covers foundational knowledge and prepares the students for the remaining program courses.	Create practice quizzes, implement more review days, and more hands-on activities.	HFS 110 absorbed the material from HFS 114 in the fall of 2021, and ACE released a new textbook. The new course was revised to address both course materials and to align with the new textbook.	We will make changes to instruction based on notes and observations from the previous semester to improve the course.	4
2	Design, plan, and lead individual and group exercise programs.	Students will be evaluated in HFS 210 – Personal Training on their performance training their client in the lab. Students will design and lead a timed group exercise class sequence	On average, students will earn at least 90% on this assignment. On average, students will earn at least 90% on this assignment.	Spring 2022 Mean: 100 Range: 0% n: 6 Spring 2022 Mean: 90.14	The 90% goal was met. The 90% goal was met.	This is an excellent course. We prepare students as personal trainers, and it prepares the student for the ACE Certification Exam. This is another strong course. We should continue to implement the	Clinic enrollment has been low, but HFS faculty being trained is even better than utilizing employees as clients. A combination of both works best. Students become excellent presenters via this requirement, especially when	More flexibility on clinic times, especially with faculty clients. Depending upon enrollment, additional guest presenters will	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		in HFS 120 – Group Exercise Instruction.		Range: 78 – 109% n: 7		protocols from Spring 2022.	other classes complement it.	be invited (as time permits).	
3	Demonstrate competency in the knowledge, skills, and abilities to be a successful and proficient group exercise instructor.	The overall grade in HFS 120 – Group Exercise Instruction.	The average overall grade will be at least 85%.	Spring 2022 Mean: 93.55% Range: 87 – 100% n: 7	The 85% goal was met.	We will continue to monitor student feedback and evaluations to improve the course.	The course delivery and implementation continue to improve each year through evaluations and student feedback.	We will move our next goal to 90%.	4

Student Learning Outcomes – C45630B Health and Fitness Science – Foundations of Health & Fitness Science

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate the knowledge of personal health and wellness.	The overall grades in HEA 110 – Personal Health & Wellness.	On average, students will earn at least 80%.	**Fall 2021** Mean: 86.17% n: 127 **Spring 2022** Mean: 83.41% n: 59	The 80% goal was met.	We will increase the number of attempts on quizzes to two to help the students increase their averages.	We have improved the course by revising journal assignments and their directions to make them more easily understood by our high school students.	We will update the Blackboard shell with the new textbook edition's content.	4
2	Identify personal change outcomes based on knowledge and practice.	The average of the post-Health Risk Appraisal assignment in HEA 110 – Personal Health & Wellness.	On average, students will earn at least 85% on this assignment.	**Fall 2021** Mean: 91.7% n: 127 **Spring 2022** Mean: 87% n: 59	The 85% goal was met.	Since some students fail to complete the assignment, we will send out reminder announcements to ensure every student remembers to complete the assignment.	We have edited several questions to make them more easily understood.	We will remind students of the assignment and how to access information one week prior to the due date.	4
3	Demonstrate knowledge of the fitness components: cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.	The overall grades in PED 110 – Personal Health & Wellness.	On average, students will earn at least 90%.	**Fall 2021** Mean: 95.10% n: 44 **Spring 2022** Mean: 93.67% n: 113	The 90% goal was met.	Videos will be added detailing assignment directions.	The Blackboard shell was updated with the new textbook edition's material, strengthening the course with updated information.	The addition of videos explaining assignment directions will help online formats greatly.	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
4	Demonstrate knowledge of personal and social dietary habits, coping mechanisms, safety practices, and other topics related to a high-level wellness lifestyle.	The average of the Final Exam in PED 110 – Personal Health & Wellness.	On average, students will earn at least 80%.	**Fall 2021** Mean: 83.18% n: 43 **Spring 2022** Mean: 86.38% n: 113	The 80% goal was met.	Videos will be added detailing assignment directions.	The Blackboard shell was updated with the new textbook edition's material, strengthening the course with updated information.	The addition of videos explaining assignment directions will help online formats greatly.	4
5	Develop and implement a personal fitness program based on scientifically recognized safety and training guidelines.	The Wellness Plan and Summary assignment in PED 110 – Fit and Well for Life.	On average, students will earn at least 90% on this assignment.	**Fall 2021** Mean: 96.0% n: 39 **Spring 2022** Mean: 90% n: 113	We met or surpassed the goal in both semesters.	Videos will be added detailing assignment directions.	The Blackboard shell was updated with the new textbook edition's material, strengthening the course with updated information.	The addition of videos explaining assignment directions will help online formats greatly.	4

Curriculum Map – A45630 Health and Fitness Science

Course	PLO1 Demonstrate competency and knowledge of kinesiology and exercise physiology.	PLO2 Demonstrate, instruct, and administer proper exercise testing methods.	PLO3 Design, plan, and lead individual and group exercise programs.	PLO4 Demonstrate competency in the knowledge, skills, and abilities to be a successful and proficient personal trainer.	PLO5 Demonstrate competency and knowledge of fitness facility management.
HFS 110	I, D	I		I	
HFS 111	D	I, D	I	I, D	
HFS 116	D	I, D		D	
HFS 118				D	I, D, M
HFS 120	D		I, D, M	D	
HFS 210	D, M	D, M	D, M	D, M	D
HFS 212	D, M	D, M	I, D	D, M	D
HFS 218	D			D	
PED 117	I, D	I, D	I, D	I	
WBL 111	M	M	M	M	M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A45360 Health Information Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

STRENGTHS:

- The HIT program has the option to be very versatile as a 100% online asynchronous program.
- The program receives excellent support for software and equipment necessary for online program development and student technology needed to meet competencies.
- Instructors trained in Blackboard and Accessibility Training (BAAT)
- Instructor Credentials in Effective College Instruction.
- Instructor Trained in Online Delivery Instruction:
    - Instructor completed ACUE Micro-credential in Promoting Active Learning Online
    - Instructor completed ACUE Micro-credential in Inclusive Teaching for Equitable Learning
    - Instructor completed ACUE Micro-credential in Creating an Inclusive and Supportive Online Learning Environment
    - Instructor completed ACUE Micro-credential in Designing Learner-Centered & Equitable Courses
    - Instructor completed ACUE Inspiring Inquiry and Lifelong Learning in Your Online Course

AREAS FOR IMPROVEMENT:

- Increase enrollment in the Health Information Technology Program
- Additional course availability and options for students wishing to take courses part-time, as well as the option for additional pathways.
- Additional marketing to the community to enhance the program availability would help educate the community about the variety of career options and advancements available through the HIT program.
- Streamlining the program curriculum by reducing required credits
- Embedding certificate or diploma options for those students wanting to complete a degree quicker than 5 semesters.

NEEDS:

- Additional marketing would increase the awareness of the community and employers of the HIT program's availability.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Another faculty, adjunct or full-time, to carry more of the individual course loads would allow the Program Lead/Director to focus more time on building and developing the program to meet accreditation standards to enhance the competitive marketability of the program in comparison to the surrounding community colleges providing this program option. • Continued professional development for distance education. • Implement and map CAHIIM competencies. • Community Outreach and partnership with local facilities contacts ACTIONS: • Work with the Marketing and Public Relations Department to begin marketing opportunities for the program. • Scheduling additional information sessions with social media outreach to the local community. • Seeking additional avenues to make program availability known to high school healthcare care organizations utilizing health information technology and employing personnel in this field. • Continue with professional development opportunities to increase skills in online instructions and leadership administrative tasks. • Continue in ECU courses to obtain RHIA certification. • Continue to work with CAHIIM to map competencies and preparations for accreditation as soon as able to meet requirements. • Continue to meet with CaroMont HIT representatives to discuss Apprenticeship options. • Continue to discuss potential HIT options and necessities for the high schools and Continuing Education pathways.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	(A45360) Associates in Science
Is there anything you want to note about these diplomas, certificates, or pathways?	• The AAS program must be accredited by CAHIIM for students to qualify for the Registered Health Information Technology certification. The AAS is the only program offered currently that allows students to be eligible for the certification. Certificate and diploma options are available. Considering these shorter but limited pathways would provide education to students to allow them to enter the HIT field quicker with some entry-level knowledge. With careful course selection, the certificate and/or diploma pathway would enable the students to return to work and earn money while they continue to take courses to earn their AAS as they earn

	Comments
	valuable work experience in the field, providing them with both in a relatively short amount of time. • The certificate/diploma option would be beneficial for those interested in high schools, as well.

CONNECTION

	Rating	Explanation
<u>Viability</u>: • How viable is the program? Consider the accompanying FTE data.	D	• This is a new start-up program with the first semester offered in January 2022 with 2.91% FTEs for HIT major. • The interest is high according to marketing interests and students requesting information. According to the Bureau of Labor Statistics, the predicted growth for certified RHIT is up to 13% from 2016 -2026. • Inpatient and Outpatient Medical Billing & Coding growth potential is 15% by 2024.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	D	• We offer open enrollment compared to selective admissions at most of the surrounding community colleges offering this program. • We are not credentialed with the CAHIIM Accrediting body for AHIMA, the only certifying body in the nation. • Limited marketing was available for the new program last year. The only marketing in 2022 was the Facebook blast announcing the Information session in late July. • Flyers have been provided at the Lincoln County Schools open house and tours. Currently, there is no other marketing taking place. The biggest draw, according to student feedback during the Information session, was the online classes and the ability this degree offers to work remotely. • The program is not effectively marketed to the local communities. Very little marketing has been available this past year. Community feedback does not know if the program exists or is available. • More than 30+ HIT-related job postings published daily for hybrid and remote work

ENTRY

	Rating	Explanation

<u>Enrollment Goals</u>:
• How successful have we been at achieving the enrollment/yield goal?
• What strategies have been and/or will be implemented?
	D	• Enrollment/yield goals have not been met at 0.25% of 60%. In our first semester, only five students enrolled. Four dropped shortly after beginning due to the lack of financial aid. The current cap is 25. Our first group totaled 11 at registration to 5 after payment closure, with only one successful completion.
		
		• Reviewed the existing 18 HIT programs. All are CAHIIM accredited which is required to allow students to sit for the RHIT certification exam.
		• 50% do not require ENG 112 or a second English
		• 50% require only BIO 163 instead of the BIO 168 & BIO 169
		• 75% Other electives included:
		  o OST 137
		  o CTS 130 Spreadsheet
		  o HUM 115 Critical Thinking
		• Major HIT course variations include the following courses:
		  o 75% HIT 220 Electronic Health Records
		  o 33% HIT 122 Professional Practice Experience I & HIT 124 instead of HIT 222 (more hours)
		  o 33% HIT 215 Healthcare Informatics
		• Credit hours range from 67 (Davie) - 75 (Edgecombe) The lowest acceptable is 64 with NCCS.
		• Research pathways for Certificates and Diploma options. These shorter pathways could be offered to high school and Continuing Education students with the option to continue to obtain AAS HIT. This will allow students to meet medical billing and coding certification requirements and enter the workforce while continuing with AAS courses.
		• Multiple programs offer Certificate and Diploma options for Advanced and Hospital

	Rating	Explanation
		Coding, Electronic Health Records, Data Analytics, and Protected Health Information. • Looking at streamlining courses to offer required courses as 8-week courses to offer shorter completion of programs to enable students to enter the workforce sooner. • Research options to reduce the number of required courses to reduce the Total Credit Hours. • Investigating the options to embed Certificate and Diploma courses within the HIT AAS to allow students to continue their education. • After accreditation is obtained will be able to enter into an articulation agreement with ECU with a 2+2 pathway. • Information session hosted for the Fall semester new cohort with only 6 attendees out of 11 registered with 5 of the attendees registering for the program. • Will schedule to host a session in the spring semester and again in early summer for the new fall cohort for the 2023 year. • Suggested highlighting HIT and other programs on the website each month. • Attending open house with HIT flyers to educate the community about program availability to boost enrollment. • Calling students on the interest list provided by marketing from website hits was effective. • Contacting people interested in an apprenticeship but not interested in nursing to make them aware of the online program options. • Contacting students with interest in advising them to complete financial aid and providing information during information sessions on aid resources and options. • Offering courses as open enrollment for students to register themselves with some student difficulties with last-minute registration or technical difficulties preventing registration.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.	D	See attached
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	D	• This is my first year running the program. Course retention averages about 40% of those registered for the course and 67% retention after the first four weeks. • Students were withdrawing due to a lack of anticipated financial aid and apprenticeship available. Others withdrew due to life issues preventing them from focusing on the courses. (i.e., Divorce, illness, small children, and work schedules)
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	D	• 83% Caucasian Female • 16.67% Middle Eastern Indian • The college has many support programs for its students but those that would support underserved populations include college scholarships, financial aid, and TRIO. Strategies for academic support, include TRIO/Student Support Services, peer tutoring, Men of Excellence (male mentoring program), and the Writing Center.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	D	• Courses are sequenced in a way that a student builds upon previously learned knowledge and skills from the simple to the complex. o The current sequencing of the courses needs some rescheduling to be sequenced to provide a more natural learning process for the course content. Many of the courses do not have prerequisites; however, the content in the courses is required to understand better and complete the coursework in the later courses. With the courses listed as open enrollment, students are registering for courses to meet financial aid hourly requirements because a prerequisite is not present to find they are struggling because they have not had the exposure to courses sequenced earlier in the course schedule and drop the course. For

	Rating	Explanation
		example, medical terminology or anatomy classes are not listed as prerequisites to diagnostic coding but students' success is more likely with these courses completed before taking any of the coding classes. This is the same for the first practiced experience course should not take place until the students have completed enough major core classes to be able to have enough of a foundation of HIT knowledge before attempting to practice coding in the field with preceptors. • Courses are not being filled at an appropriate rate due to the open registration capabilities. The courses are being completed out of sequence for the cohort students resulting in open classes offered, leaving students needing additional courses to meet financial aid requirements or long gaps between utilizing knowledge and skills learned and the expiration of subscriptions to lab components from one year to the next.
<u>Modality</u>: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	D	• This program is 100% online asynchronous. Students like the availability to work on coursework on their schedule. Some students state they would like the option of seated classes. • Students have mentioned wanting seated options. A Hybrid synchronous option for the lab components may be considered if enrollment and additional instructors are available.
<u>Evaluation</u>: • What do course evaluations say? • What is the process for addressing student feedback?	D	• Only one semester of evaluations is available. Only one student completed it. The student complained about timely grading and feedback. • Attempting to hire an adjunct to assist in the course load for faculty/director balance to allow a timelier turnaround on assignment grading and feedback for the students.

COMPLETION

	Rating	Explanation
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	D	• Anticipated graduation date is not until 2024 for the current cohort. The 2021-2022 head count was 12, and current enrollment is only 5. • Students do not want to wait for the sequencing of courses. Would like more available courses each semester or a shorter course period (8wk)
Graduate Satisfaction: • How does the actual satisfaction rate compare to the satisfaction rate goal?	D	• Not applicable this year.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying goal achievement, NC Tower, and JobsEQ data.	D	• Not applicable currently
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	D	• Yes, however, the current focus in community hospitals is direct patient care post-pandemic shortages. • The CaroMont partnership has refocused its efforts on direct patient care; however, they are still working on accepting our students during their practicum rotations in the HIT and HIM departments. Other opportunities include potential partnerships with Atrium, Novant, and Piedmont Plastics Surgery and Dermatology for student practicums and possible apprenticeships in the future. Early college opportunities may be viable partnerships with the development of Certificates or Diploma pathways. • The Advisory Board and meetings have not been developed at this time. However, research shows that coding or RHIT credentials are required for most hospital positions in the HIT/HIM departments.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	• All known AAS HIT programs are accredited through the omission of Accreditation for Health Informatics and Information Management Education (CAHIIM). This is a requirement of the program for graduates of the HIT program to be eligible to sit for the certification of Registered Health Information Technologist (RHIT). • There are 18 accredited 100% online programs offered in NC currently. • Diplomas are an option through the state, but graduates are not eligible to sit for the RHIT certification exam. • Embedded certificates/diploma pathways are an option, and graduates are eligible for employment but will be limited in position choices. • Access Specialist, Authorization & Length of Stay Specialist, Benefit Eligibility Specialist, Patient Financial Rep I & II, Patient Service Specialist I, II, and Scheduler – Centralized Scheduling are a few of the non-RHIT positions available for hire.

Student Learning Outcomes – A45360 Health Information Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		What assessment method is used to determine whether the learning outcome has been met? At least one direct measure must be utilized. Direct measures look at the learning itself whereas indirect measures look at the perception of learning. Direct Measures include: • Exams/Quizzes • Presentations • Papers • Portfolios • Exhibitions Indirect Measures include: • Self-reflections • Surveys • Interviews • Focus Groups	How is successful performance measured? How will we know when the learning outcome has been met?	What results were observed? List results and population size for each applicable semester within the cycle.	What is working well and why?	What isn't working and why?	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results?	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. Actions might include: • Curriculum changes (changes in pedagogy, courses, assignments, etc.) • Assessment changes (use different assessments, change the bar for acceptable performance, etc.) • PLO changes (the outcome	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
								itself needs to be revised) • No change needed (collect data for an additional cycle)	
1	Demonstrate effective, professional written and oral communication skills with consumers and co-workers.	HIT 216 – Quality Management, students will be assigned points for competency by creating a physician query policy accompanied by a video presentation. Faculty will observe and grade written policy & procedure with the video presentation using a rubric.	On average, students will earn at least 80% on this artifact. OR On average, students will earn at least 80 out of 100 on this artifact.	Fall 2023 Mean: Mean of Completers: Range: n:	Will not teach until Fall 2023	Will not teach until Fall 2023	Will not teach until Fall 2023	Will not teach until Fall 2023	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
2	Use and apply critical thinking skills and basic health information management principles to recognize, analyze, and solve problems.	HIT 114 – Health Data Systems and Standards students will perform multiple assessments of selected case studies to recognize, analyze and problem-solve utilizing HIT principles concerning EHR layout designs and data collection issues. • Faculty will assess students' competency by grading performance and problem-solving skills for accuracy using an answer key/rubric.	On average, students will earn at least 80% on this artifact. OR On average, students will earn at least 80 out of 100 on this artifact.	Fall 2022 Mean:100% Mean of Completers: 1 Range: 0-100% n: 1					
3	Perform and interpret math calculations relate to descriptive healthcare statistics.	HIT 217 – Quality & Data Analysis students will perform and interpret math calculations on a given scenario project. Faculty will assess	On average, students will earn at least 80% on this artifact. OR On average, students	Fall 2023 Mean: 0 Mean of Completers: 0 Range: 0-100 n:	Will not teach until Fall 2023	Will not teach until Fall 2023	Will not teach until Fall 2023	Will not teach until Fall 2023	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		students' knowledge by grading performance and interpretation accuracy using an answer key/rubric	will earn at least 80 out of 100 on this artifact.						
4	Use current technology to access and process health information.	Faculty will grade and assess HIT 213 – OP Procedure Coding & Reporting students utilizing the current coding technology and EHR system to complete a cumulative project using an answer key and rubric.	On average, students will earn at least 80% on this artifact. OR On average, students will earn at least 80 out of 100 on this artifact.	Fall 2023 Mean: 0 Mean of Completers: 0 Range: 0-100 n:	Will not teach until Fall 2023	Will not teach until Fall 2023	Will not teach until Fall 2023	Will not teach until Fall 2023	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
5	Demonstrate knowledge and skills necessary for entry-level health information competencies.	Faculty will assess students' knowledge and skills through HIT 280 HIM Capstone testing.	On average, students will earn at least 80% on this artifact. OR On average, students will earn at least 80 out of 100 on this artifact.	Spring 2024 Mean: 0 Mean of Completers: 0 Range: 0-100 n:	Will not teach until Spring 2024	Will not teach until Spring 2024	Will not teach until Spring 2024	Will not teach until Spring 2024	
6	Practice in a legal, ethical, and professional manner by demonstrating responsibility, initiative, positive attitudes toward those of diverse backgrounds, integrity, time management skills, and the ability to work in teams in a healthcare setting.	Faculty will assess HIT 222 Professional Practice Experience II through an evaluation assessment completed by the clinical intern site staff.	On average, students will earn at least 80% on this artifact. OR On average, students will earn at least 80 out of 100 on this artifact.	Spring 2024 Mean: Mean of Completers: Range: n:					

Curriculum Map – A45360 Health Information Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Demonstrate effective, professional written and oral communication skills with consumers and co-workers	Use and apply critical thinking skills and basic health information management principles to recognize, analyze and solve problems	Perform and interpret math calculations related to descriptive healthcare statistics	Use current technology to access and process health information	Demonstrate knowledge and skills necessary for entry-level health information competencies	Practice in a legal, ethical, and professional manner by demonstrating responsibility, initiative, positive attitudes toward those of diverse backgrounds, integrity, time management skills, and the ability to work in teams in a healthcare setting
HIT 110	I	I	I	I	I	
HIT 112	D	D			D	
HIT 114	D	D		I, D	D	
HIT 226	D		I, D		D	
HIT 211	D	I, D		I, D	I	
HIT 213	D	I, D		I, D	D	
HIT 214	D			I, D	D	
HIT 215	D		I, D	D	D	
HIT 124	D	I, D	D	D	I, D	D
HIT 217	D		I, D	D	D	
HIT 216	D	D	D	D	D	
HIT 218	D	D	D	D	D	
HIT 222	D, M	D, M	D, M	D, M	D, M	D, M
HIT 280	M	M	M	M	M	M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A45380 Human Services Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths:

- Continuing the Scholarship Committee for the *Remembering Austin Memorial Annual Scholarship* and selected two (2) award recipients during the summer for the upcoming academic year (2022-2023).
- Completed a new articulation agreement with Lenoir Rhyne to begin spring 2023.
- Completed a new articulation agreement with Belmont Abbey to start summer of 2022.

Areas for Improvement:

- Increase in the Human Services Technology enrollment for degrees and certificates. (The lowest enrollment has been the SAB, AAS, and Gerontology Certificate).
- Need to incorporate an instrument to evaluate practicum and employer satisfaction.
- Need to incorporate an instrument to improve the follow-up process of program graduates.
- Increase the number of articulation agreements with colleges and universities.
- Increase marketing strategies.

Needs:

- Continued marketing coverage.
- Continued professional development training for distance education.

Actions:

- Increase the number of existing stakeholder collaborations by contacting schools, service institutions, and non-profit organizations.
- Increase the number of college/university articulation agreements by revisiting previous plans to formulate a contract agreeable to all parties.
- Compose a draft for an employer satisfaction survey specific to the program and submit it to the WBL Office for approval to be incorporated in the WBL Workbook.
- Adapt and incorporate an outcomes instrument to improve the follow-up process of program graduates.
- Work with the marketing department to continue marketing opportunities.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Participate in available professional development opportunities to increase skills in instruction and in leadership tasks.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	• At-Risk Youth Certificate (C45380A) • Gerontology Certificate (C45380C) • Human Services Technology Certificate (C45380) • Human Services Certificate (C45380BP) • Human Services Technology Diploma (GECMS)
Is there anything you want to note about these diplomas, certificates, or pathways?	• Human Services Certificate is a Career and Technical Education Pathway for CCP. Not available for adult learners. • Human Services Technology Diploma. Not available for adult learners. Diploma is available as an early college diploma in the GECMS program. Not available for adult learners.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		• The Human Services Technology Program is a viable program as indicated by an improvement in the rate of increase in FTE at 1.25% in the parent program (FTE 33.63 in 2021; 34.88 in 2022). • The SAB concentration (FTE 19.59 in 2021 decreased to 15.18 in 2020).
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		• Offer a Gerontology Certificate. • Scholarships: 2 Program Specific (*Partners Behavioral Health* and *Remembering Austin* sponsors). • Provided courses via Hybrid to ensure continuity of educational goals for the program and students.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		Comparison: • In comparison to neighboring community colleges, GC program hours are less. • The courses are similar. Other institutions provide students with course options. GC students take biology instead of any math option, office applications instead of computers, and other programs complete two additional courses in sociology compared to GC. Strategies: • Open House: Gaston College • Marketing Human Services Degrees and Certificates: Career Development Coordinator High School mail, rack card, social media, email, and GC website. • Word-of-mouth: Human Services-related agencies during WBL Faculty Coordinator site visits/virtual. • College Student Success Coach actively engages with students by prompt contact for retention purposes.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		• 2021-2022 Retention: HSE - 83% and SAB - 50% • Barriers: withdrawal rate is a factor, with a rate of 25% for HSE 110. • Retention efforts documented in Watermark contacts reveal a pattern of frequent student hardships due to personal crises, health issues, and financial/employment issues.
Demographics: • What strategies are utilized to support underserved		• Strategies:

	Rating	Explanation
populations? Consider program demographic data.		○ Provide information on college support services: Men of Excellence and TRIO. ○ Retention Outreach: face-to-face, telephone, and email contacts from student success coach.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		• Sequence in logical order to provide foundation for higher level concepts. • Courses filled to achieve minimum requirement with the exception of the Gerontology courses and a few of the HSE and SAB courses. • Courses were added to the Gerontology curriculum that are relevant to the certificate and the parent and concentration degrees.
<u>Modality</u>: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		• Delivery format: online, hybrid, and web-assisted to reduce personal scheduling conflict for nontraditional students. • Current enrollment is not sufficient to provide two sections of courses. Will continue to evaluate expanding two sections for day and evening access.
<u>Evaluation</u>: • What do course evaluations say? • What is the process for addressing student feedback?		• Student satisfaction with the timely and high response rates via in-person, phone, and email to address student concerns and questions. • Students were impressed with the amount of feedback provided on assignment grading. • Students expressed appreciation for instructors going beyond to help students be successful in completing assignments and not become overwhelmed with personal issues related to challenges. • Program meeting: Discuss and determine what action to take in response to student ratings and/or comments posted on evaluation responses. Discuss student concerns and/or challenges during the

	Rating	Explanation
		semester and determine immediate action steps to take.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		• SAB 120, SAB 125, SAB 210, SAB 220, SAB 240, and GRO 120 courses had the lowest average number of students per section for Fall 2021 and Spring 2022. • HSE 110 had a withdrawal rate of 25% for Fall 2021 and Spring 2022.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		• Awards to Headcount Ratio: 25% for 2021-2022, a decrease of 5% from 2020-2021. • Open enrollment. Barriers: • With open enrollment – difficult to track, and we need to brainstorm to create a tracking tool for retention. • Headcount – is this an accurate number? • Students face multiple challenges, and college becomes less of a priority. • Instructors work with students and, in addition, provide students with resources to assist, such as SOS, and tutoring from the Learning and Writing Centers.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		• NC Tower data shows the median wages for 2021 as $37,610 per year or $18.08 per hour • Job Outlook is 21% from 2021 to 2031.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		• Responsive to community training needs to address the opioid epidemic and other social service assistance needs in Gaston and Lincoln counties. • Partnership with *Gaston Together*, *Partners Behavioral Health*, *Gaston Controlled Substances Coalition*, and *Remembering Austin* – collaboration

	Rating	Explanation
		enables the program to respond to training needs for the human services career field and provides marketing opportunity for enrollment. • The Human Services Technology Program has an affiliation agreement with *Holy Angels, Inc.* in Belmont. • The Human Services Technology Program has formal articulation agreements with Gardner-Webb University, Lees-McRae College, Lenoir-Rhyne University, and Belmont Abbey. • Human Services Technology Advisory Board feedback: pleased with the training quality of Human Services Technology graduates and employees. In addition to the feedback during board meetings, the program received letters and emails from board members who serve as mentors for the human services technology students in WBL.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	• The Human Services Technology Program is not accredited. • The program is a member of the Council for Standards in Human Service Education (CSHSE). • The program prepares students for the Human Services-Board Certified Practitioner (HS-BCP) exam. • The program's practicum (WBL 111 and WBL 125) hours apply to the professional education hours required for the Human Services – Board Certified Practitioner (HS-BCP) credential and the Alcohol and Drug Counselor (CADC) credential.

Student Learning Outcomes – A45380 Human Services Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Identify the knowledge, skills, and roles of a human service worker.	Direct Measure: • Students will complete an identification assignment in HSE 110. The identification assignment to align with the recommended standards for direct service workers in the human services discipline as published by the Human Services Research Institute	On average, students will earn at least 80% on this artifact.	Fall 2021 Mean: 25.5 Mean of Completers: 16/18 = 88% Range: 0 to 47 n: 18	Assessment results demonstrated: a.) Comprehension of the roles and functions of the human services worker: achieved, correctly identified Strength: The roles of the Human Services Practitioner	a). Benchmark not achieved 54.5% below the benchmark. b). Need to improve the delivery of the identification assignment to help the students to have better understanding of the human services standards and generic human services professional competencies c). There were two (2) incompletes.	a). Departmental changes with Lead and Chair – assessment was not able to be implemented – will be implemented in fall 2022.	The identification assignment will be broken down and incorporated into different chapters.
2	Analyze experiential learning in small groups and identify and explain the interactions of group members in	Direct Measure: Students will complete a project in HSE 112 that requires an analysis of small group experiential learning and a comparison of the	On average, students will earn at least 80% on this artifact.	Fall 2021 Mean: 99% Mean of Completers: 100 Range: 122 to 125 n: 13	Assessment results demonstrated: a.) Benchmark met and exceeded by 19%. b.) Comprehension of leadership	a.) Need a grading rubric to assess students' experiential learning in a group setting utilizing Yalom's 5 Stages of Group Dynamics	a.) New assessment tool needs to be created to clarify.	Instructor will create a grading rubric to assess Yalom's 5 Stages of Group Dynamics.

	group settings.	group interactions with Yalom's Stages of Group Dynamics and Therapeutic Factors.			skills in group interaction: 92.6% achievement. c.) Comprehension of Yalom's Stages: 86.2% achievement.	(Forming, Storming, Norming, Working, Adjourning). Three (3) students did not complete all items on the assessment. b.) The two items focusing on Yalom's Stages were only completed by 87% of the class (13 of the 15 students assessed).		
3	Perform basic interviewing skills needed to function in a helping relationship using the Micro skills Model.	Direct Measure: Students will conduct an interviewing role-play incorporating the HSE 123 micro skills of attending behavior: open and closed questions; encouraging; paraphrasing and summarizing; reflection of feeling; the five-stage interview structure; confrontation; focusing and	On average, students will earn at least 85% on this artifact.	Fall 2021 Mean: 84% Mean of Completers: 82% Range: 0 to 200 n: 11	Assessment results demonstrated: a). Comprehension of paraphrase skills: 95.6% excellent rating b.) Benchmark was achieved 10.6% above the benchmark.	a.) Need to improve the application of psychoeducation skills: 33% achieved rating. b.) Need to improve application of self-disclosure only 22% rating c.) Logical consequence only 38% rating.	a.) No changes recommended.	Focus the role play practice sessions on the more challenging micro skills including self-disclosure, confrontation, and logical consequences, which received low scores during this assessment cycle.

		influencing skills and strategies.						
4	Demonstrate performance of counseling techniques.	Direct Measure: Students will complete an attending skills role play in HSE 125 incorporating listening skills, exploration skills, and action skills.	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 90% Mean of Completers: 95% Range: 0 - 100 n: 20	Assessment results demonstrated: a.) Benchmark achieved 10% above the benchmark b.) Comprehension of Listening skills: 98% achievement by completers. c.) Comprehension of explorations skills: 84% achievement by completers. d.) Comprehension of action skills: 88% achievement by completers.	a.) No improvement needed.	a.) No changes recommended.	Instructor will continue to introduce a reflection assignment focused on the passive and parroting listening skills, explorations skills, and action skills.
5	Demonstrate an integration of the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging	Direct Measure: Students will complete a cumulative portfolio in HSE 210 that covers current issues and trends in the field of human services, including contemporary	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 93.5% Mean of Completers: 100% Range: 65 to 100 n:8	Assessment results demonstrated: a.) Benchmark achieved by 13.5% b.) Comprehension includes: Fact Sheets - 100%	a.) Benchmark met.	a.) Assessment tool needs to be revised.	The direct measure for this learning outcome needs to be reclarified and reevaluated.

	trends in the field.	topics with relevance to special issues in a multi-faceted field.			Brochure – 87% Legislative – 82% Reflection – 95% Achieved excellent to good rating.			
6	Assess crisis situations and respond with the appropriate differential techniques applicable to various crisis situations.	Direct Measure: Students will complete a comprehensive final exam in HSE 225 that covers the basic theories and principles of crisis intervention, including identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations.	On average, students will earn at least 80% on this artifact.	Fall 2021 Mean: 85.6% Mean of Completers: 86.66 Range: 0 to 92 n: 12	Assessment results demonstrated: a.) Benchmark was achieved at 5.6%	a.) Benchmark met.	a.) Assessment tool needs to be revised.	The direct measure for this learning outcome needs to be reclarified and reevaluated. Provide students with practice material and scenarios to assess the identify precipitating events in a crisis.
7	Demonstrate professional work ethics/traits and personal behaviors necessary for career success.	Direct Measure: Students will complete 160 hours in an approved environment for the practicum experience in WBL 111. The student's supervisor will	On average, students will earn at least a 3 on the 4-point scale on the WBL 111 final semester grade and	Fall 2021 Mean: 100% Mean of Completers:100% Range: 100% n: 2	Assessment results demonstrated: a.) Benchmark met. b.) Benchmark met and/or exceeded on 12 traits: Relationship with others = 4	a.). Benchmark met.	a.) Assessment tool needs to be revised.	No changes to be implemented.

		use a standard Likert-Type Scale to rate the student's demonstration of professional work traits. The 4-point scale designation: Exceptional = 4 Very good = 3 Average = 2 Marginal = 1	an average of 3 on the 4-point scale for each work trait.		Judgment = 4. Ability to learn = 4. Communication skills = 4. Teamwork = 4. Dependability = 4. Quality of work = 4. Leadership ability=4. Attitude = 4. Punctuality = 4. Attendance = 4. Potential for greater responsibility = 4.			
8	Apply multicultural competence in service delivery.	Direct Measure: Students will complete a comprehensive final exam in HSE 125 that covers counseling work with a diverse client population.	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 86% Mean of Completers: 95% Range: 0 to 97 n: 19	Assessment results demonstrated: a.) Benchmark met and exceeded by 6% b.) Comprehension of counselor preparation to work with a diverse population regarding cultural context, oppression, cultural self-identity, and	a) Benchmark met. However, need to change the assessment tool to a better measure of learning outcomes.	a.) Assessment tool needs to be revised.	Change assessment tool to improve comprehension in counseling to provide students the opportunity to work with a diverse client population. Create a PowerPoint assignment as an assessment tool.

					adapting skills: 79% achievement.			

Student Learning Outcomes – A4538E Human Services Technology Concentration in Substance Abuse Program

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Analyze experiential learning in small groups and identify and explain the interactions of group members in group settings.	Direct Measure: • Students will complete a comprehensive SAB 220 Term Project that covers interpersonal concepts and group dynamics.	On average, students will earn at least 85% on this artifact.	Fall 2021 Mean: 118% Mean of Completers:100% Range: 100-125 n: 5	Assessment results demonstrated: a.) Benchmark met and exceeded by 33%. b.) Comprehension of leadership tasks with handling conflict and during the closing stage 100% achievement.	Need to improve comprehension of Yalom's Therapeutic Factors met at 80%- 4 out of the five students achieved at 100%	No change was recommended during the previous cycle.	• Provide additional course material on the influence of Yalom's Therapeutic Factors.
2	Perform basic interviewing skills needed to function in a helping relationship using the Microskills Model.	Direct Measure: Students will conduct an interviewing role-play incorporating the HSE 123 micro skills of attending	On average, students will earn at least 85% on this artifact.	Fall 2021 Mean: 84% Mean of Completers: 82% Range: 0 to 200 n: 11	Assessment results demonstrated: a). Comprehension of paraphrase skills: 95.6% excellent rating	a.) Need to improve the application of psychoeducation skills: 33% achieved rating. b.) Need to improve application of	a.) No changes recommended.	Focus the role play practice sessions on the more challenging micro skills including self-disclosure, confrontation, and logical consequences, which received low

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		behavior: open and closed questions; encouraging; paraphrasing and summarizing; reflection of feeling; the five-stage interview structure; confrontation; focusing and influencing skills and strategies.			b.) Benchmark was achieved 10.6% above the benchmark.	self-disclosure only 22% rating c.) Logical consequence only 38% rating.		scores during this assessment cycle.
3	Demonstrate performance of counseling techniques.	Direct Measure: Students will complete an attending skills role play in HSE 125 incorporating listening skills, exploration skills, and action skills.	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 90% Mean of Completers: 95% Range: 0 - 100 n: 20	Assessment results demonstrated: a.) Benchmark achieved 10% above the benchmark b.) Comprehension of Listening skills: 98% achievement by completers.	a.) No improvement needed.	a.) No changes recommended.	Instructor will continue to introduce a reflection assignment focused on the passive and parroting listening skills, explorations skills, and action skills.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					c.) Comprehension of explorations skills: 84% achievement by completers. d.) Comprehension of action skills: 88% achievement by completers.			
4	Assess crisis situations and respond with the appropriate differential techniques applicable to various crisis situations.	Direct Measure: Students will complete a comprehensive final exam in HSE 225 that covers the basic theories and principles of crisis intervention, including identifying and demonstrating appropriate	On average, students will earn at least 80% on this artifact.	Fall 2021 Mean: 85.6% Mean of Completers: 86.66 Range: 0 to 92 n: 12	Assessment results demonstrated: a.) Benchmark was achieved at 5.6%	a.) Benchmark met.	a.) Assessment tool needs to be revised.	The direct measure for this learning outcome needs to be reclarified and reevaluated. Provide students with practice material and scenarios to assess the identify precipitating events in a crisis.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		and differential techniques for intervening in various crisis situations.						
5	Apply multicultural competence in service delivery.	Direct Measure: Students will complete a comprehensive SAB 240 Term Project covering counseling with a diverse client population.	On average, students will earn at least 80% on this artifact.	Fall 2021 Mean: 91 Mean of Completers: 66 Range: 0 - 177 n: 3	Assessment results demonstrated: a.) Benchmark met and exceeded by 11%. b.) Comprehension of applying research on multicultural competence in service delivery: Asian American, Black/African American, LGBT, Male, Female, Young Adult, Adolescent, and Older Adult 100%	a.) Need to Clarify the assessment tool by adding these specifications based on culture, gender, age, and lifestyles: Asian American; Black/African American; Hispanic/Latino; Lesbian/Gay/Bisexual/Transgender; Gender Specific: Male (Adult); Gender Specific: Female (Adult); Adolescent; Young Adult; Older Adult) b). Need to improve citing	Writing Center was optional instead of required. APA resources provided in Blackboard, however, need to be more sufficient in assisting students who struggle with APA format.	The instructor will require work with Writing Center to improve the APA format.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					achievement (good to excellent);	of resources in correct APA format. c.) Although exceeded the benchmark on all diverse populations, one population rated less than 100%: Hispanic 50% achievement (good to unacceptable),		
6	Apply ethical principles of conduct for a substance abuse professional.	Direct Measure: Students will complete a comprehensive SAB 240 final exam that covers ethical principles of conduct.	On average, students will earn at least 80% on this artifact.	Fall 2021 Mean: 83.6 Mean of Completers: 85 Range: 79 - 87 n: 3	Assessment results demonstrated: a.) Benchmark met and exceeded by 3.6 %. b.) Comprehension of acting in the best interest of the client: 100% achieved in the areas of "least intensive and	a). Need to improve comprehension of affirming. Although exceeded the benchmark, identification of "affirming" was less than 100%: affirming 66% correctly identified. b) Need to clarify the	Comprehension of the public health perspective improved: a 7% increase.	The instructor will add an assignment on affirming clients as one of the fundamental counseling skills to encourage client change.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					intrusive level of care" item; "delivery" item; "autonomy" item, and "justice" item.	assessment tool by adding Beneficence. ... Nonmaleficence . ... Autonomy Informed Consent. Truth-Telling Confidentiality Justice.		
7	Demonstrate competence in each of the 12 Core Functions: - *Screening,* - *Intake,* - *Orientation,* - *Assessment,* - *Treatment Planning,* - *Counseling,* - *Case* *Management,* - *Crisis* *Intervention,*	Direct Measure: Students will complete a comprehensive SAB 120 Term Project that covers the following core functions: *screening, intake, assessment, treatment planning, referral process, report, and record keeping.*	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean:86 Mean of Completers:100 Range:180-250 n:2 Spring 2022 Mean: 80 Mean of Completers: 100% Range: 90-114 n: 3	Assessment results demonstrated: a.) Benchmark met 6% above the benchmark b). Comprehension of assessment tools, treatment planning (goals writing) met at 100%	a). There were only two students in this class. b) Need to improve lengths and mechanics (fictious client) met at 50%	No change recommended during the previous cycle.	The instructor will give an example in class about how to write up information in the fictious client and to remind students this is a major portion of their grade.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	- *Client Education,* - *Referrals,* - *Report and Record Keeping,* - *Consultation with Other Professionals.*	Direct Measure: Students will complete a comprehensive SAB 210 Term Project that covers the following core functions: *orientation and counseling.* Direct Measure: Students will complete a consultation vignette assessment in SAB 210 that covers the following core function: *consultation with other professionals.*	On average, students will earn at least 80% on this artifact. On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 66 Mean of Completers: 80 Range: 0 - 10 n: 3 Spring 2022 Mean:58 Mean of Completers:66 Range:0-250 n: 3 Spring 2022 Mean: 80 Mean of Completers: 100 Range: 0 - 114 n: 3	Assessment results demonstrated: a.) Benchmark met b.) Comprehension of motivational skills "affirmations, advice/feedback, normalizing, open-ended questions, reflective listening, supporting confidence to change: 100% achievement (good to excellent). Assessment results demonstrated: a.) Benchmark not met due to	a). Comprehension of motivational skill change talk, pros and cons of change, readiness to change, paradoxical statement, columbo approached and identify skills were not from 33% to 62.5%	Orientation skill: Included as Advice/Feedback in Providing Relevant Informational handouts. No change was recommended	The instructor will add an identification assignment to increase the correct identification of motivational enhancement therapy techniques. The instructor will promote 100% completion of assessment via

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		Direct Measure: Students will complete a comprehensive SAB 125 Term Project that covers the following core function: *case management.* Direct Measure: Students will complete a comprehensive SAB 110 Term Project that covers the following core function: *client education.*	On average, students will earn at least 80% on this artifact. On average, students will earn at least 80% on this artifact.		two (1) non-completers. Assessment results demonstrated. a.) Comprehension of privacy policies: 80% achieved the correct response. Assessment results demonstrated: a.) Benchmark met b.) Benchmark of completers met.	a) Benchmark was not met 72% b) Comprehension of request/release of information (77%), contact notes (33), per support outcomes (33%), and discharge summary (61%) fall below the benchmark.	during the previous cycle. No change recommended during the previous cycle. No change was recommended during the previous cycle.	Blackboard announcement. No change is needed (collect data for an additional cycle). No change is needed (collect data for an additional cycle).

Curriculum Map – A45380 Human Services Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Identify the knowledge, skills, and roles of a human service worker.	Analyze experiential learning in small groups and identify and explain the interactions of group members in group settings.	Perform basic interviewing skills needed to function in a helping relationship using the Microskills Model.	Demonstrate performance of counseling techniques.	Demonstrate an integration of knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.	Assess crisis situations and respond with the appropriate differential techniques applicable to various crisis situations.
HSE 110	I	I				
HSE 112	D	I, D	I, D	I		I
HSE 212	D	M	D, M	D		D, M
HSE 225	D		I, D	D		I, D, M
HSE 123	D		I, D, M	D		D
HSE 125	D		D, M	D, M		I, D
HSE 220	D					I, D, M
WBL 111	D				I, D	
WBL 115	D				I, D	
DDT 110	I, D					
HSE 227	D					D
SAB 135	D					
HSE 210	D				I	
GRO 120	I, D					
WBL 121	M		D, M		M	D, M
WBL 125	M				M	

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A25590 Information Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the degree program tracks within the Information Technology department at Gaston College is to provide students with the knowledge and skills that will allow them to work in a variety of information technology environments. The five different degree program tracks are as follows:

- The Applications Development (AD) track prepares individuals for employment as computer programmers, applications specialists, and related positions through study and applications in computer concepts, logic, programming procedures, languages, platforms, data management, and business operations.
- The Data Analytics and Database Management (DA) track prepares graduates for employment with organizations that use database management system software to process, manage, analyze, synthesize, and communicate information.
- The Digital Media (DM) track prepares students for entry-level jobs in the digital design, multimedia, and Web technologies industry. Students learn to synthesize multimedia, graphics, hypertext, programming, and information architecture using both Internet and non-network-based media.
- The Information Systems Support (IS) track is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information.
- The Networking and Cyber Defense (NS) track prepares individuals for employment supporting network infrastructure environments. The curriculum provides individuals with the skills required to implement effective and comprehensive information security controls.

Strengths
All program tracks begin with the same common core of classes in the first semester. This common core of classes gives the student an introduction to their chosen major. Should a student decide to switch majors to another track within Information Technology beginning in the second semester, they will not lose any coursework toward the new track. The classes listed in the first semester of each degree program also earn the student a certificate when completed.

The Information Technology department employs faculty with a diverse range of technical skills. Students are able to work with experts in their chosen major.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The program of study for the Networking and Cyber Defense track received validation from the National Security Agency through the CAE designation process. Gaston College received full CAE designation during the Spring 2022 semester.

Areas of Improvement

Some of the areas of improvement we will focus on include:

- Increase enrollment within all tracks.
- Continual update of skills for all faculty members
- Continual update of technology within tracks

Needs

With Guided Pathways and the System Office moving the programs to parent programs with tracks beneath the parent programs, assistance is needed in marketing each of the child programs (tracks). Within each program, technology advances rapidly. With these changes, there is a constant need for and support from the college to help with keeping the labs updated for students to gain skills in the latest software and technology advancements.

Actions

- Work with the marketing department to promote all Information Technology tracks.
- Work with Gaston College to secure additional funds for advanced faculty development.
- Work with technology services to ensure all labs are updated and maintain the latest in technology advancements.
- Work with Gaston College to secure equipment funds to stay abreast of the latest technologies.
- Expansion of Networking and Cyber Defense labs across all campuses
- Coordination with Continuing Education regarding Networking and Cyber Defense offerings

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	A25590AD – Information Technology – Applications Development A25590DA – Information Technology – Data Analytics and Database Management A25590DM – Information Technology – Digital Media A25590IS – Information Technology – Information Systems Support A25590NS – Information Technology – Networking and Cyber Defense C25590A – Information Technology – Information Systems Support Core Certificate C25590AP – Information Technology Core Certificate (CCP)

	Comments
Is there anything you want to note about these diplomas, certificates, or pathways?	All program tracks begin with the same common core of classes in the first semester. This common core of classes gives the student an introduction to their chosen major. Should a student decide to switch majors to another track within Information Technology beginning in the second semester, they will not lose any coursework toward the new track. The classes listed in the first semester of each degree program also earn the student a certificate when successfully completed. The program of study for the Networking and Cyber Defense track received validation from the National Security Agency through the CAE designation process. Gaston College received full CAE designation during the Spring 2022 semester.

CONNECTION

	Rating	Explanation
<u>Viability</u>: • How viable is the program? Consider the accompanying program viability report.		The following FTE data for the Information Technology Department is from the Gaston College Fact Book and represents curriculum FTEs by students' primary major. • FTE 2020-2021 124.50 • FTE 2021-2022 99.27 * * Note that this data from the Gaston College Fact Book does not consider FTE's being generated by classes being taken by non-IT majors. Therefore, the FTE numbers are considerably higher if all departmental earned FTEs are reflected. If you take all the individual prefixes making up classes taught within the department, the FTE's generated were 159.40, which is a significant increase over the same number during the 2020-2021 academic year, Hence, the FTE's earned during the 2021-2022 academic year were the highest in many years.
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Gaston College participated in the North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, streamlined pathways were created for students in the Information Technology programs effective Fall 2020. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students. To align with NC-GPS, all five of the programs within the Information Technology department

	Rating	Explanation
		(Applications Development, Data Analytics and Database Management, Digital Media, Information Systems Support, and Networking and Cyber Defense) were reduced in hours from 76 to 68 beginning Fall 2020. During the year, faculty from the Information Technology department have typically also gone into high schools at the request of Career and Technical Education instructors to present information on the programs available through Gaston College's Career and Technical Education division; however, these efforts were dramatically impacted by Covid-19. The Career and Technical Education division also maintains a presence on Facebook to market the programs in the division. Five (5) different courses allow students to participate in the Global Scholars of Distinction recognition (CIS 110, CIS 115, CTS 115, CTS 250, CTS 288). All program tracks could benefit from targeted marketing efforts due to their uniqueness.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		To align with NC-GPS, all five of the programs within the Information Technology department (Applications Development, Data Analytics and Database Management, Digital Media, Information Systems Support, and Networking and Cyber Defense) were reduced in hours from 76 to 68 beginning Fall 2020.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached curriculum map and program learning outcome data for each track.
Retention and Progression: • How does program retention compare to the retention goal?		There was not a stated retention goal for the college found in the Gaston College Fact Book, and the previous system (Tableau) does not

	Rating	Explanation
• What are the barriers to student progress? Consider course success/withdrawal data.		contain the 2021-2022 data. In 2020-2021 the college goal was 49%. The previous retention rates from previous years for A25590 were as follows: • 2018-2019 44% • 2019-2020 53% • 2020-2021 48% In the Gaston College Fact Book, the retention rates for Fall 2020 to Fall 2021, and Fall 2021 to Spring 2022, were as follows for each of the following tracks: • Applications Development (25%, 0%) • Digital Media (0%, 50%) • Information Systems Support (0%, 100%) • Networking and Cyber Defense (67%, 25%) Note there was no data for the Data Analytics and Database Management track. Since there have been graduates in all five tracks, it is unclear as how there are 0% values in the listed retention rates. A better analysis should come from departmental retention data from the previous years since the current data seems to be incomplete. The Career and Technical divisional faculty utilize Aviso alerts and Success Coaches to help in retaining students. Faculty members in the Information Technology department are asked to submit cases when students stop working in their classes. The success coaches for the division are quick to contact students to help the faculty retain the students. Many of the students enrolled in the Information Technology department either work full or part time jobs. Many also have families and commitments outside of their classes. These are barriers to achieving retention goals. There are too many unknown variables to properly determine actions.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		The departmental demographics for the previous 2021-22 academic year are as follows: • Percent Female 26% • Percent Male 74% • Percent White 52% • Percent Black 24% • Percent Hispanic 12%

	Rating	Explanation
		• Percent Age 18-24 43% • Percent Age 25-44 40% The demographics for the college for 2021-2022 are as follows: • Percent Female 66% • Percent Male 34% • Percent White 63% • Percent Non-White 37% According to the National Center for Women in Information Technology (NCWIT), in 2020, 25% of the computing workforce were women. The percentage of women in the Information Technology programs (31.52%) is higher than that current percentage. According to the U.S. Bureau of Labor Statistics, in early 2020, different computer-related jobs had various non-white percentages. Various jobs included: computer programmers (32.2%), database administrators (28%), computer support specialists (25.8%), network and computer systems administrators (22.8%), and web developers (22.4%). With the non-white student population being 36.96%, the department is well above the average currently in industry in similar IT functions. The department continually strives to be more inclusive, serving a broader demographic, including minorities, low-income students, working adults, returning students, and students with low academic achievement. Gaston College provides individual student assistance with the Writing Center, Math and Science Center, Learning Center, and TRIO.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing in the Information Technology programs must be carefully considered. Many of the courses in this program have state prerequisites that must be met to progress in each program. Students have a good balance of the general education courses in addition to the courses part of their major. The department strives to have consistency with the first fall semester to allow for students to change their track if they choose to do so. Faculty members advise students throughout the program to keep them on track to

	Rating	Explanation
		ensure they meet all state/local pre-requisites for the advanced courses. Course demand and previous scheduling is used to create course schedules each semester. Many of the courses offered throughout the department are offered in an online format; however, some classes are offered in a hybrid modality due to the choice by the student or demands of the course. Every attempt is made to capture enrollment with classes that start at the beginning of the semester, as well as courses that begin later in the semester (late start classes and second session classes).
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		The Information Technology department offers courses in a hybrid and online format. Three of the degree programs (Applications Development, Data Analytics and Database Management, and Digital Media) are offered entirely online. The Information Systems Support program is offered entirely online except for one course. The Networking and Cyber Defense program has several classes that are hybrid due to the necessity of hands-on activities. Most hybrid courses are offered during the day; however, some introductory classes are offered in the evening and at the Lincolnton and Kimbrell campuses when possible.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted in all Career and Technical Education courses in the fall and spring. In the summer term, courses offered as summer only courses are evaluated. All faculty members and department chairs have access to the course evaluations. Faculty members in the Information Technology department review feedback from evaluations and utilize the feedback to determine if any changes need to be made to the courses. Feedback and response rates from the course evaluations for Information Technology are overwhelmingly positive. • Fall 2021: 69% course evaluation response rate: 6.32/7 mean score. • Spring 2022: 74% course evaluation response rate; 6.11/7 mean score

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		The courses with the lowest enrollments were the core courses within the Digital Media and Data Analytics and Database Management tracks. These two tracks have been the lowest enrollment tracks. However, the Data Analytics and Database Management track is on pace in Spring 2023 to have the highest enrollment in the capstone course (DBA 289) since inception of the track. Effective Fall 2022, there are 23 active students in the Data Analytics and Database Management track and 17 students in the Digital Media track. CTI 110 had the highest withdrawal rate (35%) of courses with 20 or more students. The instructor of the course has modified the course effective Fall 2022 in hopes of improving this rate. DBA 289, which is the capstone course of the Data Analytics and Database track, had the lowest number of successful completers. The instructor of the course is implementing strategies when the course is taught again (Spring 2023) to increase the number of successful completers.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		The headcount in all Information Technology tracks was 238. The total number of awards was 43, with 21 at the highest level. This yields an award to headcount ratio of 18%. There are no stated awards to headcount ratio goal for the college during the 2021-2022 academic year. Student completion is the top priority of the Information Technology faculty members. Specific guidelines provided through Guided Pathways have helped to reduce the number of required hours for completion. Many of our students transition from full-time to part-time and then sometimes back to full-time depending on their family and work situations. The Information Technology faculty advise students to continue their education and stay as current as possible. Due to the ever-changing personal situations of the students, it is often difficult for students to complete in a timely manner. However, many

	Rating	Explanation
		student-centered programs at Gaston College are in place to assistance students financially and personally.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		According to the JobsEQ data, all positions related to the Information Technology tracks have a very small unemployment rate and a positive forecasted annual growth rate.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Bi-annual Divisional Advisory Committee meetings are conducted. The Divisional Advisory Committee is made up of members of the community working in the field in positions our students would pursue for employment as well as hiring managers. During the advisory committee meetings, members discuss the needs of their companies, sequencing is evaluated, and suggestions are made to improve the programs. The members of the Advisory Board are invaluable and the programs within the Information Technology department have benefited greatly. The Information Technology department is fortunate to have past graduates, and non-graduates, to serve in this capacity.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The program of study for the Networking and Cyber Defense track received validation from the National Security Agency through the CAE designation process. Gaston College received full CAE designation during the Spring 2022 semester.

Student Learning Outcomes – A25590AD Information Technology – Applications Development

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO1	Demonstrate the proper use of terminology in relation to applications development.	CSC 289 Programming Capstone Project The CSC 289 Capstone Programming project is a semester-long project, graded by rubric for each learning outcome, where students propose, design, and create a customized program utilizing multiple programming languages interfacing a common database.	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 100% Range: 100-100 n: 5 Spring 2021 Mean of Completers: 98% Range: 95-100 n: 9 Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO2	Identify legal, ethical, social, and security issues related to computer applications development.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 94% Range: 90-97 n: 5 Spring 2021 Mean of Completers: 97% Range: 90-100 n: 9 Spring 2022 Mean of Completers: 96% Range: 95-100 n: 4	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	Students are reminded to be aware of these issues in developing their applications.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through outside influences on applications.	

PLO3	Demonstrate the ability to design, code, implement, and test computer applications using multiple programming languages.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 97% Range: 95-100 n: 5 Spring 2021 Mean of Completers: 96% Range: 90-100 n: 9 Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	Students have explored integrating languages outside of the curriculum.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will be challenged with the multiple programming environments presented in the curriculum.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO4	Demonstrate the ability to analyze, design, and develop database systems for computer applications.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 93% Range: 90-95 n: 5 Spring 2021 Mean of Completers: 97% Range: 90-100 n: 9 Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	Students are often challenged and must use a variety of resources to accomplish this objective.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same due to the importance of creating database systems that will integrate with applications.	
PLO 5	Create effective application development documentation.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 97% Range: 95-100 n: 5 Spring 2021 Mean of Completers: 96%	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	The importance of documentation should continually be stressed.	No changes **have been made** from the previous cycle. Scores indicated objective met. Very consistent across	The learning objective will stay the same due to the importance of creating effective documentation within application code.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Range: 90-100 n: 9 Spring 2022 Mean of Completers: 99% Range: 95-100 n: 4			multiple cycles.		

Student Learning Outcomes – A25590DA Information Technology – Data Analytics & Database Management

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO1	Demonstrate the proper use of terminology in relation to data analytics and database management.	DBA 289 Final Project – Database Project The DBA 289 Data Analytics and Database Management project is a semester-long project, graded by rubric for each learning	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 80% Range: 60-100 n: 2 *NOTE: Outcomes impacted by COVID-19* Spring 2021	Although previous data points had wide ranges, the higher end of each range was well above the desired target.	Although previous data points had wide ranges, the lower end of each range was consistently below the desired target.	The single value in the most recent data point is comparable to the low range value from previous data points.	The instructor acknowledges the inconsistencies of the students in this learning outcome and is creating strategies to improve scores. There is an expectation of a higher number of registrations during the next	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		outcome, where students use the software development life cycle and the database life cycle to solve a database concern within a company. Students' work is submitted at milestone phases, with the result being a fully functional database with all support documentation.		Mean of Completers:75% Range: 50-100 n: 2 Spring 2022 Mean of Completers:60% Range: 60-60 n: 1				cycle.	
PLO2	Identify legal, ethical, social, and security issues related to data analytics and database management.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 70% Range: 40-100 n: 2 *NOTE: Outcomes impacted by COVID-19* Spring 2021	Although previous data points had wide ranges, the higher end of each range was well above the desired target.	Although previous data points had wide ranges, the lower end of each range was consistently below the desired target (except for Spring 2021).	The single value in the most recent data point is comparable to the low range value from previous data points.	The instructor acknowledges the inconsistencies of the students in this learning outcome and is creating strategies to improve scores. There is an expectation of a higher number of registrations	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Mean of Completers: 90% Range: 80-100 n: 2 Spring 2022 Mean of Completers: 60% Range: 60-60 n: 1				during the next cycle.	
PLO3	Demonstrate the ability to design, manage, and maintain database systems.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 79% Range: 58-100 n: 2 *NOTE: Outcomes impacted by COVID-19* Spring 2021 Mean of Completers: 76.5% Range: 53-100 n: 2 Spring 2022 Mean of Completers: 80%	Although previous data points had wide ranges, the higher end of each range was well above the desired target.	Although previous data points had wide ranges, the lower end of each range was consistently below the desired target.	The single value in the most recent data point meets the target value.	The instructor acknowledges the inconsistencies of the students in this learning outcome and is creating strategies to improve scores. There is an expectation of a higher number of registrations during the next cycle.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Range: 80-80 n: 1					
PLO4	Utilize database systems to analyze, process, manage, synthesize, and communicate information.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 34% Range: 24-44 n: 2 *NOTE: Outcomes impacted by COVID-19* Spring 2021 Mean of Completers: 73.5% Range: 47-100 n: 2 Spring 2022 Mean of Completers: 48% Range: 48-48 n: 1	Although previous data points had wide ranges, the higher end of each range was well above the desired target (with the exception of Spring 2020).	Although previous data points had wide ranges, the lower end of each range was consistently below the desired target.	The single value in the most recent data point is comparable to the low range value from previous data points.	The instructor acknowledges the inconsistencies of the students in this learning outcome and is creating strategies to improve scores. There is an expectation of a higher number of registrations during the next cycle.	
PLO5	Create effective data analytics and database management documentation.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 79% Range: 63-94 n: 2 *NOTE:*	Although previous data points had wide ranges, the higher end of each range was	Although previous data points had wide ranges, the lower end of each range was	The single value in the most recent data point meets the target value.	The instructor acknowledges the inconsistencies of the students in this learning outcome and is creating strategies to	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Outcomes impacted by COVID-19 Spring 2021 Mean of Completers: 81.5% Range: 63-100 n: 2 Spring 2022 Mean of Completers: 100% Range: 100-100 n: 1	well above the desired target.	consistently below the desired target.		improve scores. There is an expectation of a higher number of registrations during the next cycle.	

Student Learning Outcomes – A25590DM Information Technology – Digital Media

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO1	Demonstrate the proper use of terminology in relation to digital media.	WEB 289 - Internet Technologies Final Project The WEB 289 Capstone Internet Technologies project is a semester-long project, graded by rubric for each learning outcome, where students develop and deploy digital content based on their previously developed marketing plan. This project should include targeted social media content as well as	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 90% Range: 85-95 n: 2 Spring 2021 Mean of Completers: 88% Range: 85-90 n: 3 Spring 2022 Mean of Completers: 87% Range: 85-90 n: 3	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		web-based content.							
PLO2	Identify legal, ethical, social, and security issues related to digital media	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 85% Range: 80-90 n: 2 Spring 2021 Mean of Completers: 88% Range: 85-90 n: 3 Spring 2022 Mean of Completers: 80% Range: 75-85 n: 3	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through outside influences on digital media. With one student not meeting the target value, this objective will be emphasized.	
PLO3	Utilize proper design techniques for digital media	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 88% Range: 85-90 n: 2 Spring 2021 Mean of	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent	The learning objective will stay the same and students will continue to be challenged through updates in design techniques.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Completers: 93% Range: 90-100 n: 3 Spring 2022 Mean of Completers: 90% Range: 90-90 n: 3	level of consistency.		across multiple cycles.		
PLO4	Utilize appropriate tools for digital media	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 93% Range: 90-95 n: 2 Spring 2021 Mean of Completers: 100% Range: 100-100 n: 3 Spring 2022 Mean of Completers: 93%	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through updates in digital media tools.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Range: 90-95 n: 3					

Student Learning Outcomes – A25590IS Information Technology – Information Systems Support

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO1	Demonstrate the proper use of terminology in relation to information systems support.	CTS 289 System Support Project The CTS 289 Information Systems Support project is a semester-long project, graded by rubric for each learning outcome, where students create, and document information systems support project from design to implementation.	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 93% Range: 80-100 n: 4 Spring 2021 Mean of Completers: 97% Range: 80-100 n: 6 Spring 2022 Mean of Completers: 96% Range: 80-100 n: 5	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	
PLO2	Identify legal, ethical, social, and security issues related to	CTS 289 System Support Project	On average, students will earn at least 80%	Spring 2020 Mean of Completers: 100%	Students continue to do very well on this	None specifically noted; however, due to changes	Overall improvement from the previous cycle.	The learning objective will stay the same and students will	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	information systems support.	(See description above.)	on this artifact.	Range: 100 n: 4 Spring 2021 Mean of Completers: 75% Range: 0-100 n: 6 Spring 2022 Mean of Completers: 95% Range: 75-100 n: 5	learning objective as indicated by scores the past several years. There is a level of consistency.	in technology, the learning objective will be continuously updated.	Scores indicated objective met. Very consistent across multiple cycles (with exception of Spring 2021).	continue to be challenged through changes in technology.	
PLO3	Communicate technical issues related to information systems support.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 83% Range: 55-100 n: 4 Spring 2021 Mean of Completers: 79% Range: 0-	Students are challenged through this learning objective. Two outlying scores of 60 in this current cycle.	The importance of communication of technical issues should continually be stressed.	Overall improvement from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				100 n: 6 Spring 2022 Mean of Completers: 84% Range: 60-100 n: 5					
PLO4	Utilize current application packages and operating systems.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 100% Range: 100 n: 4 Spring 2021 Mean of Completers: 100% Range: 100-100 n: 6 Spring 2022 Mean of Completers: 100% Range: 100-	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	The importance of documentation should continually be stressed.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				100 n: 5					
PLO5	Identify the interrelationship between hardware, application packages, and system software.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 81% Range: 50-100 n: 4 Spring 2021 Mean of Completers: 84% Range: 40-100 n: 6 Spring 2022 Mean of Completers: 80% Range: 0-100 n: 5	Students are challenged through this learning objective. One outlying score of zero in this current cycle.	Continued focus will be placed upon this learning objective.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	3

Student Learning Outcomes – A25590NS Information Technology – Networking & Cyber Defense

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO1	Demonstrate the proper use of terminology in relation to networking and cyber defense.	NET 289 – Networking Project The NET 289 Networking and Cyber Defense project is a semester-long project, graded by rubric for each learning outcome, where students build a network from start to finish beginning with a peer-to-peer network to a client-server-based network (with both physical and virtual machines). Through the environment progression	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 98% Range:90-100 n: 5 Spring 2021 Mean of Completers: 89% Range:0-100 n: 10 Spring 2022 Mean of Completers: 91% Range:74-100 n: 7	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		VLANs, VPNs, and Cloud services are added.							
PLO2	Identify legal, ethical, social, and security issues related to networking and cyber defense.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 100% Range: 100 n: 5 Spring 2021 Mean of Completers: 89% Range:0-100 n: 10 Spring 2022 Mean of Completers: 91% Range:74-100 n: 7	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through outside influences on networking and cyber defense.	
PLO3	Install, manage, and maintain workstation and server operating systems software.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 100% Range: 100 n: 5 Spring 2021	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Mean of Completers: 100% Range:100-100 n: 10 Spring 2022 Mean of Completers: 91% Range:74-100 n: 7	level of consistency.		across multiple cycles.		
PLO4	Create plans for intrusion detection solutions and identify best practices for the defense of systems.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 93% Range: 83-100 n: 5 Spring 2021 Mean of Completers: 95% Range:70-100 n: 10 Spring 2022 Mean of Completers: 91% Range:74-100 n: 7	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
PLO5	Setup and install the hardware for a computer network.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 100% Range: 100 n: 5 Spring 2021 Mean of Completers: 100% Range:100-100 n: 10 Spring 2022 Mean of Completers: 91% Range:74-100 n: 7	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	
PLO6	Apply systematic troubleshooting strategies to solve network/security issues in a switched network/router environment.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 Mean of Completers: 93% Range: 83-100 n: 5 Spring 2021 Mean of Completers: 89% Range:0-100	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				n: 10 Spring 2022 Mean of Completers: 91% Range:74-100 n: 7					

Curriculum Map – A25590AD Information Technology - Applications Development

Course	PLO1 Demonstrate the proper use of terminology in relation to applications development.	PLO2 Identify legal, ethical, social, and security issues related to computer applications development.	PLO3 Demonstrate the ability to design, code, implement, and test computer applications using multiple programming languages.	PLO4 Create effective application development documentation.	PLO5 Demonstrate the ability to analyze, design, and develop database systems for computer applications.
CIS 110	I	I			
CIS 115	I		I	I	
CTI 110	I		I	I	
CTI 120	I	I			
CTS 115	I				
CSC 121			I	D	
CSC 151			I	D	
CSC 153			I	D	
DBA 110					I
CTS 240	D				
DBA 115					D
WEB 210			D		
CSC 251			D	D	D
CSC 253			D	D	D
WEB 151	D		D	D	
CSC 289	M	M	M	M	M
CTS 288	D	D			

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Curriculum Map A25590DA Information Technology – Data Analytics & Database Management

Course	PLO1 Demonstrate the proper use of terminology in relation to data analytics and database management.	PLO2 Identify legal, ethical, social, and security issues related to data analytics and database management.	PLO3 Demonstrate the ability to design, manage, and maintain database systems.	PLO4 Utilize database systems to analyze, process, manage, synthesize, and communicate information.	PLO5 Create effective data analytics and database management documentation.
CIS 110	I	I			
CIS 115	I				
CTI 110	I				
CTI 120	I	I			
CTS 115	I				
BAS 120	I	I			
CTS 130	I				
DBA 110	I	I	I	I	I
CTS 240	I				
DBA 115			D	D	D
WEB 210	I				
CTS 230			D		
DBA 120			D	D	D
DBA 285			D	D	D
CTS 288	D	D			
DBA 221			D	D	D
DBA 289	M	M	M	M	M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Curriculum Map – A25590DM Information Technology – Digital Media

Course	PLO1 Demonstrate the proper use of terminology in relation to digital media.	PLO2 Identify legal, ethical, social, and security issues related to digital media.	PLO3 Demonstrate the ability to utilize proper design techniques for digital media development.	PLO4 Demonstrate the ability to utilize appropriate tools for digital media development.	PLO5 Integrate various tools and concepts to produce a functioning web site.
CIS 110	I	I			
CIS 115				I	
CTI 110	I			I	
CTI 120	I	I			
CTS 115		I			
CTS 130				I	
DBA 110				I	
WEB 111	I			I	I
WEB 120	I			I	I
CTS 240				I	
DBA 115				D	D
WEB 210	D		I		
WEB 211	D		D	D	D
WEB 220	D		D	D	D
CTS 288		D			
WEB 214	D	D			
WEB 289	M	M	M	M	M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Curriculum Map – A25590IS Information Technology – Information Systems Support

Course	PLO1 Demonstrate the proper use of terminology in relation to information systems support.	PLO2 Identify legal, ethical, social, and security issues related to information systems support.	PLO3 Ability to communicate technical issues related to information systems support.	PLO4 Utilize current application packages and operating systems.	PLO5 Identify the interrelationship between hardware, application packages, and system software.
CIS 110	I	I		I	
CIS 115	I				
CTI 110	I				
CTI 120	I	I			
CTS 115	I				
BAS 120	I				
CTS 130			I	I	I
DBA 110			I	I	I
CTS 240	I		I		I
DBA 115			D	D	D
NOS 130			D	I	D
CTS 120	D	I	D	I	D
CTS 230			D	D	D
CTS 250			D	D	D
CTS 288	D	D			
CTS 289	M	M	M	M	M
WEB 214	D	D			

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Curriculum Map – A25590NS Information Technology – Networking & Cyber Defense

Course	PLO1 Demonstrate the proper use of terminology in relation to networking and cyber defense.	PLO2 Identify legal, ethical, social, and security issues related to networking and cyber defense.	PLO3 Install, management, and maintain workstation and server operating system software.	PLO4 Create plans for intrusion detection solutions and identify best practices for the defense of systems.	PLO5 Setup and install the hardware for a computer network.	PL06 Apply systematic troubleshooting strategies to solve network/security issues in a switched network/router environment.
CIS 110	I					
CIS 115	I					
CTI 110	I					
CTI 120	I	I			I	I
CTS 115	I					
CTI 140	I	D	D			
NET 125		D	D		I	I
CTS 240	I					
NET 126			D		D	D
NET 175	I	I				
NOS 130			D		I	
CTS 120	I		D		I	I
NET 225	D	D	D	I	D	D
NOS 230			D		D	D
SEC 210				D		
CTS 288	D	D				
NET 289	M	M	M	M	M	M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A40320 Mechanical Engineering Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The Mechanical Engineering Technology program at Gaston College serves Gaston and Lincoln counties of North Carolina. Graduates from the program are highly trained in hands-on and analytical skills in engineering technology. They are the graduates of choice for employers in the area seeking employees at the associate degree level with engineering technology skills. The industries in and around Gaston County prefer our graduates to those from other similar programs. The program core courses are taught at the higher end of the application of math and physics to analyzing and solving engineering technology problems. The students of the program are also given hands-on training in labs and workshops associated with program curriculum courses. Therefore, the performance of our graduates stands out when hired by industry. Also, they perform very well when they transfer to universities to continue their education. They show no shortfall in any foundational knowledge required in the programs they transfer into. The level of skill and knowledge of the fresh graduate from the MET program exceeds the level of skill and knowledge expected by our constituents of a fresh graduate from an associate degree program.
All graduates get hired or have been admitted into transfer programs in higher institutions less than a year after graduation.

Areas of Improvement: There is a need for improvement in enrollment and recruiting methods. Relationships with high schools and industries in the counties mentioned need improvement. Efforts and methods in retaining enrolled students until graduation need to be improved. Enrollment has dropped since the beginning of COVID-19 pandemic. Better methods for delivery of online instruction need to be explored. We need to promote more active participation of students in lab experiment activities. We must continue to ensure the program meets the needs of local industry.

Needs: The program needs the institution to help more with effective marketing and recruitment. The institution could help greatly with recruitment by assigning recruiters specific to engineering technology programs. Online representations of program course activities need improvement.

Actions:

1. Collaborate with marketing department to create strategies that make program more attractive to the high school students and employees in the industries.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
2. Mitigate situations that cause some of program students to transfer out of the program without completing it. 3. Devise ways to improve and increase the completion rate of students in the program. 4. Increase interactive activities with our sources of students. 5. Improve the methods of having students actively participate in lab experiment activities. 6. Improve online portions of program courses.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	C40320-Certificate in Mechanical Engineering Technology
Is there anything you want to note about these diplomas, certificates, or pathways?	The certificate program was created to provide completion for those students who could not put in all the time and learning required to complete the associate in Mechanical Engineering Technology. Also, it provides completion for the part time students who have work and other things taking priority in their busy life schedules. It also provides a step and encouragement towards the completion of the associate degree program

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	D	The program is viable as evidenced in the curriculum FTEs, enrollment goals, retention and progression, graduation satisfaction and job placement/transfer. FTE data: 2018-2019-37.07; 2019-2020-16.47; 2020-2021-12.88; 2021-2022-10.56 The FTE of 2018-2019 looks good. There was a drop of about 50 percent in 2019-2020. This is the period when COVID 19 started, and the enrollment was heavily affected. The lives of the student population of our service areas were affected and regular scheduled activities of their lives changed. In the consequent years until current the FTEs kept dropping slightly though but not as significantly as the drop from 2019 to 2020. The current FTE in 2022 is 10.56. It is expected to start climbing back up as the COVID pandemic has mostly subsided.

	Rating	Explanation
		The Mechatronics Engineering Technology program is being terminated and material incorporated into the MET program. This should concentrate enrollment and improve numbers.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	A	Gaston College participates in the North Carolina Guided Pathways to Success. These pathways for students help reduce program costs, promote efficiencies, reduce credits required to graduate in the programs and increase graduation rates. The MET program has benefited from being part of this. The division has very good interaction with county high schools and industries where most of our new students come from. Fest activities are organized yearly and students in middle and high schools are invited to participate. The students visit the program labs and short summaries of the programs of the division are presented to them during the visit. This exposes the middle and high school students to our programs. These ways of marketing the programs help with the recruiting of potential new students into the programs. The Apprentice 321 program also helps feed students into the MET program. Industries in our serving counties send their employees willing to participate in the program to the college to take courses that related to their job descriptions. These courses also count towards a degree at the college. Most participants of the Apprentice 321 program have continued into the mechanical engineering technology program after completing the courses their companies scheduled for them to take. This track has worked well for the MET program in drawing students from the apprentice program. Graduates from Gaston College MET program is rated very highly by the employers who hire them and by the university programs where they transfer to continue their education. MET program graduates from Gaston college are graduates of

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program	D	The Mechanical Engineering Technology program at Gaston College requires a total of sixty-seven credit hours to complete the associate degree. Similar programs in neighboring

	Rating	Explanation
hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		institutions require the same number of credit hours to complete. There is not much difference in major courses because the courses that make up the mechanical engineering technology program in the neighboring institutions are selected from the common course library of the North Carolina Community College System. The differences exist in the course contents and how they are being delivered to students. The program courses at Gaston College are taught at a significantly higher level compared to the neighboring institutions. This is evidenced in the performances of graduates from the program at their new jobs or programs they transfer to in the universities. Many ways of marketing and recruitment have been tried but have shown slow increases in enrollment. New methods are always being explored. The recruitment activities to promote the program include follow-up emails and phone calls to prospective students, as well as involvement in open houses and expos. A good number of program courses have online options. These enable working students to enroll in program courses.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		See attached for curriculum map and program learning outcomes information
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	D	Program Retention ----New Students 2015…91 % 2016….53% 2017….63% 2018…33% 2019….40% 2020- 2021….33% 2021-2022….0% Program Retention ----All Students 2015…51 % 2016….38% 2017….56% 2018…55% 2019….37% 2020…. Not available

	Rating	Explanation
		Retention at Gaston -----New Students 2015…71 % 2016….54% 2017….64% 2018…64% 2019….60% 2020-2021---52% 2021-2022---79% In 2015, retention of new students in the program was remarkably high, 42% above the college goal. In 2016 it was 4% above college goal and in 2017 it was 14% above goal. It fell below the college goal in 2018 and 2019. This might have been due to a drop in jobs for the MET graduates in surrounding counties. For all students in the program retention was acceptable, 2% above goal in 2015 and was outstanding in 2017 and 2018. It dropped significantly in 2019 to 12% below the goal in 2019. In 2021 the retention dropped by 13%. And in 2022 it dropped to zero. From 2019 to the first half of 2022 was the height of the COVID-19 pandemic. In 2022 when many employers started hiring again there were many available jobs. This affected retention in college programs because many employers were hiring at incredibly attractive starting salaries. Prospective students felt less need to obtain or complete a degree. Some of the students in the MET program transferred out of the program to mechatronics engineering technology and other programs in the college, especially trade and industrial programs. Some transferred out of college to universities in North Carolina. Some also took on more hours of work and suspended classes for some semesters. Barriers to students' progress in the program include coping with the change from traditional method of delivery to online learning due to the pandemic situation. Many of the students in the program are very used to sitting in class and having face-to-face interactions with the

	Rating	Explanation
		instructor. They get more understanding from in-person interactions with the instructor. Online delivery of MET-related courses put more stress on students especially in addition to their regular work schedules.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.	D	Demographics A40320 Fall 2018 Male: 93.75 % Female: 6.25% White: 78.13% Nonwhite: 21.87% Demographics A40320 Fall 2019 Male: 83.33 % Female: 16.67% White: 77.78% Nonwhite: 22.22% Demographics: E&IT Fall 2018 Male: 93.14 % Female: 6.86% White: 64.91% Nonwhite: 35.09% In 2018, the male to female ratio in the A40320 was almost 15 to 1 and the white to non-white ratio was about 4 to 1. In 2019 the ratio improved. The male to female ratio for the A40320 program was 5 to 1 and the white to non-white ratio was about 4 to 1. The engineering technology programs are less attractive to the females in the regions served by the program and the division as whole. Similarly, the program and the division are heavily dominated by whites which reflect the race distribution in the counties served by the program and the division. Efforts and effective strategies are being put in place to encourage non-whites to enroll in the program and the division programs. More related activities and interactions need to be organized with minority area high schools and minorities working in surrounding industries should be given incentives that attract them to enroll in the program while working.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	A	Course sequence is of high priority in the division and in the program. General education courses are mostly offered in the first two semesters of the program. These courses have no prerequisites. Students that show weakness in the placement screenings are scheduled to go through skill building courses to bring them to

	Rating	Explanation
		the level of the beginning courses of the program. Most of the third and fourth semester courses have MAT 171, PHY 151 and DFT 170 as prerequisites. Students are advised to take these courses within the first and second semester of starting the program so that they would have the door open for the application courses in the third and fourth semesters. Some of them get out of sequence when they must take skill building classes first. The general educational courses are normally filled to maximum capacity. The program core classes are sometimes not filled. Courses are logically sequenced to establish and expand knowledge as the students' progress.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	Classes in the program are offered mostly in the day and a few of them are offered at night. The general educational classes have many online options in addition to the traditional way of delivery in instruction. The program core classes are mostly traditional with few online and hybrid options. Since most of the students in the division have jobs the online and hybrid options work better for some of them. Instructors teaching program courses are highly qualified and very friendly with the students. They employ delivery methods that are basic and very understandable to the students and that facilitate learning. I teach DFT 170, Engineering Graphics and most of the second-year classes in the program. These mainly require the applications of math and physics and hands-on laboratory and demonstration work. Delivery methods include a lot of problem solving in the class, examples of practical applications of principles. These improve the understanding of the students. Also, the hands-on lab work gives them more understanding. All these methods of teaching facilitate student learning.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	Course evaluations are conducted in the fall and spring semesters for instructors. Faculty members and their department chairs have access to course evaluations upon completion of

	Rating	Explanation
		the semester. Course evaluations have been incredibly positive. Student feedback is addressed at meetings between the supervisor and faculty member who has been evaluated. Areas of concern and complaints from students are addressed at the meeting. When an evaluation includes student complaints and instructor shortfall, the instructor is required to come up with a plan or strategy to make improvement.

COMPLETION

	Rating	Explanation
<u>Student Achievement</u>: • Are there courses with low enrollments? low success rates? high withdrawal rates?	D	In Fall 2021 and Spring 2022, there were program courses with low enrollments. MEC 270, machine design had only one student. The class was offered for a student to enable him to graduate on schedule. Classes are not normally offered for a single student. MEC 265 and MEC 275 were also offered with two students in each class. Low enrollments in classes started showing when the pandemic started. Many students dropped out of the program because of the pandemic. Students are not very comfortable with these engineering technology classes being offered completely online. These high-end applications and hands-on classes serve students better in seated classes where the instructor has more direct interaction with the students. As the pandemic seems to be dying down it is expected that enrollment will pick up in these classes.
<u>Graduation</u>: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	D	The awards/headcount goal is not available for 2021 and 2022 graduation. The awards/headcount percentage ratio for the MET program was 10%. This is low compared to previous years. The big drop in award/headcount ratio is due mainly to the sudden drop in enrollment and withdrawals when the pandemic started. The barriers to timely completion of the A40320 program by students include:

	Rating	Explanation
		More than 90% of the students in the A40320 program have jobs working on average 40 hours a week. They are therefore not able to take full time load each semester to lead them to complete the program in a timely manner. Those who take a full load in addition to their work schedule do not do very well in some classes and they may have to repeat some. Due to work schedules, some of them are not able to take the classes they need in a timely manner because of conflicts with their work schedules. In the years of 2020 and 2021, the COVID-19 pandemic contributed immensely to the barriers to timely graduation of students. Registration in program courses have gone down. Students have not been comfortable taking second year courses online because they are a bit more involved in the higher end of the applications of the required math and physics. Many students lost their jobs during this pandemic. They were then more occupied with seeking means to generate income and were not willing to add part-time schooling. As many classes as possible are offered online and as hybrid to offer more options to the students to enroll in classes they need. Also, sometimes some classes are offered to some students as independent study to enable them to complete the program, especially when they have very tight work schedules that are making it difficult to take the class they need.

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.	A	North Carolina Employment Data MET Graduates Employed in North Carolina

	Rating	Explanation
		2014….100% 2015…. No Data 2016….100% Mean Wages After 1 year 2014…$33,846 After 2 years: 2014…. $38,819 2016…$43972 After 3 years 2014…$49,395 Job Placement: In 2014 100% of the graduates were employed after one year. In 2016 100% were employed after one year. In 2014 the average median salary for graduates from the program after 2 years of graduation was about $40000.00. In 2016, it was $44000.00. In 2015 and 2016 the goal achievement for the A40320 program was 100 %. In 2019 it dropped down to 67%. Graduates from the program have mostly achieved their goals, their goals and have been successful. About 70 % of the graduates go to work and more than 90% of them are employed within a year of their graduation. About 30 % of them transfer to universities to continue their education. Most of them transfer to the University of North Carolina Charlotte to attain a four-year degree in engineering technology. A few of them get jobs after graduation while at the same time continue their education at the university part time.
<u>Community</u>: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	The program is the right fit for the community. The program serves Gaston and Lincoln countries. The industries in these counties and other surrounding counties employ our graduates consistently. Most graduates are employed within one year after graduation or have enrolled in universities to continue their education. An advisory committee meeting with the program faculty representatives is held annually. Updates and curriculum changes in the program

	Rating	Explanation
		are discussed. Advisory committee members give feedback on how the program is impacting the community. Factors affecting the program are also discussed. Advisory committee members also contribute about ways to continue to improve the program.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The MET program is accredited by the Engineering and Technology Accreditation Commission of ABET.

Student Learning Outcomes – A40320 Mechanical Engineering Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Ability to apply knowledge, techniques, skills and modern tools of mathematics, science engineering, and technology to solve well-defined engineering problems appropriate to mechanical engineering technology.	This learning outcome is assessed by a test in MEC 265 Fluid Mechanics during the second half of the semester. The elements of the test are targeted at meeting the outcome. Problems in the test include determination of forces and hydrostatic pressures on submerged planes. Indirect measure on this outcome include answering of questions relating to understanding, interpreting the problems and	Direct On average students completing the artifact will earn at least 75%. Indirect On the average students are expected to score at least 75% on the questions in the questionnaire.	Spring 2020 Direct Mean:85% MEC265 test mean: 85% n:3 Indirect Questionnaire mean: 86% Students rated 86 out of 100.	Students showed strengths in interpreting the problems and coming up with the appropriate formula to use. Students also showed strength in application of fluid principles to determine forces and pressure.	There were weaknesses showed in applying the appropriate math principles and in interpreting results obtained.	More reviews of responses to questions relating to interpretation of results obtained in test offered in MEC 265. Improvement was seen in interpreting the results of problems solved, which was a weakness in the previous cycle.	Continue to review related math principles applied to determining fluid pressure and forces on planes. More examples to be done in class as time permits. Assessment means to be changed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		knowing the principles to apply in solving them.						
2	Ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the field of mechanical engineering technology.	This learning outcome is assessed by a test in MEC 275, Engineering Mechanisms during the second half of the semester. The elements of the test are targeted at meeting the outcome. Problems in the test include determination of the lengths of members of a four-bar linkage mechanism and a crank-rocker mechanism. Indirect measure on this outcome includes answering of questions relating to understanding	On average students completing the test in MEC 275 will earn at least 75%. On the average students are expected to score at least 75% on the questions.	Spring 2020 Direct Mean:80% Mean of Completers:85% Range:75% n:4 Indirect Mean:85% Mean of Completers:81% Range: n:4 Spring 2021 Direct Mean:75% Mean of Completers: Range:50%-100% n:5 Indirect Mean: 70% Range: 60%-100% n:5	Students showed strengths in the application of mechanism principles to categorize types of four-bar linkages-mechanism. Students also showed strengths in applying principles in determining displacements of points of interest on links of mechanism.	Some weaknesses were shown in the application of appropriate math principles in determining displacements. Interpretation of results obtained also needs improvement.	Trigonometry principles were reviewed before teaching in depth the mechanism principles relating to topic covered. Improvement was seen in the application of the trigonometry principles in solving the design problem in MEC 275. Improvement was also seen in the interpretation of results which showed as a weakness in previous cycle.	Continue to review related math principles applied to determining displacements of points of interest. More examples to be done in class on determining of displacements and in interpreting results from problem solved.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		and interpreting the problems and knowing the principles to apply in solving them.						
3	Ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	This learning outcome is assessed by an assigned mini project in MEC 270 Machine Design during the second half of the semester. The elements of the project are targeted at meeting the outcome. Elements in the project are written and graphical communication and justification of quantities obtained. Also included is a presentation of a project report. Indirect measures on this outcome	Direct On average students completing the test in MEC 270 will earn at least 75%. Indirect On the average students are expected to score at least 75% on the questionnaire.	Spring 2020 Direct Mean74% Mean of Completers:78% Range:65% - 100% n:3 Indirect Mean:85% Mean of Completers:81% Range: 65%-100% n:3 Spring 2021 Direct Mean:84% Mean of Completers: Range:50%-100% n:2 Indirect	Students showed strength in the application of graphical communications in writing reports. Oral communication in the presentation of reports was also strong.	Written communications and use of appropriate technical literature needs some improvement	The points awarded to areas that showed weakness in previous cycle were increased relative to the sections of graphical and oral sections. These were the written and use of appropriate literature. There were improvements in both the oral and written part of the project report. The improvements were not that significant. More work still needs to be done in these areas.	Instructor will increase points awarded to written communications and use of appropriate literature. Assessment means will be modified and the bar for acceptable performance changed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		include answering questions relating to understanding, research sources, conclusion and discussions and results interpretation.		Mean: 100% Range: 50%-100% n:2				
4	Ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	This learning outcome is assessed by an organized lab assignment in MEC 180 Engineering Materials during the second half of the semester. The elements of the experiment are targeted at meeting the outcome. Elements in the experiment include. conducting the experiment, taking measurements,	Direct On average students completing the lab in MEC 180 will earn at least 75%. Indirect On the average students are expected to score at least 75% on the questionnaire.	Spring 2020 Direct Mean: 85% Mean of Completers: 90% Range: 70% - 100% n: 8 Indirect Mean: 90% Mean of Completers: 92% Range: 70%-100% n: 8 Spring 2021 Direct Mean: 92%	Students showed strength in setting up, conducting the experiment, and taking measurements.	Some weaknesses were showed in analyzing and interpreting results.	Points awarded to analysis of data, interpretation of results and relating conclusion to objectives were increased relative to the points awarded to other sections. Students showed slight improvement in these areas of data analysis, results interpretation and drawing appropriate conclusions. These areas still	The instructor will give more examples on analyzing data and how to interpret results obtained from the experiment's outcome. Assessment means will be modified and the goal for acceptable performance changed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		and analyzing the results in discussions and conclusions of the experiment Indirect measure on this outcome includes discussions of results and drawing conclusions from the results obtained.		Mean of Completers: 92% Range: 80%-100% n: 12 Indirect Mean: 98% Range: 90%-100% n: 12			need improvement.	
5	Ability to function effectively as a member of a technical team	This learning outcome is assessed by an organized lab assignment in MEC 180 Engineering Materials during the second half of the semester. The elements of the experiment are targeted at meeting the outcome. Elements in the experiment include	Direct On average students completing the lab in MEC 180 will earn at least 75%. Indirect On the average students are expected to score at least 75% on the questionnaire.	Spring 2020 Direct Mean: 85% Mean of Completers: 90% Range:70% - 100% n: 8 Indirect Mean: 85% Mean of Completers: 81% Range: 65%-100% n: 8	Strength was shown in working in teams. Roles were well fulfilled by team members. Brainstorming, organizing, and gathering information revealed strength.	Weaknesses were shown in roles of discussions pertaining to results obtained.	Weaknesses identified in the previous cycle include team members being late in turning in assigned role work. Points were discounted for role work turned in late. Significant improvement was realized in this previously weak area. Also, improvement was realized in	Points awarded to discussion roles will be increased relative to sections. Assessment means will be modified and the goal for acceptable performance changed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		students working in teams to do the assigned lab experiment. Each student is assigned a team role. Indirect measures on this outcome include discussions of difficulties and problems encountered in working in the teams. Also discussed is the advantages and disadvantages in working in teams.		Spring 2021 Direct Mean:84% Mean of Completers: 84% Range: 50%-100% n: 12 Indirect Mean: 90% Range: 50%-100% n: 12			section topic discussions.	

Curriculum Map – A40320 Mechanical Engineering Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Ability to apply knowledge, techniques, skills and modern tools of mathematics, science engineering, and technology to solve well-defined engineering problems appropriate to mechanical engineering technology.	Ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the mechanical engineering technology	Ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	Ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Ability to function effectively as a member of a technical team
ATR 112 Intro to Automation or PHY 152 College Physic II	D		D	D	D
ATR 211 Robot Programming	D	D		D	D
DFT 153 CAD III		D	D		
DFT 170 Engineering Graphics		D	D		
EGR 250 Statics and Strength of Materials	D	D			D
ELC 131 Circuit Analysis I or MEC 267 Thermal Systems	I	D		I	D
MEC 161 Manufacturing Processes I			D		I
MEC 180 Engineering Materials		I	I	D	D

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Ability to apply knowledge, techniques, skills and modern tools of mathematics, science engineering, and technology to solve well-defined engineering problems appropriate to mechanical engineering technology.	Ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the mechanical engineering technology	Ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	Ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Ability to function effectively as a member of a technical team
MEC 265 Fluid Mechanics	D			M	D
MEC 270 Machine Design	D	D	D		D
MEC 275 Engineering Mechanisms	M	M	M		M
ACA 122 College Transfer Success			D		D
ENG 111 Writing and Inquiry			D		
ENG 112 Writing/Research in the Disciplines.			D		
MAT 171 Pre-calculus Algebra	D				
MAT 172 Pre-calculus Trigonometry	D				
MAT 152 Statistical Methods I or MAT 271 Calculus I	D				

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Ability to apply knowledge, techniques, skills and modern tools of mathematics, science engineering, and technology to solve well-defined engineering problems appropriate to mechanical engineering technology.	Ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the mechanical engineering technology	Ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	Ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Ability to function effectively as a member of a technical team
PHY 151 College Physics I	D	D	D	D	
Humanities/Fine Arts Elec	D				
Social/Beh. Science Elec	D				

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review - A4500 Medical Assisting

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths:

- Certification Exam Pass Rate: Graduates are well-prepared to sit for the American Association of Medical Assistants certification exam and enter the workforce credentialed as a CMA (AAMA). Program graduates have maintained a 100% pass rate on the national certification exam for the last four years. Two graduates within the last five years (the most recent in 2020) obtained the highest score possible on the certification exam.
- Quality Instruction: The Medical Assisting Program has a reputation for providing quality instruction. Students are placed in jobs 3 to 4 months after graduation, with some being hired prior to graduation. The demand within the local workforce for CMAs (AAMA) is high.
- Well-Prepared Graduates: Gaston College provides an adequate budget with which to purchase instructional equipment and supplies. Students state that they are well-prepared to enter the workforce as entry-level health care professionals.
- Instructors Trained in Blackboard: Blackboard and Accessibility Training (BAAT) was completed by all full time and adjunct faculty.
- Instructor Trained in Online Delivery Instruction: One Medical Assisting instructor enrolled in professional development courses offered at Gaston College to better perfect her skills of teaching online and completed - Teaching Online, Designing Your Blended Course. 2 Instructors have completed ACUE certificate for Effective Online College Instruction

Areas for Improvement:

- Increase enrollment in the Medical Assisting Program.
- Encourage medical assisting students to better utilize the David Belk Cannon Health Academic Center for Excellence (ACE) to receive academic assistance when experiencing academic difficulty or otherwise wanting to improve academic success skills.
- Increasing Simulation offerings for students for real-life instruction.

Needs:

- More marketing is needed to promote the Medical Assisting Program and recruit students to meet the current workforce demand in the local workforce.
- Continued professional development for distance education.
- Implement new revised MAERB competencies.
- Adjunct faculty to meet the new needs of increased enrollment and apprenticeship opportunities.

Actions:

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Work with the Marketing and Public Relations Department to continue marketing opportunities for the program. • Participate in available professional development opportunities to increase skills in online instruction and in leadership administrative tasks. • Apprenticeship with hospital affiliates underway. • Medical Assisting Program faculty are adequately prepared for the Foundations of Medical Assisting courses to be delivered at the East Gaston Health Academy • Work closely with faculty members to make sure MAERB competencies are being met in classroom effectively.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	• Diploma in Medical Assisting • AAS in Medical Assisting – optional but encouraged. • Foundations of Medical Assisting certificate at East Gaston Health Academy • Medical Assisting Apprenticeship starting Fall 2023 Continuing Education course for CMA(AAMA) Exam Review Prep for Kintegra employees
Is there anything you want to note about these diplomas, certificates, or pathways?	Continued work through Apprenticeship 321 for completion of plans for apprenticeship for medical assistants

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	A	• The Medical Assisting program is a viable program as indicated by the Fall 2021 FTEs – 22.19 • FTEs were reduced with the addition of a Medical Assisting Program in a neighboring college within an 18- mile radius. FTEs were also reduced due to pandemic and COVID-related issues. Anticipate a decrease in operating expenses with the reduction in personnel due to retirement during the next review cycle.
Uniqueness: • What do we do that sets us apart from neighboring institutions?		• Gaston College Medical Assisting graduates sit for the American Association of Medical Assistants (AAMA) certification exam, which

	Rating	Explanation
• How effective are marketing efforts in highlighting this unique vision and attracting students?		is the gold standard in medical assisting certification. Program graduates have an excellent pass rate on the AAMA's national certification exam, well above the national average. The percentage of Gaston College medical assisting graduates who passed the AAMA's certification exam in 2021 and 2022 diploma class was 100% compared to 66% national pass rate. The local health care organizations continually seek to employ Gaston College medical assisting graduates. Employers are impressed with the graduates' level of knowledge and skills. Marketing efforts through online articles and social media posts have been very effective in highlighting the quality of the program and graduates' accomplishments.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	D	The Medical Assisting Program's Enrollment/Yield Goal is 57%. • The most recent rate available is 48%, which is 9% below the goal. • In recent years, the Medical Assisting AAS program has not been able to meet the high demand of local health care organizations for medical assistants. This is in part due to the low salary offered to entry-level medical assistants. The salary for an entry-level medical assistant with an AAS degree does not yield a good return based on what the student has invested in obtaining his/her AAS degree. • Graduates who successfully complete the diploma program can sit for the certification exam and upon successfully passing the exam, be employed as a certified medical assistant, all in one year. The diploma graduate, while working as a certified medical assistant, is encouraged to return and complete their associate degree in medical assisting in the evening program.

	Rating	Explanation
		The Medical Assisting Program currently only admits one cohort a year but will start a summer cohort in Summer 2023.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	O	The Medical Assisting Program's Retention Goal is 49%. • The program met and exceeded its retention goal for the 2021-2022 academic year. The retention rate for 2021-2022 was 75%. • Of the 2021 diploma class, 11 of the 11 students have successfully passed the CMA (AAMA) exam. • Of the 2022 Diploma class, 9 of the 10 students successfully passed the CMA (AAMA) exam. The remaining student has decided to stay in her role as a CNAI. The barriers to retention are usually financial and/or life factors. Many community college students work full time jobs and/or have other responsibilities/obligations outside of school that prohibit them from successfully completing the program.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		• Males make up only 4.44% of the student population in the diploma degree program with females making up 95.56%. The demographics for the 2021-2022 diploma degree program consists of 75.56% White, 17.78% Black/African American, and 2.228% unknown. The college has many support programs for its students but those that would support underserved populations include college scholarships, financial aid, and TRIO. Strategies for academic support, include TRIO/Student Support Services, peer tutoring, Men of Excellence (male mentoring program), and the Writing Center.
Course Sequence: • Are courses (including general education and elective courses)		• Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex.

	Rating	Explanation
selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		The Medical Assisting Program currently admits one cohort per academic year, in the fall semester, in its diploma program. Courses are only offered in sequence, i.e., MED 140 Fall semester → MED 240 the following Spring semester so that students build on previous knowledge. The course sequencing will stay the same with the summer cohort. Courses are filled at an appropriate rate due to the sequencing of courses.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		Courses in the Medical Assisting Program have traditionally been seated; however, the program is beginning to integrate theory content online in some medical assisting courses. The accrediting agency for the program has strict guidelines pertaining to the evaluation of psychomotor and affective competencies, which requires face-to-face contact. Some courses have moved online that do not have a lab component. All classes that have a lab component are either web-blended or face to face.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		• End-of-Course evaluations are overall positive. Students indicate that instructor support is a valuable resource provided to them from the medical assisting faculty. The Program Chair reviews all end-of-course evaluations with program faculty. If negative student feedback about an instructor is a valid concern, the concern is addressed through a coaching session with the instructor. If the feedback is a suggestion for improvement in the program or a concern about program guidelines, etc. then it is addressed at the level of the program chair, and the divisional dean if necessary, and the appropriate action warranted is taken.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		
Graduation: • How does the actual awards/headcount percentage		The Medical Assisting Program's Awards/Headcount Goal is 59%.

	Rating	Explanation
compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		The awards/headcount percentage for the Medical Assisting Program in 2021 was 60%, which is above the goal. Barriers for timely student completion in the Medical Assisting Program may be due to problems with personal finances, personal/family concerns outside of school, and/or the student cannot successfully complete the required general education courses in the program's curriculum and COVID-19 pandemic.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		• Diploma Graduates are typically employed or continuing their education by September after graduating in August. In 2021, 10 of the 13 diploma graduates, who passed the certification exam, were employed full-time as medical assistants immediately upon completing the program. One student who did not take the exam continues to work as an industrial supervisor, one student who developed health issues and cannot be reached at this time, and one moved to another state. In 2022, 7 of the 10 diploma graduates, who passed the certification exam, were employed full-time as CMA (AAMA).
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		• The Gaston College Medical Assisting Program offers a diploma and an A.A.S. degree in medical assisting to meet the needs of local health care organizations. • The Gaston College Medical Assisting Program partners with local medical practices to provide clinical sites for its medical assisting students to complete their eight-week clinical practicum. Many of the medical practices employ the program's graduates after practicum. This partnership benefits the program through providing clinical sites for its students and the local community healthcare organizations by providing well-trained, knowledgeable entry-level medical assistants for employment upon graduation.

	Rating	Explanation
		A collaboration between the Medical Assisting Program, the Gaston College Continuing Education Department's 321 Apprenticeship Program, and one of the three largest local health care organizations could result in a medical assisting apprenticeship to fill the need for medical assistants within the organization. The Medical Assisting Program meets with its advisory committee twice a year, in the fall and spring semesters. The Advisory Committee for the Medical Assisting Program provides guidance to the program in areas such as curriculum, program admission requirements, and continuing education offerings by the program for area medical assistants. The program's annual report to its accrediting agency is shared each year with the advisory committee along with average graduate certification scores and pass rates. The Advisory Committee feedback validates the excellence of the program and its graduates.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	• The Medical Assisting Review Board (MAERB) made provisions for the impact of COVID. The provisions are contained in an official MAERB statement. The complete MAERB COVID-19 Statement is available on the MAERB website (www.maerb.org) on the Reference tab. • MAERB's COVID-19 statement: "As we are living in unprecedented times, we have needed to make unprecedented adaptations. Even in this chaotic period, the central goal of a CAAHEP-accredited medical assisting program remains the same: producing competent entry-level medical assistants and preserving patient and student safety. At the same time, the pathway to producing those competent entry-level medical assistants may vary. As outlined in the MAERB COVID-19 Statement, the programs can implement a broader-than-normal range of approaches to the practicum, including simulation, through the Sunset Date of December 31, 2021." • The Sunset Date for this specific MAERB COVID-19 allowance is currently set for December 31, 2021. A survey will be sent out by the MAERB Office in late October 2021 to determine the access that programs currently have to lab

	Comments
	and practicum sites. If there will be any further extension to the Sunset Date, the Medical Assisting Program will be informed of it in November 2021. An Annual Report Forum (ARF) is submitted yearly by the Medical Assisting Program. The outcome data is published on the college website. The outcomes provide valuable information to the program and the community about the Medical Assisting Program's success. The status of the Medical Assisting accreditation is public with outcomes shared with the public to demonstrate success and accountability. The most recent Annual Report Form was submitted in February 2021 and was accepted with no errors.

Student Learning Outcomes – A4500 Medical Assisting

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Plan community health projects to encourage and enhance community health and wellness.	Students will demonstrate competency in the ability to communicate through role play scenarios by using a faculty driven rubric to evaluate student performance on project.	On average, students will earn at least 80% on this artifact.					
2.	Plan, develop, and conduct patient education activities.	Faculty will observe and grade students on patient education using a rubric.	On average, students will earn at least 80% on this artifact.					
3.	Function in the role of patient advocate to assist patients, survivors, and caregivers within the health care system.	Faculty will observe and grade students on role play assisting patients, survivors, and caregivers.	On average, students will earn at least 90% on this artifact.					
4.	Participate in and coordinate networking opportunities	Faculty will observe and grade students networking	On average, students will earn at least					

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	within the health care community.	within the health care community.	85% on this artifact.					

Student Learning Outcomes – D45400 Medical Assisting

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Communicate effectively as a health care professional to a diverse population.	Students will demonstrate competency in the ability to communicate through role play scenarios by using a faculty driven rubric to evaluate student performance on communication in MED 240.	On average, students will earn at least 90% on this artifact.	Spring 2022 Mean: 100% Mean of Completers: 100% Range: 80% - 100% n:11	Students were able to achieve 100% on this outcome. Current scenarios are proven successful and will be used for evaluations	No changes at this time.	Scores increased from previous year.	Create environments and activities that provide opportunities for students to engage in critical thinking. Risk-free environment to improve patient safety.
2.	Perform administrative competencies related to the practice of medical assisting utilizing necessary computer applications when applicable.	Faculty will observe and grade students on administrative competencies by using a rubric for role play project in MED 130 which incorporates manual and computer applications.	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 95.8% Mean of Completers: 95.8% Range: 89.6%-99.3% n:11	Students were able to achieve 95.8% or greater on this outcome. Simulation with part manual application and part computer application. Based on rubric grading.	Administrative instructor needs further guidance in developing scenarios for use in simulation lab for students understanding of real-world activity.	More simulation activities were introduced and students had a better understanding of the topics with hands on approach.	Continue with simulation and hands on skills in EHR playground. Trying to get permission from health affiliates to have access to their HER program for student training.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3.	Perform clinical competencies related to the practice of medical assisting.	Faculty will observe and grade students on assisting with minor office surgery in MED 240.	On average, students will earn at least 90% on this artifact.	Spring 2022 Mean: 99% Mean of Completers: 99% Range: 94%-100% n:10	Students were able to achieve 99% or greater on this outcome. Students have the skill evaluation check off list prior to coming to validate the skill.	No changes at this time.	Scores increased from previous year.	Continue to assess class average and achievement of this skill successfully.
4.	Perform laboratory procedures related to the physician's office laboratory.	The faculty will observe and grade students performing blood collection in MED 150.	Student will achieve at least an 85% or higher on MED 150 venipuncture	Spring 2022 Mean: 96% Mean of Completers: 96% Range: 90%-100% n:10	Students were able to achieve 96% or higher on this venipuncture outcome.	No changes at this time.	Scores increased from previous year. Purchased new simulation venipuncture arms for a more real-life experience.	Continue to provide one-on-one remediation to students who are not successful on their first attempt at skill evaluation.
5.	Implement legal and ethical concepts in the medical office setting.	Faculty will assess students' knowledge through legally ethical concept scenarios in MED 118.	On average, students will earn at least 80% on this artifact.	Spring 2022 Mean: 97% Mean of Completers: 97% Range: 70%-100% n:11	Students were able to achieve 97% or greater on this outcome.	No changes at this time.	No changes at this time.	Continue to assess class average and achievement of this skill successfully. Add more discussion case studies.
6.	Demonstrate knowledge of biological sciences, medical terminology, and disease processes	Faculty will assess students' knowledge through testing in MED 122	On average, students will earn at least 85% on this artifact.	Fall 2021 Mean: 89.1% Mean of Completers: 89.1% Range: 69%-100% n:11	Students were able to achieve 89.1% or greater on this outcome for the MED 122 Unit Exam.	Utilizing more HHS ACE appointments with students.	Scores increased from previous year.	Have students elaborate more on pathophysiology assignments to ensure retainment and research of topic.
7.	Demonstrate knowledge of management	Faculty will assess students'	Student will achieve at least an 85%	Spring 2022 Mean: 91.6%	Students were able to achieve 91.6% or greater on this	No changes at this time.	More simulation trainings implemented	Continue to assess class average and achievement of

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	skills relevant to the medical office setting.	knowledge with project simulation in completing an incident report based on a scenario in MED 131.	on class project, incident report utilizing scenario.	Mean of Completers: 98% Range: 0%-100% n:10	outcome for knowledge of management skills.			this benchmark. Continue to develop scenarios for simulation.
8.	Apply clinical, administrative and laboratory skills in the office setting and function as an entry-level health care professional.	Faculty and clinical practice staff will work to assess student's ability to function at entry level.	Student will achieve at least and 90% on their practicum evaluation in MED 260	Summer 2021 Mean: 96.5% Mean of Completers: 96.5% Range: 89%-99% n:10	Students were successful in performing entry level medical assisting skills in the clinical/administrative areas of medical office.	Work with office staff to access that practicum evaluations are accurately reflecting the student extern's performance in the clinical practicum.	Encouraging office staff to provide honest feedback will allow for student to grow in ability.	Program Coordinator will provide a practicum orientation to each office manager/preceptor participating in clinical practicum to ensure that practicum evaluations are accurately reflecting the student's performance in practicum.

Curriculum Map – A45400 Medical Assisting

Course	PLO1	PLO2	PLO3	PLO4
	Plan community health projects to encourage and enhance community health and wellness.	Plan, develop, and conduct patient education activities.	Function in the role of patient advocate to assist patients, survivors, and caregivers within the health care system.	Participate in and coordinate networking opportunities within the health care community.
MED 276	I, D, M	I, D, M	I, D, M	I, D, M

The following Program Learning Outcomes are for the D45400 curriculum that transfers into the Associate Degree.

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Communicate effectively as a health care professional to a diverse population.	Perform administrative competencies related to the practice of medical assisting utilizing necessary computer applications when applicable.	Perform clinical competencies related to the practice of medical assisting.	Perform laboratory procedures related to the physician's office laboratory.	Implement legal and ethical concepts in the medical office setting.	Demonstrate knowledge of biological sciences, medical terminology and disease processes.	Demonstrate knowledge of management skills relevant to the medical office setting.	Apply clinical, administrative and laboratory skills in the office setting and function as an entry-level health care professional.
MED 110	I							
MED 121						I		
MED 122						D		
MED 140	I, D		I, D, M		D	D		
MED 130	D	I			D	D		
MED 131	D	D			D	D	I, D	

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Communicate effectively as a health care professional to a diverse population.	Perform administrative competencies related to the practice of medical assisting utilizing necessary computer applications when applicable.	Perform clinical competencies related to the practice of medical assisting.	Perform laboratory procedures related to the physician's office laboratory.	Implement legal and ethical concepts in the medical office setting.	Demonstrate knowledge of biological sciences, medical terminology and disease processes.	Demonstrate knowledge of management skills relevant to the medical office setting.	Apply clinical, administrative and laboratory skills in the office setting and function as an entry-level health care professional.
MED 150	D			I	D	D		
MED 240	D		D		D	D		
MED 118					I			
MED 272						D		
MED 262	D				D			
MED 264		D	D	D	D	D		
MED 260	M	M	M	M	M	M	M	I, D, M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – A25310 Medical Office Administration

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Medical Office Administration (MOA) degree programs at Gaston College are to provide students with the knowledge base for employment in hospitals, nursing facilities, assisted living facilities, medical offices, and emergency medical facilities. Students in the Medical Office Administration-General (GE) track may answer phones, schedule appointments, process payments and insurance information, handle voice reminders for appointments, and other front office duties as assigned. Students in the Medical Office Administration-Billing and Coding (MC) track will process patient insurance information, file insurance claims, resubmit insurance claims as needed/requested, and other front office duties as assigned.

Strengths

The medical-focused classes provide students with a vast background in the terminology and procedures and tasks required of medical office professionals. The office administration classes in this program ensure students understand the procedures for completing office tasks performed in a medical facility. The Medical Office Administration program maintains a great relationship with Work Based Learning. Many of our students have had the opportunity to work while enrolled in our program. These opportunities have led to many of our students gaining full-time positions in medical facilities.

Areas of Improvement

Some areas of improvement include:

- Increasing recruitment efforts
- Increasing response rates for graduate surveys
- Tracking graduate employment and success
- Continue to work with the Advisory Board to ensure the students are gaining applicable skills for the workplace.

Needs

With Guided Pathways and the System Office moving our programs to a parent program with tracks beneath the parent, assistance is needed with marketing each of the "child" programs (tracks). Continuous technological advances require up-to-date computer labs that provide students with current skills. With the onset of COVID-19, the department needs to explore opportunities for offering students an online option for the Microsoft Office Specialist certification testing. Additionally, the focus should be on allowing faculty to attend conferences to stay abreast of technological changes and to network with peers on successful recruitment ideas and setting up courses.

Actions

- Work with the Work Based Learning Department to assist in monitoring student employment.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Work with the Marketing Department to promote the Medical Office Administration program tracks. • Work with Technology Services Department to ensure labs are updated to maintain the latest in technology advancements. • Continue to promote and provide Microsoft Office Specialist certification testing. Due to low enrolment in A25310DS Medical Office Administration Document Specialist and D25310DS Medical Office Administration Document Specialist, the decision was made to discontinue these degree and diploma programs in the November 2021 Curriculum Committee meeting.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	• A25310GE Medical Office Administration-General • D25310GE-Medical Office Administration-General Diploma • A25310MC-Medical Office Administration-Billing and Coding • D25310MC-Medical Office Administration-Billing and Coding Diploma
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		The Medical Office Administration had an FTE count of 100.28 for Fall 2022. Medical Office Administration is a viable program for Gaston College and other institutional programs. The MOA program has one parent program with two child programs (tracks): General (GE) and Billing and Coding (MC). Within each of the tracks, students can choose to obtain an associate degree or diploma. Often, students return for retraining with a diploma program. Due to the low enrolment in the Document Specialist child program, the decision was made to discontinue both the degree and the diploma will be discussed for removal at the November

	Rating	Explanation
		2021 Curriculum Committee meeting. The Medical Office Administration Document Specialist certificate was removed in October 2020. Many medical facilities require an associate degree for advancement, making our Medical Office Administration General and Billing/Coding programs vital to the communities we serve.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		The Medical Office Administration General program allows students to gain the knowledge to be successful in a hospital, nursing facility, Emergency Medical Services, and in medical offices. The Medical Office Administration Billing and Coding program takes that a step further by giving students the knowledge of coding procedures for each of the facilities as listed above. After obtaining the degree and work experience, the students are eligible to sit for a national coding certification. Our MOA instructors would love to have more marketing for these programs. They are vital to the facilities where our students work. Through Guided Pathways, the instructors took a hard look at the program and adjusted the curriculum to include the courses that are pertinent for success in this industry. Through Work-Based Learning, students gain valuable skills and work experience in Gaston and Lincoln counties. Many MOA students have been hired full-time after their Work-Based Learning experiences.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached Curriculum Map and Program Learning Outcome Data.
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		The Medical Office Administration Program had a 67% retention rate from Fall 2021 to Spring 2022. Through Success Coaching of our students, the MOA department encourages student participation and helps students to stay on track. Through Spring 2022, Watermark (formerly Aviso) and email were utilized for faculty/student communications. Many of the MOA students work full-time jobs and have families, creating challenges for taking full-time course loads. Thus, many MOA students take reduced courseloads.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		There are more females than males in the Medical Office Administration programs. In the past, it has been typical for a Medical Office Administration position to be filled by a female. Marketing efforts and MOS certification opportunities may yield more interest in the program by males.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing in the Medical Office Administration programs must be considered carefully. Many of the courses in this program have state prerequisites that must be met to progress in the program. Students have a good balance of general education courses in addition to the courses that are part of their major. The department strives to have consistency with the first fall semester in each track to allow students the opportunity to change tracks, if necessary, without losing credit for completed coursework. Faculty members advise students throughout the program to keep them on track and ensure all state prerequisites for the advanced courses. Course demand and historical enrollment trends are used to create schedules for each semester. The MOA/OA department strives to offer

	Rating	Explanation
		courses seated as well as online to accommodate the students' modality choice.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		The MOA program offers courses in hybrid and online formats. Most hybrid classes are offered during the day and seem to suit student needs. The MOA program offers all courses online to market the program as a completely online program as online courses tend to be the most popular modality for MOA students. Due to COVID-19, we only have data for online course method delivery.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted in all Career and Technical Education classes in the fall and spring semesters. For the summer term, courses offered as summer only are evaluated. All faculty members and program chairs have access to the course evaluations. Overall, the feedback from the course evaluations is positive. Faculty members in the MOA programs review feedback from evaluations and utilize the feedback to determine if any changes need to be made to the courses.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		Student completion is a top priority for Medical Office Administration and Office Administration faculty members. Specific guidelines provided through Guided Pathways have helped to reduce the number of required program hours for completion. Depending on family and work situations, many students transition back and forth between full-time to part-time statuses, preventing timely completion of the program. MOA faculty members encourage students to persist and retain in meeting their higher education goals based upon students' nonacademic responsibilities.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal?		The Medical Office Administration program had an awards/headcount ratio of 37%. The headcount in the Medical Office Administration was 249. The total number of awards was 92, with 25 at the highest level. This yields an awards/headcount ratio of 37%. There

	Rating	Explanation
• What are the barriers to timely student completion and how can they be addressed?		is no stated awards/headcount ratio goal for the College during the 2021-2022 academic year. Student completion is the top priority of the Medical Office Administration faculty members. Specific guidelines provided through Guided Pathways have helped to reduce the number of required hours for completion. Depending on family and work situations, many students transition back and forth from full-time to part-time status, preventing timely completion of the program. MOA faculty members encourage students to persist and retain in meeting their higher education goals based upon students' nonacademic responsibilities.

TRANSITION

	Rating	Explanation
<u>Job Placement/Transfer</u>: • Are our graduates successful? Consider the accompanying JobsEQ data.		According to JobsEQ data, medical secretaries and administrative assistant positions have had a five-year historical annual growth of 3.3% with a five-year forecasted annual growth of 1.5%. The unemployment rate is very low at 1.9%
<u>Community</u>: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Bi-annual Advisory Board meetings are conducted. The Advisory Board is made up of professionals from the community who hold positions in the medical field that our students would pursue as well as positions of hiring managers. During the meetings, members discuss the needs of their companies, evaluate sequencing, and offer suggestions to improve the programs. Our Advisory Board has been very supportive of the child programs. Many members state having a specialization in an area will help the students stand out when interviewing and will also assist in furthering their careers. The Medical Office Administration program is fortunate to have a great working relationship with Work Based Learning. Each semester, we have students working in the field for a major hour elective credit while gaining valuable hands-on work experience. The WBL experiences are primarily positive for both the students and the employers.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The MOA Program meets the National Healthcareer Association (NHA) guidelines. MOA students qualify to sit for NHA's certified medical administration assistant (CMAA) examination. According to the 2020 Industry Outlook, 75% of employers require or encourage certification for medical administrative assistants. Recommendations: Achieve MOA Program accreditation. Encourage students to seek CMAA status.

Student Learning Outcomes – A25310 Medical Office Administration

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1 GE DS MC	Demonstrate proper use of medical terminology and abbreviations used in medical offices and medical information management systems.	Final Exam in OST 142 (Med Terms II) This measurement tool is a 120-question, objective test that covers medical terminology and abbreviations used in medical offices and medical information management systems.	On average, students will earn at least 80% on this assessment.	Spring 2019 Mean of Completers: 91% Range: 74-100 n:22 Spring 2020 Mean of Completers: 94% Range: 78-100 n:26 Spring 2021 Mean of Completers: 95% Range: 78-100 n:19 Spring 2022 Mean of Completers: 93% Range:72-100 n:22	As a continuation course, reinforcement of medical terminology and anatomy and physiology provides a basis for the MOA degrees. With each chapter, students are introduced to new terminology and A&P terminology is reinforced throughout the semester.	Pronunciation and usage of the terms in a practical application in the workplace is needed. In seated courses, it is easier to help students understand the pronunciation and terminology. For online courses, the students are encouraged to use the online publisher content that accompanies the textbook to hear and understand the terminology.	Faculty continue to assist students with improving their medical terminology skills through virtual consultations when terminology is not understood, or the student is unsure of the pronunciation of terms. In addition to the utilization of online resources, instructors encourage students to utilize the Learning Center for additional assistance.	The Final Exam will be standardized so that students will receive the same 120 questions so analytics can be pulled accurately. The MED 122 final exam will continue to be utilized as a measurement tool of mastery to determine if the outcome is met. Through virtual consultations, faculty will assist in terminology understanding and encourage students to use the online publisher content to hear and understand the terminology. Due to changes in curriculum, OST 142 has been removed and MED 122 will be used for measurement.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						When students are having issues with particular words, faculty assist students virtually.			
2 GE DS MC	Demonstrate, identify, and assess appropriate procedures and tasks performed in an office environment.	OST 289 (Office Admin Capstone) Online Portfolio This measurement tool includes numerous documents/skills used in an office environment, including a career information interview, telephone techniques, a resume, a netiquette flyer, a sales invoice, an agenda, an	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean of Completers: 90% Range:73-100 n:12 Spring 2020 Mean of Completers: 98% Range: 89-100 n:8 Fall 2020 Mean of Completers: 92% Range: 71-100 n:6 Spring 2021 Mean of Completers: 76%	Throughout the semester, students complete various office related documents and receive feedback with an opportunity to edit the documents prior to adding to the portfolio.	Suggestions for improvements to documents are offered. Students are encouraged to update and revise documents before inclusion in the student portfolio. The reflection in the grades show that some students take the time to correct the errors, but some do not, whether it is punctuation	Faculty continued to assist students and helped them in improving their office related documents. Based on Fall 2020 data, with encouragement to make corrections, the majority of students took advantage of the option which resulted in a high completer percentage. Based on Spring 2021 data, two students did not take advantage of	This outcome will change and the course that is measured will change: Demonstrate, identify and assess appropriate procedures for entering payroll information such as tax and withholding information and processing and creating payroll checks in an office environment. The course measured will be OST 153 Office Finance Solutions and we	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		itinerary, and travel etiquette. A standardized rubric is utilized for grading.		Range: 30-100 n:10. Fall 2021 Mean of Completers: 84.88% Range: 50-99 n:8. Spring 2022 Mean of Completers: 85% Range: 59-100 n:13.		or formatting issues.	the option with grades of 30 and 45 that caused the overall class average to drop. Faculty encouraged students to utilize CET 107 (open computer lab), the Writing center, and the Learning Center for assistance.	will use the Payroll Report for the course.	
3 GE	Demonstrate, identify, and assess appropriate procedures for creating and formatting mailable office documents.	Final Exam Project OST 135 (Adv Text Entry & Format) This measurement tool requires students to create/format multiple mailable office documents, including a left-bound report and mail merge,	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean of Completers: 84% Range: 64-100 n:15 Spring 2020 Mean of Completers: 95% Range: 89-98 n:11 Spring 2021 Mean of Completers: 95% Range: 90-99	Students grasp an understanding of office document formatting through mastery of the class work.	Many of our students submit assignments only once to get a grade instead of taking the time to utilize the multiple attempts to correct mistakes. Faculty will continue to encourage students to strive to get the	The faculty continued to assist students with formatting documents and helped them master content through virtual consultations. Faculty encouraged students to utilize CET 107 (open computer lab), the Writing Center, and the Learning Center for assistance.	In OST 135, faculty will continue to utilize the Final Exam Project as a measurement tool of mastery to determine if the outcome is met. The faculty will continue to provide virtual consultations with students as needed to resolve any understanding issues in formatting. The faculty will continue to allow students multiple attempts on	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		and is graded on rubric.		n:8 Spring 2022 Mean of Completers: 87.75% Range: 73-98 n:16.		documents correct and ensure students can correctly format documents required in the workplace.		documents to correct/revise and learn proper formatting of documents throughout the semester. A new measurement/grading rubric will be implemented beginning Fall 2022.	
3 DS	Demonstrate, identify, and assess appropriate procedures for creating, formatting, and transcribing medical office documents.	Final Exam in OST 242 (Med Office Transcription II) This measurement tool requires students to key a transcribed document and a proofreading exercise.	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean: Mean of Completers: 84% Range: 64-100 n:15 Spring 2020 Mean of Completers: 95% Range: 89-100 n:2 Spring 2021 Mean of Completers: 94%	As a continuation course, reinforcement of creating, formatting, transcribing, and proofreading documents provides a basis of medical records application for the MOA degree.	The Document Specialist track was discontinued in Fall 2022. This measurement tool will also be discontinued.	The Document Specialist track was discontinued in Fall 2022. This measurement tool will also be discontinued.	The Document Specialist track was discontinued in Fall 2022. This measurement tool will also be discontinued.	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Range: 88-98 n:4 Spring 2022 (Transcription) Mean of Completers: 81% Range: 66-98 n:3 (Proofreading) Mean of Completers: 81% Range:50-98 n:3.	Students transcribe and create various documents throughout the semester and receive feedback on documents within each chapter covered.				
3 MC	Demonstrate, identify and analyze all medical reports to properly identify all procedures and diagnoses	OST 247 (Procedure Coding) Comprehensive Final Exam This measurement tool is a 75-question exam that requires students to properly	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean of Completers: 84% Range: 64-100 n:15 Spring 2020 Mean of Completers: 87% Range: 48-96 n:21	As a continuation course, reinforcement of coding, along with OST 248, provides a basis of coding for the MOA degree.	To better prepare for the final exam, students will evaluate coding assignments and test feedback, reflecting upon what is learned and	Gather data to see if success rates change based on student evaluation of coding assignments/tests.	In OST 247, faculty will continue to utilize the Final Exam as a measurement tool of proficiency to determine if the outcome is met. Instructors will utilize virtual consultations to assist students in	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		identify procedures and diagnoses.		Spring 2021 Mean of Completers: 86% Range: 70-99 n:24 Spring 2022 Mean of Completers: 91% Range: 78-98 n:25	Practical application of coding in the workplace is needed. Students receive many opportunities to look up and code the diagnosis throughout the semester to ensure knowledge of the process.	how to apply what was learned in subsequent chapters and in a professional position within a medical setting. This should improve success on the final exam.		understanding material as needed. The faculty will continue to provide feedback for students to utilize as a reflection to understand the correct processes of coding.	

Curriculum Map – A25310GE Medical Office Administration – General

Course	PLO1	PLO2	PLO3
	Demonstrate proper use of medical terminology and abbreviations used in medical offices and medical information management systems	Demonstrate, identify, and assess appropriate procedures and tasks performed in an office environment.	Demonstrate, identify, and assess appropriate procedures for creating and formatting mailable medical office documents.
OST 130		I	I
OST 137		I	I
OST 141	I		
OST 164		I	
OST 136		I	I
OST 142	M		
OST 153		I	
OST 140		I	I
OST 149	D		
OST 134		D	D
OST 148	D		
OST 241		D	D
OST 280	D		
OST 289		M	M
OST 135		D	M
OST 286		M	
OST 243	D	D	

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Curriculum Map A25310MC Medical Office Administration – Billing and Coding

Course	PLO1	PLO2	PLO3
	Demonstrate proper use of medical terminology and abbreviations used in medical offices and medical information management systems.	Demonstrate, identify, and assess appropriate procedures and tasks performed in an office environment.	Demonstrate, identify, and analyze all medical reports to properly identify all procedures and diagnoses
OST 130		I	
OST 137		I	
OST 141	I		
OST 148	D		I
OST 142	M		
OST 247	D		D
OST 248	D		D
OST 136		I	
OST 249	D		M
OST 134		D	
OST 164		I	
OST 264	D		
OST 280	D		
OST 149	D		
OST 153		I	
OST 286		M	
OST 289		M	

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – A45110 Associate Degree Nursing

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Strengths: Nationally Accredited program, graduates sought after by local healthcare facilities. Areas for Improvement: Retention of students and utilization of Nurse Think products to prepare graduates for the NextGen NCLEX. Needs: Faculty professional development on NextGen NCLEX and utilization of Nurse Think products. Recruitment of qualified full-time and adjunct faculty. Action: Professional development webinars are shared with faculty from Nurse Tim and Nurse Think. Faculty meet each semester with our assigned Nurse Educator from Nurse Think. Working directly with CaroMont health to help recruit new adjunct clinical instructors in specialty areas.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Foundations of Nursing
Is there anything you want to note about these diplomas, certificates, or pathways?	N/A

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	O	• The ADN program is a very viable program for Gaston College. ADN generated 153.94 FTEs in 2020-2021 and 161.13 in 2021-2022. Many additional FTEs are generated with co-requisite courses for this program.
Uniqueness: • What do we do that sets us apart from neighboring institutions?	O	• Gaston College is integrating simulation best practices more than other neighboring institutions.

	Rating	Explanation
• How effective are marketing efforts in highlighting this unique vision and attracting students?		• Gaston College's ADN program is cost effective compared to neighboring institutions by offering an Associate Degree in Nursing in 5 semesters. • Marketing efforts are focused through information on the Gaston College website and through Gaston College related social media sites. Additionally, the program offers Information Sessions numerous times per year.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	• The ADN program had a yield rate of 49% in 2021. The largest number of applicants are interested in the LPN-RN option of the ADN program as it is one of the only programs of this type in the area. • Strategy development is underway with local healthcare facilities to offer cohorts of students specific to their company. This will increase enrollment in the ADN program.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	• Barriers to student progress are the rigor of the program and time commitment to the coursework to be successful. NC ADN programs are concept-based on curriculum, and some students have an adjustment period to this structure of teaching.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		• Marketing to non-traditional students • Strategies: AVISO early alerts, DBC open computer lab/study room, GC foodbank, ESL book resources, and academic coaching.
<u>Course Sequence</u>: • Are courses (including general education and elective courses)		• Yes, the course sequence is carefully mapped to ensure students are taking courses that will prepare them as they progress. Co-requisite courses are

	Rating	Explanation
selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		reviewed every semester to ensure their availability.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		• Traditional ADN provides the curriculum in face-to-face format. • LPN-RN is a hybrid evening option for those that need evening class hours
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		• Course evaluations provide positive feedback regarding the program. • Faculty evaluations, course evaluations, and clinical site evaluations were reviewed individually with the ADN faculty and Director of Nursing. • Feedback is addressed during meetings with plans to improve in designated areas.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		• ADN is a selective admission program with more applicants than seats available. • Historically the withdraw rates have remained stable in the ADN program and in alignment with other ADN programs.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		• Barriers to successful student completion include students taking other courses besides nursing, as well as demands outside of schools, such as working full-time.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		• Yes, all students are employed upon graduation (100% job placement). • Data show a 16% annual growth per JobsEQ data.
Community: • Is the program the right fit for our community?		• The program offers an affordable, high quality educational opportunity to our service area.

	Rating	Explanation
• How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		• The program is well respected in the community with our community partners. • The Advisory Board provides positive feedback and ways to improve graduate education and integration of best practices into the curriculum.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Gaston College's ADN program is nationally accredited.

Student Learning Outcomes – A45110 Associate Degree Nursing

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.	Direct Measure: Faculty will evaluate all NUR 213/223 students on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool.	On average, students will earn at least an evaluation of satisfactory on this artifact.	100% of graduates	Nursing skills, communication, safety, prioritization	Time management	Faculty assigned to group of students to follow as Success Coach and/or Academic Coach-provided more contact with students at risk for being unsuccessful	Faculty to attend workshops conducted by NurseThink leadership to change standardized testing from ATI to NurseThink beginning Fall 2022
2	Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.	Direct Measure: All NUR 111 students will successfully complete the ATI Civility Mentor certificate for Foundations of Professionalism and Civility.	On average, students will earn at least satisfactory on this artifact.	95%	Objective standardized test.	Faculty considering change to NurseThink standardized tests.	Will continue to evaluate and re-evaluate	Review at end-of-course meeting and develop a measurable assessment for the change to NurseThink resources beginning Fall 2022
3	Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.	Direct Measure: All NUR 111 students will be evaluated on their ability to satisfactorily complete a holistic assessment during the Holistic Assessment Simulation utilizing a faculty developed rubric.	On average, students will earn at least a satisfactory on this artifact.	100%	Students have didactic instruction, lab instruction with practice and check-off, then one-on-one with clinical instructor.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric prior to check-off in order to practice and understand how they will be assessed and how the grade is determined.	Review at end-of-course meetings.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
4	Incorporate informatics to formulate evidence-based clinical judgments and management decisions.	Direct Measure: Each NUR 112 student will submit documentation in the EHR (DocuCare) without errors by the end of NUR 112.	On average, students will earn at least 100% on this artifact.	100%	Students have opportunity to use EHR (DocuCare) for clinical assignment and simulation lab assignments.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric prior to EHR assignments in order to understand what is required documentation and how the grade is determined.	Review at end-of-course meetings.
5	Implement caring interventions incorporating documented best practices for individuals in diverse settings.	Direct Measure: All NUR 212 students will be evaluated on their ability to plan and implement a teaching project on a regional, state or national health/wellness and illness initiative be graded on a faculty developed rubric.	On average, students will earn at least 80% on this artifact.	95%	Opportunity for students to participate in evidence-based practice initiatives on local, state, or national level.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric along with instructions for completion of a teaching project in order to understand what is required to complete the project and how the grade is determined.	Review at end-of-course meetings.
6	Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles	Direct Measure: All NUR 114 students will develop and present a teaching plan for a client with congestive heart failure that and be evaluated on a faculty developed rubric.	On average, students will earn at least 80% on this artifact.	95%	Opportunity for students to participate in evidence-based practice initiatives observed in clinical experience.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric along with instructions for developing and presenting a teaching plan for a client with congested heart failure in order to understand what is required to complete the plan and how the grade is determined.	Review at end-of-course meetings.
7	Collaborate with the interdisciplinary healthcare team to advocate for positive	Direct Measure: NUR 112 students will be required to round with other disciplines such as PT, RT and social	On average, students will earn at least 80% on this artifact.	95%	Opportunity for nursing students to collaborate with other interdisciplinary team members.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric along with instructions for completion of a client care plan with at least one interdisciplinary	Review at end-of-course meetings.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	individual and organizational outcomes	work and present one plan that could be collaborated with the interdisciplinary healthcare team to increase organizational outcomes. Each student's presentation will be evaluated by a faculty developed rubric.				Include students from Respiratory Therapy, Surgical Tech, Medical Assisting, NA and Pharmacy tech programs	healthcare team member in order to understand what is required to complete the plan and how the grade is determined.	
8	Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.	Direct Measure: All NUR 212 students will comprehend the cost effectiveness of hospice care and the Medicare Hospice benefit. Student will be testing on this knowledge in NUR 212 Quiz #2.	On average, students will earn at least 80% on this artifact.	95%	Opportunity for nursing students to demonstrate critical thinking regarding cost effectiveness in managed care of clients utilizing the Medicare Hospice benefit.	Review questions on NUR 212 Quiz # 2 for reliability.	Faculty could affect this outcome depending on whether questions related to this content were modified or deleted.	Review at end-of-course meetings.
9	Prioritize assessments and client-centered nursing interventions relevant to clinical decision making.	Direct Measure: NUR 212 students will be evaluated on their ability to satisfactorily complete a discussion board assignment on prioritization of care utilizing a faculty developed rubric.	On average, students will earn at least 80% on this artifact.	100%	Opportunity for students to communicate critical thinking and prioritization of care.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric along with instructions for completion of discussion board assignment in order to understand what is required to complete the assignment and how the grade is determined.	Review at end-of-course meetings.

Curriculum Map – A45100 Associate Degree Nursing

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO99
	Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence	Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary health care team	Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment	Incorporate informatics to formulate evidence-based clinical judgments and management decisions	Implement caring interventions incorporating documented best practices for individuals in diverse settings.	Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes	Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies	Prioritize assessments and client-centered nursing interventions relevant to clinical decision making.
NUR 111	I	I	I	I	I	I	I	I	I
NUR 112	D	D	D	D	D	D	D	D	D
NUR 113	D	D	D	D	D	D	D	D	D
NUR 114	D	D	D	D	D	D	D	D	D
NUR 211	D	D	D	D	D	D	D	D	D
NUR 212	D	D	D	D	D	D	D	D	D
NUR 213	M	M	M	M	M	M	M	M	M
NUR 214	I	I	I	I	I	I	I	I	I
NUR 221	D	D	D	D	D	D	D	D	D

NUR 223	M	M	M	M	M	M	M	M	M

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – D45660 Practical Nursing

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
Strengths: Ranked #1 PN program in NC second year in a row, consistent high NCLEX-PN passage rates, graduates highly sought after by area healthcare agencies after graduation. Areas for Improvement: Increase retention of both day and evening PN cohorts. Integrate Nurse Think into the curriculum to prepare the graduates to be successful on the new NCLEX. Needs: Fill evening vacant full-time instructor position, hire additional qualified adjunct faculty to assist with clinical rotations. Actions: Share program review with faculty in faculty meetings so data can be assessed for improvements, share needs and areas of improvement with administration and stake holders for the program and college, offer NextGen training for faculty.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Diploma in Practical Nursing
Is there anything you want to note about these diplomas, certificates, or pathways?	N/A

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	O	• The Practical Nursing program is a very viable program with graduates sought after from all area healthcare agencies. This program is a feeder program for the LPN-RN program and has a large interest in the community.
Uniqueness: • What do we do that sets us apart from neighboring institutions?	O	• Gaston College's PN program is nationally accredited (ACEN)- one of

	Rating	Explanation
• How effective are marketing efforts in highlighting this unique vision and attracting students?		only 6 nationally accredited PN programs in NC. • The PN program offers a day and evening option. • Gaston College's PN program is ranked as the #1 PN program in NC for the second year in a row. • The first PN apprenticeship class started in fall 2022 in partnership with CaroMont Health. First PN program in NC to run a dedicated cohort through apprenticeship. • The PN program is marketed through information on the GC website, through GC related social media sites, and by word of mouth in the healthcare community.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	Strategies that have been implemented to increase enrollment in the PN program are: • Increased enrollment in fall 2022 to 100 students admitted (80 admitted in past years). • Requested funding for an additional FT faculty to assist with the increased projected enrollment. • Add Nursing consultants to link the bridge between our program and current practice at CaroMont Health.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	During 2021-2022, the PN program had 60% of those enrolled successfully complete the program. The retention benchmark is set at 49%. This is an increase in retention from 2020-2021. Barriers identified were the impact of COVID-19 and time commitment to the program. (Many PN students work outside of school and work

	Rating	Explanation
		hours interfere with their ability to prepare/study).
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	Strategies utilized to support underserved populations are SEAP Emergency funds, GC food bank resource, GC counseling services, and assignment of class specific Academic Coaches.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?	O	Course sequence is carefully mapped to assure students are taking courses that will prepare them as they progress. Courses are filled at an appropriate rate Co-requisite course offerings are reviewed every semester to assure their availability.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	O	The PN program utilizes Blackboard as a platform to support the education of the PN student. GC offers an evening PN option that works well with those that need an evening option to further their education.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	O	PN course evaluations are collected each semester for each course. Faculty evaluations, course evaluations, and clinical site evaluations are reviewed individually with the PN faculty and Director of Nursing. Feedback is addressed during these meetings with plans developed to improve in designated areas.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	O	No PN courses have low enrollment.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	O	The PN awards to headcount ration is set at 16%. In 2020-2021, this percentage was 42%, exceeding the set goal. Barriers to timely student completion are excessive obligations outside school (work/family) and financial barriers.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	A	• The 2020 goal achievement data for the PN program was 84% completely achievement and 16% partially achievement. • NCTower data shows the median wage for 2017 as $39,486. • JobsEQ annual growth rate is 2%.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	O	• Gaston College's PN program offers an affordable, high quality educational opportunity to the Gaston/Lincoln and surrounding county residents. This is important for the community as there are many healthcare agencies in the area that need qualified nurses. This program offers a 3-semester option to earn a diploma and become employed. • Gaston College's PN program is well respected in the community and with community partners. Positive feedback from the program and graduates is gathered at the nursing advisory committee. This committee is surveyed annually on ways to improve graduate education and how to integrate best practices into the curriculum.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Gaston College's PN program is fully accredited by ACEN and earned the ranking of the #1 PN program in NC for the second year in a row.

Student Learning Outcomes – D45660 Practical Nursing

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential	Direct Measure: Faculty will directly assess the ability of each student to present their holistic plan of care in virtual simulation for a patient Joan McIntyre NUR 102 by utilization of a faculty driven rubric. Indirect Measures: Each student will complete a self-reflection of the care they provided to a postpartum client including all holistic concepts.	On average, students will earn at least 80% on this artifact.	100 % of graduates	Student reflection of care provided along with faculty feedback.	Grading rubric is subjective. Need to review using objective grading scale.	Students will have access to rubric prior holistic plan of care assignment in order to understand how they will be assessed and how the grade is determined.	Review at end-of-course meetings.
2	Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability	Direct Measure: Clinical faculty will evaluate all students in NUR 103 on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice when completing the assignment of "student charge nurse"	On average, students will earn at least an evaluation of satisfactory on this artifact.	100% of graduates	Nursing behaviors, communication, safety	Time management. Review "student charge nurse" clinical assignment for appropriate	Review clinical faculty education regarding assessment of nursing behaviors that are consistent with NCBON PN scope of practice. of clinical faculty. Students need access to rubric prior to assignment in order to understand what is	Review at end-of-course meetings.

	for continued competence.					grading rubric that is objective.	required and how the grade is determined.	
3	Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness.	Direct Measure: All NUR 103 students will be evaluated on their ability to provide safe, evidenced-based nursing care to an elderly diabetic client during a simulation exercise.	On average, students will earn at least 80% on this artifact.	100% of graduates	Safety, Evidence-based practice	Review grading rubric for objective grading scale.	Students will have access to rubric prior to evaluation for a simulation exercise that assesses ability to provide safe, evidence-based care to an elderly client with diabetes. Students will understand what is required and how the grade is determined.	Review at end-of-course meetings.
4	Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles	Direct Measure: During NUR 103, students will be observed, evaluated and be able to document client teaching about diet regimen during a simulation for a client with coronary artery disease.	On average, students will earn at least 80% on this artifact.	100% of graduates	Effective implementation and documentation of teaching reinforcement in scope of practice for LPN	Review grading rubric for objective grading scale.	Students will have access to rubric along with instructions for completion of client teaching about diet regimen regarding a client with coronary artery disease prior to simulation exercise in order to understand what is required and how the grade is determined.	Review at end-of-course meetings.
5	Participate in the nursing process to provide individualized, safe, and	Direct Measure: All NUR 101 students will successfully complete a Prep Plan II by the end of	On average, students will earn at least 80% (satisfactory)	100% of graduates	Supervised implementation of individualized plan of care for assigned clients.	Review faculty developed evaluation guide for objective grading scale.	Students will have access to objective evaluation rubric in order to understand how to completed the	Review at end-of-course meetings.

	effective nursing care in a structured setting under supervision.	the fall semester as assessed by the faculty developed evaluation guide that reviews the ability to utilize the nursing process in the provision of safe, and effective nursing care in the acute care setting.	on this artifact.				plan and how the grade is determined.	
6	Demonstrate caring behaviors in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan.	Direct Measure: All NUR 102 students will be evaluated on their ability to provide culturally competent, client-centered care to a non-English speaking simulation patient that is the simulation lab.	On average, students will earn at least 80% on this artifact.	100% of graduates	Cultural diversity across the lifespan	Review grading rubric for objective grading scale.	Students will have access to rubric prior to culturally diversity assignment in simulation lab in order to understand how they will be evaluated and how the grade is determined.	Review at end-of-course meetings.

Curriculum Map – D45660 Practical Nursing

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.	Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence.	Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness.	Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching, and learning principles.	Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.	Demonstrate caring behaviors in implementing culturally competent, client-centered nursing care to diverse clients across the lifespan.
NUR 101	I	I	I	I	I	I
NUR 102	D	D	D	D	D	D
NUR 103	M	M	M	M	M	M

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.	Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence.	Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness.	Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching, and learning principles.	Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.	Demonstrate caring behaviors in implementing culturally competent, client-centered nursing care to diverse clients across the lifespan.

Course	PLO7	PLO8	PLO9			
	Participate in Quality Improvement (QI) by identifying hazards and errors and by suggesting to the RN changes to improve the client process.	Utilize informatics to access, manage, and communicate client information.	Participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered nurse, to support positive individual and organizational outcomes in a safe and cost-effective manner.			
NUR 101	I	I	I			
NUR 102	D	D	D			

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.	Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence.	Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness.	Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching, and learning principles.	Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.	Demonstrate caring behaviors in implementing culturally competent, client-centered nursing care to diverse clients across the lifespan.
NUR 103	M	M	M			

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – A25370 Office Administration

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission and purpose of the Office Administration (OA) degree programs at Gaston College are to provide students with the knowledge base that will allow them to work in a variety of office environments, including real estate, manufacturing, industrial, banking or financial institutions, government offices and schools, and any other general businesses. Students in the Office Administration track will greet clients, answer phones, file, create documents, organize projects, maintain inventories, interact with customers, clients, co-workers, perform budgeting and payroll dealings, maintain accurate financial records., and perform other front office duties as assigned.

Strengths
The office-focused classes provide students with a vast background in the terminology and procedures/tasks that an office professional may be required to perform in an office environment/facility. Students develop an understanding of handling minutes for meetings, organizing travel, providing customer service, and using various types of software. Students also learn the procedures for completing tasks performed in an office environment/facility. The program has a great relationship with Work Based Learning. Many students have had the opportunity to work while enrolled in our program. These opportunities have led to many students getting positions in offices in various facilities.

Areas of Improvement
Focus on helping students obtain their MOS certifications.
Increase recruiting efforts in program and reach out to local businesses.
Increase Zoom sessions virtually for student questions.

Needs
Continue allowing us to attend conferences to stay abreast of technological changes and to network with peers on successful recruitment ideas and setting up courses.

Actions

- Continue to work with the Work Based Learning Department to assist in monitoring student employment.
- Work with the marketing department to promote Office Administration

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Work with technology services to ensure labs are updated to maintain the latest in technology advancements. • Continue to promote and provide Microsoft Office Specialist certification testing. Based on enrollment the past few semesters, we removed the Office Administration Office Finance and Office Administration Software Specialist degree and diplomas beginning Fall 2022.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	A25370GE-Office Administration-General D25370GE-Office Administration-General Diploma C25370GE-Office Administration-General Certificate C25370CS-Office Administration-Customer Service Certificate
Is there anything you want to note about these diplomas, certificates, or pathways?	We are working with Adult High School and GED program for students to transition to a college degree.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		Office Administration had an FTE count of 25.56 for Fall 2022. The Office Administration program is a viable program for the school and for other programs. Some of the course offerings in the Office Administration program are also a part of other course offerings in various programs at the college.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		Through Guided Pathways, we have aligned the program to reduce the number of hours of completion to be close to the same number of hours in programs in the surrounding counties. In OA, we work with WBL to help students gain experience in the field. Many of these experiences have resulted in full-time employment for our students. By working with the Adult High School and GED programs, some students can transition to

	Rating	Explanation
		college courses and pursue their degree in Office Administration.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		See attached PLOs and Curriculum Map
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		The Office Administration-General program had a 100% Fall 2021-Spring 2022 retention rate. Through Success Coaching for our students, the OA department encourages student participation and helps students to stay on track. Watermark and email are both utilized to help track communication between the faculty member and student. Many of our students work full-time jobs and have families which makes it difficult to take a full load of courses. Therefore, many of our students are part-time students.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		There are more females (92%) than males (8%) in the Office Administration programs. In the past, it has been typical for an Office Administration position to be filled by a female, but marketing efforts and MOS certification opportunities may yield more interest in the program by males.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Course sequencing in the Office Administration programs must be carefully considered. Many of the courses in this program have state prerequisites that must be met to progress in the program.

	Rating	Explanation
		Students have a good balance of general education courses in addition to the courses that are part of their major. Advisors advise students throughout the program to keep them on track and ensure all state prerequisites for the advanced courses. Course demand and historical enrollment trends are used to create schedules for each semester. The OA department strives to offer courses seated as well as online to accommodate the students' modality choice.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		The students can take all courses online if they choose. We do offer an option on the schedule for students to take courses (OST 137 Office Applications, OST 153 Office Finance Solutions, and OST 286 Professional Development) in a hybrid format. Many semesters these do not make, as we have found students prefer the online opportunities.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Course evaluations are conducted in all Career and Technical Education courses in the fall and spring semesters. For the summer term, courses offered as summer only are evaluated. All faculty members and program chairs have access to the course evaluations. Overall, the feedback from the course evaluations is positive. Faculty members in the OA programs review feedback from evaluations and utilize the feedback to determine if any changes need to be made to the courses.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		OST 137 Office Applications I has a 26% withdrawal rate. Many students do not realize until they are in the course that they need to be in a seated format. OST 184 Records Management and OST 284 Emerging Technologies have shown low enrollments. OST 284 is being replaced with OST 145 Social Media for the Office Professional in hopes that it will have more of an interest for students. OST 184 was removed from the medical tracks when the program went through a State Improvement Project. This has lowered the numbers on the course since it is

	Rating	Explanation
		only in the Office Administration program.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		The Office Administration program had an Awards to Headcount ration of 75%. Student completion is the top priority of the Office Administration faculty members. Specific guidelines provided through Guided Pathways have helped to reduce the number of required hours for completion. Depending on family and work situations, many students transition back and forth from full-time to part-time status, preventing timely completion of the program. OA faculty members strive to counsel students to continue their education, even if only one course can be taken during a semester.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		Our students have been successful in the past. According to the Jobs Eq, Office Clerks will see an increase in annual growth of 0.4%. Office and Administrative Support Workers will see an increase in annual growth of 1.4%. Although the expected growth for Secretaries and Administrative Assistants is low, the unemployment rate for those working in the field is only 2.7%.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		Bi-annual Advisory Board meetings are conducted. The Advisory Board is made up of professionals from the community who hold positions our students would pursue as well as positions of hiring managers. During the meetings, members discuss the needs of their companies, evaluate sequencing, and offer suggestions to improve the programs. Our Advisory Board has been very supportive of our program. Through MOS certifications, our students have more of an opportunity to make more money and an advantage when starting their career. The Office Administration program is fortunate to have a great working relationship with Work Based Learning. Each semester, we have students working in the field for a major hour elective credit while gaining valuable hands-on

	Rating	Explanation
		work experience. The WBL experiences are primarily positive for both the students and the employers.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A25370 Office Administration

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1 GE FI SW	Demonstrate effective written communication techniques related to office administration.	OST 164 (Office Editing) Final Exam This measurement tool is an objective 100-question test covering written techniques related to office administration.	On average, students will earn at least 80% on this assessment.	Fall 2018 – OST 164 Final Exam Mean of Completers: 64% Range: 42-88 n: 26 Fall 2019 Mean: Mean of Completers: 81% Range: 45 – 100 N: 11 Fall 2020 Mean of completers: 82% Range: 58-100 N: 21 Fall 2021 Mean of completers: 77.7% Range: 57-91 N: 12	The final exam is a comprehensive exam that covers questions from each of the chapters covered. The students prepare for this exam through quizzes that are taken with each chapter.	Utilize the virtual Zoom sessions for student questions/answers. A new measurement tool will be implemented beginning Fall 2022 to narrow the focus for improvement.	Students responded positively to the Virtual Zoom sessions and coming in when needing help. After discussion with other OA instructors, we decided to utilize a different measurement tool that will be put in place for Fall 2022.	In OST 164, virtual consultations will continue to be used for students that are not able to come to campus. A new measurement tool will be implemented beginning Fall 2022 to narrow the focus for improvement.	

2 GE FI SW	Demonstrate, identify, and assess appropriate procedures and tasks performed in an office environment.	OST 289 (Office Admin Capstone) Online Portfolio This measurement tool includes numerous documents/skills used in an office environment, including a career information interview, telephone techniques, a resume, a netiquette flyer, a sales invoice, an agenda, an itinerary, and travel etiquette. A standardized rubric is utilized for grading.	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean: Mean of Completers:90 % Range:73-100 n:12 Spring 2020 Mean: Mean of Completers:98 % Range:89-100 n:8 Fall 2020 Mean of Completers: 92% Range: 71-100 N: 6 Spring 2021 Mean of Completers: 76% Range: 30-100 N: 10 Fall 2021 Mean of Completers: 84.88% Range: 50-99 N: 8 Spring 2022 Mean of Completers: 85% Range: 59-100 n:13	Throughout the semester, students complete various office related documents and receive feedback with an opportunity to edit the documents prior to adding to the portfolio.	Students are given opportunities to update any errors on documents through feedback prior to adding to the portfolio. Some students do not take advantage of the opportunity to make updates to the documents.	Students continued to take advantage of updating documents prior to creating their portfolios. The faculty encouraged students to use the writing center, open lab on campus and the learning center for assistance.	Based on the curriculum committee meeting in October 2021, it was decided that the tracks for Office Administration Finance and Office Administration Office Software Specialist would be discontinued. This measurement will no longer be used with the removal of the of these tracks.	

3 GE	Demonstrate, identify, and assess appropriate procedures for creating and formatting mailable office documents.	OST 135 (Adv Text Entry & Format) Final Exam Project This measurement tool requires students to create/format multiple mailable office documents, including a left-bound report and mail merge, and is graded on rubric.	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean: Mean of Completers: 84% Range: 64-100 n:15 Spring 2020 Mean of Completers: 95% Range: 89-98 n:11 Spring 2021 Mean of Completers: 95% Range: 90-99 n:8 Spring 2022 Mean of Completers: 87.75% Range: 73-98 n:16	Students grasp an understanding of office document formatting through proficiency in the course work.	Many of our students submit assignments only once to get a grade instead of taking the time to utilize the multiple attempts to correct mistakes. Faculty will continue to encourage students to strive to get the documents correct and ensure students can correctly format documents required in the workplace.	Faculty continued to assist students with formatting documents and helped them master content through virtual Zoom sessions. The faculty encouraged students to use the writing center, open labs on campus and the learning center for assistance.	We will continue the Virtual Zoom sessions and the module wrap ups. A new measurement tool/grading rubric will be implemented beginning Fall 2022.	
3 FI	Demonstrate, identify, and assess appropriate procedures for entering payroll information such as tax and withholding	OST 153 (Office Finance Solutions) Payroll Report in The students set up QuickBooks for manual payroll processing and	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean of Completers: 96% (Some issues where students could not complete) Range: 91-100 n: 16 Spring 2020	Throughout the semester, students gain knowledge and skills, not only in payroll, but also in the QuickBooks program to use in an	Moving to QuickBooks online has been a learning curve for both the students and the instructor. Virtual Zoom sessions will be utilized for	The faculty encouraged students to use the writing center, open labs on campus and the learning center for assistance.	We will use Virtual Zoom sessions for student questions and to cover material. A new measurement tool (Chapter 11 Quiz) will be implemented	

	information and processing and creating payroll checks in an office environment.	print the Payroll Item List Report. This report lists the payroll items, type, rates, and limits for some of the mandatory taxes and the expense and liability accounts relating to the payroll item such as salary and hourly wage information, advanced earned income credit, federal and state unemployment, federal and state withholding, and Medicare for the company and the employee.		Mean of Completers: 97% Range:92-100 n:21 Spring 2021 Mean of Completers: 99% Range:90-100 n:24 Spring 2022 Mean of Completers: 90% Range:100-0 n: 24	office environment.	students with questions.	Faculty assisted students with questions through emails, in person and phone calls. The course began utilizing a different textbook in Fall 2021.	beginning Fall 2022.	
3 SW	Demonstrate, identify, and assess appropriate procedures for creating and formatting mailable	OST 233 (Office Publications Design) Online Portfolio Project	On average, students will earn at least 80% on	Spring 2019 Mean of Completers: 88% Range: 70-100 n: 6 Spring 2020	The project is an all-encompassing project. The students create their own business name and create	Some students want to put the bare minimum in the documents and the grades reflect their effort. Faculty encourage students to	The faculty encouraged students to use the writing center, open labs on campus and the learning	Faculty continue to assist students and help them with improving their Publisher documents through Virtual Zoom sessions.	

	publications in an office environment.	Students create an online portfolio that contains various business publications and is graded on a rubric. This tool requires students to be proficient with Microsoft Publisher.	this artifact.	Mean: Mean of Completers: 98% Range: 93-100 n:6 Spring 2021 Mean of Completers: 83% Range:50-100 n:7	documents to support the document. The project takes them through a review of all material taught.	research other businesses such as the one they are creating to give a good overview of the business and the documents they are creating.	center for assistance. Faculty assisted students with questions through emails, in person and phone calls.	Students will continue to create their own company and utilize the knowledge learned throughout the semester to create business related documents using the company name. logo and motto created for their project. A new measurement/grading rubric will be implemented beginning Fall 2022.	

Curriculum Map – A25370FI Office Administration – Office Finance

Course	PLO1 Demonstrate effective written communications techniques related to office administration.	PLO2 Demonstrate, identify and assess appropriate procedures and tasks performed in an office environment.	PLO3 Demonstrate, identify and assess appropriate procedures for entering payroll information such as tax and withholding information and processing and creating payroll checks in an office environment.
OST 130	I	I	
OST 137		I	
OST 140	I		
OST 164	M	I	
OST 122	I		I
OST 138		D	
OST 184		I	
OST 132	I		
OST 136		I	
ACC 120			I
OST 134	D	D	
OST 153		I	M
OST 284	D		
OST 286	M	M	
ACC 140			D
OST 135	D	D	
OST 233	I		
OST 289	M	M	
ACC 111			

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Curriculum Map – A25370GE Office Administration – General

Course	PLO1	PLO2	PLO3
	Demonstrate effective written communications techniques related to office administration.	Demonstrate, identify and assess appropriate procedures and tasks performed in an office environment.	Demonstrate, identify and assess appropriate procedures for creating and formatting mailable office documents.
MKT 223	D		
OST 130	I	I	I
OST 137		I	I
OST 140	I		I
OST 122	I		
OST 138		D	D
OST 153		I	
OST 184		I	
OST 136		I	I
OST 164	M	I	
BUS 260	I		
OST 134	D	D	D
OST 238			D
OST 284	D		
OST 135	D	D	M
OST 233	I		M
OST 286	M	M	
OST 289	M	M	M
ACA 111			

SLO Key	**Meaning**
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Curriculum Map – A24370SW Office Administration – Office Software

Course	PLO1 Demonstrate effective written communications techniques related to office administration.	PLO2 Demonstrate, identify and assess appropriate procedures and tasks performed in an office environment.	PLO3 Demonstrate, identify and assess appropriate procedures for creating and formatting mailable publications in an office environment
OST 130	I	I	I
OST 137		I	I
OST 140	I		
CTI 120			
OST 138		D	I
OST 184		I	
OST 136		I	
OST 164	M	I	
BUS 260	I		
CTS 120			
OST 134	D	D	D
OST 238			D
OST 284	D		
OST 135	D	D	D
OST 153		I	
OST 233	I		M
OST 286	M	M	
OST 289	M	M	

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – A25380 Paralegal Technology

Rating Scale

O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).

A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.

D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

STRENGTHS:

- Faculty/adjuncts have strong connections to local legal employers.
- Courses are scheduled to meet student needs, utilizing live, virtual technology.
- Faculty/adjuncts are NC-licensed attorneys.
- Program coursework is geared toward practical, real-life paralegal work.
- NC State Bar Qualified Paralegal Program

AREAS OF IMPROVEMENT:

- The program could use more legal connections in Lincoln County.
- Students would benefit from more field trips/enrichment or volunteer opportunities.
- With only one full-time faculty member, it is hard to grow the program and keep up with course development.

NEEDS:

- Additional adjuncts and personnel support are needed for teaching, course development, and growing the program. (It is challenging to get licensed attorneys to work for adjunct pay.)

ACTIONS:

- Curriculum changes for Fall 2023 will help with limited Paralegal faculty/adjuncts. Some course content will be shifted from courses that will be removed from the program. BUS 115 – Business Law I will be utilized instead of LEX 220 - Corporate Law.
- Brainstorm ways to get better virtual student engagement/participation.
- CJC 131 will be adding a Global enrichment component.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Paralegal Technology, AAS (A25380) Paralegal Technology-Paralegal Office Administration Certificate (C25380)
Is there anything you want to note about these diplomas, certificates, or pathways?	The certificate includes both Paralegal and Office Administration courses, allowing students to preview both programs. Skills are transferrable in these programs.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	O	Enrollment decreased from Fall 2020-Fall 2021 but increased in Spring 2022. As far as cost, program viability for Paralegal is grouped with Criminal Justice in the viability report. With only one full-time faculty member and limited program expenses, the program is viable.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	O	The program is a NC State Bar Qualified Paralegal Program, which allows graduates to take the NC Certified Paralegal Exam. This also requires nine (9) live classroom hours of teaching in the program. Using live/virtual technology helps with accommodating student needs. Faculty/adjuncts are well-connected to jobs in our service area. Marketing efforts have increased this year; the program has been highlighted in social media posts and in a virtual information session (Summer 2022).

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are **the differences** in major **courses?** • What strategies have been and/or will be implemented?	O	The program currently has 68 hours but will decrease to 64 in Fall 2023. • Caldwell CC = 64 hours • Central Piedmont CC = 71 hours • Western Piedmont CC = 67 hours

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.	A	Students are meeting expected outcomes, but measurement tools should continually be evaluated for improvement.
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		Program retention from Fall 2020-Fall 2021 was only 25%, but retention from Fall 2021-Spring 2022 was 100%. Faculty/adjuncts work hard to engage with and encourage students, but many Paralegal students work full-time, have families, and encounter life issues out of their control. For example, in Spring 2022, LEX 170 had a high withdrawal rate (44%), but through communication with students, faculty discovered almost all were withdrawn for personal reasons, including deaths in the family, domestic situations, and issues managing Covid-19 exposures with children. Courses with virtual (live) class requirements have higher withdrawal rates but "live" hours are a requirement for Qualified Paralegal Studies Programs by the NC State Bar. The highly sequenced nature of the program can often be a barrier for students. If they miss or fail a course, it is not offered again for a year. Students in the LEX prefix is less successful (77%) than the college average (90%). LEX courses require strong writing, research, and analytical skills. This is an opportunity for the program to brainstorm ways to increase that success rate.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.		The Paralegal Technology program consistently has more females (82%) than males (18%). White students make up 76% of the student population; 12% are Black and 9% are Hispanic. This career seems to attract an older student population; 68% of students are over the age of 45. This data shows there are opportunities to recruit a more diverse student group. 19 students reside in Gaston County, 7 in Lincoln County, and 7 in surrounding counties (Mecklenburg, Iredell, Cleveland, Rutherford.)

	Rating	Explanation
		With live, virtual classes available now, there might be opportunities to expand the program into other areas that do not offer this program. The Gaston College Paralegal program is consistently between #9 and 11 in comparing Paralegal enrollment state-wide, and it is the same as NCCCS with respect to percentage change in enrollment (-21%).
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		Program sequencing is straightforward and efficient. Only one section of each LEX course is offered each year, so it is vital that students are well-advised. This can be problematic if a student has to take a semester off. Course fill-rates are hard to control as there are not multiple sections offered of LEX courses. Fall 2023 curriculum changes will assist this issue.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.		"Live" classes are offered remotely in the evenings, which students seem to like. Students would like more online courses, which might be possible if the "live" hours are tweaked to be in fewer LEX courses in future catalog years.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		Student course evaluations are consistently positive and reflect positive relationships and effective communication with faculty. Concerning student feedback is addressed with faculty individually, and a plan is developed to address.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		LEX 120 was the lowest enrolled course. It is sequenced after ENG 111, which is a prerequisite, but due to the high number of part-time students, many likely did not take it in advance and were then not able to take LEX 120. Withdrawal is discussed above in retention. Almost all LEX courses fall below the college success rate of 90%. Some students struggle with the writing, research and analytical skills needed in the paralegal career, but faculty should research and recommend additional support services for students.

	Rating	Explanation
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		The Awards to Headcount ratio is 25% with nine (9) students receiving their AAS degree. Because many LEX courses are only offered once a year, getting off sequence can be a barrier for students. Waiting a year for a course to be offered can be discouraging to students, especially if it is a prerequisite course needed to progress in the program. In addition, since so many students are attending part-time, the length of the program can be discouraging, especially if a job has already been obtained.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		Graduates who want employment are often hired before graduation. The paralegal career has a 5-year forecasted annual growth of 1.8%, and the mean annual wage is $46,700. Faculty are contacted often with job postings for students.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		The Paralegal Technology program is needed in our community, as evidenced by consistent student hiring and feedback from Advisory Board members. Paralegal students are solicited for volunteer opportunities with the local bar association and mock trial association. Advisory Board feedback includes more soft skills training, research/writing skills, and basic office skills. Faculty will consider how to best reinforce these skills and integrate them into existing courses.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A25380 Paralegal Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Define basic civil, civil injuries, criminal, domestic, and business law concepts, as well as an understanding of the role of the paralegal in our legal system.	Students are assessed on this outcome using two different measurement tools. In LEX 110 (Introduction to Paralegal Studies), students complete a final exam that demonstrates their understanding of basic civil, civil injuries, domestic and business law concepts, as well as the role of the paralegal in our legal system. The application part of this outcome is assessed in a project in LEX 110 (Introduction to	On average, students will earn an average of at least 80% on the LEX 110 final exam, demonstrating their understanding of basic civil, civil injuries, domestic and business law concepts, as well as the role of the paralegal in our legal system. On average, students will earn an average of at least 80% on the LEX 110 project, demonstrating their understanding	Fall 2019 Final Exam 84% Project 97% Spring 2020 Final Exam 79% Project 91% AVG: 88% Fall 2020 (Taught in Virtual Format) Final Exam Mean of Completers: 85% Final Exam Range: 74-96 n: 17 Project Mean of Completers: 96%	Students are continuing to score above average on both measurement tools. The final exam is an objective assessment that is consistent among all sections. The project uses a rubric for grading, and requires students to make a valuable connection with someone in the paralegal field to learn about the paralegal's role in our legal system.	Without item analysis, the final exam may be too broad to measure this outcome effectively. Faculty should look at whether the project can be re-developed to include more measurement of knowledge about basic legal concepts.	Review sessions for the final exam continued, as did virtual paralegal panels. Item analysis did not occur but will be added for Fall 2022.	Item analysis of final exam will occur to identify areas of weakness for students.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		Legal Studies) where students interview a paralegal about his/her career and role in the legal system.	of the role of the paralegal in our legal system.	Project Range: 65-100 n: 16 AVG: 91% Spring 2021 Final Exam Mean of Completers: 100% Final Exam Range: 100,100 n: 3 Project Mean of Completers: 85% Project Range: 82,87 n: 3 AVG: 93% Fall 2021 Final Exam Mean of Completers: 83%					

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Final Exam Range: 71-93 n: 7 Project Mean of Completers: 98.6% Project Range: 90-100 n: 7 AVG: 90.8% No Spring 2022 section					
2	Perform basic research of defined legal questions by traditional and electronic means and properly cite legal authorities.	The LEX 121 Office Legal Memorandum is the new assessment tool for this learning outcome. This measurement tool requires students to research NC law with respect to a fact situation, perform legal	On average, students will earn at least 80% on the Legal Memo, demonstrating their understanding of basic research of legal questions by traditional and electronic means, and properly	Spring 2021 Project Mean of Completers: 75% Range: 65,95 n: 5 Spring 2022 Project Mean of Completers: 88.5%	The Legal Memorandum assignment pulls together research, writing, and legal analysis together in a second-year assignment that mimics a real task a paralegal might be given in a work	Re-writes are dependent on students taking advantage of the opportunity for improvement.	No changes: this is a new measurement tool that needs more data to better analyze.	Faculty will continue to allow opportunities to improve this assignment, with the goal being a solid, well-written legal memo that can be used for interview purposes. Citations have been added to the legal rubric.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		analysis, and prepare a legal memo to a supervisor. The assignment utilizes a rubric for standardized grading.	citing legal authorities.	Range: 70-100 n: 8	environment. It uses a rubric which creates grading consistency.				
3	Describe legal ethics and use of the NC (North Carolina) rules of Professional Conduct.	Students are assessed on this outcome using two different measurement tools. In LEX 280 (Legal Ethics and Professionalism), students complete a final exam that shows their understanding and application of legal ethics rules, specifically the NC Rules of Professional Conduct.	On average, students will earn at least 80% on the final exam, demonstrating they understand legal ethics and can apply the NC Rules of Professional Conduct. On average, students will earn at least 80% on the project,	Fall 2019 Final Exam Mean of Completers: 86% Range: 78, 93 n:21 Project Mean of Completers: 88% Range: 59, 100 n: 20 AVG: 87% Fall 2020 Final Exam Mean of Completers: 89% Range: 81-95	Student scores are above average and consistent over the last three years on both measurement tools. The final exam utilizes objective questions and fact-based scenarios to assess student knowledge of the ethics rules.	Item analysis (or question identification) should be considered for the final exam. Continue brainstorming ways to encourage students to complete the project.	Small group sharing of projects has been added as a blog grade. The faculty has added Zoom recorded videos for additional student engagement and feedback. A video will focus on the project.	Consider item analysis of final exam – or changing the measurement tool to a more focused tool. Gather data about whether students are watching the instructor videos in the course.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		Also, in LEX 280, students complete an application-based project where students identify and apply the NC Rules of Professional Conduct to scenarios found in the media.	demonstrating they understand legal ethics and can apply the NC Rules of Professional Conduct to scenarios found in media.	n:13 Project Mean of Completers: 96% Range: 80-100 n: 11 AVG: 87% Fall 2021 Final Exam Mean of Completers: 84.6% Range: 76.75-96.5 n:12 Project Mean of Completers: 91.3% Range: 70-100 n: 12 AVG: 87.9%	The project asks students to properly apply ethics rules to face situations. NC ethics rules are a focus of both measurement tools.				
4	Describe the court system and the litigation process and assist an	Students are assessed on this outcome using two different measurement tools.	On average, students will earn at least 80% on the LEX 140	Fall 2019 Final Exam Mean of Completers: 89%	Students surpass the goal of 80% on each tool. Students are getting actual	Faculty will investigate whether both the exam and portfolio are	Students are mastering this outcome; no changes have been made	Faculty will look into whether both the exam and portfolio are needed to measure this outcome. In Fall	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	attorney in the preparation and filing of legal documents.	In LEX 140 (Civil Litigation I), students complete a comprehensive final exam that measures their understanding of the court system, the litigation process, and the preparation and filing of legal documents. In LEX 141, students complete a portfolio with legal pleadings, illustrating the ability to assist an attorney with the preparation and filing of legal documents.	final exam, demonstrating they can describe the court system and the litigation process. On average, students will earn at least 80% on the portfolio, demonstrating they can assist an attorney in the preparation and filing of legal documents.	Range: 8, 100 n: 13 Spring 2020 Portfolio Mean of Completers: 94% Range: 80, 100 n: 7 (Note: 8 students did not complete) AVG: 92% Fall 2020 Final Exam Mean of Completers: 88% Range: 66-99 n: 14 Spring 2021 Portfolio Mean of Completers 90%	paralegal experience with drafting legal documents and court forms.	needed to measure this outcome. In Fall 2023, LEX 141 will no longer be in the program, and this will be measured in LEX 140.	since the last review.	2023, LEX 141 will no longer be in the program, and this will be measured in LEX 140.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
				Range 80-100 n: 12. Fall 2021 Final Exam Mean of Completers: 79% Range: 17-100 n: 8 Spring 2022 Portfolio Mean of Completers: 82% Range: 65-100 n: 5. Final Exam Mean of Completers: 88% Range: 78-91.8 n: 6					

Curriculum Map – A25380 Paralegal Technology

Course	PLO1 Define basic civil, civil injuries, criminal, domestic, and business law concepts, as well as an understanding of the role of the paralegal in our legal system.	PLO2 Perform basic research of defined legal questions by traditional and electronic means and properly cite legal authorities.	PLO3 Describe legal ethics and use of the NC (North Carolina) rules of Professional Conduct.	PLO4 Describe the court system and the litigation process and assist an attorney in the preparation and filing of legal documents.
LEX 110	M	I	I	I
LEX 120	I	D	D	D
LEX 121	D	M	D	D
LEX 130	M	I	I	D
LEX 140	D	D	I	M
LEX 141	D	M	D	D
LEX 150	D	I	I	I
LEX 170	D	D	I	D
LEX 210	I	D	I	I
LEX 220	D	D	I	I
LEX 240	M	D	D	D
LEX 250	D	D	D	D
LEX 270	D	D	D	D
LEX 280	D	I	M	
CJC 131	M	D	I	I

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – A25620 Supply Chain Management

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary
- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths: An in-demand program relevant to our geographic location that offers students strong employment opportunities. A new articulation agreement with NC A&T gives students an additional pathway to further their education.

Areas for improvement: Low enrollment and loss/non-replacement of the primary instructor.

Needs: An instructor who can dedicate the time to teaching/maintaining the courses.

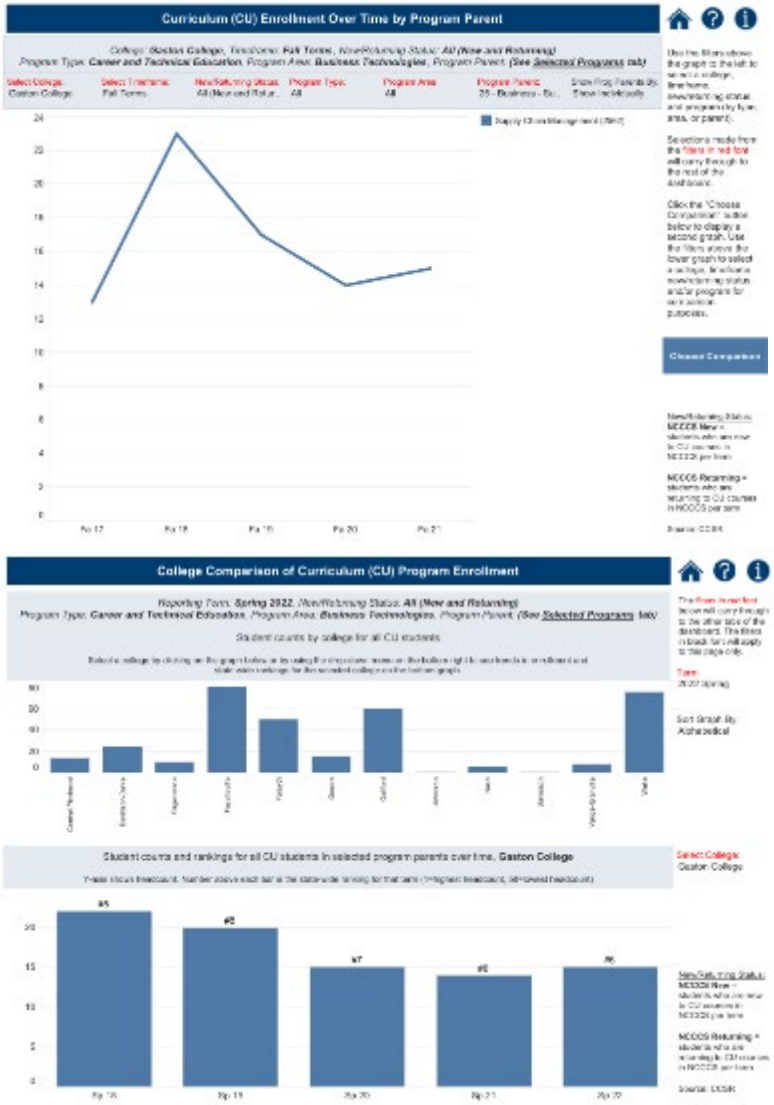
Actions: Recommend pausing the degree program and attempting to retain the certificate by re-housing it under Business Administration. We will still need an instructor to teach/maintain 4 courses. Our previous full-time instructor has agreed to do some instruction and maintenance on a contract basis, but he is retired and will not be able to teach very much longer.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	C25620 Supply Chain Management C25620L Supply Chain Management-Leadership C25620LP Supply Chain Management-Leadership CCP
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program?	D	Program enrollment has been low for many years. Viability is in question due to the loss of the full-time primary instructor and subsequent filling in of adjuncts. An engineering instructor has

	Rating	Explanation
Consider the accompanying program viability report.		earned some Supply Chain Management certificates and is also helping with courses. Both are good instructors, but neither have time to fully devote to program maintenance in a quickly evolving discipline. FTEs generated. 18-19: 16.93 19-20: 11.53 20-21: 10.06 21-22: 11.47 
<u>Uniqueness</u>: • What do we do that sets us apart from neighboring institutions?	A	The program itself is rather unique in that relatively few institutions offer it. The program received some marketing attention the summer 2020 period. No enrollment gains were detected.

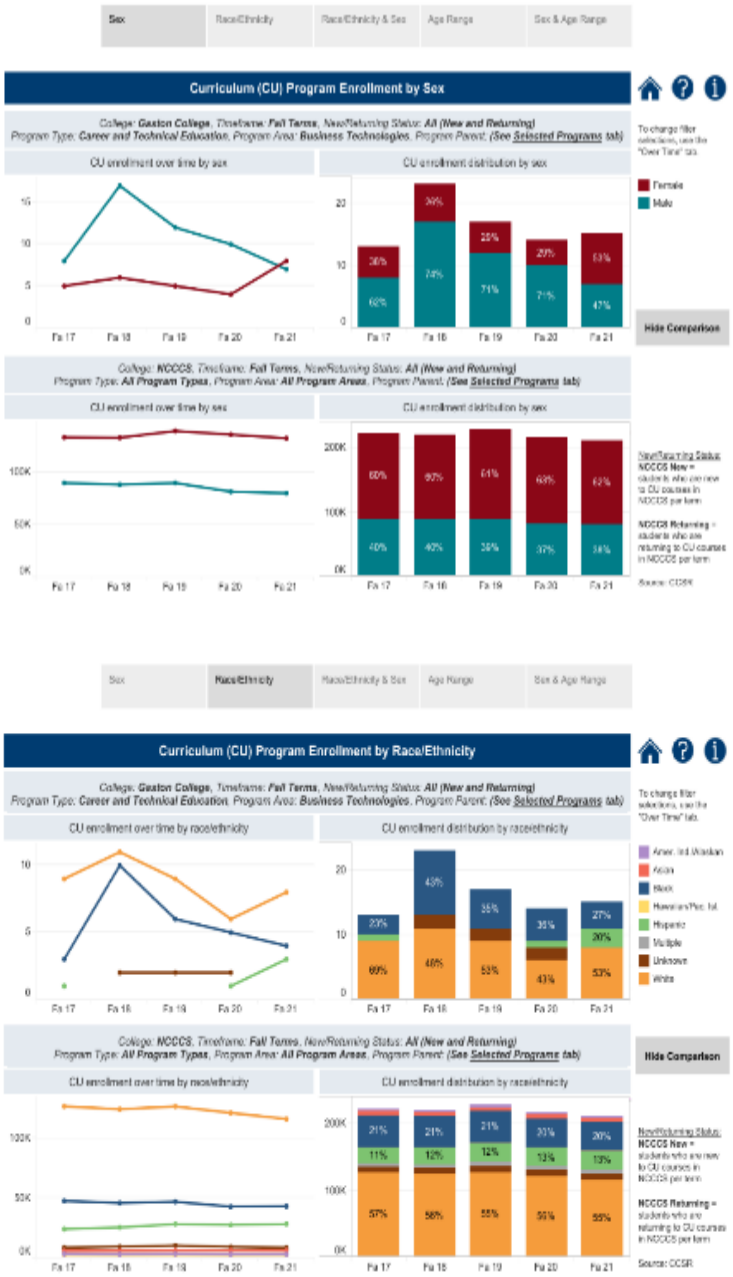
	Rating	Explanation
• How effective are marketing efforts in highlighting this unique vision and attracting students?		

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	A	The only nearby community college that offers supply chain is CPCC. They run it as a 65-hour program compared to our 68. They also select different LOG electives and mandate two foreign language courses. Our strategy is to pause the degree program but maintain the certificates under Business Administration to increase enrollment.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.	A	
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course		No new data on retention goal this year. Retention was 100% from Fall 2020 to Fall 2021 and 100% from Fall 2021 to Spring 2022. No significant barriers to progress are identified.

	Rating	Explanation
success/withdrawal data.		
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.	A	While no specific strategies are utilized at the department level, the college has many programs that aim to support underserved populations. 
<u>Course Sequence</u>: • Are courses (including general education and	A	The bulk of the program sequence is appropriate and has been recently verified by faculty as having no reason to change for the moment. There is some level of debate regarding whether general education courses should be sequenced toward the beginning of the program vs the end. Currently, they are

	Rating	Explanation
elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		sequenced toward the end to present less of a barrier to completion. Evaluation will continue.
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	All LOG-prefixed courses are online only due to enrollment numbers. For the other prefixes, we offer a blend of traditional seated, hybrid, and online-only courses. Though some faculty would rather we offered more seated courses, enrollment numbers do not support them now.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	Most of our students are extremely happy with our instructors and courses.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	A	Apart from LOG 110, all LOG-prefixed courses have exceptionally low enrollment, less than 5 students, sometimes only 1. Withdrawal rates are not a problem.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely	A	Headcount: 31 Awards: 10 Awards at the highest level: 4 Awards/headcount ratio: 32% No awards goal was set for this year. No barriers to timely completion are identified.

	Rating	Explanation
student completion and how can they be addressed?		

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	n/a	No data on job placement this year.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?	D	On paper, the program is the right fit for the community, considering the supply chain management and logistics opportunities in the area. The problem is in enrollment numbers.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	

Student Learning Outcomes – A25620 Supply Chain Management

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Recognize and explain the influence of supply and demand theories in various business situations.	ECO 251 (Principles of Microeconomics) Supply and Demand Module Exam This is an objective measurement tool that assesses understanding of supply and demand in various business situations.	On average, students will earn at least 80% on this artifact.	Fall 2016 81% Fall 2017 83% Fall 2018 85% Fall 2019 90% Fall 2020 Mean of Completers: 87% Range: 37.5-100 n: 224 Fall 2021 Mean of Completers: 85% Range: 25-100 n: 224.	Students are demonstrating competency in learning supply and demand concepts, how they are used to allocate resources in a market economy and understanding how changes relate to changes in the broader market. Performance is significantly higher than the benchmark.	Though performance is still above benchmark, it was slightly down from last year (87-85%)	Elasticity was removed from the measurement tool for Fall 2020 with the prediction that it would help boost student performance. Contrary to expectations, performance was down slightly from 2019, though still exceeding the benchmark	No immediate changes, but some faculty have floated the idea of selecting questions from the final exam rather than a dedicated supply/demand exam. We will talk more about this before a decision is made.	4
2	Analyze promotional strategies for various	MKT 120 (Prin of Marketing) Chapter 18 Exam	On average, students will earn	Summer 2017 92% Spring 2018	Students are performing very well, demonstrating	Student performance is strong, no areas for	No changes were made last cycle. While performance improved slightly	A new faculty member has volunteered to work on the measurement	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	companies and products.	This is an objective measurement tool that assesses students' analysis of promotional strategies.	at least 80% on this artifact.	94% Spring 2019 89% Spring 2020 91% Spring 2021 Mean of Completers: 90% Range: 60-100 n: 44 Spring 2022 Mean of Completers: 91.5% Range: 47-100 n: 30	that they can analyze promotional strategies for various companies and products.	improvement are identified at this time.	over last year, it falls within the normal range of performance for this tool.	tool to ensure quality and consistency. Spring 23 should be the first use of the revised quiz.	
3	Identify offer, acceptance, and mutual assent as they relate to contracts.	BUS 115 (Business Law I) Chapter 10 Exam This is an objective measurement tool that tests students' understanding of the following contract principles: offer,	On average, students will earn at least 80% on this artifact.	Fall 2016 79% Fall 2017 84% Fall 2018 88% Fall 2019 88% Fall 2020 Mean of Completers:	Students are demonstrating success at identifying these key elements of a contract. Performance is up slightly from last year and is at the highest level	No areas for improvement identified at this time. Students are performing far above benchmark.	Some questions were revised last year, and performance slightly increased, though 1% is not an incredibly significant increase. More data cycles should reveal the long-term impact of the changes.	A new book edition has come out, so the quiz will need to be reviewed to ensure it aligns with the chapter content.	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		acceptance, mutual assent.		92% Range: 47-100 n: 87 Fall 2021 Mean of Completers: 93% Range: 0-100 n: 100	in recent years (since 2016)				
4	Describe the dynamics of foreign exchange rates and their effect on international shipping.	LOG 120 (Global Logistics) Module 2 Exam This is an objective measurement tool that tests students' understanding of foreign exchange rates and their impact on international shipping.	On average, students will earn at least 80% on this artifact.	Spring 2017 91% Fall 2017 86% Fall 2018 89% Fall 2019 91% Fall 2020 Mean of Completers: 87% Range: 65-100 N: 6 Fall 2021 Mean of Completers: 85% Range: 80-90 N: 2	Students are demonstrating that they can describe the dynamics of foreign exchange rates and their effects on international shipping. Performance is still above benchmark.	The main weakness in this area is low enrollment	The instructor changed the pace of math concept instruction, so students understand it better. However, with such small student numbers, drawing solid conclusions is difficult.	No immediate change to the outcome or tool is recommended at this time. We are recommending that the Supply Chain Management program be paused at Gaston College.	

Curriculum Map – A25620 Supply Chain Management

Course	PLO1	PLO2	PLO3	PLO4
	Supply Chain Management (A25620) students will be able to recognize and explain the influence of supply and demand theories in various business situations.	Supply Chain Management (A25620) students will be able to analyze promotional strategies for various companies and products.	Supply Chain Management (A25620) students will be able to identify offer, acceptance, and mutual assent as they relate to contracts.	Supply Chain Management (A25620) students will be able to describe the dynamics of foreign exchange rates and their effect on international shipping.
ACC 120				
BUS 115			M	
ECO 251	M			
LOG 110				I
OST 137/CIS 110				
ACC 121				
ACC 149				
BUS 116				
BUS 137				
ECO 252	M			
LOG 120				M
LOG 210				
LOG 220				
MKT 120		M		
BUS 239				
LOG 211				
LOG 230				
LOG 245				

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery level appropriate for graduation

Program Review – A45780 Veterinary Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary

- Strengths: What are we doing well?
- Areas for Improvement: What can we do to better serve our students?
- Needs: What do we need from the institution?
- Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths The strengths of the program are the diverse faculty, the rigor of the program, exceptional VTNE pass rates, and the new state-of the-art facility constructed in 2020. Veterinary Technology faculty have a broad range of experience in the veterinary field. One Doctor of Veterinary Medicine (DVM) and two Registered Veterinary Technicians (RVT) make up the full-time faculty, and six RVT's and one DVM make up the part-time faculty. With over 50 years combined experience in the field, the faculty have knowledge in small, large and exotic animal medicine, radiology, emergency medicine, ICU, and traditional Chinese medicine.
Students perform the most essential skills multiple times throughout the program. This allows the students to become more proficient in the tasks performed by RVT's in practice. Students are graded on their skills and their ability to apply them multiple times throughout the program. Employer surveys have stated that Gaston College Vet Tech graduates outperform graduates of other programs in their ability to perform the skills necessary for the job.

Areas for Improvement: The program recognizes that the area in which the most improvement is needed is flexibility for students who must work full-time jobs. The program has students who have difficulties completing due to the time requirements for seated classes and labs.

Needs: The program needs sufficient staffing to be able to accomplish plans for a hybrid option and the possible inclusion of a veterinary assistant certification. These endeavors, along with the additional courses being taught at East Gaston, decrease the number of faculty available for labs and push the program's ability to meet the faculty to student ratios required by the AVMA for labs.

Actions: With the new facility comes the ability to adapt the program for a hybrid program to accommodate the students who cannot attend a full-time seated program. It is the desire of the program to begin the process of adding this option to the curriculum.
It is also the desire of the program to seek the possibility of including a Certified Veterinary Assistant pathway into the program.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	There are no diplomas, certificates or pathways offered by this program.
Is there anything you want to note about these diplomas, certificates, or pathways?	

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.		FTE Counts: • 2020 – 2021 FTE's by were 93.56 • 2021 – 2022 FTE's by were 90.72 The program currently accepts 40 students in the fall of each year but plans on increasing that number to 45 and then 55 as there are potential students on waiting lists and potential students who have stated they would attend the program if it had an online or evening option. On average, the program receives 60 complete applications each year and has more incomplete applications coming in as acceptance letters are sent out. The program will be able to increase FTEs with changes in how the curriculum is provided and possible pathways into the curriculum.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?		• Gaston College Veterinary Technology Program is unique in that it serves students from surrounding counties and states. The nearest college that offers Veterinary Medical Technology is 1 hour and 43 minutes away. Still, we have students move from out-of-state to attend the program. At 84.45%, the Gaston College Veterinary Medical Technology Program is well above the 2019 – 2022 first-time candidate pass rate of 66% for the Veterinary Technician National Exam. A brand new 16,000 square-foot, beautiful facility built on campus to specifically to

	Rating	Explanation
		house the veterinary technology program is a draw for potential students as well. • Marketing for the program is well-done, and the program has a waiting list of applicants.

ENTRY

	Rating	Explanation
<u>Enrollment Goals</u>: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?		• The program received 55 completed applications for admission into the program beginning Fall 2022. Thirty-nine students out of forty-five, who received letters of acceptance, accepted their place in the program for a yield of 87%. Some students declined their place in the program or did not respond. Students were then contacted from the waiting list. This is well above the 57% goal of the college. • While the new facility is able to accommodate increased enrollment for seated classes, the program is looking to expand to a hybrid model where class is online, but lab is seated. The program is currently finishing courses at East Gaston High School as part of the Caromont Health Sciences Academy.

PROGRESS

	Rating	Explanation
<u>SLOs and Curriculum Map</u>: • Attach curriculum map and analysis of program learning outcomes.		
<u>Retention and Progression</u>: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.		• In fall 2021, the program started with 39 students. In fall 2022, the program has retained 20 of those 39 for a retention rate of 51%. This is above the 49% goal of the college.

	Rating	Explanation
		• The program has a retention rate of 89% for Fall 2021 to Spring 2022. • Barriers to student success are most often related to managing school while working and maintaining a home/family-life. Some withdrawals/failures from program are due to the inability of the student to meet the rigorous standards required, however, this is often complicated by the student's personal life.
<u>Demographics</u>: • What strategies are utilized to support underserved populations? Consider program demographic data.		The veterinary technology program is still mostly female, however, the ratio of female to male students has remained close to the same number for years. Two male students started in Fall 2022. The program also has 3 known students representing the LGTBQ+ community. The overall ethnicity of the program is changing with a more diverse population of people. In 2022, the percentage of students who are Latinx/Hispanic is 5%, American Indian 2% and Black is 15%. The program is striving to include more photos of diverse students in their social media feeds and to make sure people of color in the veterinary field are represented more. Charlotte Animal Referral and Emergency (CARE) established a scholarship for the purpose of promoting diversity and inclusion of underrepresented populations in the veterinary industry.
<u>Course Sequence</u>: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? • Are courses filled at an appropriate rate?		• Courses are sequenced in such a way that content builds from the simple to the complex. • Courses are filled based on how many students are in the program during that semester.
<u>Modality</u>: • Are we choosing the best delivery methods and times?		• Currently the program only offers day, seated classes. This was because of the lack

	Rating	Explanation
• Also consider online and other locations, if applicable.		of space and other factors related to the old veterinary technology facility. • With the new facility, it is the intent of the program to begin the process of determining the execution of a hybrid option where lectures will be online, but labs will be seated. The program's advisory board supports this decision.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?		• Overall, course evaluations are positive. • The program director reads the course evaluations and discusses them with the faculty. Any feedback from students that needs to be addressed is addressed either one-on-one or as a faculty group, depending on the nature of the feedback.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?		• The courses with the lowest success rates are typically within the first two semesters. These courses are often a student's first foray into the medical field, and some find them more challenging than expected. However, faculty have looked at the classes and modified them to remove any extraneous material that is not considered foundational.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?		• The awards/headcount ratio for Veterinary Medical Technology is 44%, which is well above the 16% goal. • Veterinary Medical Technology students typically complete on time due to the structured nature of the program. The most common barrier to student completion is the time-requirements of the program and its impact on the working student; hybrid classes may address this.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.		Upon graduation, most students have a job, and those that are not employed upon graduation are often employed in the field shortly thereafter.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration? • What is the advisory committee feedback?		• The Veterinary Technology Program's relationship with Gaston County Animal Care and Enforcement benefits the community by helping to increase adoption and rescue of animals. The program also provides spays and neuters for animals during certain semesters, thereby helping to reduce the number of unwanted pets in the community, which in turn, decreases the potential for the spread of diseases. • The program receives animals from Gaston County Animal Care and Enforcement. This partnership not only allows students to learn but also allows students to better the lives of shelter animals by running bloodwork, treating illnesses, assisting in spays/neuters, performing dentals, and socializing the animals. At the end of the week the animals are returned to the shelter with a detailed report on what tests and procedures were performed and how the animal behaved in the program. This information goes out with the animal to adopters or rescue groups. • The advisory committee is very much in favor of a hybrid option and would like to see that implemented. Their practices have veterinary assistants that they would like to have attend our program but can't be due to working. The practices have been paying for the students to take online programs. This is a population of potential students that we have not been able to find a good fit for in our current program.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Veterinary Medical Technology Program achieved full reaccreditation with no deficiencies, by the AVMA/CVTEA on May 5th, 2021. Program Strengths noted by the AVMA/CVTEA include: • Program personnel who are clinically experienced, engaged, and dedicated to student success. • Hard working Program chair provides exemplary leadership to the Program. • Substantial investment in a new, attractive, and contemporary on-campus clinical facilities • Exceptional Veterinary Technician National Exam (VTNE) outcomes • Broad based and contemporary curriculum that includes Fear Free training, ultrasonography, regional and local analgesia, and emergency and critical care concepts.

Student Learning Outcomes – A45780 Veterinary Medical Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Prepare animals and equipment for examination and surgery.	• Students will demonstrate competency in essential skills relating to surgical prepping of patient and setting up a surgical suite.	At least 90% of students will successfully complete the essential skills related to surgical prep of patient and setting up a surgical suite.	Fall 2021 Mean:100% Mean of Completers: 100% Range 100% N: 25	Students have multiple attempts to practice skills with the guidance of a faculty member.	Time outside of labs to allow faculty to assist students in learning skills would be beneficial. This will help students achieve competency in a timelier manner.	Changing the artifacts used to quantify the success allowed for a more precise determination of numbers.	• Pursue the possibility of adding faculty hours for additional essential skills labs.
2.	Safely prepare and administer medications in a veterinary setting.	Students will demonstrate competency in essential skills relating to administering oral, topical, subcutaneous, intramuscular, and intravenous medications.	At least 90% of students will successfully complete the essential skills related to oral, topical, subcutaneous, intramuscular, and intravenous medications.	Spring 2022 Mean: 94% Mean of Completers: 100% Range: 0 - 100% N: 23 **Oral and topical skills were addressed in Summer 2021.	Students have multiple attempts to practice skills with the guidance of a faculty member.	Time outside of labs to allow faculty to assist students in learning skills would be beneficial. This will help students achieve competency in a timelier manner.	Changing the artifacts used to quantify the success allowed for a more precise determination of numbers.	Pursue the possibility of adding faculty hours for additional essential skills labs. Animal numbers could be increased to add extra animals to the number brought over from the shelter so there are extra animals for practice.
3.	Correctly collect specimens for	Students will correctly collect urine and blood	At least 90% of students will	Fall 2021 Mean: 94%	Students have until the end of the final spring	Time outside of labs to allow faculty to assist	There were no changes.	More time for practice outside of scheduled class/lab

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	laboratory analysis.	for laboratory analysis.	successfully complete the essential skills related to urine and blood collection.	Mean of Completers: 100% Range: 0 - 100% N: 25	semester to complete their skills. This allows more practice.	students in learning skills would be beneficial. This will help students achieve competency in a timelier manner.		hours needs to be provided. Animal numbers could be increased to add extra animals to the number brought over from the shelter so there are extra animals for practice.
4.	Safely perform laboratory, radiographic, anesthetic, and dental procedures in a veterinary setting.	Students will safely perform fecal flotations, safely take radiographs, safely anesthetize, and safely perform dental procedures.	At least 90% of students will successfully complete the essential skills related to fecal flotation, radiographs, anesthesia, and dental procedures.	Spring 2022 Mean: 100% Mean of Completers: 100% Range: 100% N: 25	Students have multiple attempts to practice skills with the guidance of a faculty member.	Time outside of labs to allow faculty to assist students in learning skills would be beneficial. This will help students achieve competency in a timelier manner.	There were no changes.	Continue to assess class average and achievement of this skill successfully.
5.	Competently assist the veterinarian in surgical procedures.	Students will competently assist the veterinarian in surgical procedures.	At least 90% of students will successfully complete the essential skills related to surgical assisting.	Fall 2021 Mean: 100% Mean of Completers: 100% Range: 100% N: 25	Students have multiple attempts to practice skills with the guidance of a faculty member.	Time outside of labs to allow faculty to assist students in learning skills would be beneficial. This will help students achieve	There were no changes.	Continue to assess class average and achievement of this skill successfully.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
						competency in a timelier manner.		
6.	Provide proper husbandry of animals and their environment.	Students will be able to adequately explain the proper care of animals and the environment in which they must be housed.	Students will achieve a minimum of an 80% exam average in VET 110, (Animal Breeds and Husbandry).	Fall 2021 Mean: 88% Mean of Completers: 91% Range: 82 - 101% N: 30	Faculty review material from the previous class at the beginning of class. This helps keep the material fresh.	There are no areas in which improvement is needed.	There were no changes.	Continue to assess class average and achievement of this skill successfully.
7.	Demonstrate an understanding of common veterinary diseases and diagnostic procedures.	Students will adequately explain common veterinary diseases and diagnostic procedures.	Students will achieve a minimum of an 80% exam average in VET 126, (Veterinary Diseases 2).	Spring 2022 Mean: 88% Mean of Completers: 88% Range: 78 - 96% N: 22	Students were able to achieve above the 80% outcome objective because faculty teach topics across courses.	There are no areas in which improvement is needed.	There were no changes.	Continue to assess class average and achievement of this skill successfully.
8.	Demonstrate knowledge of veterinary regulatory issues and veterinary office procedures.	Students will demonstrate adequate knowledge of veterinary regulatory issues and veterinary procedures.	Students will achieve a minimum of an 80% average in VET 137, (Veterinary Office Practices) lecture.	Spring 2022 Mean:96% Mean of Completers: 96% Range: 74 - 100% N: 22	Students were able to achieve above the 80% outcome objective because faculty teach topics across courses.	There are no areas in which improvement is needed.	There were no changes.	Continue to assess class average and achievement of this skill successfully.

Curriculum Map – A45780 Veterinary Medical Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Prepare animals and equipment for examination and surgery.	Safely prepare and administer medications in a veterinary setting.	Correctly collect specimens for laboratory analysis.	Safely perform laboratory, radiographic, anesthetic, and dental procedures in a veterinary setting.	Competently assist the veterinarian in surgical procedures.	Provide proper husbandry of animals and their environment.	Demonstrate an understanding of common veterinary diseases and diagnostic procedures.	Demonstrate knowledge of veterinary regulatory issues and veterinary office procedures.
VET 110						I, D, M	I	I
VET 122			I	I		I	I	
VET 121	I	I	I	I	I		I	
VET 123			D			D	D	
VET 120	D	D					D	
VET 131			D	D			D	
VET 133	D	D	D	D		D	D	D
VET 237		D				D	D	
VET 211			D	D			D	
VET 213	D	D		D	D	D		D
VET 125			D			D	D	D
VET 215		D					D	D
VET 217	D	D	D	D	D	D, M	D, M	D, M
VET 212			D, M	D, M			D	
VET 214	D, M	D, M		D, M	D, M	M	D	D
VET 126	D, M		D, M				D, M	
VET 137								M

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation

Program Review – D50420 Welding Technology

Rating Scale
O=Outstanding: exceptional and distinguished; little room for improvement. For the four quantitative goals (enrollment/yield, retention, awards/headcount, and satisfaction rate), the program has scored 5% or more above the goal (or 100%).
A=Accomplished: proficient; meets expectations; improvements can be made. For the four quantitative goals, the program has scored within 5% of the goal.
D=Developing: in progress; improvements needed. For the four quantitative goals, the program has scored below 5% of the goal.

Executive Summary • Strengths: What are we doing well? • Areas for Improvement: What can we do to better serve our students? • Needs: What do we need from the institution? • Actions: What are our next steps? How will we make use of this program review for future improvement?
• Strengths: We have good communication with local industry; we use of a team of instructors with various backgrounds and skill sets; we maintain two welding labs with up-to-date welding equipment; we provide a safe working and learning environment; students learn with industry standard consumables; students learn not just "how" but also "why"; and many students are employed soon after completing the program. • Areas for Improvement: We need to update the ventilation system in PTI 115. We must develop a recruitment plan to increase minority enrollment. We will explore the possibility of additional sections to better use labs. • Needs: Updated ventilation system in PTI 115 and promotion/advertisement of our program to our target audience. • Actions: Explore including Apprenticeship 321 program in welding.

DIPLOMAS, CERTIFICATES, & PATHWAYS

	Comments
List any diplomas, certificates, or pathways offered by this program.	Welding Technology Diploma (D50420) Welding Technology- Level I Certificate (C50420A) Welding Technology – Level II Certificate- (C50420B)
Is there anything you want to note about these diplomas, certificates, or pathways?	Fall changes to 2023 to Level 1 and 2 certificates to better structure for industry needs.

CONNECTION

	Rating	Explanation
Viability: • How viable is the program? Consider the accompanying program viability report.	A	The welding Technology Program at Gaston College per this report finds data related to the welding technology slightly above the NC average by .04 %.
Uniqueness: • What do we do that sets us apart from neighboring institutions? • How effective are marketing efforts in highlighting this unique vision and attracting students?	A	The welding technology Program at Gaston College has been strategic in exposing the welding industry to up and coming junior and seniors across Gaston and Lincoln County high schools.

ENTRY

	Rating	Explanation
Enrollment Goals: • In comparison to neighboring institutions, how do program hours compare? What are the differences in major courses? • What strategies have been and/or will be implemented?	O	The welding program will be adding the AWS certifications for the D1.1 structural practical exam. The welding program will also look to become an AWS accredited facility for instruction and testing. This will help boost and promote the welding programs already above average enrollment.

PROGRESS

	Rating	Explanation
SLOs and Curriculum Map: • Attach curriculum map and analysis of program learning outcomes.		
Retention and Progression: • How does program retention compare to the retention goal? • What are the barriers to student progress? Consider course success/withdrawal data.	A	According to this Gaston Colleges factbook for 2021- 2022, the welding program retention for Fall 2020 to Fall 2021 is at 27%. However according to the Gaston College factbook, the Fall 2021 to Spring 2022 retention is 83%.
Demographics: • What strategies are utilized to support underserved populations? Consider program demographic data.	D	Men to woman ratio-73 male, 5 female and further demographic breakdown is as follows, Black male is 3%, Hispanic Male is 5%, Other UNK, 3%, Other UNK 22%, White female 4%,White Male 64%.
Course Sequence: • Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?	A	One glaring inefficiency in the welding program class sequence is that the computer class should be offered as early as possible in the sequence since most welding classes are now blackboard assisted.

	Rating	Explanation
• Are courses filled at an appropriate rate?		
Modality: • Are we choosing the best delivery methods and times? • Also consider online and other locations, if applicable.	A	The delivery of welding program content online is difficult. The typical trades student/customer is a hands-on kinesthetic learner. This type of learner thrives on face-to-face student-instructor interaction. It is impossible to gain an employable comprehension of the hands-on skill set needed to succeed in industry through online courses.
Evaluation: • What do course evaluations say? • What is the process for addressing student feedback?	A	The evaluation from the students has been mostly positive feedback when asked about instruction, hands-on experience, and overall learning comprehension. Student feedback is addressed by collecting data from all classes and then evaluating where changes need to be made for the better.

COMPLETION

	Rating	Explanation
Student Achievement: • Are there courses with low enrollments? low success rates? high withdrawal rates?	A	According to the latest report 74.53 % of students are completing what they sought to achieve.
Graduation: • How does the actual awards/headcount percentage compare to the awards/headcount goal? • What are the barriers to timely student completion and how can they be addressed?	D	The Welding Technology Graduation satisfaction rate is lower than the college goal at 80%. The instructors believe this is due to some shortcoming of the program that we are addressing at this very moment.

TRANSITION

	Rating	Explanation
Job Placement/Transfer: • Are our graduates successful? Consider the accompanying JobsEQ data.	O	According to JOB EQ, the mean salary is $41,700. Total area demand is 405 with an annual growth of .05% and an unemployment rate of 5%. Total IQ rating is 2.06.
Community: • Is the program the right fit for our community? • How have we benefitted from community partnerships and what other opportunities exist for collaboration?	O	The welding program is designed to instill in the graduate a sound foundation of welding skills, knowledge, and nomenclature. The skillset obtained allows a student to compete for entry level welding positions. The program has benefitted by providing a quality product to the industry. A competent welding graduate is the best advertisement. The welding program

	Rating	Explanation
• What is the advisory committee feedback?		partners with various local industries who generously supply our students with materials needed to train various processes, materials, and positions.

ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	N/A

Student Learning Outcomes – D50420 Welding Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Graduates will demonstrate an ability to safely inspect, test, install, repair, and replace oxyfuel welding/cutting equipment.	Direct Measures Identify components. Assemble components. Light, setup and shutdown Quizzes	Direct On average, students will earn at least 90% on this artifact.	Fall 2021 Mean: 93.00-95.00% Mean of Completers:100% Range: 60-100 Spring 2022 Mean: 85.00-91.00% Mean of Completers: 100% Range: 60-100 Summer 2022 Mean 98.00% Mean of Completers: 100% Range: 60-100	Students work with hands-on cutting rigs and various cutting processes from introductory to proficiency to achieve and demonstrate proficiency in various cutting processes related to the welding and fabrication industry.	Expand stations by purchasing additional outfits so students can master the objective more efficiently.	Updated existing equipment to meet industry standards so students are now able to train on the actual apparatus equal to what they will use while working in the field.	Since the oxyfuel process is used in every WLD section, equipment is in continual need of maintenance, replacement, and expansion.
2	Graduates will be able to demonstrate cutting both ferrous and non-ferrous metals utilizing flame, plasma,	Direct Measures Oxyfuel cutting torch. Manual plasma cutting CNC Plasma cutting Shears Saws	Direct On average, students will earn at least 70% on this artifact.	Fall 2021 Mean: 100% Mean of Completers:100% Range: 60-100 Spring 2022 Mean: 100%	The students have more available hands-on, new equipment in the labs. Students are receiving the course	Need to update and maintain equipment to industry standards.	Lab assignments have been updated and reevaluated because of new equipment (CNC Plasma Cutter). Since 2017 there have been more	As equipment is updated, continue to update assessment to meet course objectives.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	and mechanical means.	Quizzes		Mean of Completers: 100% Range: 60-100 Summer 2022 Mean: 100% Mean of Completers: 100% Range: 60-100	objectives and excelling. Students are learning that cutting processes are not just destructive or constructive, but are also used to repair welds and broken equipment.		positive results for student objectives being met. Basic mechanical processes are being mastered, such as hand shears, hack saws, and hand files.	
3	Graduates will demonstrate the ability to pass the guided bend test in all positions per AWS standards.	Direct Measures Obtain Test Specimens Perform Open root groove Weld Prepare specimen by grinding and polish specimen. AWS Standards	Direct Pass/Fail Cumulative total of discontinuities shall not exceed 1/8" per AWS standards.	Fall 2021 Mean: No trackable data	Students are exposed to the high expectations required by industry through mock testing in the labs. Students realize that their welding education is a means to an end. Their skill set is producing a product that is held to a stringent and uncompromising standard.	We need two AWS bend testers to be able to perform AWS testing.	Using media (YouTube, Facebook) allows instructor and student to be exposed to other techniques, procedures, and methods. Purchased thicker stock to emulate industry tests.	Work towards becoming AWS certified. Emphasis proper electrode size and machine settings.

Curriculum Map – D50420 Welding Technology

Course	PLO1	PLO2	PLO3
	Graduates will demonstrate an ability to safely inspect, test, install, repair, and replace oxyfuel welding/ cutting equipment.	Graduates will be able to demonstrate cutting both ferrous and non-ferrous metals utilizing flame, plasma, and mechanical means.	Graduates will demonstrate the ability to pass the guided bend test in all positions per AWS standards.
WLD 110 Cutting Processes	I	I	I
WLD 111 Oxy-Fuel Welding	D	D	I
WLD 115 SMAW (Stick) Plate	D	D	D
WLD 116 SMAW (Stick) Plate/Pipe	D	D	D
WLD 121 GMAW (MIG) FCAW/Plate	D	D	D
WLD131 GTAW (TIG) Plate	M	D	D
WLD 141 Symbols & Specifications	D	M	M
WLD 151 Fabrication I	D	D	D

PLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the proficiency level appropriate for graduation