



Program Review 2022-2023

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Program Review - A25800 Accounting and Finance

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Jeremy Railton

Program Code(s)/Name(s):

- **A25800 Accounting and Finance**
- **D25800 Accounting Diploma**
- **C25800A Bookkeeping Certificate**
- **C25800B Federal Income Tax Certificate**
- **C25800C Financial Accounting Certificate**
- **C25800D Managerial Accounting Certificate**

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** The program works well and sets students up for gainful employment. We were able to hire another full-time instructor to help with instruction and content development.
- **Areas for Improvement:** Ideally, we can increase enrollment to the point that we can offer more seated options for upper-level courses.
- **Needs:** No huge needs at this time.
- **Actions:** Continue to develop course content for better online and in-person courses that will attract and retain students.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A25800	D25800	C25800A	C25800B	C25800C	C25800D
American Indian/Alaska Native	0	0	0	0	0	0
Asian	2	1	0	0	0	1
Black	8	0	0	1	1	0
Hispanic	16	3	3	4	3	3
Two or More Races	1	0	0	0	0	0
Non-U.S. Resident	1	0	1	0	0	0
Unknown	9	1	1	1	0	1
White	57	10	15	16	16	10
Grand Total	94	15	20	22	20	15

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Accounting (A25100)	55.80	30.07	10.28	2.44	0.91
Accounting and Finance (A25800)		24.13	44.16	63.59	63.59

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25800 Accounting and Finance	A25800	1	3	14	18
D25800 Accounting Diploma	C25800A	0	0	7	7
C25800A Bookkeeping Certificate	C25800B	5	10	3	18
C25800B Federal Income Tax Certificate	C25800C	4	18	1	23
C25800C Financial Accounting Certificate	C25800D	1	2	12	15
C25800D Managerial Accounting Certificate	D25800	1	20	3	24
Grand Total		12	53	40	105

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25800 Accounting and Finance	A25800	3	1	7	18
D25800 Accounting Diploma	C25800A	2	15	10	7
C25800A Bookkeeping Certificate	C25800B	3	10	7	18
C25800B Federal Income Tax Certificate	C25800C	0	10	0	23
C25800C Financial Accounting Certificate	C25800D	3	18	10	15
C25800D Managerial Accounting Certificate	D25800	0	1	1	24
Grand Total		16	61	36	105

Program Financial Viability

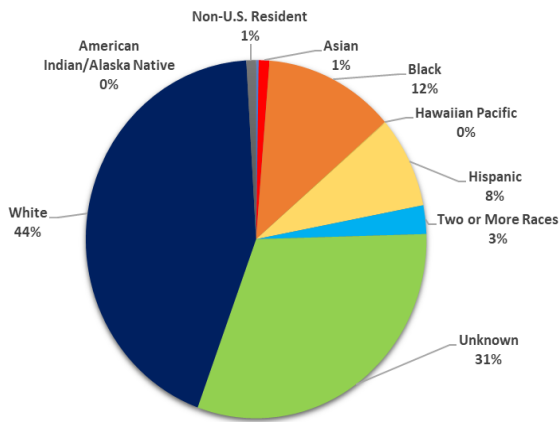
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Accounting	\$153,162.48	95.5	\$359,088.45	\$205,925.97	64.5	\$242,601.92	\$89,439.44

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25800 Accounting and Finance	A25800	25%	63%	45%	47%
D25800 Accounting Diploma	D25800	0%	DNA	0%	0%
C25800A Bookkeeping Certificate	C25800A	DNA	DNA	DNA	DNA
C25800B Federal Income Tax Certificate	C25800B	0%	DNA	DNA	DNA
C25800C Financial Accounting Certificate	C25800C	0%	DNA	0%	0%
C25800D Financial Accounting Certificate	C25800D	0%	DNA	DNA	DNA

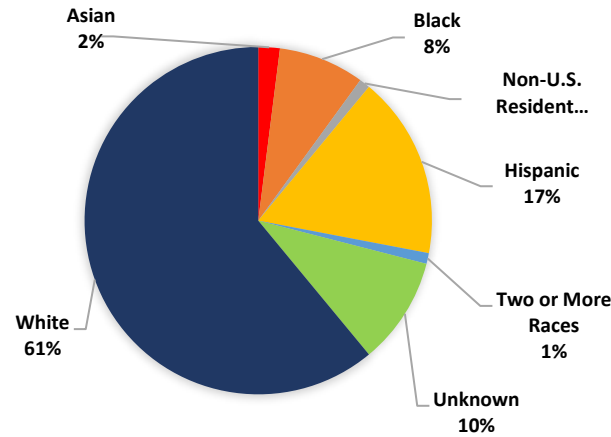
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Program - Demographics

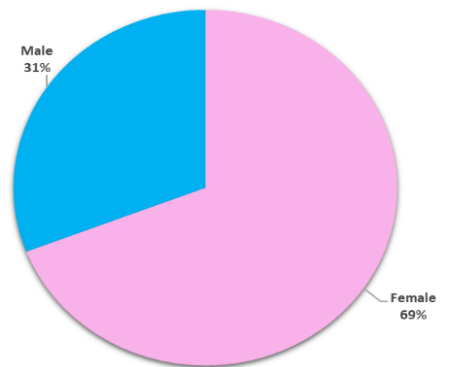
A25800: Accounting Unduplicated Enrollment
Academic Year 2022-2023 - by Race



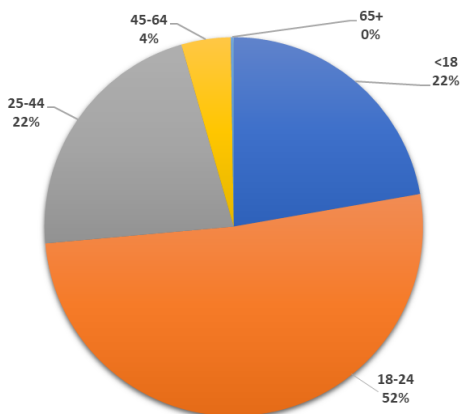
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



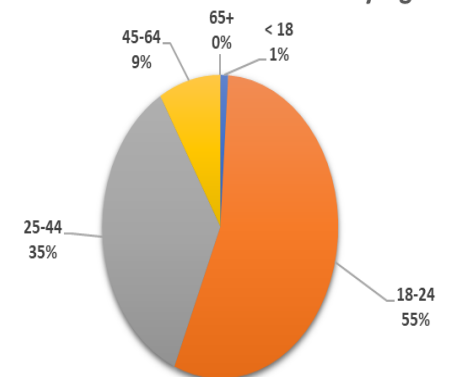
A25800: Accounting Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A25800: Accounting Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Accounting	577	24	24	83.3	\$ 313,478.35
ACC-120	239	9	27	37.3	\$ 140,459.93
ACC-121	119	5	24	18.6	\$ 69,936.11
ACC-129	27	1	27	3.4	\$ 12,694.29
ACC-130	20	1	20	2.5	\$ 9,403.18
ACC-140	31	1	31	3.9	\$ 14,574.92
ACC-149	38	2	19	4.8	\$ 17,866.03
ACC-150	18	1	18	2.3	\$ 8,462.86
ACC-220	23	1	23	3.6	\$ 13,517.06
ACC-221	20	1	20	3.1	\$ 11,753.97
ACC-225	25	1	25	2.3	\$ 8,815.48
ACC-269	17	1	17	1.6	\$ 5,994.52
BUS-115	249	8	31	23.3	\$ 87,802.15

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
ACC-120	31%	26%	11%	5%	14%	0%	0%	14%	0%	2%	67%	72%	2.64	77%
Hybrid	51%	27%	4%	0%	8%	0%	0%	10%	0%	2%	82%	82%	3.26	89%
Online	24%	26%	12%	5%	16%	0%	0%	15%	0%	2%	63%	68%	2.43	73%
Seated	33%	17%	17%	11%	6%	0%	0%	17%	0%	0%	67%	78%	2.73	80%
ACC-121	45%	23%	16%	1%	8%	0%	0%	7%	0%	2%	85%	86%	3.05	89%
Hybrid	47%	35%	18%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.29	100%
Online	45%	21%	16%	1%	9%	0%	0%	8%	0%	2%	82%	83%	3.01	88%
ACC-129	30%	11%	26%	4%	19%	0%	0%	11%	0%	0%	67%	70%	2.33	75%
Online	30%	11%	26%	4%	19%	0%	0%	11%	0%	0%	67%	70%	2.33	75%
ACC-130	45%	20%	20%	15%	0%	0%	0%	0%	0%	0%	85%	100%	2.95	85%
Online	45%	20%	20%	15%	0%	0%	0%	0%	0%	0%	85%	100%	2.95	85%
ACC-140	58%	19%	6%	6%	3%	0%	0%	6%	0%	0%	84%	90%	3.31	90%
Online	58%	19%	6%	6%	3%	0%	0%	6%	0%	0%	84%	90%	3.31	90%
ACC-149	45%	26%	11%	3%	11%	0%	0%	5%	0%	0%	82%	84%	2.97	86%
Online	45%	26%	11%	3%	11%	0%	0%	5%	0%	0%	82%	84%	2.97	86%
ACC-150	67%	0%	17%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.60	100%
Online	67%	0%	17%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.60	100%
ACC-220	48%	35%	0%	9%	0%	0%	0%	9%	0%	0%	83%	91%	3.33	90%
Online	48%	35%	0%	9%	0%	0%	0%	9%	0%	0%	83%	91%	3.33	90%
ACC-221	65%	15%	5%	10%	0%	0%	0%	5%	0%	0%	85%	95%	3.42	89%
Online	65%	15%	5%	10%	0%	0%	0%	5%	0%	0%	85%	95%	3.42	89%
ACC-225	52%	36%	4%	8%	0%	0%	0%	0%	0%	0%	92%	100%	3.32	92%
Online	52%	36%	4%	8%	0%	0%	0%	0%	0%	0%	92%	100%	3.32	92%
ACC-269	76%	12%	0%	0%	6%	0%	0%	6%	0%	0%	88%	88%	3.63	94%
Online	76%	12%	0%	0%	6%	0%	0%	6%	0%	0%	88%	88%	3.63	94%
BUS-115	38%	21%	13%	5%	7%	0%	0%	16%	0%	1%	73%	77%	2.94	85%
Online	40%	22%	12%	5%	6%	0%	0%	15%	0%	1%	74%	79%	2.98	85%
Seated	29%	14%	21%	4%	11%	0%	0%	21%	0%	0%	64%	68%	2.59	82%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	514	1.3%	101	0.09%	\$86,100
Lincoln	317	1.8%	84	0.60%	\$43,200
*Charlotte	14,828	1.2%	3,240	1.7%	\$96,000

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Overall, the program is a good fit for the community. Demand for accountants will persist for the foreseeable future, and the program prepares them for entry-level positions in the area.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Our program qualifies students for entry-level accounting positions in businesses all across our economy.</p> <p>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.</p> <p>The advisory committee agrees with this and sees no need to change the program currently.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p>	<p>The curriculum itself is pretty 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.</p>

	Explanation
How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	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.

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>The courses are sequenced in the way that makes the most sense for us. The nature of the program is very sequential, which makes proper advising incredibly important, so students aren't thrown off track by prerequisite requirements.</p> <p>Program hours have been reduced to the minimum allowed while still abiding by the state curriculum standard.</p> <p>CPCC offers two tracks: Accounting (64) and Financial Services (64). The Accounting track is almost identical to ours.</p> <p>Cleveland CC seems to have discontinued their accounting program.</p> <p>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 already proposed making that change to our curriculum next year.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map:</p> <p>Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression:</p> <p>Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Retention seems in line with expectations, though numbers for 2020-2021 and 2021-2022 were anomalous.</p> <p>The most significant barrier to student progress is the highly sequenced nature of the program. Mandatory advising has proven very helpful. 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</p>
<p>Demographics:</p> <p>Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p>	<p>While the program itself doesn't have any demographic initiatives, the school has several programs to help disadvantaged and non-traditional groups.</p> <p>Demographics compared to school-wide numbers show that the Accounting program has a higher percentage of white and female students than the overall institution, as well as having a higher</p>

	Explanation
<p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A25800 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the ACC program at GC? Identify strategies for enrollment growth.</p>	<p>percentage of students in the 25-44 and 45-64 age ranges. Race data seems complicated by an institution-wide reporting of 31% “unknowns”.</p> <p>Cleveland CC had 1 (new recurring students for Spring 2023. This may be a teach out situation for ACC. In spring 2021, ACC had 7 students, but the enrollment has declined annually. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC had 59 (new and recurring students for Spring 2023); however, 7 from Lincoln & 2 from Gaston students were <u>from our service area</u> have enrolled in the ACC program at CVCC. $7 + 2 = 9$/Opportunity for program growth</p> <p>Central Piedmont CC had 143 (new and recurring students Spring 2023); however, 1 from Lincoln & 3 from Gaston totaling 4 students from our service area. $1 + 3 = 4$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Accounting and Finance program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>The program is sequenced well and students who stay on track have no difficulty getting the correct courses.</p> <p>Students who fall behind can have a hard 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.</p> <p>The college has adopted mandatory advising and dedicated academic advisors, which has helped students stay on track. We are hopeful that increased enrollment will lead to more hybrid and off-sequence offerings.</p> <p>No courses are identified as having problematically low enrollment. There is a wide disparity between ACC 120/121 and the rest of the courses due to two factors:</p> <ol style="list-style-type: none"> 1. 120 and 121 are transfer courses, which attracts Gen Ed students 2. 120 and 121 are required for the larger Business program
<p>Modality:</p>	<p>ACC 120 and ACC 121 are offered in multiple modalities, made possible by the high enrollment numbers. The remainder of ACC</p>

	Explanation
<p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>courses are primarily online due to the small nature of the program. We hope that enrollment increases to the point that we can re-introduce more seated offerings. The hyflex format might be a possibility for some courses moving forward.</p>
<p>Evaluation:</p> <p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>The large majority of 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.</p> <p>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.</p> <p>One example of issues being addressed: Some students note that communicating with the instructor is harder in the online environment. We emphasize to instructors that timely responses go a long way to improving our relationships with students.</p>

COMPLETION

	Explanation
<p>Student Achievement:</p> <p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • n/a <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • n/a <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • ACC 150 has the highest withdrawal rate at 17%. Though not problematically high, the course has been taught by an adjunct. Assigning a full-time instructor could help with content development to help retain students.
<p>Graduation:</p> <p>Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career</p>	<p>No data available on awards/headcount goal.</p> <p>Of note, the 2022-2023 graduates number makes it look like our program has increased enormously. While it has grown somewhat, the number is anomalously high, and we anticipate the number of graduates will revert to a more normal number next year.</p> <p>The program has been streamlined to reduce total credit hours and make timely graduation simple if they follow the sequence. Students are able to do Work-based Learning to boost work experience and networking opportunities in the community.</p>

	Explanation
ready for employment upon graduating with degree?	

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	JobsEQ data shows accounting to be in high demand with a low unemployment rate and slow but steady growth. It also demonstrates that these jobs offer livable wages.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program continues to bring much more money into the institution than it costs. This number could go down next year since hiring a new full-time instructor, but we still anticipate being a net positive for the school financially.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Work-based Learning, Apprenticeship program.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Voluntary ACBSP accreditation was dropped a few years ago due to an internal cost/benefit analysis.

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	I	I	I
ACC 122	I	D	D
ACC 129	I	I	I
ACC 130	I	I	I
ACC 140	I	I	I
ACC 149	I	I	I
ACC 150	D	D	D
ACC 220	M	M	M
ACC 221	M	M	M
ACC 225	I	I	I
ACC 269	I	I	I
BUS 115			

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

Program 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 Fall 2022 Mean of completers: 93% Range: 3-100 N: 105	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 very strong. We do not see an area for improvement currently.	No changes were made last cycle, performance remains very strong. The textbook changed editions 2023, so the tool will be revised next cycle.	The faculty feel this is an important outcome and see no need to change it for the time being. The measurement tool was revised in 2023 for a new edition of the textbook. We will see those results next cycle. To maintain or improve success, a grade could be attached to the practice problems/watching the practice problem videos. Students will be more successful on the assessment if

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		
								they watch the videos and do the practice problem.
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, 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: 83% Range: 9-100 n: 6 Fall 2021 Mean of Completers: 96% Range: 68-100 n: 11 Fall 2022 Mean of completers: 88% Range: 33-100 N: 21	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.	PR3-6 had a 10-point lower average than PR3-8. Improving the understanding of adjusting entries among students needs to improve in order to improve the average.	No changes were made last cycle as we were monitoring results since the last change	To maintain or improve success, students need to review all resources and video content prior to completing the assessment. Attaching a grade to some of the practice course work/video resources may be a way to improve success in the assessments. Also, creating more content relating to adjusting entries and adjusted trial balance could be implemented since students scored 10 points lower on average for PR3-6

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		
								than they did on PR3-8
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 Fall 2022 Mean of completers: 98% Range: 75-100 N: 21	Results show the tool properly evaluating students' ability to prepare corporate financial statements using generally accepted accounting principles. Student performance remains exceptionally high for this measurement tool.	No areas for improvement are identified. Student performance is very good.	No changes were made in the last cycle as we have been monitoring results since the last change.	Find ways to incentivize students to review all resources and video content prior to completing the assessment. Instructors will try assigning a grade to some of the practice course work/video resources and measure for anticipated performance increase.

Program Review – D35100 AC, Heating, and Refrigeration Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Bill Leagon

Program Code(s)/Name(s):

- **D35100 Air Conditioning, Heating & Refrigeration Technology**
- **C35100A Air Conditioning, Heating & Refrigeration Technology – Cooling**
- **C35100B Air Conditioning, Heating & Refrigeration Technology – Heat Pump**
- **C35100C Air Conditioning, Heating & Refrigeration Technology – Heating**
- **C35100BP Air Conditioning, Heating & Refrigeration Technology (CCP)**

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: Instructor knowledge and experience
- Areas for Improvement: Better equipment for labs
- Needs: New equipment for upcoming refrigerant change required by the EPA
- Actions: Buy, Buy, Buy.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, the program recently identified industry changes such the use of AI impacting equipment operation and repair or maintenance processes. How will the program attempt address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	D35100	C35100A	C35100B	C35100C	C35100BP
American Indian/Alaska Native	0	1	0	0	0
Asian	1	1	0	0	0
Black	5	1	0	2	0
Hispanic	3	0	0	0	0
Two or More Races	1	0	0	0	0
Non-U.S. Resident	0	1	0	0	0
Unknown	8	2	0	0	3
White	17	5	3	2	2
Grand Total	30	11	3	4	5

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Air Conditioning, Heating & Refrigeration Technology (35100)	32.58	30.06	19.53	22.31	35.91

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
D35100 Air Conditioning, Heating & Refrigeration Technology	D35100	2	2	2	6
C35100A Air Conditioning, Heating & Refrigeration Technology – Cooling	C35100A	6	2	2	10
C35100B Air Conditioning, Heating & Refrigeration Technology – Heat Pump	C35100B	0	2	9	11
C35100C Air Conditioning, Heating & Refrigeration Technology – Heating	C35100C	6	5	1	12
C35100P Air Conditioning, Heating & Refrigeration Technology (CCP)	C35100BP	0	0	1	1
Grand Total		14	11	15	40

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
D35100 Air Conditioning, Heating & Refrigeration Technology	D35100	12	6	2	6
C35100A Air Conditioning, Heating & Refrigeration Technology – Cooling	C35100A	12	12	5	10
C35100B Air Conditioning, Heating & Refrigeration Technology – Heat Pump	C35100B	3	23	10	11
C35100C Air Conditioning, Heating & Refrigeration Technology – Heating	C35100C	11	11	5	12
C35100P Air Conditioning, Heating & Refrigeration Technology (CCP)	C35100P	DNA	DNA	DNA	DNA
Grand Total		38	52	22	40

Program Financial Viability

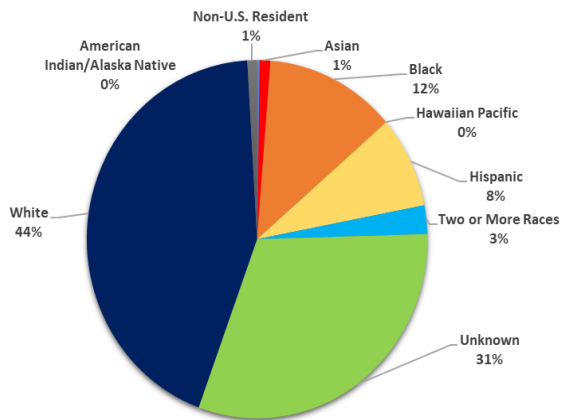
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Air Conditioning, Heating & Refrigeration Technology	\$108,568.19	27.7	\$135,541.10	\$26,972.91	35.9	\$175,538.44	\$66,970.25

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
D35100 Air Conditioning, Heating & Refrigeration Technology	D35100	60%	80%	38%	65%
C35100A Air Conditioning, Heating & Refrigeration Technology – Cooling	C35100A	0%	100%	100%	33%
C35100B Air Conditioning, Heating & Refrigeration Technology – Heat Pump	C35100B	0%	100%	DNA	DNA
C35100C Air Conditioning, Heating & Refrigeration Technology – Heating	C35100C	DNA	100%	DNA	0%
C35100P Air Conditioning, Heating & Refrigeration Technology (CCP)	C35100P	DNA	DNA	DNA	DNA

College Wide - Demographics

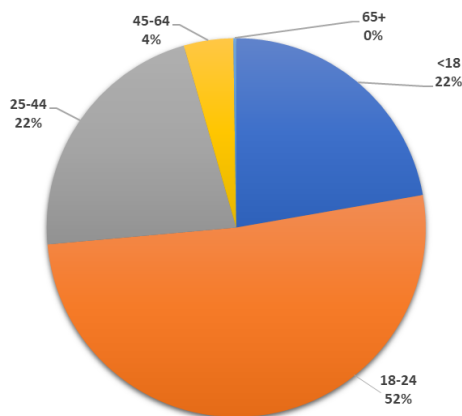
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

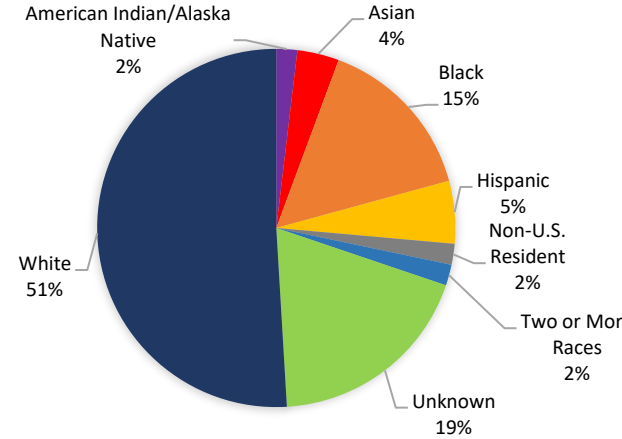


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age

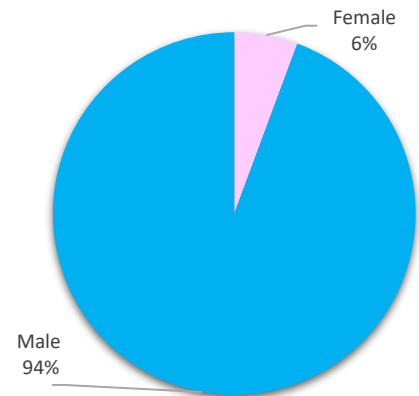


Program - Demographics

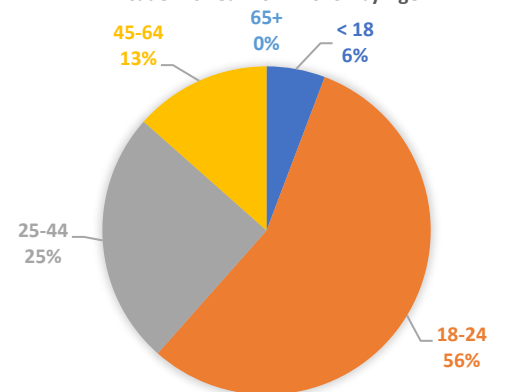
D35100: Air Conditioning Unduplicated Enrollment
Academic Year 2022-2023 - by Race



D35100: Air Conditioning Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



D35100: Air Conditioning Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Air, Heating, Refrig	166	16	10.4	24.6	\$ 120,254.83
AHR-110	26	2	13.0	6.5	\$ 31,782.73
AHR-111	26	2	13.0	3.3	\$ 15,891.36
AHR-112	21	2	10.5	3.9	\$ 19,253.00
AHR-113	17	2	8.5	3.2	\$ 15,585.76
AHR-114	14	2	7.0	2.6	\$ 12,835.33
AHR-130	18	2	9.0	2.3	\$ 11,001.71
AHR-151	7	1	7.0	0.9	\$ 4,278.44
AHR-160	24	2	12.0	0.8	\$ 3,667.24
AHR-210	13	1	13.0	1.2	\$ 5,959.26

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
AHR-110	27%	41%	15%	0%	8%	0%	0%	8%	0%	4%	85%	85%	2.88	88%
Seated	27%	41%	15%	0%	8%	0%	0%	8%	0%	4%	85%	85%	2.88	88%
AHR-111	4%	54%	15%	8%	4%	0%	0%	15%	0%	0%	73%	81%	2.55	86%
Seated	4%	54%	15%	8%	4%	0%	0%	15%	0%	0%	73%	81%	2.55	86%
AHR-112	24%	29%	14%	10%	5%	0%	0%	14%	0%	0%	70%	80%	2.71	82%
Seated	24%	29%	14%	10%	5%	0%	0%	14%	0%	0%	70%	80%	2.71	82%
AHR-113	12%	12%	47%	6%	0%	0%	0%	24%	0%	0%	71%	76%	2.38	92%
Seated	12%	12%	47%	6%	0%	0%	0%	24%	0%	0%	71%	76%	2.38	92%
AHR-114	36%	36%	29%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.07	100%
Seated	36%	36%	29%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.07	100%
AHR-130	39%	17%	17%	17%	0%	0%	0%	6%	0%	0%	76%	94%	2.88	81%
Seated	39%	17%	17%	17%	0%	0%	0%	6%	0%	0%	76%	94%	2.88	81%
AHR-151	14%	57%	0%	14%	0%	0%	0%	14%	0%	0%	71%	86%	2.83	83%
Seated	14%	57%	0%	14%	0%	0%	0%	14%	0%	0%	71%	86%	2.83	83%
AHR-160	33%	0%	8%	54%	0%	0%	0%	4%	0%	0%	42%	96%	2.13	43%
Seated	33%	0%	8%	54%	0%	0%	0%	4%	0%	0%	42%	96%	2.13	43%
AHR-210	0%	8%	46%	15%	0%	0%	0%	31%	0%	0%	54%	69%	1.89	78%
Seated	0%	8%	46%	15%	0%	0%	0%	31%	0%	0%	54%	69%	1.89	78%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Heating, Air Conditioning, and Refrigeration Mechanics and Installers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	322	2.6%	67	0.8%	\$49,500
Lincoln	83	2.30%	19	1.40%	\$49,500
*Charlotte	4,486	2.7%	1,016	1.4%	\$54,100

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>This program is extremely valuable to the community, especially those that like to be comfortable inside their homes or workplaces.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Prospective hiring agencies are always in contact to hire our students for their open positions.</p> <p>We have received donated equipment and supplies from local companies.</p> <p>We are doing well in the opinion of our advisory committee.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Really nothing, Most ACHR programs are comparable in their content.</p> <p>Courses are well attended but there is always room for improvement.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p>	Yes
<p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p>	Yes
<p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p>	The program hours for completion are the fewest required by the state of North Carolina.
<p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	There is a group inside the college that has received accolades for increasing the college's enrollment. I assume that it will continue.

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>This is a one-year program and retention from Fall to Fall should be low, the retention for Fall to Spring is good.</p>
<p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Students can find jobs after only one semester in this industry and that limits the number of students that complete in a timely manner.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for D35100 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Air Conditioning, Heating, and Refrigeration</p>	<p>Cleveland CC had 33 (new recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the AHR program at Cleveland CC.</p> <p>Catawba Valley CC had 16 (new and recurring students for Spring 2023); however, 1 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the NUR program at CVCC.</p> <p>0 + 1 = 1</p> <p>Central Piedmont CC had 77 (new and recurring students Spring 2023); however, 0 from Lincoln & 3 from Gaston totaling 3</p>

	Explanation
<p>Technology at GC? Identify strategies for enrollment growth.</p> <p>We have not lost many students to neighboring counties, but the students that have enrolled outside our service area are normally live close to the border.</p>	<p>students from our service area. $0 + 3 = 3$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Air Conditioning, Heating, and Refrigeration Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes</p> <p>The students in this program are successful compared to the rest of the institution.</p>
<p>Modality:</p> <p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Yes</p>
<p>Evaluation:</p> <p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Student feedback has been positive, Students are satisfied with instructor knowledge and willingness to work with individual students.</p>

COMPLETION

	Explanation
<p>Student Achievement:</p> <p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> Enrollment across the board is good for Day sections <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> Success rates are good across the board <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> Withdrawal rates are not high.

	Explanation
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Headcount is 52, credentials are 40. I'm not sure how this is computed. All students that complete the Diploma program receive 4 credentials and each certificate student receives at least one, so the numbers look off to me.</p> <p>I guess we need a recession so the students can complete the program without going to work in the middle.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>The job market is good; most students are working or have jobs lined up before graduation.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>It is more viable with one full time and one adjunct instructor than it is with two full time instructors.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	

SECTION VI: ADDITIONAL INFORMATION

	Comments
<p>Please include any additional data and/or information related to program-level accreditation.</p>	<p>Apprentice 321, GSM scholarship.</p>

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.	Students will demonstrate knowledge, operation, and 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

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

Program 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	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.	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 2022 Mean:4.5 Average score 4.6 Range:3.6-5 n = 9	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.

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	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	The student will perform a repair of a gas furnace in AHR 112 Students will troubleshoot and repair malfunction in gas furnace requiring 8 components	Students must achieve score of 6/8	Spring 2023 Mean:7 Mean of Completers:7.3 Range:5-8 n = 10	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.
3	Students will demonstrate knowledge, operation, service, and repair of heat pumps. Inspect electrical and refrigeration components;	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	Spring 2023 Mean:6 Range:5-7 Average score 6.4 n = 9	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.

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 determine needed repair. Inspect and test auxiliary heat and related defrost systems using appropriate service information.							
4	Students will demonstrate knowledge, operation, removal of CFC based refrigerants to EPA standards.	Students will demonstrate the process of refrigerant removal in 9 steps in AHR-114.	Students must perform 7 of 9 correctly	Spring 2023 Mean:8 Range:6-9 Average score 8.2 n = 6	Teaches students proper method of working with refrigerants that can have harmful effects.	More hands-on for students that may have underperformed.	No changes made.	Work more with students that may be underperforming
5	Students will demonstrate knowledge, operation, removal and repair of electrical components. This includes troubleshooting, testing, and	The student will perform a replacement of an electrical motor in AHR 111. This replacement requires 11 steps.	Students must perform 7 of 11 properly in a single attempt.	Spring 2023 Mean:9 Range 8-11 Average 9.3 n = 8	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.

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		
	replacing, parts using appropriate service information							

Program Review – Applied Engineering Technology (A40130)

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Scotty Brooks/Kathy Livsie

Program Code(s)/Name(s):

- A40130 Applied Engineering Technology
- A40130IM Applied Engineering Technology – Industrial & Manufacturing
- D40130I Applied Engineering Technology – Industrial
- D40130M Applied Engineering Technology – Manufacturing
- C40130 Applied Engineering Technology
- C40130A Applied Engineering Technology – Robotics
- C40130P Applied Engineering Technology (CCP)

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: broad, simplified engineering technology program
- Areas for Improvement: clearer pathways and explanations of the pathways; correlation between the degree and the job market
- Needs: Universal robot or another similar robot; future instructors with more hands-on training; extra cyber security training and AI courses related to manufacturing usage
- Actions: Develop clear pathways; robots and AI usage

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes such as the use of AI to improve accuracy in the applied engineering sector. How will the program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A40130	A40130IM	D40130I	C40130	C40130A	C40130P
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black	2	2	0	0	0	2
Non-U.S. Resident	1	0	0	0	0	
Hispanic	3	1	0	0	0	2
Two or More Races	0	0	0	0	0	1
Unknown	0	1	0	0	0	3
White	19	9	0	3	0	11
Grand Total	25	13	0	3	0	19

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Applied Engineering Technology (40130)	DNA	DNA	DNA	0.47	19.25

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A40130 Applied Engineering Technology	A40130	DNA	DNA	DNA	DNA
A40130IM Applied Engineering Technology – Industrial & Manufacturing	A40130IM	DNA	DNA	DNA	DNA
D40130I Applied Engineering Technology – Industrial	D40130I	DNA	DNA	DNA	DNA
D40130M Applied Engineering Technology – Manufacturing	D40130M	DNA	DNA	DNA	DNA
C40130 Applied Engineering Technology	C40130	DNA	DNA	DNA	DNA
C40130A Applied Engineering Technology – Robotics	C40130A	DNA	DNA	DNA	1
C40130P Applied Engineering Technology (CCP)	C40130P	DNA	DNA	DNA	DNA
Grand Total		DNA	DNA	DNA	1

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A40130 Applied Engineering Technology	A40130	DNA	DNA	DNA	DNA
A40130IM Applied Engineering Technology – Industrial & Manufacturing	A40130IM	DNA	DNA	DNA	DNA
D40130I Applied Engineering Technology – Industrial	D40130I	DNA	DNA	DNA	DNA
D40130M Applied Engineering Technology – Manufacturing	D40130M	DNA	DNA	DNA	DNA
C40130 Applied Engineering Technology	C40130	DNA	DNA	DNA	DNA
C40130A Applied Engineering Technology – Robotics	C40130A	DNA	DNA	DNA	1
C40130P Applied Engineering Technology (CCP)	C40130P	DNA	DNA	DNA	DNA
Grand Total		DNA	DNA	DNA	1

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Applied Engineering Technology *†	DNA	DNA	DNA	DNA	0.5	\$2,172.30	\$2,172.30

*Cost cannot be separated easily between programs

† Some additional prefixes are shared among several ET programs

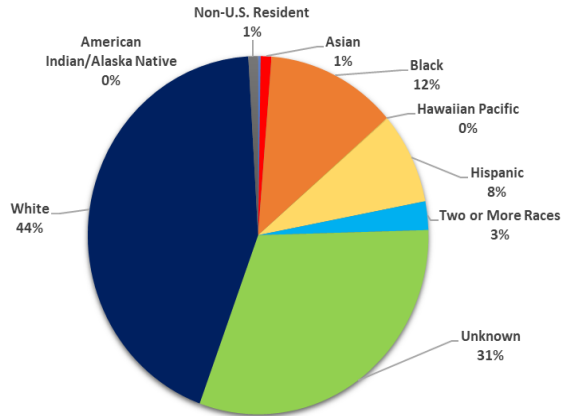
Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A40130 Applied Engineering Technology	A40130	DNA	DNA	DNA	DNA
A40130IM Applied Engineering Technology – Industrial & Manufacturing	A40130IM	DNA	DNA	DNA	DNA
D40130I Applied Engineering Technology – Industrial	D40130I	DNA	DNA	DNA	DNA
D40130M Applied Engineering Technology – Manufacturing	D40130M	DNA	DNA	DNA	DNA
C40130 Applied Engineering Technology	C40130	DNA	DNA	DNA	DNA
C40130A Applied Engineering Technology – Robotics	C40130A	DNA	DNA	DNA	DNA
C40130P Applied Engineering Technology (CCP)	C40130P	DNA	DNA	DNA	DNA

**Program is a new program with limited data. Retention data will be available during the next academic year. [00]*

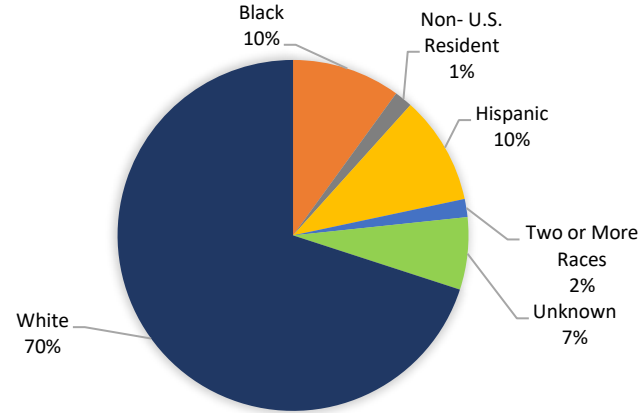
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Program - Demographics

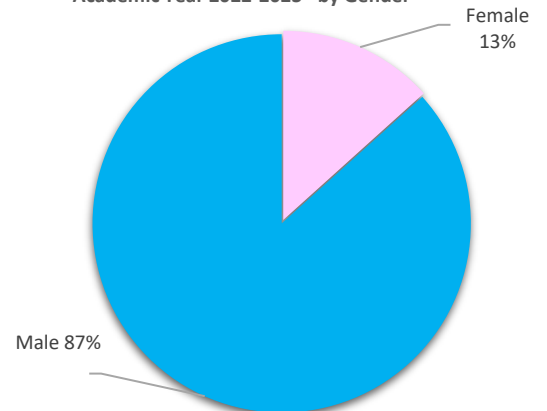
A40130: Applied Engineering Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Race



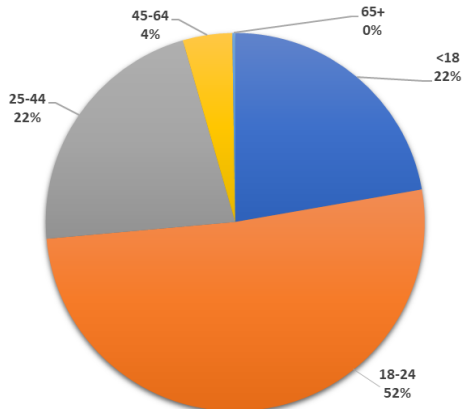
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



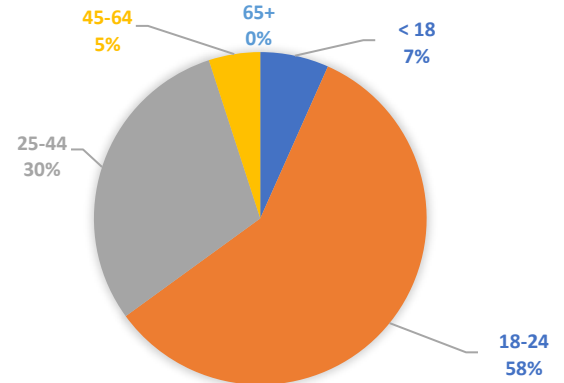
A40130: Applied Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A40130: Applied Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
ATR-112	13%	31%	6%	6%	0%	0%	0%	0%	0%	0%	88%	94%	2.38	88%
Seated	13%	31%	6%	6%	0%	0%	0%	0%	0%	0%	88%	94%	2.38	88%
ATR-211	40%	40%	10%	10%	0%	0%	0%	0%	0%	0%	90%	100%	3.10	90%
Seated	40%	40%	10%	10%	0%	0%	0%	0%	0%	0%	90%	100%	3.10	90%
DFT -119	40%	60%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
Seated	40%	60%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
EGR-111	31%	12%	8%	8%	4%	0%	0%	38%	0%	0%	58%	2.94	81%	
Hybrid	24%	10%	10%	5%	5%	0%	0%	48%	0%	0%	43%	48%	2.82	82%
Seated	60%	20%	0%	20%	0%	0%	0%	0%	0%	0%	80%	100%	3.20	80%
ELC-112	83%	0%	0%	0%	3%	0%	0%	13%	0%	3%	83%	83%	3.85	93%
Seated	83%	0%	0%	0%	3%	0%	0%	13%	0%	3%	83%	83%	3.85	93%
ELC-117	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ELC-128	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ELC-131	36%	43%	7%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.33	100%
Seated	36%	43%	7%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.33	100%
ELN-260	30%	40%	10%	10%	0%	0%	0%	10%	0%	0%	80%	90%	3.00	89%
Online	30%	40%	10%	10%	0%	0%	0%	10%	0%	0%	80%	90%	3.00	89%
HYD-110	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MAC-141	64%	14%	21%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.43	100%
Seated	64%	14%	21%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.43	100%
MEC-161	50%	25%	0%	13%	0%	0%	0%	13%	0%	0%	75%	88%	3.29	86%
Online	50%	25%	0%	13%	0%	0%	0%	13%	0%	0%	75%	88%	3.29	86%
MEC-180	33%	56%	11%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.22	100%
Hybrid	33%	56%	11%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.22	100%
MNT-110	57%	43%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.57	100%
Seated	57%	43%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.57	100%
MNT-220	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Seated	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Electrical and Electronic Engineering Technologists and Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	30	0.0%	7	0.6%	\$60,900
Lincoln	13	2.1%	3	1.10%	\$60,900
*Charlotte	631	0.9%	160	1.3%	\$66,700

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The program is too new to make an accurate assessment of the value of the community.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Current students are being utilized as maintenance personnel. There is a demand in the area for these positions.</p> <p>This degree is utilized by Apprenticeship321 which partners with local industries. The industrial partners use multiple degrees to get their desired pathways. Many students are enrolled in multiple degrees.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Most neighboring institutions are using primary degrees such as mechanical engineering technology and electronic engineering technology. Our current policy is to use this general degree.</p> <p>Too new to evaluate.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p>	being revised – too new to determine
<p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p>	In process
<p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p>	Hours appear to be the same or lower None with same program
<p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	Publicize the program – utilize ConEd to get more industrial participation

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	Data not available as program is too new
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A40130 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Applied Engineering Technology program at GC? Identify strategies for enrollment growth.</p>	The program is offered at Davidson-Davie CC, Johnson CC, Mayland CC, Wilkes CC and Wilson CC.

	Explanation
<p>*With this program only being offered about five other community colleges in the state, the program should try to identify what other questions should be asked to help with program enrollment.</p>	<p>Cleveland CC had 0 (new recurring students for Spring 2023). The institution does not offer this program. Could there be an opportunity for program growth reaching out to students in this county?</p> <p>Catawba Valley CC had 0 (new recurring students for Spring 2023). The institution does not offer this program. Could there be an opportunity for program growth reaching out to students in this county?</p> <p>Central Piedmont CC had 0 (new recurring students for Spring 2023). The institution does not offer this program. Could there be an opportunity for program growth reaching out to students in this county?</p> <p>If these institutions do not offer this program. Could there be an opportunity for program growth by reaching out to students in these counties? If yes, work with supervisors on specific strategies/actions.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Sequences being revised</p> <p>Current class success rate is better than college rates Some courses are being dropped and/or moved to Con Ed. (MNT 220)</p> <p>MNT 110 is being dropped and replace with MEC 131</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>Students prefer in person and hybrid. Online courses are limited, and students express a preference to move them to hybrid. Given the technical and hands-on nature there are very few opportunities for successful online classes. The current instructor has completed ACUE training and utilizes that in hybrid and online classes.</p>
<p>Evaluation:</p>	<p>Enjoy the hands-on parts of the class Some instructors offer limited hands-on during classes</p>

	Explanation
Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.	Good to see how to apply troubleshoot skills developed in class at work
Explain how the student feedback is being used to improve the course(s).	Try to maintain hands-on wherever possible. Show how problem solving skills can be used for trouble shooting

COMPLETION

	Explanation
<p>Student Achievement:</p> <p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • MNT 220 – move to Con Ed. • MNT 110 – switch to MEC 131 and draw mechanism students in <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • NA <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • NA
<p>Graduation:</p> <p>Discuss the program’s actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>NA – too new</p> <p>NA - too new</p> <p>NA - too new</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer:</p> <p>Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>NA - too new</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	NA - too new

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Apprenticeship 321 and pre-apprenticeship (high schools)

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A40130 Applied Engineering Technology

Course	PLO1	PLO2	PLO3	PLO4
	Apply basic industrial safety concepts	Summarize concepts of mechanical systems, gearing, and basic maintenance practices.	Apply written, oral, and graphical communication in well-defined technical and non-technical manufacturing technology environments; and identify and use appropriate technical literature.	Explain the basic use of sensors, actuators, valves and other components needed in automation systems including fluid flow as well as basic robotics.
ATR 112				I, D
ATR 211	M			M
DFT 119			D	
EGR 111			I	
ELC 112	D	D		
ELC 117	D			D
ELC 128				D
ELC 131				D
ELN 260				D
HYD 110	D			D
ISC 112	I			
MAC 141	D	M		
MEC 161			M	
MEC 180			D	
MNT 110		I		
MNT 220		D		

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

Program Learning Outcomes – A40130 Applied 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	Apply basic industrial safety concepts	ISC 112 – Eligible for 10-hour OSHA card (5 pt) and acceptable final exam score (3-7 pt) max of 12	On average students should score 9 or above	Fall 2022 n = 27 Mean = 9.88 Range 6 – 12 Spring 2023 n = 12 Mean = 8.66 Range 8 –12 Only high school students	Integration of the OSHA 10-hour card so students can earn an outside industry recognized credential in the course	Some students don't want to pay for an OSHA card. They may then miss one of the mandatory topics that are considered very important. Find a way to stress attendance on mandatory topics.	NA – First assessment of new program.	Research ways to implement the card fee with the course Emphasis when the required topics will be taught High school class may need more quizzes to keep them on track
2	Summarize concepts of mechanical systems, gearing, and basic maintenance practices.	MNT 110 – final exam score	Students should score 70 or better	Spring 2023 n = 7 Mean = 80 Range 68 - 92	Some hands on and students are learning the basics	Low enrollment and better clarity on what will be covered in class	NA	Switching course to MEC 131 to have greater clarity on content and increase enrollment
3	Apply written, oral, and graphical communication in well-	MEC 161 - Technical report which includes diagrams	Rubric score from 1 – 4 (zero if not submitted)	Spring 2023 n = 8 with one withdrawal Mean of remaining students = 2.3	All online course which is building those communication skills	Importance of research paper and better rubric for guidance	NA	Require rough draft of paper sooner in the semester to offer some additional guidance

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		
	defined technical and non-technical manufacturing technology environments; and identify and use appropriate technical literature.		Class average should 2.5 or greater	Range 0 – 4 (one student failed to submit)				
4	Explain the basic use of sensors, actuators, valves and other components needed in automation systems including fluid flow as well as basic robotics.	ATR 211 mastery shown through their midterm/ final videos	Score 15 out of 20 points on the videos	Fall 2022 n = 6 Mean = 16 Range 14 – 19 Spring 2023 n = 4 Mean = 16.5 Range 15 - 18	Students are given a lot of hands-on time to apply all these principles with the various robots and sensors	Increase time spent on integration of systems	NA	Adding ATR 211 course as a required course for the major which will increase the enrollment – must be watchful regarding class size from safety aspect. May require some students to do lecture work while others are programming.

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

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Beth McCall

Program Code(s)/Name(s):

- A10600 Associate in Fine Arts in Visual Arts

SECTION I: 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? Include Personnel and Equipment Request

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.
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.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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 serve 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 2022-2023 program review cycle were addressed.

Distribute the orientation video for the AFAVA program to area high schools to aid in student recruitment efforts.

The video was created, but because it was not edited in time, it was not shared with community high schools. This goal continues to be a priority and department leadership is exploring other ways to complete and disseminate the video.

Investigate funding sources for a state-of-the-art color printer.

The Art Department used money donated to the GC Foundation specifically to be used for art to purchase a high-quality printer capable of producing larger prints.

Work with GC Marketing Department to generate specific strategies to grow enrollment for the AFAVA program.

At this time, collaboration with the GC Marketing Department to develop specific strategies has not occurred, but department leadership plans to meet with the Marketing Department to request that social media posts include art department events.

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

This goal was partially met in the 2022-2023 cycle. A local high school art teacher joined the advisory committee and an effort to add a current student is underway, but efforts to add a community arts employer are hampered by the fact that there are few to no local employers that have art-specific jobs.

Rearrange 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.

Rearrangement of studio spaces has occurred so that two more spaces for students are available.

Replace broken easels and purchase additional easels for expanding painting/drawing classes.

Broken easels have been replaced and an additional five easels have been purchased using funds donated specifically to the GC Foundation for art department needs.

Purchase equipment needed for expansion (4 additional taborets for painting, 4 more adjustable chairs, 2 new worktables for sculpture/3-D studio.

The need for more equipment has been partially met, not through purchasing, but through alternate means. The need for worktables was met through claiming unused tables from a science lab at the Lincoln Campus, while the

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

taborets were not purchased due to cost, so the instructor determined a way to repurpose other tables to meet the need.

Recover tops of sculpture tables

This goal was not met because of prohibitive costs and, because of budgetary constraints, has been deprioritized.

Purchase touch screen Smartboard for printmaking studio

A request for a touch screen Smartboard was made to GC Technical Services, but an alternate solution was found by updating the existing computer, which allows the instructor to accomplish the needed functions. At this time, the department is no longer requesting a touch screen.

Explore embedding conceptual practices in the studio courses

Embedding conceptual practices was discussed but ultimately rejected, as department members feel that practices that focus on technique are a higher priority to students at this level.

Strengths

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 department purchased a high-quality printer that has made it possible for students to improve the quality of their documentation, an essential step in producing a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.

Numerous impactful academic resources are offered to aid in students' successful completion. The Division remains active in a variety of campus initiatives and activities: 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.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Needs

There is a continued need for an enhanced 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.

Actions for 2023-24

- Have the AFAVA orientation video created in 2022-2023 professionally edited and distributed to area high schools to aid in student recruitment efforts.
- Host an Open House event in Spring 2024 with all instructors attending and leading tours and answering questions about the program in order to promote applying to the program.
- Work with GC Marketing Department to generate specific strategies to grow enrollment for the AFAVA program.
- Request the purchase of two more computers for the digital design/digital photography courses.
- Purchase 4 more adjustable chairs for sculpture/3-D studio and computer lab.
- Purchase touchscreen Smartboard for printmaking studio.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A10600	P1062C
American Indian/Alaska Native	0	0
Asian	4	0
Black	14	0
Hispanic	15	0
Non-U.S. Resident	1	0
Two or More Races	4	0
Unknown	11	0
White	38	0
Grand Total	87	0

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate in Fine Arts in Visual Arts (10600)	39.63	55.38	49.81	47.50	69.50
College Transfer Pathway Leading to an Associate in Science (1062C)	2.34	1.63	0.09	DNA	DNA

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A10600 Associate in Fine Art Visual Art	A10600	0	4	7	11
Grand Total		0	4	7	11

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A10600 Associate in Fine Art Visual Art	A10600	6	10	7	11
Grand Total		6	10	7	11

Program Financial Viability

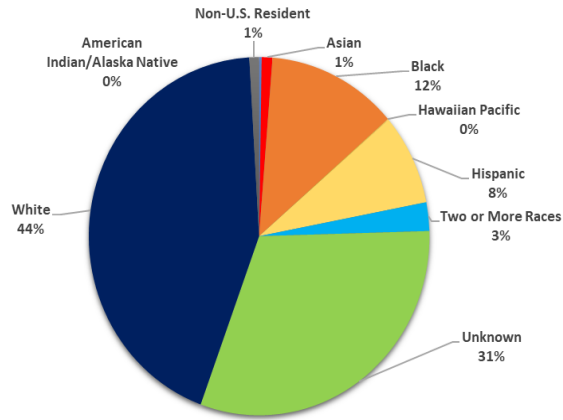
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A10600 Associate in Fine Art Visual Art	A10600	44%	86%	71%	76%
P1062C Associate in Science Pathway	P1062C	DNA	DNA	DNA	DNA

College Wide - Demographics

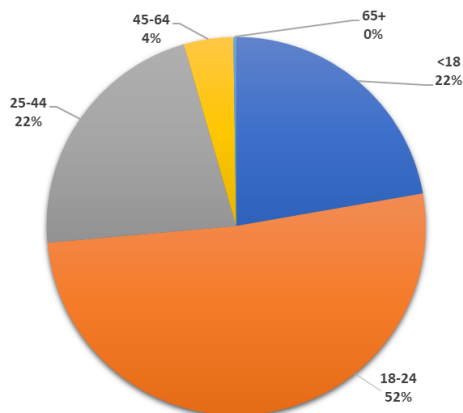
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

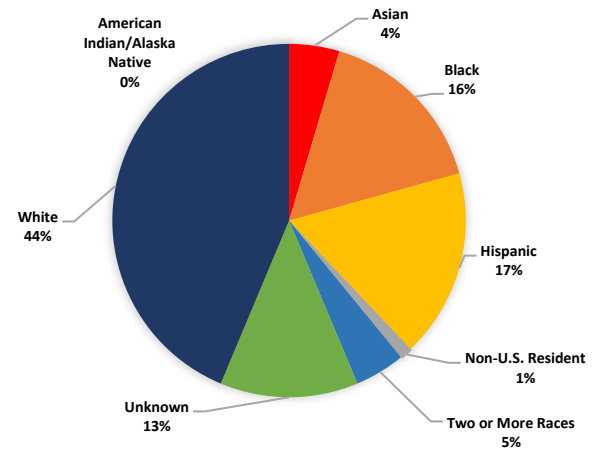


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program - Demographics

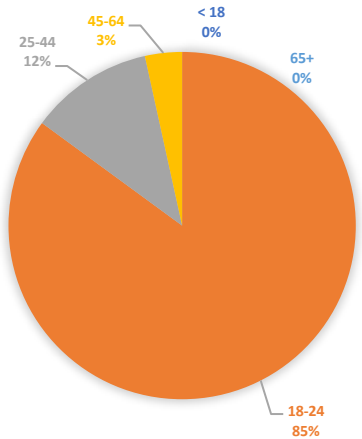
A10600: AFA in Visual Arts Unduplicated Enrollment
Academic Year 2022-2023 - by Race



A10600: AFA in Visual Arts Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



A10600: AFA in Visual Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
ART-122	24	2	12.0	4.5	\$ 16,925.72
ART-131	22	2	11.0	4.1	\$ 15,515.24
ART-132	6	0		1.1	\$ 4,231.43
ART-171	16	2	8.0	3.0	\$ 11,283.81
ART-214	17	2	8.5	1.1	\$ 3,996.35
ART-231	23	2	11.5	4.3	\$ 16,220.48
ART-232	3	0		0.6	\$ 2,115.71
ART-240	15	2	7.5	2.8	\$ 10,578.57
ART-241	4	0		0.8	\$ 2,820.95
ART-244	5	0		0.9	\$ 3,526.19
ART-264	17	2	8.5	3.2	\$ 11,989.05
ART-265	7	1	7.0	1.3	\$ 4,936.67
ART-271	5	0		0.9	\$ 3,526.19
ART-275	6	1	6.0	1.1	\$ 4,231.43
ART-281	3	0		0.6	\$ 2,115.71
ART-283	28	4	7.0	5.3	\$ 19,746.67
ART-284	17	0		3.2	\$ 11,989.05
ART-285	1	0		0.2	\$ 705.24
ART-288C	1	0		0.2	\$ 705.24
ART-288P	2	0		0.4	\$ 1,410.48
ART-288S	1	0		0.2	\$ 705.24
COM-120	250	5	50.0	23.4	\$ 88,154.77
COM-231	153	7	21.9	14.3	\$ 53,950.72
MUS-110	563	17	33.1	52.8	\$ 198,524.53
MUS-112	100	3	33.3	9.4	\$ 35,261.91
SPA-111	243	6	40.5	22.8	\$ 85,686.43
SPA-112	176	4	44.0	16.5	\$ 62,060.96

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
ART-111	53%	21%	8%	3%	6%	0%	0%	9%	0%	1%	82%	85%	3.24	89%
Online	52%	21%	8%	3%	6%	0%	0%	10%	0%	2%	81%	84%	3.23	89%
Seated	58%	21%	8%	4%	5%	0%	0%	4%	0%	1%	87%	91%	3.27	89%
ART-114	66%	18%	3%	2%	3%	0%	0%	8%	0%	1%	88%	90%	3.55	94%
Online	69%	17%	3%	1%	3%	0%	0%	7%	0%	1%	90%	91%	3.60	95%
Seated	57%	20%	3%	7%	3%	0%	0%	10%	0%	0%	80%	87%	3.33	89%
ART-111	53%	21%	8%	3%	6%	0%	0%	9%	0%	1%	82%	85%	3.24	89%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	52%	21%	8%	3%	6%	0%	0%	10%	0%	2%	81%	84%	3.23	89%
Seated	58%	21%	8%	4%	5%	0%	0%	4%	0%	1%	87%	91%	3.27	89%
ART-115	53%	25%	8%	2%	5%	0%	0%	8%	0%	1%	85%	87%	3.30	92%
Online	53%	24%	9%	2%	5%	0%	0%	8%	0%	1%	85%	87%	3.28	92%
Seated	50%	31%	0%	6%	0%	0%	0%	13%	0%	0%	81%	88%	3.43	93%
ART-121	46%	35%	8%	8%	0%	0%	0%	4%	0%	0%	88%	96%	3.24	92%
Seated	46%	35%	8%	8%	0%	0%	0%	4%	0%	0%	88%	96%	3.24	92%
ART-122	63%	24%	13%	0%	0%	0%	0%	0%	0%	4%	100%	100%	3.50	96%
Seated	63%	24%	13%	0%	0%	0%	0%	0%	0%	4%	100%	100%	3.50	96%
ART-131	91%	9%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.91	100%
Seated	91%	9%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.91	100%
ART-132	83%	17%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.83	100%
Seated	83%	17%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.83	100%
ART-171	63%	19%	0%	0%	6%	0%	0%	13%	0%	0%	81%	81%	3.50	93%
Seated	63%	19%	0%	0%	6%	0%	0%	13%	0%	0%	81%	81%	3.50	93%
ART-214	88%	11%	0%	0%	0%	0%	0%	0%	0%	6%	100%	100%	3.88	94%
Hybrid	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	83%	15%	0%	0%	0%	0%	0%	0%	0%	8%	100%	100%	3.83	92%
ART-231	91%	4%	0%	0%	4%	0%	0%	0%	0%	0%	96%	96%	3.78	96%
Seated	91%	4%	0%	0%	4%	0%	0%	0%	0%	0%	96%	96%	3.78	96%
ART-232	67%	0%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Seated	67%	0%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
ART-240	47%	33%	7%	0%	0%	0%	0%	13%	0%	0%	87%	87%	3.46	100%
Seated	47%	33%	7%	0%	0%	0%	0%	13%	0%	0%	87%	87%	3.46	100%
ART-241	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
Seated	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
ART-244	40%	40%	20%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.20	100%
Seated	40%	40%	20%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.20	100%
ART-264	47%	35%	6%	0%	6%	0%	0%	6%	0%	0%	88%	88%	3.25	94%
Seated	47%	35%	6%	0%	6%	0%	0%	6%	0%	0%	88%	88%	3.25	94%
ART-265	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ART-271	40%	0%	40%	20%	0%	0%	0%	0%	0%	0%	80%	100%	2.60	80%
Seated	40%	0%	40%	20%	0%	0%	0%	0%	0%	0%	80%	100%	2.60	80%
ART-275	50%	33%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.60	100%
Seated	50%	33%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.60	100%
ART-281	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
ART-283	57%	18%	14%	4%	0%	0%	0%	7%	0%	0%	89%	93%	3.38	96%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	57%	18%	14%	4%	0%	0%	0%	7%	0%	0%	89%	93%	3.38	96%
ART-284	35%	0%	6%	0%	0%	0%	0%	0%	59%	6%	100%	100%	3.71	88%
Seated	35%	0%	6%	0%	0%	0%	0%	0%	59%	6%	100%	100%	3.71	88%
ART-285	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ART-288C	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	1.00	0%
Seated	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	1.00	0%
ART-288P	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ART-288S	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The Associate of Fine Arts degree pathway is, by design, a transfer pathway that prepares students for transfer to a 4-year university to complete their four-year degree. While the degree pathway does not directly lead to a job upon graduation for most students, its primary goal is to provide access to higher educational opportunities. This degree pathway increases the numbers of students with access to quality education and opportunities to transfer to their preferred four-year transfer institution. This leads to better career opportunities and a stronger, more educated workforce upon completing their educational goals.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>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</p>

	Explanation
	<p>certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students.</p> <p>College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several of the dual-enrollment degree programs, including but not limited to A.A. (P1012C), A.S. (P1042C), A.A.T.P (P1012T), A.S.S.T.P (P1042T).</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the department's promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>There is a unique scholarship opportunity at Gaston College for AFAVA students through a private donor.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Division faculty/staff are currently developing a more robust marketing plan with the high school population as</p>

	Explanation
	a target audience. The department regularly hosts events that include area high school students and community members, which creates opportunities for word-of-mouth promotion of the AFAVA program/degree. We continue to collaborate with senior institutions regarding the Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process.

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Classes are offered at times and in modalities that allow students flexibility. All classes are offered every semester, with only available spaces limiting enrollment in those classes.</p> <p>In response to the academic dean’s request, department leadership created and submitted an ideal schedule of classes for both full-time and part-time students.</p> <p>Neighboring institutions that offer an AFAVA degree include Central Piedmont Community College (CPCC), Cleveland Community College (CCC) and Catawba Valley Community College (CVCC).</p> <p>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.</p> <p>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</p>

	Explanation
	<p>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.</p> <p>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.</p> <p>The art department regularly hosts artist receptions, in which artists engage with current students and other interested students and community members who attend. Members of the department interact with community art events and high school competitions as judges, which creates opportunities to share GC Art Department information. Each spring, the department hosts an area high school art exhibition, which draws 75-100 students and community members to campus and creates opportunities for conversations between faculty members and prospective students and their families.</p> <p>In an effort to improve, The AFAVA program is evaluated yearly through GC processes such as the Overall Assessment, which documents success and improvement needed in program learning outcomes, and the Program Review process.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	<p>See the attached curriculum map and program learning outcomes</p>
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Program Retention A10600</p> <ul style="list-style-type: none"> • 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 Fall 2022 71% <p>There was a 27-percent increase in the retention rate from the previous assessment cycle, and retention continues to remain much higher than in years prior to 2021.</p> <p>Divisional administrators track individual course withdrawal and success rates and create strategies to improve. Art faculty implement these strategies to increase the retention rate in identified courses.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A10600 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Associate in Fine Arts Visual Arts program at GC? Identify strategies for enrollment growth. Having a very limited number of students, from our service areas, to enroll in other community colleges, should program ask other question(s) for program growth.</p>	<p>Demographics A10600 Fall 2022 Percent Female – 60% Percent Male – 40% Percent White – 44% Percent Non-White – 56%</p> <p>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.</p> <p>Cleveland CC had 19 (new recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the AFA in Visual Arts program at CCC. $0 + 0 = 0$ What other questions should the program be asking to continue growing the program?</p> <p>Catawba Valley CC had 21 (new and recurring students for Spring 2023); however, 1 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the AFA in Visual Arts program at CVCC. $1 + 0 = 1$ What other</p>

	Explanation
	<p>questions should the program be asking to continue growing the program?</p> <p>Central Piedmont CC had 214 (new and recurring students Spring 2023); however, 0 from Lincoln & 7 from Gaston totaling 7 students from our service area. $0 + 7 = 7$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Associate in Fine Arts Visual Arts program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>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.</p> <p>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. Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location.</p> <p>All ART classes have higher overall averages than the college-wide average of 79. ART 271, in which students average 80, has the lowest departmental average, and the overall average for all GC ART classes is 93. While those numbers are strong, department leadership and members continue to look for ways to improve the content and delivery of course materials.</p> <p>Art classes consistently have high enrollment. Classes which have low enrollment typically do because of number of physical spaces in the studio. Other high-level courses that traditionally have low enrollment, such as ART 214, ART 231, and ART 234, are stacked so that multiple low</p>

	Explanation
	enrollment courses can be taught in the same time block by the same instructor.
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>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. A few classes are offered in the evenings based on student demand.</p> <p>Among the survey courses, there is no consistent indication that one modality is superior to the other. In ART 111, the seated classes averaged 87, while online students averaged 81. In ART 114, seated averaged 80, while online courses averaged 90. In ART 115, seated courses averaged 81, and online averaged only four points higher. These numbers indicate that students in both modalities are receiving equivalent instruction and very similar success.</p> <p>Students in AFAVA program may take classes taught by the following faculty in Arts and Sciences, who have at least 1 course certified by Quality Matters:</p> <ul style="list-style-type: none"> • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Susan Whittemore (BIO-111) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) <p>The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters</p> <ul style="list-style-type: none"> • Michele Domenech • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert <p>The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:</p>

	Explanation
	<ul style="list-style-type: none"> • Dr. Patricia Williams <p>The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:</p> <ul style="list-style-type: none"> • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie Dekerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Lori Hupp (DYOC & DTWYL) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC)
<p>Evaluation: Upon reviewing course evaluations, share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p>

	Explanation
	<p>Common positive statements include: Instructor is compassionate and understanding Very kind, patient, understanding of all our needs. Always very helpful when there was any sort of problem.</p> <p>Samples of negative statements include: I would prefer that the instructor not just read off of slides during class time and maybe do more with the material. Personally, I cannot learn the material that way. Instructor teaches in a way that makes it hard to pay attention and fully absorb the material. Confusion on the due dates Not replying in a timely enough manner sometimes</p> <p>Student feedback is used to improve courses through program lead evaluation of each instructor. Negative feedback is discussed and solutions are suggested and implemented in later classes.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment Courses with very low enrollment are stacked to accommodate several courses in one time block taught by one instructor. ART 214 ART 231 ART 283</p> <p>Courses with Low Success Rates When a course has a low success rate, it is often because there are so few students in that section.</p> <p>Courses with High Withdrawal Rates Art classes do not rank in the courses with the highest withdrawal rates (Fact Book)</p>
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p>	<p>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</p>

	Explanation
<p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is a dedicated advising center for Arts and Sciences so students can have one-on-one advising to help keep them on track within their pathway. In addition, the use of the Watermark student retention system is a tool the Division of Arts and Sciences encourages use of for faculty to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.</p> <p>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.</p> <p>A10600 Headcount - 87 students, Completed A10600 program = 11, Percentage = 12.6</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. 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, the Transfer Advisory Committee includes membership from the Arts and Sciences Advising Center, A&S Dean’s Office, Academic Affairs, and representatives from top transfer institutions. This committee meets in the spring semester.</p> <p>While students who earn an AFAVA degree are qualified to begin independent arts careers, the program is designed to help students to seamlessly enter a BFA program at a four-year institution that is part of the Uniform Articulation Agreement.</p>

	Explanation
	<p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>FTE Count A10100</p> <ul style="list-style-type: none"> • 2018-2019 - 39.63 • 2019-2020 – 55.38 • 2020-2021 – 49.81 • 2021-2022 – 47.50 • 2022-2023 – 69.50 <p>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.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The Division of Arts and sciences are involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>The AFAVA faculty regularly build relationships within the local art community through joint activities with Gaston Art Council, as well as local high schools, and through art exhibits and artist talks/receptions to which the public is invited.</p>

	Explanation
	<p>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.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>

SECTION VI: ADDITIONAL INFORMATION

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

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 mastery level appropriate for graduation

Program 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%

PL O#	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	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	Fall 2022 Combined Mean: 91 Final Exam: 91.1 Portfolio: 91 Faculty Critique: 91	Students consistently perform well on the final exam in ART 122. The exam covers the elements and principles of art. Emphasis has been placed on students learning how to hone their craft. For the application part of the assessment, students document a strong body of work. All program faculty participate in the faculty	Fall 2022: For ART 122, there were five questions out of fifty that were below the 70% benchmark (Q4, Q36, Q40, Q42, and Q47). Areas below the benchmark dealt with understanding of the terms proportion, value, scale, hue, and rhythm. Students need to continue to master vocabulary	Changes implemented since the last cycle: The ART 122 faculty continued to use terminology/vocabulary quizzes throughout the semester to build student mastery. All concepts including those in which student responses fell below the benchmark in the FA 21-SP 22 cycle (proportion, economy, local color, intensity, hue and rhythm) were emphasized by encouraging multiple viewings of vocabulary lectures, with the outcome that more than 70%	All concepts including those in which student responses fell below the benchmark (proportion, value, scale, hue and rhythm) will be emphasized by encouraging multiple viewings of vocabulary lectures, as well as by instructor repetition of verbal usage of terms during in-class critiques. Instructors will evaluate the possibility of rewording two of the questions in the final exam for greater clarity of meaning. Assessment results will be collected again during the next assessment cycle.	4

PL O#	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 ART 214: Portfolio and Resume: portfolio and faculty critique.	and critique in ART 214 will earn at least 70% of the available points demonstrating their ability to create original compositions.		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.	and terminology. Students need to demonstrate proficiency by using the terms more often in class.	<p>of students mastered the terms economy, local color, and intensity in this cycle.</p> <p>Faculty incorporated use of correct vocabulary as a formal component within the Faculty Critique process.</p> <p>Instructor allowed students to go over first versions of the vocabulary quizzes and retake the quiz in order to build mastery.</p> <p>Instructors in other classes stressed the importance of appropriate and accurate use of terminology/ vocabulary by using</p>		

PL O#	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			
							both within their class lectures, discussions and critiques.		
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 fundament	Fall 2022 Combined Mean: Portfolio: 92.87 Final Exhibition: 94.75 Faculty Critique: 91	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	How well students prepare documentation for their portfolios is a continuing issue. Instructors can discuss with their students how they can best photograph their work and also help them accomplish this documentation, thus,	Changes implemented since last cycle: Some instructors encouraged students to develop a personal website, while other emphasized displaying their art through social media. To emphasize the need for a stronger work ethic/more professionalism in portfolio creation and the final exhibition, faculty showed examples, exposed students to	To increase professionalism, instructor will give detail personal help and guidance for each student. Opportunity for mastery of concepts and processes will be built into the grading policy by allowing multiple attempts after a low grade. Department members will investigate the need for a departmental policy for how students share their personal artwork. The faculty will continue to evaluate ways to improve the processes and media through which students promote their work.	4

PL O#	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			
			al competence with traditional and current art methods, processes, and techniques in a variety of art media.		additional strength is the updated technology for the portfolio. The final exhibit grade also included the submission of the digital portfolio.	creating a visual collection of the students' best works from that semester's studio courses.	visiting established, working artist presentations, and encouraged editing early drafts of their artist statement and resume.	<p>Faculty will determine whether to purchase a gray backdrop, which is integral to the process of documentation, for students to photo their original work against.</p> <p>To produce professional quality images, the department will purchase a professional quality printer, instructor will point students to various places where larger prints can be produced, and instructor will work with students individually to frame more prints at no expense to the student.</p> <p>To encourage students to meet deadlines, instructor will increase references to the class calendar to increase awareness of deadlines. Instructor will use multiple means including</p>	

PL O#	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			
							<p>email and text message reminders of deadlines.</p> <p>A traditional student exhibition will occur in October 2023.</p> <p>Assessment results will be collected again during the next assessment cycle.</p>		
3	Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	ART 114: Art History Survey I and ART 115: Art History Survey II students will take a comprehensive final exam with questions that will require	On average, students completing the final exam in ART 114 and ART 115 will earn at least 80% of the available points to	Fall 2022 Combined Mean: 92.66 ART 114: 91.94 ART 115: 93.38	The assessments provide a comprehensive analysis of the learning objective. The assessments are robust and provide written and visual analysis. The	Test item analysis revealed that questions below the benchmark involved slide identification (due in part in students not purchasing the text).	<p>Changes implemented since the last assessment cycle:</p> <p>Instructors analyzed textbook options in an effort to find a text that reflects more global and inclusive content.</p> <p>In order to have students recognize</p>	<p>Students will have access to a newly adopted text, <i>The History of Art: A Global View: Prehistory to the Present</i>, which will introduce them to a breadth of artistic traditions and make cross-cultural comparisons possible.</p> <p>Instructor will continue to have students access slides via PowerPoint, making sure</p>	4

PL O#	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			
		students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	demonstrate their ability to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.		assessments include slide identification of a broad range of art through different periods.		specific works of art, instructors had students access slides via PowerPoint, making sure that slides appeared in both the text and PowerPoint.	that the slides appear in both the text and the 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 statement and faculty critique. This	On average, students completing the artist statement and faculty critique in ART 214 will earn at least 70% of the available	Fall 2022 Combined Mean: 92.5 Artist Statement: 94 Faculty Critique: 91	The artist statement and faculty critique comprise a comprehensive process.	All ART 214 students need to improve in promoting their own work.	Changes implemented since last assessment cycle: In order to improve the quality of final prints, guidelines were presented multiple times in both verbal and digital format to Art 214 students.	Instructors will systematically make students aware of current and emerging means of promoting their own work. Instructors will explore the feasibility of developing greater consistency of expectations between difference instructors so	4

PL O#	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			
		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.				Faculty promoted greater mastery of terminology and discipline-specific vocabulary by making both 25% of students' final critique. Students were encouraged to take high quality documentation of their work and present and save it digitally.	that students have a more uniform experience.	
5	Demonstrate competence in the preparation of a digital portfolio	ART 214: Portfolio and Resume students will be assessed on the following two components	On average, students completing the portfolio and exhibition	Fall 2022 Combined Mean: 92.87 Final Exhibition:94.74 Portfolio: 91	The final exhibit is a hands-on experience. Students create and learn the business of	Students need to learn how to build more audience awareness around their work via	Changes implemented since the last assessment cycle: After faculty assessed the best way to have	Faculty can stress that building audience awareness around their artwork via social media and other platforms is vital for art students looking to gain exposure and potentially sell their art, as well as discuss	4

PL O#	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 a culminating pre-graduation exhibition.	of the course: final exhibition and digital resume. This course is a culminating experience and looks at the students' entire body of work from their degree.	in ART 214 will earn at least 70% of the available points on each part to demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.		exhibition by creating a digital social media presence. The digital resume has two components: the creative resume and the curriculum vitae.	social media and other platforms.	<p>students save/post images and descriptions of their work, they required pdf of portfolio, digital storage and website.</p> <p>To make students aware of resources for creating more professional quality images of their artwork, instructor pointed students toward places where larger prints could be made.</p> <p>Clearer instructions were given in Blackboard, and links were embedded to professional artists' websites in which</p>	<p>strategies to help art students build a strong online presence. This may be accomplished thru a workshop or instructors discussing it in their courses where applicable.</p> <p>Assessment results will be collected again during the next assessment cycle.</p>	

PL O#	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			
							professionalism was demonstrated and discussed.		

Program Review – A60160 Automotive Systems Technology

Academic Year: 2023-2024 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Eric Rhom

Program Code(s)/Name(s):

- **A60160 Automotive System Technology**
- **D60160 Automotive Systems Technology Diploma**
- **C60160A Automotive System Technology Certificate – Automotive Engines and Power Trains**
- **C60160B Automotive System Technology Certificate – Automotive Fuel and Electrical Systems**
- **C60160P CCP Automotive System Technology**

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: Hands-on training
- Areas for Improvement: Instructors need training in the areas of current instruction and including Hybrid and EV
- Needs: Increase instructor training in Hybrid/EV and finish collecting items needed for program revision
- Actions: Continue to rely on input from advisory board. Seek training on new equipment like the Dyno and diagnostic scan tools

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A60160	D60160	C60160A	C60160P
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black	6	0	0	0
Hispanic	7	0	1	2
Two or More Races	1	0	0	0
Non-U.S. Resident	1	0	0	0
Unknown	5	0	0	6
White	17	3	2	2
Grand Total	37	3	2	10

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Automotive System Technology (60160)	69.41	37.66	35.81	35.00	44.66

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A60160 Automotive Systems Technology	A60160	0	1	5	6
D60160 Automotive Systems Technology	D60160	0	0	0	0
C60160A Automotive Sys Tech – Automotive Engines and Power Trains	C60160A	0	3	5	8
C60160B Automotive Sys Tech – Automotive Fuel and Electrical Systems	C60160B	0	3	8	11
C60160 Automotive Sys Tech - CCP	C60160P	0	0	0	0
Grand Total					

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A60160 Automotive Systems Technology	A60160	9	4	1	6
D60160 Automotive Systems Technology	D60160	4	0	1	0
C60160A Automotive Sys Tech – Automotive Engines and Power Trains	C60160A	0	12	2	8
C60160B Automotive Sys Tech – Automotive Fuel and Electrical Systems	C60160B	8	19	10	11
C60160 Automotive Sys Tech - CCP	C60160P	0	1	0	0
Grand Total		21	36	14	25

Program Financial Viability

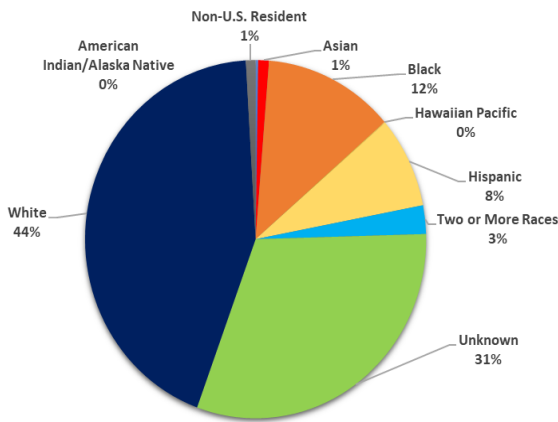
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Automotive Sys Tech	\$202,713.99	31.7	\$155,099.70	(\$47,614.29)	44.7	\$218,567.36	\$15,853.37

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A60160 Automotive Systems Technology	A60160	17%	83%	75%	71%
D60160 Automotive Systems Technology	D60160	0%	0%	0%	100%
C60160A Automotive Sys Tech – Automotive Engines and Power Trains	C60160A	DNA	0%	0%	DNA
C60160B Automotive Sys Tech – Automotive Fuel and Electrical Systems	C60160B	DNA	100%	DNA	DNA
C60160 Automotive Systems Technology - CCP	C60160P	0%	67%	DNA	DNA

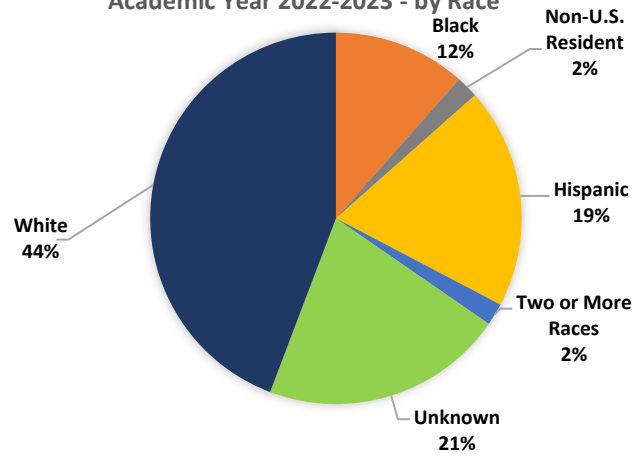
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



Program - Demographics

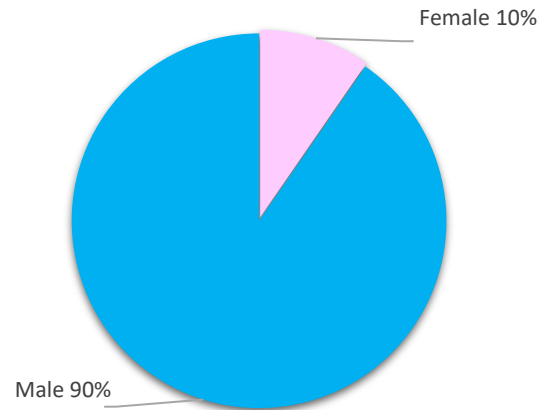
**A60160: Automotive Systems Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



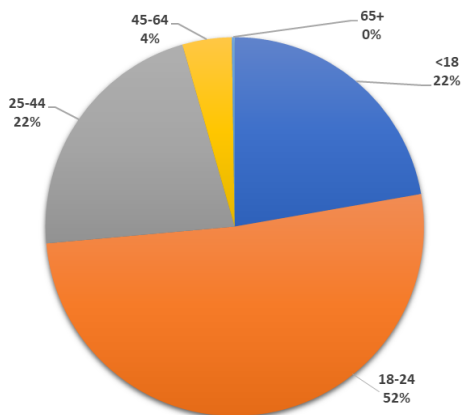
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



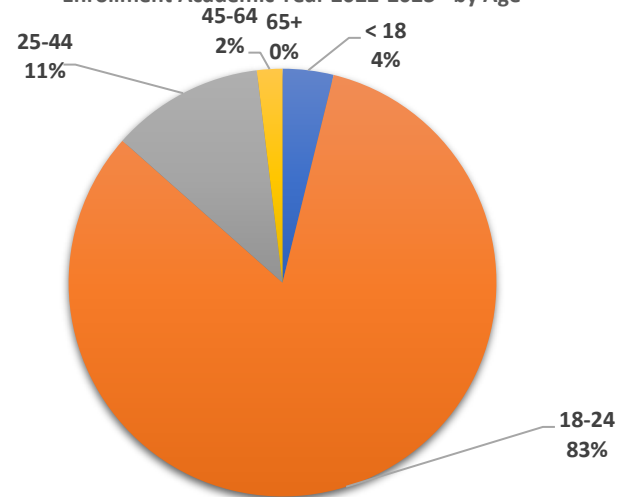
**A60160: Automotive Sys Tech Unduplicated
Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A60160: Automotive Sys Tech Unduplicated
Enrollment Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Automotive	197	20	9.9	28.0	\$ 136,757.40
AUT-113	6	1	6.0	1.1	\$ 5,500.86
AUT-116	22	2	11.0	3.4	\$ 16,808.17
AUT-116A	22	2	11.0	2.1	\$ 10,084.90
AUT-141	16	1	16.0	2.5	\$ 12,224.13
AUT-141A	16	1	16.0	1.5	\$ 7,334.48
AUT-181	21	2	10.5	3.3	\$ 16,044.16
AUT-183	7	1	7.0	1.8	\$ 8,556.89
AUT-213	7	1	7.0	0.9	\$ 4,278.44
AUT-221	8	1	8.0	1.3	\$ 6,112.06
AUT-231	7	1	7.0	1.1	\$ 5,348.05
AUT-281	7	1	7.0	0.9	\$ 4,278.44
LDD-112	7	1	7.0	0.9	\$ 4,278.44
TRN-110	23	2	11.5	2.2	\$ 10,543.31
TRN-120	13	1	13.0	2.8	\$ 13,904.94
TRN-145	15	2	7.5	2.3	\$ 11,460.12

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
AUT-113	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
AUT-116	50%	32%	14%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.38	100%
Seated	50%	32%	14%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.38	100%
AUT-116A	82%	14%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.86	100%
Seated	82%	14%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.86	100%
AUT-141	63%	25%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.71	100%
Seated	63%	25%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.71	100%
AUT-141A	81%	6%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.93	100%
Seated	81%	6%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.93	100%
AUT-181	33%	43%	14%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.21	100%
Seated	33%	43%	14%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.21	100%
AUT-183	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
AUT-213	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
AUT-221	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
AUT-231	57%	43%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.57	100%
Seated	57%	43%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.57	100%
AUT-281	86%	14%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
Seated	86%	14%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
LDD-112	86%	14%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
Seated	86%	14%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
TRN-110	61%	30%	0%	0%	4%	0%	0%	4%	0%	0%	91%	91%	3.50	95%88%
Seated	61%	30%	0%	0%	4%	0%	0%	4%	0%	0%	91%	91%	3.50	95%
TRN-120	54%	23%	23%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.31	100%
Seated	54%	23%	23%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.31	100%
TRN-145	47%	27%	20%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.29	100%
Seated	47%	27%	20%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.29	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	568	1.6%	118	0.4%	\$48,600
Lincoln	181	1.8%	40	1.4%	\$48,500
*Charlotte	7,096	1.6%	1,595	1.0%	\$52,600

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-	There are over 1,700 local jobs in the transportation sector currently unfilled. Gaston College provides 15 students per semester to fill a portion of those openings.

	Explanation
tools/employment-projections#IndustryProjections-272)	
<p>Community: How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>With over 1,700 jobs open in the greater Gaston area available the program cannot keep up with local demands.</p> <p>Yes. Visiting schools has brought new students to the program.</p> <p>To keep up the good work and have administration to listen to their input and advice.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>A greater level of hands-on exercises than most other auto programs.</p> <p>The department participates in all tours and career day fairs.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Yes</p> <p>Yes</p> <p>There are not many differences. Businesses where we want our students to work are open from 8 to 5 M-F. Auto programs recognizing we need to get students in and out for them to work enough hours a week to earn wages to pay for school, work, and other needs.</p> <p>To revise the program to offer courses that mirror developments in the transportation sector</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>It is important for the program to offer well prepared and engaging instruction to offer a positive experience for students. It is also important to have a developed support system for students. Lastly, program offerings must be relevant and up to date with times and dates that are flexible for a wide range of learners. The cost of tools needed for the program harms progress and grades.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A60160 at other institutions in our service region. Identify strategies for enrollment growth.</p>	<p>Cleveland CC does not offer the AUT program. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. Catawba Valley CC had 93 (new and recurring students for Spring 2023); however, 7 students <u>from our service area</u> have enrolled in the AUT program at CVCC. Central Piedmont CC had 213 (new and recurring students Spring 2023); however, 3 from Lincoln & 9 from Gaston totaling 12 students from our service area. $7 + 12 = 19$/Opportunity for program growth When reviewing these numbers, determine if the program has effectively marketed the Automotive Sys Tech program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes On average with current college rates. Yes. For safety purposes, enrollment is capped at 15 students; fewer would be better. Evening classes and second year classes have lower enrollment.</p>

	Explanation
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Yes, the program uses hands-on activities with running/driving vehicles.</p> <p>Students who enter automotive do not perform well in an online setting</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Instructor knew material. The instructor's expectation is too high.</p> <p>Collecting and incorporating student feedback is ongoing. It demonstrates a commitment to improving the educational experience. It is important to construct feedback so that students see evidence of their feedback being used to make positive changes in courses.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> It is important for the program to offer well prepared and engaging instruction to offer a positive experience for students. It is also important to have a developed support system for students. Lastly, program offerings must be relevant and up to date with times and dates that are flexible for a wide range of learners. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> N/A <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> N/A
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The auto program headcount aligns with enrollment caps set in place to maintain a safe and engaging class.</p> <p>N/A</p> <p>None. The program is at its lowest AAS contact hours possible.</p>

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	90% job placement N/A

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program generates \$200k in FTE revenue

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	None

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The program is working towards ASE accreditation.

Curriculum Map - A60160 Automotive Systems Technology

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.
TRN-110	I	I	I	I	I	I	I
AUT 116/A	D	D	D	D	D	D	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
TRN 145	D	D	D	D	D	D	D
AUT-151/A	D	D	D	D	D	D	D
TRN 140/A	D	D	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
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
AUT 213	M	M	M	M	M	M	M

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

Program Learning Outcomes – A60160 Automotive Systems Technology

PLO#	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	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 an average score of at least 12 of 16 on the rubric.	Fall 2022 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-	The student will achieve an average score of at least 12 of 16 on the rubric.	Fall 2022-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 an RO using the correct information.	Now would be a suitable time to investigate a new RO software program. Bring in a shop owner to demonstrate how an RO saved the shop money

PLO#	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		110 as measured by a rubric with a maximum score of 16.						because of an incident.
#3	Demonstrate a thorough knowledge of automotive systems technology through formative, summative, and performance assessments.	Students will evaluate their learning progress using a summative method in a five-sentence paragraph in AUT-221 as measured by a rubric with a maximum score of 16.	Students will achieve an average score of at least 12 of 16 on the rubric.	Spring 2023 AUT-221-D01 Mean: 13.5 Range: 10 - 16 n: 13	Providing students with the opportunity to review their learning, and with the instructor's assistance identifying gaps in their knowledge.	Students do not take the opportunity to reflect seriously. The instructor/s need to develop methods and language that ratifies the importance of reflection	Fifteen minutes at the beginning of class was dedicated to students reflecting on their learning. Students identified gaps in their understanding and began asking the instructor questions for the correct information.	Bring in potential employers to provide their thoughts on this exercise and perceived opinion.
#4	Communicate effectively, both	Students will communicate with the	Students will achieve an average score	Fall 2022 Mean: 11 Range: 6 - 16	Students were able to fill-in a repair order	Students failed to solicit valuable	Instructors added garage lingo to increase students'	Refer them to the student learning center for

PLO#	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	written and orally.	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.	of at least 12 of 16 on the rubric.	n: 18		information from the vehicle owner. Students with weak communication skills will not be able to perform at the highest levels	knowledge of descriptive words used to describe vehicle issues related to repairs.	tutoring. Continue to recommend students who need assistance.
#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	Students will achieve an average score of at least 12 of 16 on the rubric.	Fall 2022-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.

PLO#	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		maximum score of 16						
#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 an average score of at least 12 of 16 on the rubric.	Fall 2022-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 automotive program students must attach their repair information with their submitted repair orders.

Program Review - A20100 Biotechnology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Dr. Patricia Williams

Program Code(s)/Name(s):

- A20100 Biotechnology
- D20100 Biotechnology Diploma
- C20100A Biotechnology Basic – Biotechnology
- C20100B Biotechnology Basic – Foundations of Biotechnology
- C20100C Biotechnology Basic – Foundations of Healthcare

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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:

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

The following action items from the 2022-2023 program review cycle were addressed.

To meet the needs of Division, the following actions will be implemented during the 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as, individualized support for faculty within their courses. In addition, faculty provided professional development

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

Work with Human resources to hire faculty in needed positions within Arts and Sciences.

In the previous year, 5 science faculty, 1 math faculty, and 1 communications faculty was hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

Investigate potential science friendly 2+2 to transfer institutions for Science Majors.

Upon investigation, this goal was not viable for the current academic year as Arts and Sciences have limited AAS degrees in the sciences. This goal has been eliminated.

Design global activities into at least one science course to align with Gaston College Global Initiative of increasing cultural and global awareness in courses.

One course in the sciences was developed to align with the Gaston College Global Initiative to increase cultural and global awareness in courses at Gaston College. The success of this alignment will be leveraged during the next academic year with the science department's goal of globalizing at least 3 courses with UNC World View – Global Distinction.

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).

Areas for Improvement:

Improvement of online and hybrid instruction is an area of improvement throughout the A&S division. The increase in online classes has demonstrated the need for more professional development and training. An audit of all faculty over the past academic year provided insight into areas of strengths as well as areas for improvement. Throughout the academic year, many A&S faculty received specialized professional development for conducting high-quality online courses such as Blackboard and Accessibly Training, Quality Matters Training, MOE certification, ACUE, and A&S discipline-specific professional development. This initiative will be continued and strengthened through the division of Arts and Sciences. One area for improvement that will continue to be addressed in the upcoming academic year is RSI in online and hybrid courses.

Needs:

Due to higher enrollment, the Division of Arts and Sciences needs more English and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab which

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

is a hazard with storing chemicals and materials in the lab. In addition, the Greenhouse is in desperate need of repair as it is needed to be used for labs and resources.

Actions:

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A20100	D20100	C20100A	C20100AP	C20100B	C20100BP	C20100C	C20100CP
American Indian/Alaska Native	0	0	0	0	0	0	2	0
Asian	0	2	1	0		2	2	0
Black	0	3	1	0	12	17	51	0
Hispanic	1	3	8	0	12	12	25	1
Two or More Races	0	0	1	1	4	0	11	0
Non-U.S. Resident	1	0	1	0	1	1	8	0
Unknown	47	21	3	27	18	129	19	20
White	7	4	9	18	80	84	123	7
Grand Total	56	33	24	46	127	245	241	28

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Biotechnology (20100)	9.94	13.38	10.25	35.31	67.63

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A20100 Biotechnology	A20100	0	0	0	0
D20100 Biotechnology Diploma	D20100	0	0	2	2
C20100A Biotechnology Basic – Biotechnology	C20100A	4	11	11	26
C20100B Biotechnology Basic – Foundations of Biotechnology	C20100B	41	58	41	140
C20100BP Biotechnology-Foundations of Biotechnology (CCP)	C20100BP	0	4	4	8
C20100C Biotechnology Basic – Foundations of Healthcare	C20100C	89	167	93	349
C20100CP Biotechnology-Foundations of Healthcare (CCP)	C20100CP	1	0	5	6
Grand Total		135	240	156	531

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A20100 Biotechnology	A20100	0	0	0	0
D20100 Biotechnology Diploma	D20100	1	3	2	2
C20100A Biotechnology Basic – Biotechnology	C20100A	2	11	15	26
C20100AP Biotechnology Basic – Biotechnology (CCP)	C20100AP	1	0	8	0
C20100B Biotechnology Basic – Foundations of Biotechnology	C20100B	8	58	159	140
C20100BP Biotechnology- Foundations of Biotechnology (CCP)	C20100BP	2	4	232	8
C20100C Biotechnology Basic – Foundations of Healthcare	C20100C	0	167	654	349
C20100CP Biotechnology- Foundations of Healthcare (CCP)	C20100CP	0	0	5	6
Grand Total		14	375	1,075	531

Program Financial Viability

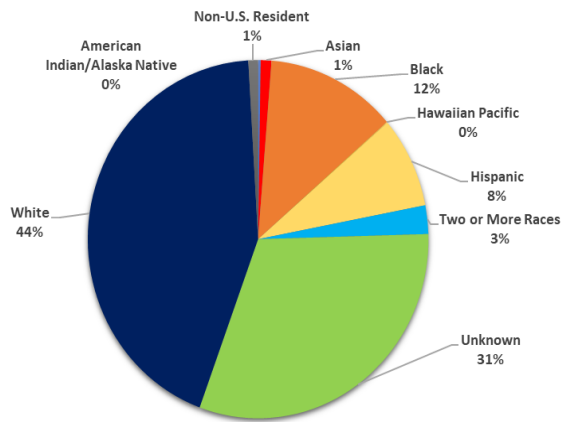
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Biotechnology (20100) included in College Transfer financial data	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A20100 Biotechnology	A20100	DNA	DNA	DNA	DNA
D20100 Biotechnology Diploma	D20100	0%	96%	0%	80%
C20100A Biotechnology Basic – Biotechnology	C20100A	DNA	DNA	0%	DNA
C20100AP Biotechnology Basic – Biotechnology (CCP)	C20100AP	0%	78%	DNA	DNA
C20100B Biotechnology Basic – Foundations of Biotechnology	C20100B	DNA	0%	0%	0%
C20100BP Biotechnology-Foundations of Biotechnology (CCP)	C20100BP	45%	74%	DNA	DNA
C20100C Biotechnology Basic – Foundations of Healthcare	C20100C	DNA	86%	0%	DNA
C20100CP Biotechnology-Foundations of Healthcare (CCP)	C20100CP	DNA	88%	DNA	DNA

College Wide - Demographics

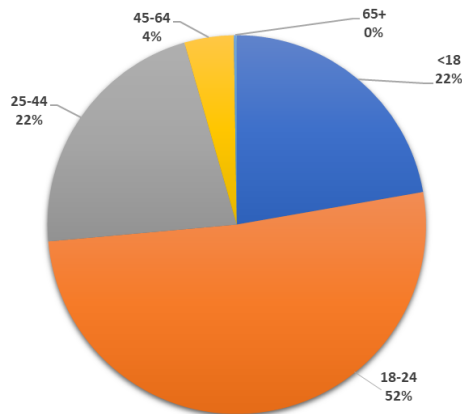
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

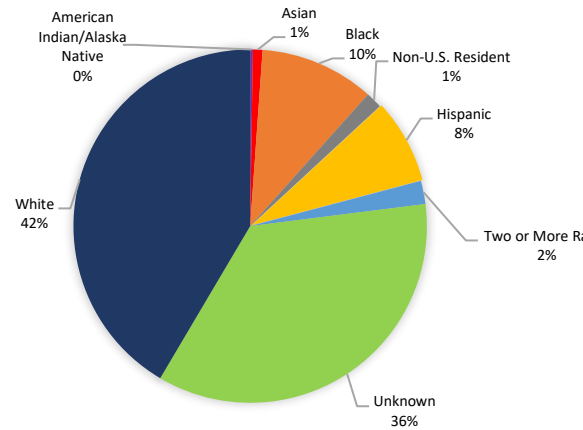


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

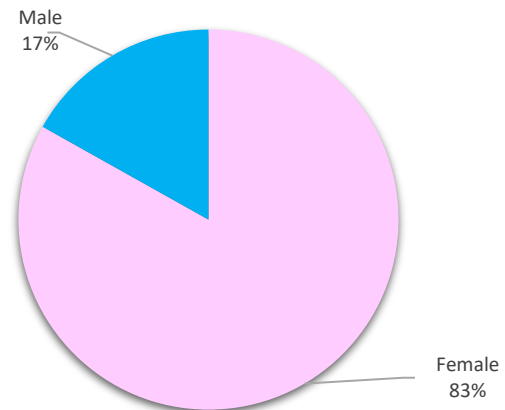


Program - Demographics

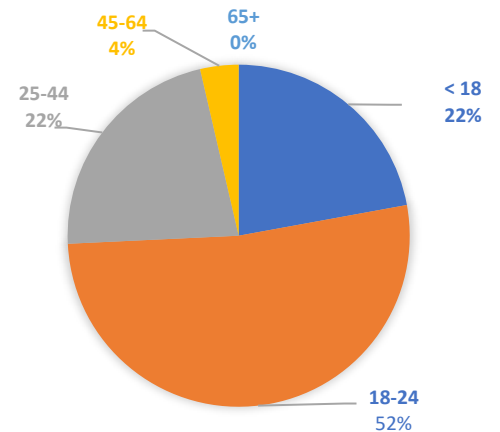
**A20100: Biotechnology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A20100: Biotechnology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A20100: Biotechnology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Science (including Biotechnology)	3169	111	28.5	558.6	\$ 2,397,386.22
BIO-111	558	20	27.9	104.6	\$ 452,551.25
BIO-112	231	9	25.7	43.3	\$ 187,346.49
BIO-168	619	19	32.6	116.1	\$ 502,023.70
BIO-169	389	16	24.3	72.9	\$ 315,488.24
BIO-250	27	2	13.5	5.1	\$ 21,897.64
BIO-275	243	7	34.7	45.6	\$ 197,078.77
BTC-181	22	1	22.0	4.1	\$ 20,169.81
CHM-151	210	7	30.0	39.4	\$ 170,314.99
CHM-152	71	4	17.8	13.3	\$ 57,582.69

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BIO-111	34%	25%	17%	6%	6%	0%	0%	12%	0%	1%	76%	82%	2.84	85%
Hybrid	42%	25%	16%	6%	6%	0%	0%	7%	0%	0%	82%	88%	2.98	88%
Online	38%	25%	13%	5%	6%	0%	0%	12%	0%	1%	76%	81%	2.96	86%
Seated	16%	24%	29%	10%	6%	0%	0%	14%	0%	1%	70%	80%	2.41	81%
BIO-112	31%	23%	17%	6%	8%	0%	0%	13%	0%	0%	72%	79%	2.73	83%
Hybrid	46%	21%	13%	8%	8%	0%	0%	0%	0%	0%	83%	91%	2.91	83%
Online	36%	21%	11%	5%	8%	0%	0%	17%	0%	0%	69%	74%	2.89	84%
Seated	10%	31%	34%	10%	7%	0%	0%	7%	0%	0%	76%	86%	2.30	81%
BIO-169	17%	26%	15%	7%	10%	0%	0%	21%	0%	1%	61%	68%	2.45	77%
Hybrid	19%	23%	27%	8%	23%	0%	0%	0%	0%	0%	69%	77%	2.08	69%
Online	18%	24%	11%	6%	10%	0%	0%	28%	0%	1%	55%	61%	2.48	75%
Seated	16%	32%	24%	8%	6%	0%	0%	7%	0%	0%	77%	86%	2.51	84%
BIO-250	74%	19%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.80	100%
Online	62%	31%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.67	100%
Seated	86%	7%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.92	100%
BIO-250	74%	19%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.80	100%
Online	62%	31%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.67	100%
Seated	86%	7%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.92	100%
BIO-275	74%	16%	2%	3%	2%	0%	0%	3%	0%	1%	92%	95%	3.63	95%
Online	70%	19%	2%	3%	2%	0%	0%	3%	0%	1%	91%	95%	3.57	93%
Seated	90%	2%	5%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.88	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BTC-181	64%	23%	9%	5%	0%	0%	0%	0%	0%	0%	95%	100%	3.45	95%
Online	64%	23%	9%	5%	0%	0%	0%	0%	0%	0%	95%	100%	3.45	95%
CHM-151	24%	22%	18%	9%	8%	0%	0%	20%	0%	0%	64%	73%	2.58	80%
Online	27%	22%	15%	7%	8%	0%	0%	22%	0%	0%	63%	71%	2.66	81%
Seated	20%	23%	24%	11%	7%	0%	0%	15%	0%	0%	66%	77%	2.43	78%
CHM-152	14%	29%	35%	4%	4%	0%	0%	13%	0%	1%	79%	83%	2.52	89%
Online	12%	19%	37%	7%	7%	0%	0%	17%	0%	2%	68%	76%	2.26	80%
Seated	17%	43%	33%	0%	0%	0%	0%	7%	0%	0%	93%	93%	2.82	100%

Employment Data: Medical and Clinical Laboratory Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	76	1.8%	11	1.0%	\$50,700
Lincoln	17	n/a	3	1.40%	\$50,700
*Charlotte	1,101	1.7%	182	1.5%	\$56,200

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	<p>FTE Count D20100 2018-2019 - 9.94 2019-2020 - 13.38 2020-2021 - 10.25 2021-2022 - 35.31 2022-2023 – 67.63</p> <p>There was an increase in FTE of approximately 32.32 from 2021-2022 to 2022-2023. Despite a slight decrease in FTE during 2020-2021 (possibly due to COVID-19), FTE has seen a steady increase in FTE in the Biotechnology degree and certificate programs.</p> <p>The C20100B Biotechnology Basic – Foundations of Biotechnology and C20100C Biotechnology Basic – Foundations of Healthcare certificates are the highest-earning FTE certificates within the biotechnology program. While there are no completers in the AAS degree, this can be due to many students' interest in adding certificates as a secondary degree program in addition to their AS degree pathway. In addition, many students enrolled in the</p>

	Explanation
	<p>certificates are also dual-enrolled students. 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.</p> <p>All but one course (BTC-181) in Biotechnology are current curriculum courses housed within science and math and does not require any additional planned courses or faculty load outside of the BTC-181 course, making the biotechnology certificates a great benefit in earning FTE without added cost to the college. The return on investment for this program is consistently high; FTE income significantly outweighs the cost of running the program and faculty salaries.</p>
<p>Community: How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Currently, the Biotechnology program and its certificates are not being utilized for employment. Many students are enrolling in the biotechnology certificates as a secondary degree to their degree program or are dual-enrolled students. Given the scientific nature of the biotechnology program, students pursuing a certificate in biotechnology have career goals that require further education as opposed to direct preparation for the workforce.</p> <p>Several collaborations exist that directly relate to biotechnology degree and certificate programs. Arts and Sciences work directly with College Now and area High Schools to provide access to these certificate programs. In addition, the NC Bionetwork is a strong partner in providing support and instructional resources to support pedagogy within the field of Biotechnology.</p> <p>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.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Gaston College participates 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. In addition, the creation of the biotechnology – foundations of healthcare certificate in 2021 provides future healthcare workers a certificate pathway to</p>

	Explanation
	<p>introduce the fundamentals of biotechnology in current healthcare systems.</p> <p>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.</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>All courses within the biotechnology program and certificates are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Foundation requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion.</p> <p>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 whereas 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.</p> <p>Arts and Sciences have worked with College Now to move BTC-181 (starting next academic year) from Spring to Fall. This not only helps the dual-enrolled students by providing foundational science concepts before they begin their General Biology coursework, but it also helps the general student population by providing the BTC-181 course option early in the academic year. Many curriculum students taking BTC-181 need it at the same time they are taking BIO-250. This change will allow students to take BTC-181 before they traditionally enroll in BIO-250, allowing them to manage their semester course plans.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map:</p> <p>Attach curriculum map and analysis of program learning outcomes.</p>	See the attached curriculum map and program learning outcomes.
Retention and Progression:	Program Retention D20100

	Explanation
<p>Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Fall 2017 to Fall 2018 - 100% Fall 2018 to Fall 2019 - 33% Fall 2020 to Fall 2021 - 0% Fall 2021 to Spring 2022 - 96% Fall 2022 to Spring 2023 – 80%</p> <p>Fall-to-fall retention data is unavailable or noted as 0% across the collected data tables. Fall-to-spring retention data for Fall 2022 to Spring 2023 indicates a 16% decrease in retention in the biotechnology diploma from the previous year. However, FTE in the diploma program indicates an increase in FTE of about 32.32. This could indicate a shift in students choosing certificates instead of the diploma pathway.</p> <p>Program Retention C20100 Fall 2017 to Fall 2018 - 35% Fall 2018 to Fall 2019 - 65% Fall 2020 to Fall 2021 - 45% Fall 2021 to Spring 2022 - 74% Fall 2022 to Spring 2023 - DNA</p> <p>Current data is not available for the most recent year within the certificate programs for Biotechnology.</p> <p>A new certificate (C20100C/C20100CP) - Biotechnology – Foundations of Healthcare) was added during the academic year 2021-2022. Enrollment in this pathway is strong. However, the number of degrees earned for 2022-2023 was less than the 2021-2022 academic year. One explanation for this could be the effects of COVID. Students who enrolled in the certificate immediately before or during COVID could have been members of the graduation data or may not have stayed enrolled (retained). More data over the next couple of years could provide more insight into this decline.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for D20100 at other institutions in our neighboring counties.</p>	<p>Demographics D20100 Fall 2022 Percent Female 83% Percent Male 17% Percent White 42% Percent Non-White 58%</p> <p>Fall 2022, 83% of the students in D20100 were females, 17% were male Within the program, 42% of the students were white, while 58% of the students were non-white. It is important to note that 36% of the non-white population was listed as unknown race.</p>

	Explanation
<p>Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Biotechnology program at GC? Identify strategies for enrollment growth.</p>	<p>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 individualized 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.</p> <p>One of the biggest reason students are not enrolling in Biotechnology from Gaston and Lincoln counties is because jobs are not available in this area for students in the biotechnology industry. In addition, the biotechnology degree program at Gaston College does not provide any biotechnology courses to students. They are not prepared to enter the workforce because the biotechnology degree is not offering key employability courses: Biotechnology, Recombinant DNA, Cell Culture Techniques, Bioethics, etc.</p> <p>Cleveland CC had 2 (new recurring students for Spring 2022). Both Biotechnology students were from Cleveland County. However, with only a few students enrolling in the Biotechnology program at Cleveland CC, GC's program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023); only 0 student is from Lincoln & 0 students are from Gaston $0 + 0 = 0$. With no students from Lincoln or Gaston counties, the program should continue to try to identify avenues for program growth.</p> <p>Central Piedmont CC had 0 (new and recurring students Spring 2023); only 0 student is from Lincoln & 0 students are from Gaston $0 + 0 = 0$. With no students from Lincoln or Gaston counties, the program should continue to try to identify avenues for program growth.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p>	<p>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</p>

	Explanation
<p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>college-wide. A course matrix of semester offerings is provided to college program leaders.</p> <p>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.</p> <p>Within the biotechnology programs, course enrollment growth has increased in both BTC-181 and BIO-250. In the past, these courses have historically been low enrolled (less than 10 students), but over the past 2 years, there has been an increase in enrollment in these courses. BIO-250 is now offered in both fall and spring semesters (in the past, it was just offered one semester in the academic year) and now enrolls almost 30 students in each section. Currently, there are no courses in the biotechnology programs that would be considered low-enrolled courses.</p>
<p>Modality:</p> <p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>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.</p> <p>With regard to BIO-250, an online section is now offered and the course enrollment has increased significantly (from less than 10 to about 30 per section). Students requested that the course be offered online and the response rate has been positive. There is a growing trend of students asking for a hybrid or seated section again. A hybrid section will be offered to see if there is enough enrollment for Spring 2024 for this newly created hybrid section. Currently, the withdrawal rates remain low in these biotechnology-specific courses.</p>
<p>Evaluation:</p> <p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>The overall course evaluations are very positive within biotechnology-specific courses. BIO-250 and BTC-181 have excellent reviews overall. One notable comment in the BTC-181 course evaluation centered around textbooks. The course went OER due to the discontinuation of the only BTC book in publication.</p> <p>This was not provided to the instructor until a few days before the class started. Last-minute modifications were made to the course. Students noted that they would like to have a textbook. The instructor is working on improving the course with appropriate resources for instruction, but there is currently no textbook in publication that aligns with this course.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> BIO-250 (average enrollment 13.5 per section) <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> CHM-151 (61%) BIO-169 (64%) <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> BIO-169 (21%) CHM-151 (20%) <p>Low enrollment in BIO-250 has improved over the past year and is expected to increase in the next academic year. Current enrollment is 24 in the Fall of 2023 and is expected to increase. Improvements to increase enrollment were to move to an OER course for the textbook (the online section still has an online lab service). This decreased textbook cost significantly for the course. In addition, different modalities are being offered to ensure student needs are being met.</p> <p>Low success and withdrawal rates are addressed specifically in BIO-169 and CHM-151 by providing instruction in growth mindset and study skills. Several open lab sessions were implemented this past academic year in hopes of improving success and retention. All students on campus are invited to attend these open lab sessions in the sciences. They have been extremely successful and over 500 students attended these sessions throughout the last academic year.</p>
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Headcount – 800 Awards – 531 Awards at the Highest Level – 0 Awards to Headcount Ratio – 66.38%</p> <p>Timely student completion has been a major objective for 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 completing a credential is only one preference. Many students plan to transfer before fulfilling degree requirements.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p>	<p>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</p>

	Explanation
(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	<p>a Transfer Performance Improvement Team consisting of divisional leadership, faculty, and staff to address improvement of this measure.</p> <p>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.</p> <p>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).</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>The biotechnology program data is included in the College Transfer Financial data. Revenue of college transfer is listed as \$4,100,554.24 and has an FTE value of \$9,596,802.90.</p> <p>Specifically, biotechnology generated 67.63 curriculum FTE's which was 32.32 FTE's higher than the previous year.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<p>Several collaborations exist that directly relate to biotechnology degree and certificate programs. Arts and Sciences work directly with College Now and area High Schools to provide access to these certificate programs. In addition, the NC Bionetwork is a strong partner in providing support and instructional resources to support pedagogy within the field of Biotechnology.</p> <p>Beginning this coming Spring (2024), the Science Department will be bringing back SCI Visit. This event promotes science programs at Gaston College to nearly 1400 high school Juniors and Seniors within Gaston and Lincoln Counties. This event was last held before COVID-19 as this is an on-campus event. This is a significant outreach event for this program and all programs at Gaston College.</p>

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map – A20100 Biotechnology

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

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

Program Learning Outcomes – A20100 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 through the use of 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.	<p>BIO 111: General Biology I</p> <p>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:</p> <p>1. Investigate and design basic laboratory experimentation and techniques</p>	On average, students will earn at least 70% on this artifact.	Fall 2022 Mean of Completers= 78%	<p>Fall 2022</p> <p>Changing the wording of questions 14 and 29 led to a significant increase in the number of correct responses. Question 14 went from 30% correct response rate to 50% correct response rate which was a positive 67% change. Question 29 when from a 30% correct response rate to a 62% correct</p>	<p>Fall 2022</p> <p>Overall most areas covered showed an improvement, slight improvement or very minor -1 to -2% change from last year. Although the reworded questions of 14 and 29 showed a +67% and +94% change from last year, the overall success rate was still 50% and 62% respectively. Subjects still showing a below 70% success rate are: Question 3, analysis of scientific method</p>	<p>Fall 2022</p> <p>Questions 2, 14 and 29 were all reworded but the overall course objective for each question was not changed. Faculty also gave case based and/or scenario-based questions</p> <p>Faculty were not given a series of core practice test questions to help students learn how to critically read test questions. This did not occur as it was requested that</p>	No action plan recommended for next fall as we are going OER and we are not sure how this will affect overall course assessment.	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			
		<p>through the utilization of the scientific method.</p> <p>2. Examine and relate the chemistry of life to biological processes.</p> <p>3. Correlate cellular structure and function to cellular processes.</p> <p>4. Attribute the mechanisms of genetics to biological patterns of inheritance.</p> <p>5. Attribute and correlate the mechanisms of evolution to cellular biology.</p>			<p>response rate which was a positive 94% change.</p> <p>Overall the questions are still balanced and cover each learning outcome.</p>	<p>data (-18% decrease in success rate over last year)</p> <p>Question 14, analysis of hypertonic, hypotonic and isotonic solutions (18% improvement over last year)</p> <p>Question 15, prokaryotic and eukaryotic cells (23% improvement over last year)</p> <p>Question 17, Mendelian inheritance (11 % improvement over last year)</p> <p>Question 20, sex linked inheritance (10% improvement over last year)</p>	<p>every faculty contribute questions and this just never happened.</p>		

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			
						Question 24, homeostasis (22% improvement over last year) Question 29, codons (94% improvement over last year) Although many of these questions were below 70% student success rate, gains in overall improvement has been made for all but question number 3)			
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	BTC 181: Basic Lab Techniques Students will complete a comprehensive final exam. The final exam will	On average, students will earn at least 70% on this artifact.	Spring 2023 Mean of Completers: 87%	Spring 2023 One strength of the assessment is that it gauges student	Spring 2023 Students are struggling with completing graphical analysis. For	Spring 2023 The overall mean assessment score fell by 1.8% from the previous year,	Spring 2023 Assessment results for BTC 181 will be collected again during the next assessment cycle.	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			
	with accuracy, precision, and safety.	include 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;			knowledge on a very important topic in microbiology. This assessment analyses student knowledge on a topic that is key for both students entering the healthcare profession as well as those that are planning on research science as a career. The assessment helps understand knowledge on a concept that	Exercise 4 of the assessment, students are tasked with providing a graphical representation of antimicrobial resistance for two different bacterial species. Students struggled with selecting how to create an appropriate graph. Many students completed a line graph when exercise 4 requires a bar graph of the data analyzed throughout the assessment.	however, fewer individual mathematical calculations fell below the mean on the individual item analysis. This suggests that students improved on mathematical calculation skills over the past year.	The action plan for the next assessment cycle will include: To improve student understanding of the laboratory protocols and ISO standards and quality assurance, at least 2 new resources will be added to the modules relating to laboratory protocols and standards. It is hoped that this will improve student understanding of laboratory procedure and policy.	

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			
		deliberate documentation ; pipetting; and fermentation with accuracy, precision, and safety.			<p>is core to the study of microbiology. Students in this assessment cycle score high in the exercises that require some critical analysis (Part 1-4).</p> <p>Students are overall performing well on the assessment. On strength of the assessment is the physical measurement of the zones of inhibition for each of the samples. Students mastered this activity</p>	<p>Another area for improvement is the overall completion of the assessment. Only 77.94% of students enrolled completed the assessment. Overall completion of the assessment needs to increase.</p>			

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			
					(exercise 1) with a 99% across the Fall 2022 sections.				
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 through the use of 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 2022 94.22%	Fall 2022 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	Fall 2022 Students are struggling with completing graphical analysis. For Exercise 4 of the assessment, students are tasked with providing a graphical representation of antimicrobial resistance for two different bacterial species. Students struggled with	Fall 2022 Yes, the action plan was implemented from the previous year. Online microbiology courses were provided with several videos demonstrating how to complete the sum of squares and standard deviation. The topic of antibiotic	At least 2 new resources and 1 new video will be added to BIO-275 courses by each instructor to help students better understand how graphical analysis is completed and to demonstrate how graphs are made. Students will be tasked with reviewing these resources before the completion of	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			
					<p>practice before the assessment.</p> <p>selecting how to create an appropriate graph. Many students completed a line graph when exercise 4 requires a bar graph of the data analyzed throughout the assessment.</p> <p>Another area for improvement is the overall completion of the assessment. Only 77.94% of students enrolled completed the assessment. Overall completion of the assessment</p>	<p>resistance was scaffolded through the course and students were provided an additional lab relating to antibiotic resistance for students to gain a better understanding before being asked to complete the BIO-275 assessment. There was a slight decrease in the overall assessment score. The score the previous year was 95.50% and it decreased to 94.22%. Despite the decrease</p>	<p>the assessment in each of the BIO-275 courses.</p> <p>Although students are required to complete the assessment, students in the online courses are opting to take a zero for the assessment instead of completing it. The instructors of BIO-275 will increase the point value or total weight of the assignment by 10% in order to work toward a completion rate of 80%. In addition, faculty in BIO-275 will work to provide at least one more case study (for practice) to ensure</p>		

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			
						needs to increase.	not being statistically significant, focus on increasing scores is still a priority.	students are more comfortable with how an assessment of this type is completed.	
Program Learning Outcome 3: Integrate the laboratory and lecture components of the program through the use of an experimental approach - Total									4/4

Program Review – A30120 Audio and Video Production

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair/Director: Kate Carmody

Program Code(s)/Name(s):

- A30120 Audio and Video Production
- C30120A Audio and Video Production - Audio Production Certificate
- C30120B Audio and Video Production – Video Production Certificate
- C30120C Audio and Video Production – Audio/Video Production Certificate
- C30120D Audio and Video Production – Broadcasting and Digital Media
- C30120E Audio and Video Production – Sports Broadcasting
- C30120CP Audio and Video Production (CCP)

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: FTE is on the rise. We just have launched the new curriculum for the statewide SIP that offers new exciting courses to students such as Industry Career Prep, Journalism, and Emerging Technologies. We have added new technology into the program such as PTZ cameras, AI software and many additional items to keep us current with the industry. WE completed one year with Adobe.
- Areas for Improvement: Retention is always an area to focus on. We are finding students have shorter attention spans and less attention to detail, so we are to have more creative with our retention efforts. We do need to recruit more students in the sports area and we are working on marketing efforts.
- Needs: We could use help with marketing in the sports area. We need better computer support as we are struggling with the current structure of Tech Services. Our computers need to be completely updated.
- Actions: Due to the statewide SIP, it is hard to isolate areas of improvement until we see the changes that came from down from the state implemented.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes such as the use of AI to improve fire and law enforcement services in the Public Safety Administration sector. How will the program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A30120	C30120A	C30120B	C30120C	C30120P	C30120E
American Indian/Alaska Native	0	0	0	1	0	0
Asian	0	0	0	0	0	0
Black	14	0	1	1	0	0
Hispanic	3	0	0	0	0	0
Non-U.S. Resident	1	0	0	0	0	0
Two or More Races	4	0	0	0	0	0
Unknown	7	0	0	0	2	0
White	27	1	1	0	2	1
Grand Total	56	1	2	2	4	1

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Audio and Video Production/Broadcasting and Production Technology (30120)	47.02	34.41	26.24	43.81	52.81

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A30120 Audio and Video Production	A30120	0	1	4	5
C30120A Audio and Video Production - Audio Production Certificate	C30120A	0	7	4	11
C30120B Audio and Video Production – Video Production Certificate	C30120B	0	7	4	11
C30120C Audio and Video Production – Audio/Video Production Certificate	C30120C	0	1	16	17
C30120C Audio and Video Production – Broadcasting and Digital Media	C30120D	0	0	0	0
C30120CP Audio and Video Production	C30120CP	0	0	0	0
C30120E Audio and Video Production – Sports Broadcasting	C30120E	0	0	1	1
Grand Total		0	16	29	45

Trend Data - Credential Earned

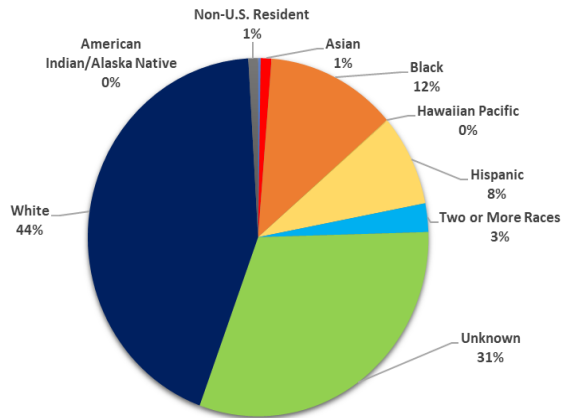
Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A30120 Audio and Video Production	A30120	11	8	6	5
C30120A Audio and Video Production - Audio Production Certificate	C30120A	1	7	3	11
C30120B Audio and Video Production – Video Production Certificate	C30120B	2	13	2	11
C30120C Audio and Video Production – Audio/Video Production Certificate	C30120C	0	16	12	17
C30120D Broadcasting and Production Technology-Digital Media	C30120D	0	0	1	0
C30120CP Audio and Video Production	C30120CP	0	0	5	0
C30120E Audio and Video Production – Sports Broadcasting	C30120E	0	0	0	1
Grand Total		14	44	29	45

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A30120 Audio and Video Production	A30120	67%	57%	46%	62%
D30120 Audio and Video Production	D30120	0%	0%	0%	DNA
C30120A Audio and Video Production - Audio Production Certificate	C30120A	DNA	DNA	0%	80%
C30120B Audio and Video Production – Video Production Certificate	C30120B	DNA	DNA	0%	DNA
C30120C Audio and Video Production – Audio/Video Production Certificate	C30120C	DNA	100%	0%	0%
C30120CP Audio and Video Production	C30120CP	100%	100%	DNA	DNA
C30120D Broadcasting and Production Technology-Digital Media	C30120D	DNA	DNA	DNA	DNA
A30120 Audio and Video Production	C30120E	DNA	100%	DNA	DNA

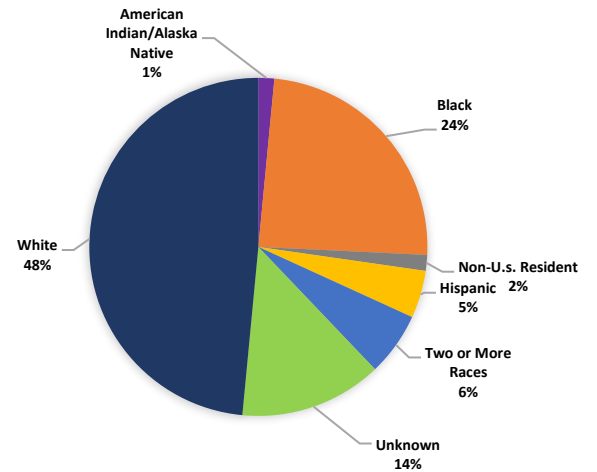
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race

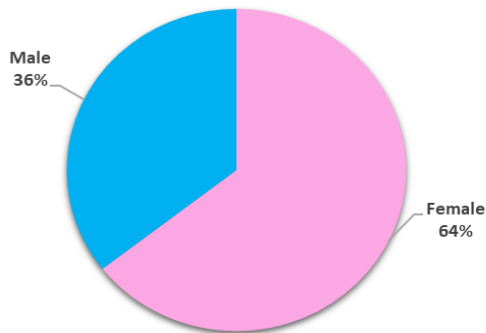


Program – Demographics

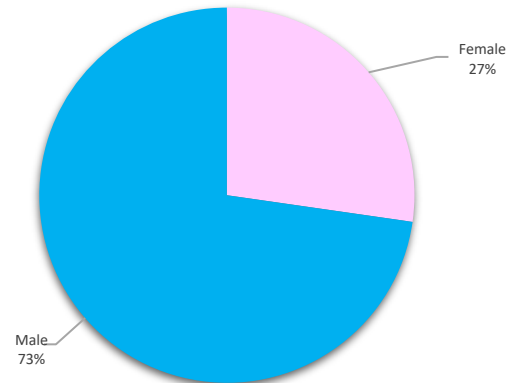
A30120: Broadcasting & Production Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Race



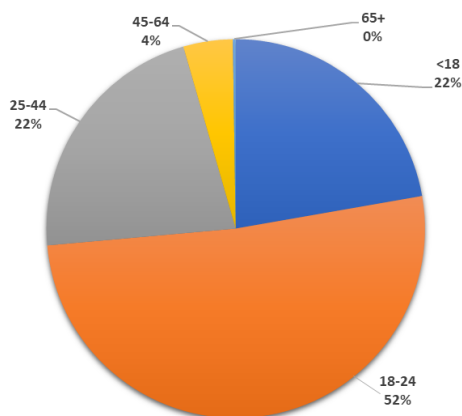
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



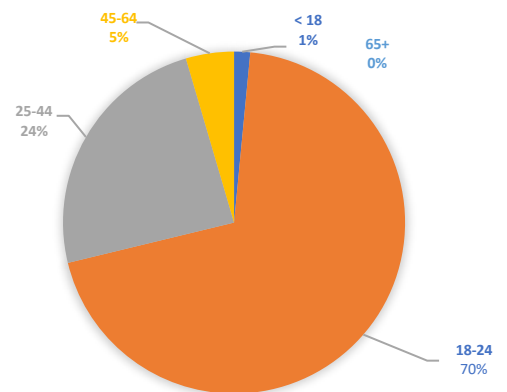
A30120: Broadcastin & Production Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A30120: Broadcasting & Production Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Broadcasting & Production Technology (30120)	\$159,687.68	42.4	\$159,628.30	(\$59.38)	52.8	\$198,595.06	\$38,907.38

Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Broadcasting & Prod	237	18	13.2	42.6	\$ 160,324.13
BPT-110	27	1	27.0	2.5	\$ 9,520.71
BPT-111	16	1	16.0	1.5	\$ 5,641.91
BPT-112	17	1	17.0	2.7	\$ 9,990.87
BPT-113	16	1	16.0	1.5	\$ 5,641.91
BPT-121	12	1	12.0	1.9	\$ 7,052.38
BPT-131	21	2	10.5	5.3	\$ 19,746.67
BPT-132	19	1	19.0	4.8	\$ 17,866.03
BPT-135	7	1	7.0	1.3	\$ 4,936.67
BPT-231	30	2	15.0	7.5	\$ 28,209.53
BPT-232	21	1	21.0	5.3	\$ 19,746.67
BPT-235	1	1	1.0	0.2	\$ 705.24
BPT-236	1	0		0.2	\$ 705.24
BPT-240	14	2	7.0	2.6	\$ 9,873.33
BPT-250	12	1	12.0	1.9	\$ 7,052.38
BPT-260	15	1	15.0	1.9	\$ 7,052.38
BPT-285	8	1	8.0	1.8	\$ 6,582.22

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BPT-110	41%	26%	7%	0%	4%	0%	0%	22%	0%	0%	74%	74%	3.29	95%
Online	41%	26%	7%	0%	4%	0%	0%	22%	0%	0%	74%	74%	3.29	95%
BPT-111	44%	19%	0%	13%	0%	0%	0%	25%	0%	0%	63%	75%	3.25	83%
Online	44%	19%	0%	13%	0%	0%	0%	25%	0%	0%	63%	75%	3.25	83%
BPT-112	65%	6%	24%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.44	100%
Hybrid	65%	6%	24%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.44	100%
BPT-113	63%	13%	6%	6%	0%	0%	0%	13%	0%	0%	81%	88%	3.50	93%
Online	63%	13%	6%	6%	0%	0%	0%	13%	0%	0%	81%	88%	3.50	93%
BPT-121	58%	17%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Hybrid	58%	17%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
BPT-131	57%	14%	5%	10%	5%	0%	0%	10%	0%	0%	76%	86%	3.21	84%
Seated	57%	14%	5%	10%	5%	0%	0%	10%	0%	0%	76%	86%	3.21	84%
BPT-132	53%	25%	16%	5%	0%	0%	0%	0%	0%	5%	95%	100%	3.26	90%
Seated	53%	25%	16%	5%	0%	0%	0%	0%	0%	5%	95%	100%	3.26	90%
BPT-135	43%	43%	0%	14%	0%	0%	0%	0%	0%	0%	86%	100%	3.14	86%
Hybrid	43%	43%	0%	14%	0%	0%	0%	0%	0%	0%	86%	100%	3.14	86%
BPT-231	60%	23%	3%	3%	3%	0%	0%	7%	0%	3%	87%	90%	3.43	90%
Seated	60%	23%	3%	3%	3%	0%	0%	7%	0%	3%	87%	90%	3.43	90%
BPT-232	67%	19%	10%	0%	5%	0%	0%	0%	0%	0%	95%	95%	3.43	95%
Seated	67%	19%	10%	0%	5%	0%	0%	0%	0%	0%	95%	95%	3.43	95%
BPT-235	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Hybrid	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
BPT-236	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Hybrid	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
BPT-240	86%	0%	7%	0%	7%	0%	0%	0%	0%	0%	93%	93%	3.57	93%
Hybrid	86%	0%	7%	0%	7%	0%	0%	0%	0%	0%	93%	93%	3.57	93%
BPT-250	58%	25%	0%	8%	8%	0%	0%	0%	0%	0%	83%	92%	3.17	83%
Hybrid	58%	25%	0%	8%	8%	0%	0%	0%	0%	0%	83%	92%	3.17	83%
BPT-260	47%	13%	20%	0%	13%	0%	0%	7%	0%	0%	80%	80%	2.86	86%
Seated	47%	13%	20%	0%	13%	0%	0%	7%	0%	0%	80%	80%	2.86	86%
BPT-285	38%	38%	0%	25%	0%	0%	0%	0%	0%	0%	75%	100%	2.88	75%
Hybrid	20%	40%	0%	40%	0%	0%	0%	0%	0%	0%	60%	100%	2.40	60%
Online	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%

Employment Data: Audiovisual Equipment Installers and Repairers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	17	n/a	4	0.2%	\$44,600
Lincoln	5	1.50%	1	0.80%	\$44,600
*Charlotte	313	n/a	75	1.0%	\$49,400

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Audio and Video Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	18	4.0%	4	1.7%	\$45,400
Lincoln	7	n/a	2	2.40%	\$45,300
*Charlotte	452	3.7%	122	2.7%	\$50,000

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>This program is extremely valuable to the community. The JobsEQ data does not truly highlight the amount of career options and jobs in this field. Many students start their own business and are quite successful. Because of the wide range of jobs, it is difficult to track officially on paper.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>This program lends itself to several career paths: freelancing, starting your own business, going to work for a radio station, TV station or recording studio.</p> <p>We have several community partnerships that we have benefitted from: TEGNA, Honey Hunters and WCNC/WCCB.</p> <p>Advisory committee thinks the job outlook is good, especially with the growing demand for sports jobs.</p>

	Explanation
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>What sets us apart is our sports media program and our recording studio. We also are one of the only programs with such a wide variety of equipment that they can check out.</p> <p>We post regularly on our social channels: Facebook, IG, You Tube, etc.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Yes, course sequences are in a logical order.</p> <p>Part time pathway needs to be created from new curriculum.</p> <p>We just did a statewide SIP, so programs across the state align much more now. Different BPT programs focus on different aspects of the program based on the resources they have. For example, we do not run our radio station, so we focus less on radio where other schools focus more on that as that is more of an available resource.</p> <p>Enrollment keeps improving, where we need to focus is retention. Many of the students coming in are not succeeding due to lack of motivation, so we need to focus on retention efforts.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	<p>Our retention goal is at 62%, up from the last two years. The barriers we have to retention are long lab contact hours, and the fact that our classes need an in person component for most of them due to equipment. This provides less flexibility for students who need to hold down jobs.</p>
<p>Retention and Progression: How does program retention compare to the retention goal?</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Barriers to success include high contact hours, the need for in person/hybrid classes offering less flexibility and the inability offer the software at home. We are working on all of these issues. Some contact hours were reduced during the SIP and we are working on reducing the amount of in class hours and giving better access to the software.</p>

	Explanation
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for D50420 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Public Safety Administration program at GC? Identify strategies for enrollment growth.</p> <p>*The program's enrollment shows that only a few students from Lincoln and Gaston counties enroll in other institutions from surrounding counties. Are there other questions to consider about reaching more students for the program? If yes, include those thoughts or comments in the response to this section.</p>	<p>Compared to the college average, we have a more diverse population than the college average.</p> <p>To support the non traditional student, we offer certificates for students only wanting to focus on one skill.</p> <p>We pride ourselves in being welcoming to all ages, races, and create a very diverse, welcoming population.</p> <p>Even though CPCC is a close institution, we really can't measure data against them since they have a completely different take on the program. They are more journalism/new media focused where we are more focused on technical skills.</p> <p>There are always ways we can extend reach to new students. The problem is time</p> <p>Cleveland CC had 12 (new recurring students for Spring 2023). 0 students are from Lincoln & 1 student is from Gaston $0 + 1 = 1$. With only 1 student from Gaston county, the program should continue to try to identify avenues of program growth/service to students.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023); only 0 student is from Lincoln & 0 students are from Gaston $0 + 0 = 0$. With only student from Lincoln county, the program should continue to try to identify avenues for program growth.</p> <p>Central Piedmont CC had 58 (new and recurring students Spring 2023); only 2 students are from Lincoln & 0 students are from Gaston $2 + 0 = 2$. With only 2 students from Lincoln county, the program should continue to try to identify avenues for program growth.</p> <p>With only 2 students from Lincoln county, the program should continue to try to identify avenues for program growth.</p>

	Explanation
	<p>When reviewing these numbers, determine if the program has effectively marketed the Audio and Video Production program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Course sequences appear to make sense. With the new SIP and the launch of SMT, we have a brand new course sequence this year. We can't analyze data on that until the following year. It's pointless to analyze the old sequence as it no longer exists.</p> <p>Success rates are fairly high, with most courses averaging over 80%. The course that was low, 285, was a low enrollment course and had one student drop out, which lowered all the numbers.</p> <p>Our lowest enrollment classes are the smaller production classes at the end and BPT 240. We have now made 240 a requirement so that should populate things.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Most of our courses are hybrid due to the high contact hours. Students don't seem to have a drastic difference in working online or in person (those that complete the course). The online classes do have higher withdrawal rates.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Positive comments: We go the extra mile, are knowledgeable and are helpful.</p> <p>Areas for improvement: We could always be more organized, and more specific with our grading. We are implementing new rubrics to improve that.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • 235, 285, <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • 285, <p>Courses with High Withdrawal Rates</p>

	Explanation
	<ul style="list-style-type: none"> • 113, 111, 110 <p>113 and 111 have been removed from the program and are currently a teach out.</p>
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Barriers to student completion are long contact hours. We did modify some of them during the statewide SIP. Due to the nature of the courses, a lot of courses can't be offered online and the schedule can be difficult for the work schedules of students. We offer mostly a hybrid model to accommodate the most students possible. We have tried to offer evening classes, and no one signs up. The new courses in the statewide SIP, particularly BPT 215, Industry Career Prep, will directly help them achieve their goals. Also the move to Adobe Premiere makes our editing more industry standard.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>This is a tricky data point because so many graduates in this particular field work as freelancers or own their own business. None of that can be tracked. Also, there are so many different job options within this field that it is almost impossible to track as well.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>The FTE keeps trending upward for the program and it is financially viable</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>We work with many community organizations for our recording sessions and Gaston Spotlight shows. We have a job partnership with TEGNA, WCNC and several small employers to help students get jobs.</p>

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A30120 Audio and Video Production

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	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 Learning Outcomes - A30120 Audio and Video Production

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	<p>Apply proper operation and care for broadcast equipment including:</p> <ul style="list-style-type: none"> -Audio console -Microphones -Digital Audio Editing -Studio and ENG video cameras/camcorders -Digital Video 	<p>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.</p> <p>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 tour of the college. This demonstrates</p>	<p>On average, students will earn at least 80% on this artifact.</p>	<p>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 Fall 2022 Mean of Completers: 75% Range: 0-100 n: 16 BPT 231 Fall 2020: Mean of completers: 95%</p>	<p>What is working well and why? Students are getting lots of hands-on instruction and time with the software.</p>	<p>What isn't working and why? Students could work on caring for the equipment more and being careful. Better organization of their own materials.</p>	<p>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? Continuing to assess Audio 1 in the mix for this.</p>	<p>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. Due to statewide SIP, we now offer a course before these courses, BPT 140, that will help them with file management and software work. This should improve performance. This also was our first year in a new</p>

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		
		basic knowledge of filming and editing.		Range: 85, 100 Fall 2021: Mean of Completers: 82% Range: 65-95 n: 14 Fall 2022 Mean of Completers: 69.7% Range: 0-100 n: 19				software and we had a lot of technical issues, which could explain the data going down.
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	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 get to demonstrate their knowledge of this outcome by doing professional speech projects.	If a student misses 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 a very aggressive schedule.	The instructor offered more flexibility and results stayed the same.

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		
		demonstrate vocal progress.		Fall 2022 Mean of Completers: 86% Range: 0-100 n: 6				
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 the practical application of what they had learned.	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 n: 5 Spring 2022: Mean of completers: 95.5% Range: 75-100 n: 9 Spring 2023: Mean of completers: 90.3%	This lab seems to adequately measure their competency.	This was the second time the lab was offered online, and completion rate seemed to improve. Adjusted one of the questions to make it clearer.	We were back to meeting in person for the workshop.	Due to scheduling, this course will be offered online in SP23.

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		
				Range: 0-100 n: 17				
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 Spring 2023: Mean of completers: 72.2% Range: 0-95 n: 16	This assessment measures their knowledge of broadcast sales information from the book.	Students put more effort into their projects and posts than the quizzes.	None	This course and outcome are being pulled from the program due to the statewide SIP.

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 the ability to complete an audio or video project from pre-production to post-production according to industry standards.	BPT 285 (Broadcast Prod 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 Spring 2023: Mean of completers: 90.8% Range: 80.6-100 n: 6	The students demonstrate that they have the ability to complete a semester long audio or video project.	Student projects were much stronger than in the past but it's still a very small group to measure.	None	This course has been removed from the program requirements.

Program Review – A25120 Business Administration

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Jeremy Railton

Program Code(s)/Name(s):

- **A25120 Business Administration**
- **A25120BU Business Administration-General**
- **A25120HR Business Administration-Human Resources Management**
- **C25120B Business Administration-Small Business Management**
- **C25120C Business Administration-Human Resources Management**
- **C25120D Business Administration-Core**
- **C25120P Business Administration**

SECTION I: 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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?
<ul style="list-style-type: none"> • Strengths: Enrollment for Business (General) is strong, the program is healthy. Enrollment for Business (HRM) is lower but still enough for viability. We hired a much-needed full-time faculty member to help with content development and instruction. • Areas for Improvement: The ongoing challenge of improving online course instruction. • Needs: No major needs at this time. • Actions: Continue to improve course content and delivery.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A25120	A25120BU	A25120HR	C25120B	C25120C	C25120D	C25120P
American Indian/Alaska Native	0	3	1	0	0	0	1
Asian	0	0	0	1	0	0	7
Black	0	46	14	7	2	6	14
Non-U.S. Resident	0	1	2	0	1	0	0
Hispanic	0	24	9	2	2	3	23
Two or More Races	0	11	3	1	1	0	6
Unknown	0	38	2	2	0	8	204
White	1	125	27	3	5	10	95
Grand Total	1	248	58	16	11	27	350

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Business Administration (25120)	183.07	165.57	179.91	186.28	180.69
Business Administration-Human Resources Management (2512C)	1.19	0.53	DNA	DNA	DNA
Business Administration Logistics Management (2512E)	0.38	0.34	DNA	DNA	DNA

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25120 Business Administration	A25120	0	0	0	0
A25120BU Business Administration-General	A25120BU	1	11	11	23
A25120HR Business Administration-Human Resources Management	A25120HR	1	1	5	7
C25120B Business Administration-Small Business Management	C25120B	0	8	9	17
C25120C Business Administration-Human Resources Management	C25120C	0	6	4	10
C25120D Business Administration-Core	C25120D	11	31	34	76
C25120P Business Administration	C25120P	1	3	7	11
Grand Total		14	60	70	146

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25120 Business Administration	A25120	2	1	0	0
A25120BU Business Administration-General	A25120BU	29	25	23	23
A25120HR Business Administration-Human Resources Management	A25120HR	11	13	11	7
A2512C Business Administration-Human Resources Management	A2512C	1	1	0	0
A2512E Business Administration/Logistics Management	A2512E	2	0	0	0
C25120B Business Administration-Small Business Management	C25120B	24	46	16	17
C25120C Business Administration-Human Resources Management	C25120C	9	27	14	10
C25120D Business Administration-Core	C25120D	32	52	137	76

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
C25120E Business Administration-Basic Business	C25120E	62	80	1	0
C25120P Business Administration	C25120P	6	7	2	11
C2512C Business Administration-Human Resources Management	C2512C	1	0	0	0
Grand Total		179	252	204	144

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Business Administration, Supply Chain, & Global Logistics	\$321,010.59	263.9	\$992,411.09	\$671,400.50	193.63	\$728,294.71	\$407,284.12

*Cost cannot be separated easily between programs

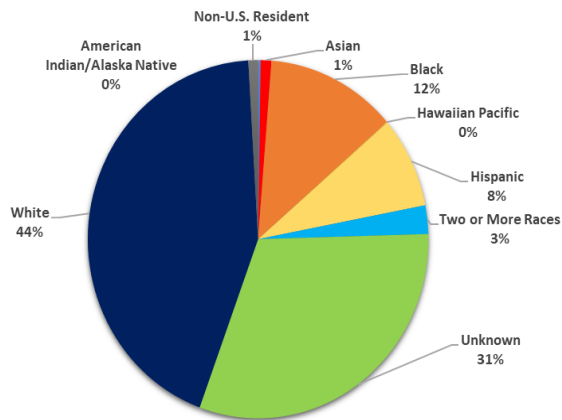
Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25120 Business Administration	A25120	DNA	DNA	100%	DNA
A25120BU Business Administration-General	A25120BU	33%	63%	34%	48%
A25120HR Business Administration-Human Resources Management	A25120HR	75%	33%	47%	33%
C25120B Business Administration-Small Business Management	C25120B	100%	100%	29%	33%
C25120C Business Administration-Human Resources Management	C25120C	0%	92%	0%	0%
C25120D Business Administration-Core	C25120D	36%	86%	0%	100%

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
C25120P Business Administration	C25120P	DNA	DNA	DNA	DNA

College Wide - Demographics

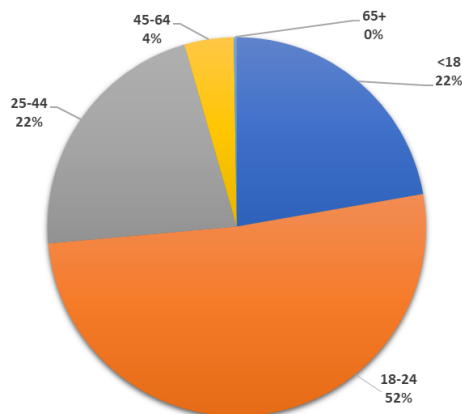
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

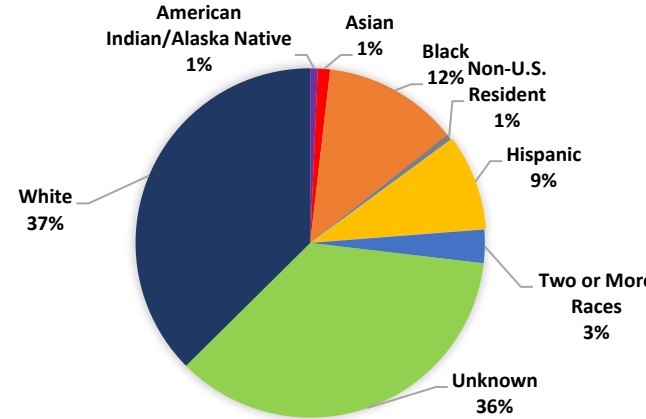


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program - Demographics

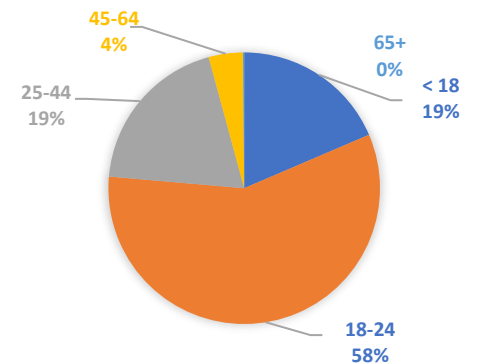
A25120: Business Administration Unduplicated Enrollment
Academic Year 2022-2023 - by Race



A25120: Business Administration Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



A25120: Business Administration
Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Bus Admin	2474	101	24.5	234.1	\$ 880,607.34
BUS-110	508	19	26.7	47.6	\$ 179,130.48
BUS-115	249	8	31.1	23.3	\$ 87,802.15
BUS-116	65	3	21.7	6.1	\$ 22,920.24
BUS-125	69	3	23.0	6.5	\$ 24,330.72
BUS-137	184	6	30.7	17.3	\$ 64,881.91
BUS-217	66	2	33.0	6.2	\$ 23,272.86
BUS-225	65	3	21.7	8.1	\$ 30,560.32
BUS-230	56	3	18.7	5.3	\$ 19,746.67
BUS-234	23	1	23.0	2.2	\$ 8,110.24
BUS-239	35	2	17.5	3.3	\$ 12,341.67
BUS-256	18	1	18.0	1.7	\$ 6,347.14
BUS-258	15	1	15.0	1.4	\$ 5,289.29
BUS-259	11	1	11.0	1.0	\$ 3,878.81
BUS-260	14	1	14.0	1.3	\$ 4,936.67
ECO-251	590	22	26.8	55.3	\$ 208,045.25
ECO-252	266	11	24.2	24.9	\$ 93,796.67
INT-110	46	2	23.0	4.3	\$ 16,220.48
LOG-110	56	2	28.0	5.3	\$ 19,746.67
LOG-120	3	1	3.0	0.3	\$ 1,057.86
LOG-210	2	1	2.0	0.2	\$ 705.24
LOG-211	5	1	5.0	0.6	\$ 2,350.79
LOG-220	1	1	1.0	0.1	\$ 352.62
LOG-230	2	1	2.0	0.2	\$ 705.24
LOG-245	2	1	2.0	0.2	\$ 705.24
MKT-120	89	3	29.7	8.3	\$ 31,383.10
MKT-223	34	1	34.0	3.2	\$ 11,989.05

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BUS-110	47%	23%	11%	2%	8%	0%	0%	9%	0%	2%	81%	84%	3.10	88%
Online	50%	21%	11%	2%	7%	0%	0%	9%	0%	2%	83%	84%	3.17	89%
Seated	26%	34%	9%	8%	17%	0%	0%	6%	0%	0%	70%	77%	2.48	74%
BUS-115	38%	21%	13%	5%	7%	0%	0%	16%	0%	1%	73%	77%	2.94	85%
Online	40%	22%	12%	5%	6%	0%	0%	15%	0%	1%	74%	79%	2.98	85%
Seated	29%	14%	21%	4%	11%	0%	0%	21%	0%	0%	64%	68%	2.59	82%
BUS-116	43%	31%	9%	3%	2%	0%	0%	12%	0%	0%	83%	86%	3.26	95%
Online	43%	31%	9%	3%	2%	0%	0%	12%	0%	0%	83%	86%	3.26	95%
BUS-125	26%	28%	17%	6%	7%	0%	0%	16%	0%	0%	71%	77%	2.71	84%
Online	26%	28%	17%	6%	7%	0%	0%	16%	0%	0%	71%	77%	2.71	84%
BUS-137	43%	23%	18%	5%	2%	0%	0%	9%	0%	0%	84%	89%	3.10	92%
Online	43%	23%	18%	5%	2%	0%	0%	9%	0%	0%	84%	89%	3.10	92%
BUS-217	41%	24%	14%	3%	6%	0%	0%	12%	0%	0%	79%	82%	3.03	90%
Online	41%	24%	14%	3%	6%	0%	0%	12%	0%	0%	79%	82%	3.03	90%
BUS-225	34%	38%	20%	3%	0%	0%	0%	5%	0%	0%	92%	95%	3.08	97%
Online	34%	38%	20%	3%	0%	0%	0%	5%	0%	0%	92%	95%	3.08	97%
BUS-230	48%	30%	9%	0%	2%	0%	0%	11%	0%	0%	88%	88%	3.38	98%
Online	48%	30%	9%	0%	2%	0%	0%	11%	0%	0%	88%	88%	3.38	98%
BUS-234	74%	13%	13%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.61	100%
Online	74%	13%	13%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.61	100%
BUS-239	71%	23%	0%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.76	100%
Online	71%	23%	0%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.76	100%
BUS-256	78%	17%	6%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.72	100%
Online	78%	17%	6%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.72	100%
BUS-258	53%	0%	20%	0%	7%	0%	0%	20%	0%	7%	73%	73%	3.17	85%
Online	53%	0%	20%	0%	7%	0%	0%	20%	0%	7%	73%	73%	3.17	85%
BUS-259	36%	18%	18%	0%	9%	0%	0%	18%	0%	0%	73%	73%	2.89	89%
Online	36%	18%	18%	0%	9%	0%	0%	18%	0%	0%	73%	73%	2.89	89%
BUS-260	43%	43%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.50	100%
Online	43%	43%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.50	100%
ECO-251	48%	25%	13%	2%	4%	0%	0%	7%	0%	1%	87%	89%	3.21	93%
Hy-Flex	45%	10%	14%	7%	7%	0%	0%	17%	0%	0%	69%	76%	2.96	83%
Hybrid	26%	30%	22%	9%	13%	0%	0%	0%	0%	0%	78%	87%	2.48	78%
Online	53%	24%	12%	2%	3%	0%	0%	7%	0%	1%	88%	90%	3.31	94%
Seated	29%	37%	20%	0%	6%	0%	0%	9%	0%	0%	86%	86%	2.91	94%
ECO-252	43%	28%	18%	4%	3%	0%	0%	5%	0%	0%	88%	92%	3.10	93%
Hybrid	32%	29%	26%	3%	6%	0%	0%	3%	0%	0%	87%	90%	2.80	90%
Online	46%	27%	15%	4%	2%	0%	0%	6%	0%	0%	88%	92%	3.18	93%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
INT-110	46%	20%	17%	9%	2%	0%	0%	7%	0%	0%	83%	91%	3.05	88%
Online	46%	20%	17%	9%	2%	0%	0%	7%	0%	0%	83%	91%	3.05	88%
Seated	21%	37%	32%	5%	0%	0%	0%	5%	0%	0%	89%	95%	2.78	94%
LOG-110	29%	29%	20%	5%	5%	0%	0%	11%	0%	4%	79%	84%	2.80	85%
Online	29%	29%	20%	5%	5%	0%	0%	11%	0%	4%	79%	84%	2.80	85%
LOG-120	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
LOG-210	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
LOG-211	60%	0%	0%	0%	40%	0%	0%	0%	0%	0%	60%	60%	2.40	60%
Online	60%	0%	0%	0%	40%	0%	0%	0%	0%	0%	60%	60%	2.40	60%
LOG-220	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Online	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
LOG-230	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
LOG-245	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MKT-120	45%	21%	9%	2%	1%	0%	0%	21%	0%	0%	75%	78%	3.36	96%
Online	45%	21%	9%	2%	1%	0%	0%	21%	0%	0%	75%	78%	3.36	96%
MKT-223	76%	11%	0%	0%	3%	0%	0%	9%	0%	6%	88%	88%	3.74	91%
Online	76%	11%	0%	0%	3%	0%	0%	9%	0%	6%	88%	88%	3.74	91%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

JobsEQ					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	850	2.1%	189	-0.5%	\$39,700
Lincoln	303	1.80%	73	0.10%	\$39,700
*Charlotte	15,768	2.2%	3,781	0.1%	\$43,600

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: Executive Secretaries and Executive Administrative Assistants

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	116	2.5%	21	-1.7%	\$67,300
Lincoln	42	2.10%	8	-1.10%	\$67,300
*Charlotte	2,962	2.6%	593	-1.1%	\$74,600

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The program is valuable because we produce graduates versed in a wide array of business topics, making them suitable to fit into pretty much any industry in our area. Businesses, both small and large, need smart, capable workers who are able to think critically and adapt to changing conditions. That is what we seek to produce in our program.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>It is difficult to accurately measure employment data for our graduates until we develop a system to track them all, which I understand is currently in the works. The Business General degree is broad in scope and lands students in a wide array of industries and positions. The HRM degree is more focused, but still lands students in a broad array of industries, though the positions are more narrowly focused on HR.</p> <p>That said, the data we do have indicates our graduates are doing well and finding gainful employment.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Both programs can be done entirely online if students choose to do so.</p> <p>Seated classes are still offered for those who prefer the in-person experience, especially for first-year classes when students need the most support. We are also experimenting with the newer hyflex format to provide even more flexibility for student engagement.</p> <p>Healthy enrollment for A25120BU has allowed us to run off-sequence courses that allow students to begin the program in the</p>

	Explanation
	<p>Spring or Summer without falling behind. This also allows part-time students to successfully complete without encountering sequencing issues.</p> <p>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.</p> <p>A Shift Supervisor apprenticeship pathway has been developed, which is a great benefit to the students involved.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Gaston - Business (General 67 hours) (HRM 66 hours)</p> <p>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. Rather, they use the template for Business General and develop focuses using Other Major Hours.</p> <p>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).</p> <p>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).</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	

	Explanation
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>Retention data appears to be in line with historical averages, though there is a good deal of fluctuation. However, without comparison to a benchmark, it is difficult to determine whether our numbers are above or below where they should be.</p> <p>Students self-advising has historically been a barrier to completion in this program, though the new advising model should help significantly.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A25120 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Business Administration program at GC? Identify strategies for enrollment growth.</p>	<p>There are no program-specific initiatives, but the school has multiple programs.</p> <p>Demographic data indicates these programs follow college-wide trends.</p> <p>Cleveland CC had 136 (new recurring students for Spring 2023); however, 0 from Lincoln, but 11 from Gaston students were <u>from our service area</u> have enrolled in the BUS ADMIN program at CCC. 11 students demonstrate an opportunity for program growth</p> <p>Catawba Valley CC had 142 (new and recurring students for Spring 2023); however, 10 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the BUS ADMIN program at CVCC. 11 students demonstrate an opportunity for program growth</p> <p>Central Piedmont CC had 564 (new and recurring students Spring 2023); however, 5 from Lincoln & 15 from Gaston totaling 20 students from our service area. 5 + 15 = 20/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Business Administration program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs?</p>	<p>A25120BU</p> <p>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.</p> <p>There is some level of debate regarding whether general education courses should be sequenced toward the beginning of the program</p>

	Explanation
Share/Identify courses that have low enrollment.	<p>vs the end. Currently, they are sequenced toward the end to present less of a barrier to completion. Evaluation will continue.</p> <p>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.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>The department offers a variety of hybrid and online courses.</p> <p>Enrollment trends show the majority of students prefer online asynchronous or morning (seated) courses. There used to be significant demand at the Kimbrell and Lincoln campus, but that is no longer the case, so seated classes are focused entirely on the Dallas Campus.</p> <p>Student interest in seated courses is slowly trending upward.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).</p>	<p>The large majority of our students are extremely happy with our instructors and courses. There have been a small number of faculty issues that we are addressing by working with those instructors.</p> <p>Student feedback is distributed to instructors and supervisors for discussion during the faculty evaluation process. Instructors are able to access the evaluations prior to the evaluation and are able to make adjustments to courses based on that feedback.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> LOG courses represented the lowest enrollment. That program is being discontinued for the time being. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> No glaring issues with low success rates in any of our courses. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> No issues observed with higher-than-normal withdrawal rates.

	Explanation
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>No awards goal was set for this year.</p> <p>Graduate headcount is in line with recent trends.</p> <p>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.</p> <p>Mandatory advising has dramatically improved student course scheduling, which should help with timely completion.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>There does not appear to be any major issues with job placement or school transfer. That said, we don't have very good tools for measurement of which I am aware. I understand administration is considering some software that would make this easier to uncover.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>The program consistently brings in far more than it costs.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	No major activities at this time.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	We decided to drop voluntary ACBSP accreditation a few years ago due to an in-depth cost/benefit analysis. The programs are still fully accredited by SACS-COC

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	I	I	I
ACC 121	I	I	I
BUS 110	I	I	I
BUS 115	I	I	M
BUS 116	I	D	I
BUS 125	D	D	I
BUS 137	I	I	I
BUS 217	I	I	I
BUS 225	I	I	I
BUS 230	D	D	I
BUS 239	I	I	I
ECO 251	M	I	I
ECO 252	M	I	I
INT 110	D	D	I
LOG 110	I	I	I
MKT 120	I	M	I
ACA 111			
BUS 239	M	M	I

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback
M	Demonstrated at the mastery 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	I	I	I	I	I
BUS 110	I	I	I	I	I
BUS 115	I	I	M	I	I
ECO 251	M	I	I	I	I
OST 137/CIS 110	I	I	I	I	I
ACC 140	I	I	I	I	I
BUS 234	I	I	I	I	I
BUS 256	I	I	I	I	M
DBA 110	I	I	I	I	I
ECO 252	M	I	I	I	I
BUS 125	I	I	I	I	I
BUS 217	I	I	I	M	I
BUS 258	I	I	I	I	I
BUS 137	I	I	I	I	D
CTS 130	I	I	I	I	I
BUS 259	I	I	I	I	I
MKT 120	I	M	I	I	I

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

Program 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 A25120B U A25120H R	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 87% Fall 2021 Mean of Completers: 85% Range: 25-100 n: 224 Fall 2022 Mean of Completers: 88% Range: 13-100 n: 300	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.	Results have consistently been above benchmark for several years. Faculty feel it's time for a different outcome and measurement tool.	Elasticity was removed from the measurement tool for Fall 2020 with the prediction that it would help boost student performance. Data since then have been within normal ranges, so it isn't clear whether the change had any effect.	Starting with the next measurement cycle (Fall 2024), we will change the outcome description to "Demonstrate knowledge of economic concepts and trends and their impact on human societies." The measurement tool will change to the Final Exam. Item analyses will be performed to identify strengths and weaknesses in student learning, allowing us to adjust for improvement.	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 A25120B U A25120H R	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.	<p>Summer 2017 92%</p> <p>Spring 2018 94%</p> <p>Spring 2019 89%</p> <p>Spring 2020 91%</p> <p>Spring 2021 Mean of Completers: 90% Range: 60-100 n: 44</p> <p>Spring 2022 Mean of Completers: 91.5% Range: 48-100 n: 30</p> <p>Spring 2023 Mean of Completers: 90% Range: 80-100 n: 40</p>	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.	The quiz was reworked by a faculty member to improve some ambiguous questions and adjust for an updated edition of the textbook. Performance is very high, indicating the new version is off to a good start.	<p>The measurement tool should be changed to the Chapter 16 quiz (new book edition shuffled chapters around).</p> <p>Monitor data for a few cycles to ensure results are consistently strong. After a few years, it will probably be time to define a new outcome and look for a new measurement tool.</p>	4
3 A25120B U A25120H R	Identify offer, acceptance, and mutual	BUS 115 (Business Law I) Chapter 10 Exam	On average, students will earn at least	<p>Fall 2016 79%</p> <p>Fall 2017 84%</p> <p>Fall 2018 88%</p> <p>Fall 2019 88%</p> <p>Fall 2020</p>	Students are demonstrating success at identifying these key	No areas for improvement identified at this time. Students are performing	No changes were made last year since the quiz was revised the previous year. Results so far indicate	Monitor results for a few cycles to ensure results are consistently strong. After that, it 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			
	assent as they relate to contracts	This is an objective measurement tool that tests students' understanding of the following contract principles: offer, acceptance, mutual assent.	80% on this artifact.	Mean of Completers: 92% Range: 47-100 n: 87 Fall 2021 Mean of Completers: 93% Range: 0-100 n: 100 Fall 2022 Mean of Completers: 91% Range: 10-100 n:118	elements of a contract. Performance is down slightly from last year but still above benchmark and within the normal range.	far above benchmark.	students are doing well. More data cycles should reveal the long-term impact of the changes.	probably be time to choose a new outcome and measurement tool.	
4 A25120H R	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 tests whether	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	Last cycle was the first time students performed above benchmark in recent history. This cycle, students maintained that high level	No glaring weakness identified. There was a question last year about whether the lower N in 2021 contributed in some way to the higher results,	No changes made last cycle. The exam was revised in 2021 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

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			
		students can apply the Fair Labor Standards Act to various personnel situations.		Mean of Completers: 83% Range: 30-100 n: 38 Fall 2022 Mean of Completers: 81% Range: 40-100 n: 53	of performance.	but the N for 2022 was back to normal and results remained high.			
5 A25120H R	Compare and contrast methods used for selection and placement of human resources	BUS 256 (Recruit Select 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	On average, students will earn at least 80% on this artifact.	Spring 2017 91% Spring 2018 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	Students are demonstrating the ability to compare and contrast selection and placement methods. Performance exceeds benchmark. Student performance is up slightly from 2022 and is the highest	No major concerns at the moment. There was a significant performance drop in 2019 though it still met the benchmark. Subsequent results have shown it to be an outlier.	No major changes were made 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 continued	The course is being rebuilt by our new business admin instructor to refresh the content and align with a new version of the textbook. The quiz will be revised as part of that process. Future revisions are almost certain as we seek a new publisher with a more affordable price point.	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			
		of human resources.		n: 19 Spring 2023 Mean of Completers: 97.5% Range: 83-100 n: 18	measurement on record.		improvement among the lowest performing students scoring better this year. With an N of the teens and low twenties, such fluctuations can be expected.		

Program Review – A40140 Civil Engineering Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Scotty Brooks

Program Code(s)/Name(s):

- A40140 Civil Engineering Technology
- C40140 Civil Engineering Technology
- C40140A Civil Engineering Technology – Foundations of Construction & Surveying
- C40140AP Civil Engineering Technology – Foundations of Construction & Surveying (CCP)

SECTION I: 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? Include Personnel and Equipment Request

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 and maintain rigor that prepares students for industry and educational goals. Another strength is the retention of students. The program also fulfills industry needs for civil technicians to a level, but more is required, even in the local market due to current and future construction. The program has also benefited by the new influx of high school students through the College Now program.

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. The surveying industry has needs that are not being met. The opportunity to investigate and begin a surveying certificate would be advantageous.

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. This need has been integrated into the CTE Tuesday process to improve outreach to high schools. One need is to evaluate a surveying program. This will involve new resources and possibly a new faculty member.

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 improving recruiting efforts with the high schools in Gaston and Lincoln Counties. Last year the program developed an extensive handout that was distributed to High Schools. A Lunch and Learn series have been developed to improve employer to student connections.

Actions include further outreach to industry.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A40140	C40140AP
American Indian/Alaska Native	0	0
Asian	1	0
Black	3	1
Hispanic	2	1
Two or More Races	0	0
Non-U.S. Resident	0	0
Unknown	4	1
White	15	2
Grand Total	25	5

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Civil Engineering Technology (40140)	23.83	28.75	22.09	22.38	23.28

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A40140 Civil Engineering Technology	A40140	1	4	6	11
C40140 Civil Engineering Technology	C40140	8	2	0	10
C40140A Civil Engineering Technology – Foundations of Construction & Surveying	C40140A	0	0	0	0
C40140AP Civil Engineering Technology – Foundations of Construction & Surveying (CCP)	C40140AP	0	0	0	0
Grand Total		9	6	6	21

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A40140 Civil Engineering Technology	A40140	11	8	6	11
C40140 Civil Engineering Technology	C40140	10	12	9	10
C40140A Civil Engineering Technology – Foundations of Construction & Surveying	C40140A	0	0	0	0
C40140AP Civil Engineering Technology – Foundations of Construction & Surveying (CCP)	C40140AP	0	0	0	0
Grand Total		21	20	15	21

Program Financial Viability

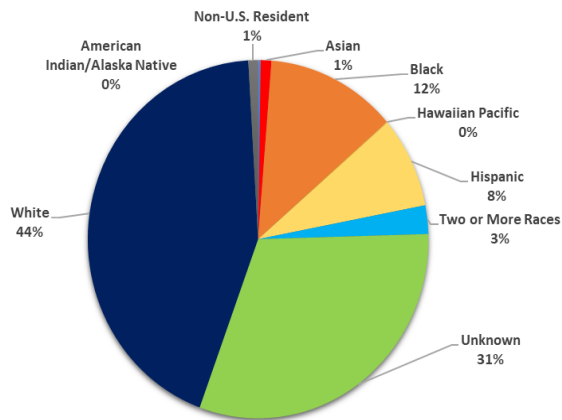
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Civil Engineering Technology (40140)	\$191,735.11	13.7	\$66,939.31	(\$124,795.80)	23.3	\$113,928.85	(\$77,806.27)

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A40140 Civil Engineering Technology	A40140	100%	100%	67%	50%
C40140 Civil Engineering Technology	C40140	DNA	100%	100%	DNA
C40140A Civil Engineering Technology – Foundations of Construction & Surveying	C40140A	DNA	DNA	DNA	DNA
C40140AP Civil Engineering Technology – Foundations of Construction & Surveying (CCP)	C40140AP	100%	100%	DNA	DNA

College Wide - Demographics

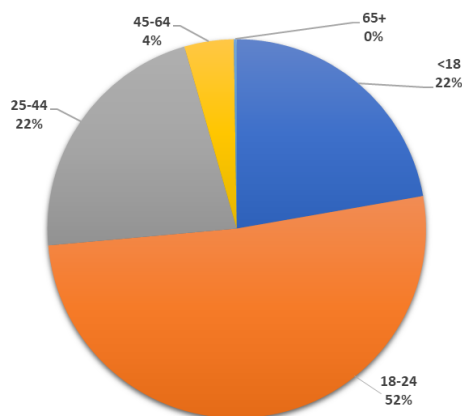
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

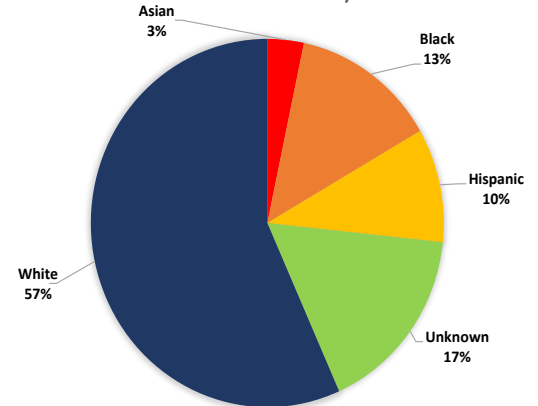


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age

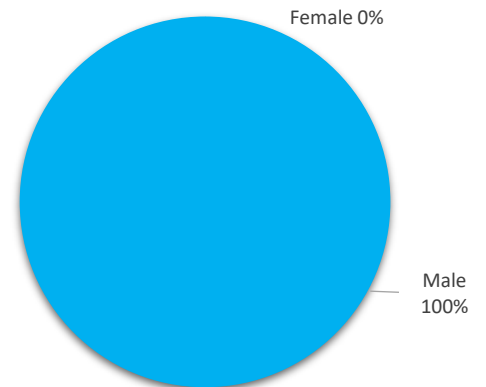


Program - Demographics

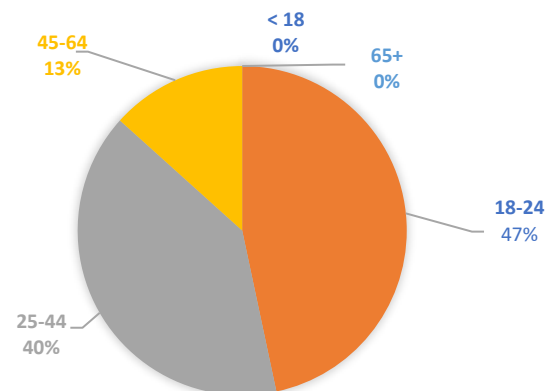
A40140: Civil Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Race



A40140: Civil Engineering Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



A40140: Civil Engineering Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Civil ET	153	15	10.2	22.3	\$ 109,100.32
CEG-111	8	2	4.0	1.5	\$ 7,334.48
CEG-115	7	1	7.0	1.1	\$ 5,348.05
CEG-210	6	1	6.0	0.9	\$ 4,584.05
CEG-211	7	1	7.0	1.1	\$ 5,348.05
CEG-212	8	1	8.0	1.3	\$ 6,112.06
CIV-111	8	1	8.0	1.5	\$ 7,334.48

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
CEG-111	50%	38%	0%	13%	0%	0%	0%	0%	0%	0%	88%	100%	3.25	88%
Online	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Seated	57%	29%	0%	14%	0%	0%	0%	0%	0%	0%	86%	100%	3.29	86%
CEG-115	71%	14%	0%	0%	14%	0%	0%	0%	0%	0%	86%	86%	3.29	86%
Hybrid	71%	14%	0%	0%	14%	0%	0%	0%	0%	0%	86%	86%	3.29	86%
CEG-210	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
CEG-211	43%	29%	29%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.14	100%
Seated	43%	29%	29%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.14	100%
CEG-212	13%	75%	0%	13%	0%	0%	0%	0%	0%	0%	88%	100%	2.88	88%
Seated	13%	75%	0%	13%	0%	0%	0%	0%	0%	0%	88%	100%	2.88	88%
CIV-111	0%	63%	25%	13%	0%	0%	0%	0%	0%	0%	88%	100%	2.50	88%
Seated	0%	63%	25%	13%	0%	0%	0%	0%	0%	0%	88%	100%	2.50	88%
EGR-250	20%	30%	20%	20%	0%	0%	0%	10%	0%	0%	70%	90%	2.56	78%
Seated	20%	30%	20%	20%	0%	0%	0%	10%	0%	0%	70%	90%	2.56	78%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Civil Engineering Technologists and Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	20	1.5%	4	0.7%	\$50,600
Lincoln	8	n/a	2	1.30%	\$50,600
*Charlotte	515	1.8%	118	1.2%	\$56,000

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>FTE is stable at 23.28. Increased efforts are being made to improve the numbers and a CTE Tuesday was conducted to include Gaston and 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. The FTE of the program and costs improve if the total review of the students and their full loads are evaluated. Also, students receive 100% employment as well as making higher than average pay. This equates to higher tax revenue that can be used at the local level.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>A CTE Tuesday event was conducted to assist connections with the local student population. 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.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>We are the only Civil Engineering Technology program in Gaston and Lincoln County. Also, we have begun a Lunch and Learn series as an employer/student connection effort.</p> <p>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 are connecting students and industry.</p> <p>Efforts include attending Bessemer city HS information session.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>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.</p> <p>We are a full-time only program and all aspects have been updated.</p> <p>We will continue to participate in the CTE Tuesdays and various other college events.</p> <p>Evaluation of surveying and its needs will begin for the upcoming years.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program's retention rates.</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>The retention rate was nearly 100%. Challenges outside of our control (change in major, unsuccessful grades) create barriers including a challenging subject and outside work impacts. To address challenges the program removed some course pre-requisites to ensure they are aligned with student needs.</p>
<p>Demographics: Share the strategies used to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A40140 at other institutions in our neighboring counties.</p> <p>Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Civil Engineering Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Our demographics are predominately white male but have a strong presence in Hispanic. We have increased our female population in courses and in the major.</p> <p>Cleveland CC had 0 (new recurring students for Spring 2022). No Civil Engineering Technology students were from Cleveland County. However, with no students enrolling in the Civil ET program at Cleveland CC, GC's program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023); 0 students are from Lincoln & 0 students are from Gaston $0 + 0 = 0$. With no students from Lincoln or Gaston counties, the</p>

	Explanation
	<p>program should continue to try to identify avenues for program growth.</p> <p>Central Piedmont CC had 23 (new and recurring students Spring 2023); only 2 students are from Lincoln & 2 students are from Gaston $2 + 2 = 4$. Having four students from Lincoln and Gaston counties, the program should continue to try to identify avenues for program growth.</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Civil Engineering Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Do the courses that are being offered for the program meet enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>The course sequencing is based on Blooms Taxonomy, whereas a student will be expected to apply principles based on their higher learnings.</p> <p>Success rates are in line with expectations and typically almost 100%.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>The program is 100% in-person due to the nature of the study area and number of labs that must be completed with hands-on activities. However, we are evaluating on-line components for classes and summer. We have moved the scheduling in the summer to 2 consecutive days to allow for students to work other times.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).</p>	<p>The evaluations showed that most students agreed with the course objectives and attained course learning outcomes. However, when comments/items are shown by feedback, the items are corrected by adjustments to course and/or assignments.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment,</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> All <p>Courses with Low Success Rates</p>

	Explanation
low success rate, high withdrawal rate courses within the program?	<ul style="list-style-type: none"> • CEG 115, EGR 250 Courses with High Withdrawal Rates <ul style="list-style-type: none"> • EGR 250
Graduation: Discuss the program's actual awards/headcount percentage data? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	The program graduated four. The students are advised during each semester to ensure they know where they are and during the semester the instructor's check-in with struggling students. Barriers that are controllable are addressed by options for tardiness due to work schedule and extra credit and homework for further understanding.

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	According to internal records, students who wish to be employed usually attain employment within 6 months if not earlier. 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.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Although the program shows a challenge with finances, the impact to the community and to future needs of Gaston and Lincon counties will be immense. As the counties grow the construction activities will either be met externally or internally. This program ensures that the resources will exist for satisfying those growth needs internally. This is demonstrated by the employment ratios of 100% and not meeting current demand.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	The CTE Tuesday and Lunch and Learn series will continue to connect students both internally and in the public schools.

SECTION VI: ADDITIONAL INFORMATION

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

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			D		
CEG 115	I		I		I
CEG 151		I	D		
CEG 210		D	D	I	D
CEG 211	D		D	D	D
CEG 212	D		D	D	D
CEG 235	D	D	D		
EGR 250	D		D		D
CIV 111	D		D	D	D
CIV 250	M	M	M	M	M
SRV 110		D	D		D
SRV 111			D		D

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

Program 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.	<p>Direct Construction Estimating Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. This direct measure was removed: Truss Problem Rubric.</p> <p>Indirect</p> <ul style="list-style-type: none"> Graduate Exit Survey Question 1. This survey is given to students when they apply to graduate. It measures how well students feel they have achieved the 	<p>Direct On average, students will earn at least 12 out of 16 on each rubric.</p> <p>Indirect On average, students will rate at least 4 out of 5 on this question.</p>	<p>2022 - Fall Mean:12.4, 10.5, 4.8 Range:10-13.5,8-12,4-5 n:6,6,5</p> <p>2023 – Fall Mean:13, 4.6 Range:13-13, 4-4.8 n:4,5</p>	The numbers show that the evaluation tool and the timing of the evaluation shows the students are meeting the course objectives and excelling.	The Truss problem rubric was removed. Student learning outcomes were achieved but multiple attempts at evaluating rubric showed below acceptable levels even though learning outcomes were achieved.	More problems, quizzes and other examples were implemented to improve Truss' problems understanding.	The construction estimating assessment modifications were positive and will be continued. The attempt to put the Truss analysis was a secondary evaluation tool and was removed.

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.						
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.	<p>Direct CAD Drawing Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. This direct measure was removed: Traverse Loop Rubric.</p> <p>Indirect Graduate Exit Survey Question 2. This survey is given to students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.</p>	<p>Direct On average, students will earn at least 12 out of 16 on each rubric.</p> <p>Indirect On average, students will rate at least 4 out of 5 on this question.</p>	<p>2022 - Summer Mean:15, NA, 4.6 Range:14-16, NA, 4-5 n:7, -, 5</p> <p>2023 - Summer Mean:14.8, 4.4 Range: 12-16, 4-4.8 n: 4, 5</p>	The students are achieving the learning outcomes successfully.	The traverse loop assignment was removed. CAD outcomes were lower but more focus will be placed on skills versus completion of task.	The traverse loop assignment was removed due to learning outcomes achieved without using this measure.	The traverse loop will be removed. Also, building information modeling (BIM) will be integrated into the CADD course where possible.
3	Graduates will demonstrate an ability to	Direct Truss Building (Group) Rubric.	Direct On average, students	2022 - Fall Mean:14.5,14.5,4.6	The results show that the students have	Evaluating multiple alternatives of	The evaluations show that the learning outcomes	Alternative truss analysis and better focus will

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		
	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 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 given to students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.	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.	Range:14-15, 12-16, 4-5 n:2(Groups),6,5 2023 - Fall Mean:14.3, 13.7, 4.8 Range:12-16, 11-16, 4-4.8 N: 3 (Groups),9,5	achieved the student learning outcomes.	trusses was successful and will be continually reviewed. More focus on the building exercise will be encouraged.	were achieved; however, critical analysis improved on truss alternative evaluation.	be placed on the engineering design process. Multiple designs were required before final approval to build is given.
4	Graduates will demonstrate an ability to	Direct Standard Proctor Rubric. This rubric	Direct On average, students	2022 - Fall Mean:13.2,13.5,4.8	The results show that the students have	The students showed improving	The application has been improving. During the	The evaluation tools will continue to be monitored.

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		
	conduct standard tests, measurements, and experiments and to analyze and interpret the results.	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. This survey is given to students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.	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.	Range: 13-16,10-15,4-5 n:6,6,5 2023 - Fall Mean: 13.7, 13.5, 4.8 Range:13-15, 12-15,4-4.8 n:6,6,5	achieved the student learning outcome.	application of the learning outcomes. The standard proctor test is hands-on and sometimes causes conflict due to the write-up length.	evaluation the NCDOT returned and began to train the students which has assisted in real application of the classroom knowledge.	Each of these items require writing extensive reports. While it is application of real work, student acceptance varies.
5	Graduates will demonstrate an ability to function	Direct Truss Building (Group) Rubric. This rubric consists	Direct On average, students will earn at	2022 - Fall Mean:14.5,4.8 Range:14-15,5 n:2 (Group),5	The results show that the students have achieved the	An opportunity in this area is to determine another	The students enjoy the truss building exercise. Evaluation on alternative	Teamwork exercises in truss building continue to 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		
	effectively as a member of a technical team.	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 learning outcomes.	least 12 out of 16 on this rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2023 - Fall Mean: 14.3,4.8 Range:12-16,4-4.8 n: 3(Group), 5	student learning outcome.	evaluation project.	designs will require more focus towards engineering evaluation.	

Program Review – A10100 Associate in Arts

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Beth McCall

Program Code(s)/Name(s):

- A10100 Associate in Arts
- P1012C Associate in Arts Pathway

SECTION I: 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? Include Personnel and Equipment Request

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 Division Office (Dean and Associate Deans) serve as the primary program review team for this degree program. This group meets weekly depending upon the current needs and activities of the division. 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 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as, individualized support for faculty within their courses. In addition, faculty provided professional development opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

Work with Human resources to hire faculty in needed positions within Arts and Sciences.

Five science faculty, 1 math faculty, and 1 communications faculty were hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Develop Strategies to retain existing faculty.

Over the past year, the faculty were provided an updated workload policy that allowed for greater flexibility in their campus schedules. Faculty can use a significant portion of their hours remotely. In addition, the Division of Arts and Sciences started providing special treats and events to show their appreciation for faculty in the division. At least 2 events are held to show faculty how much we appreciate their hard work. A divisional magazine was created that showcases all the great things faculty and staff in the division are doing to support students and the mission of Gaston College. These initiatives have been met with very positive responses and feedback. A faculty needs and assessment survey was distributed last year to better understand faculty and staff needs. These responses were used to make changes (including the restructuring of the division) based on review of the data provided by faculty.

Increase Diversity among Arts & Science Faculty

The division has made DEI a priority in the Arts and Sciences. Several initiatives have been adopted to help improve DEI in the division. Book clubs, professional development, and workshops have been created to educate faculty and staff of DEI issues. One faculty member serves as an Equity Coach and will be developing trainings and support to improve DEI at the college. These initiatives are a start in the process of working toward increasing diversity within the division.

Increase Fall to Fall retention and degree completion within Arts and Sciences

Holistic student support is a goal of the Division of Arts and Sciences. The division works closely with the advising center in Arts and Sciences to ensure students are supported throughout their time at Gaston College. Students receive individualized advising that helps promote student retention and degree completion. In addition, faculty and staff within the division work to track student progress early and often within their courses. Faculty and staff utilize Watermark to ensure students are on a path toward success. Faculty and staff also use Watermark to reduce the number of No-Shows within their courses. Retaining more students helps increase Fall to Fall retention and degree completion.

Strengths:

The Associate of Arts program remains an essential part of Gaston College academic programs, evident from the enrollment statistics. The courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules, created HyFlex course offerings, and added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location.

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental Education), Gaston College Study Abroad, 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 Accessibility Training (BaAT), Quality Matters Courses (QM), and Association of College and University Educators (ACUE).

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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. 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, improve seamless transfer to senior institutions, and reduce course withdraw rates.

Recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission Programs are needed. TAG programs offer transfer students guaranteed admission to select university partners. Divisional leaders will focus on marketing efforts for these important agreements.

Needs:

Due to higher enrollment and faculty resignations, the Division of Arts and Sciences needs more English, Communications, and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse is in desperate need of repair as it needs to be used for labs and resources.

Actions:

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A10100	P1012C
American Indian/Alaska Native	2	1
Asian	11	11
Black	86	61
Hawaiian Pacific	86	84
Hispanic	3	7
Non-U.S. Resident	35	31
Two or More Races	289	995
Unknown	452	440
White	2	1
Grand Total	964	1630

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate in Arts (10100)	675.51	637.33	542.72	528.24	534.45
College Transfer Pathway Leading to an Associate in Arts (1012C)	155.81	257.13	353.94	480.22	608.94

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
Associate in Arts (A10100)	A10100	48	59	127	234
P1012C Associate in Arts Pathway	P1042C	0	0	0	0
Grand Total		48	59	127	234

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A10100 Associate in Arts	A10100	242	245	212	234
P1012C Associate in Arts Pathway	P1042C	0	0	0	0

Program Financial Viability

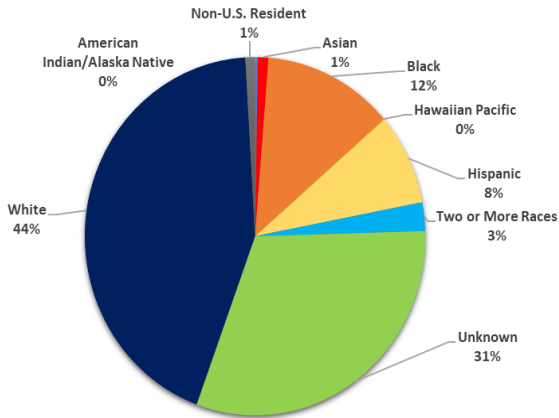
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
Associate in Arts (A10100)	A10100	65%	82%	48%	74%
College Transfer Pathway Leading to an Associate in Arts (P1012C)	P1012C	52%	79%	50%	50%

College Wide - Demographics

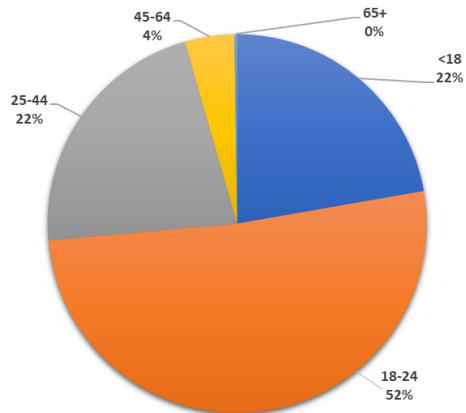
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

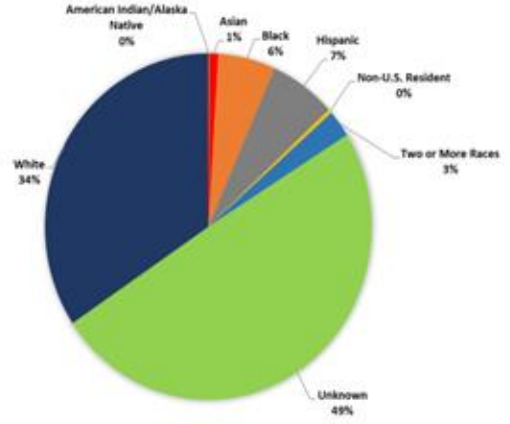


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program - Demographics

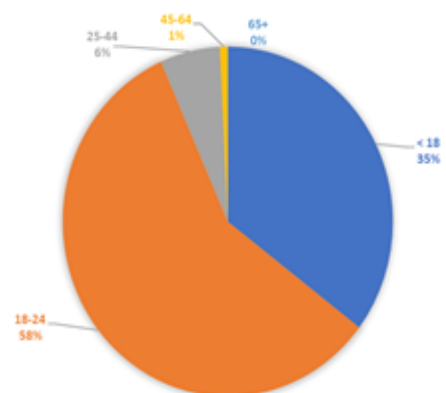
A10100: Associate in Arts Unduplicated Enrollment
Academic Year 2022-2023 - by Race



A10100: Associate in Arts Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



A10100 ASSOCIATE IN ARTS Unduplicated Enrollment
Academic Year 2022-2023 - by Age



SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The Associate of Arts degree pathway is, by design, a transfer pathway that prepares students for transfer to a 4-year university to complete their four-year degree. While the degree pathway does not directly lead to a job upon graduation for most students, its primary goal is to provide access to higher educational opportunities. This degree pathway increases the numbers of students with access to quality education and opportunities to transfer to their preferred four-year transfer institution. This leads to better career opportunities and a stronger, more educated workforce upon completing their educational goals.</p> <p>The Associate of Arts degree pathway prepares students to further their education for professional careers in education, social work, business, etc.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs 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.</p> <p>College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students, in our serving counties of Gaston and Lincoln, to take tuition-free college classes. The Division of Arts and Sciences houses several of the dual-enrollment degree programs, including but not limited to A.A. (P1012C), A.S. (P1042C), A.A.T.P (P1012T), A.S.S.T.P (P1042T).</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the community.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p>	<p>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</p>

	Explanation
<p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for the students.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC Chapel Hill.</p> <p>Beginning this academic year, a committee is establishing the first full Honors Program within the Arts and Sciences. A committee is meeting bi-weekly to develop a novel, open-door Honors Program for students at Gaston College.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p>	<p>All courses within the Associate of Arts degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Foundation requirements are provided early in the program and promote completion of pre-requisite courses</p>

	Explanation
Have Full-Time and Part-Time pathways have been updated/reviewed?	early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and corequisite courses) as early in their academic program as possible.
In comparison to neighboring institutions, how do our 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 Arts program requirements.
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.

PROGRESS

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data. Identify any barriers to student progress. Consider course success/withdrawal data.	<p>Program Retention A10100</p> <ul style="list-style-type: none"> Fall 2017 to Fall 2018 60% Fall 2018 to Fall 2019 63% Fall 2019 to Fall 2020 48% Fall 2020 to Fall 2021 65% Fall 2021 to Fall 2022 48% <p>There was a decrease in retention of new students of 17 percentage points from Fall 2021 to Fall 2022.</p> <p>Program Retention P1012C</p> <ul style="list-style-type: none"> Fall 2017 to Fall 2018 41% Fall 2018 to Fall 2019 40% Fall 2019 to Fall 2020 17% Fall 2020 to Fall 2021 52% Fall 2021 to Fall 2022 50% <p>There was a decrease in retention of new students of 2 percentage points from Fall 2021 to Fall 2022.</p> <p>Both areas experienced a decrease in fall-to-fall retention rates. The retention drop was higher for the A10100 but stable for the P1012C. Since this is over the period of only one year, it is not clear this is a trend. The numbers were similar for 2019 to 2020 and then increased the following year. The barrier to student progress</p>

	Explanation
	<p>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 may result in a lower fall-to-fall retention rate for this population. For the A10100, employment rates are high in the service area, so this may explain some of the decrease in retention as students are working and taking classes on a part-time basis or choosing to work instead of enrolling in classes.</p> <p>Divisional administrators track individual course withdrawal and success rates and create strategies to improve.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A10100 at other institutions in our neighboring counties.</p>	<p>Demographics A10100 during 2022-2023 Academic Year Percent Female 58% Percent Male 42% Percent White 43% Percent Non-White 57%</p> <p>During the academic year 2022-2023, there were more female students in the A10100 programs than male, which was consistent with the College demographics. During the academic year 2022-2023, more non-white students were enrolled in the A.A. degree program.</p> <p>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.</p> <p>Cleveland CC had 851 (new recurring students for Spring 2023); however, 8 from Lincoln & 28 from Gaston students were <u>from our service area</u> have enrolled in the Associate in Art program at CVCC. $8 + 28 = 36$/Opportunity for program growth</p> <p>Catawba Valley CC had 1,793 (new and recurring students for Spring 2023); however, 50 from Lincoln & 2 from Gaston students were <u>from our service area</u> have enrolled in the Associate in Art program at CVCC. $50 + 2 = 52$/Opportunity for program growth</p> <p>Central Piedmont CC had 6,336 (new and recurring students Spring 2023); however, 37 from Lincoln & 102 from Gaston totaling 139</p>

	Explanation
	<p>students from our service area. $37 + 102 = 139$/Opportunity for program growth</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>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.</p> <p>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. Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.</p> <p>Currently, courses with low enrollments within A&S are:</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>While there are several classes that are low enrolled, most classes directly related to Science and Math have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space.</p> <p>The Math department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English department has also increased the number of online corequisite ENG 011 classes that are</p>

Explanation

paired with seated ENG 111 sections to help reduce the number of days a student is required to be on-campus.

The Arts and Sciences division has expanded the number of HyFlex options in English, Education, and Science classes to better meet the needs of students.

The Division of Arts and Sciences has worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE.

The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:

- Tonia Broome (MAT-152)
- Melanie Deckerlegand (ENG-111)
- Michele Domenech (ENG-112)
- Leslie Huss (MAT-171)
- Dr. Lori Metcalf (PSY-150)
- Ed Pardue (SOC-210)
- Judith Porter (MUS-110)
- Susan Whittemore (BIO-111)
- Dr. Heather Woodson (EDU-243)
- Chris Ziemba-Tolbert (ACA-122)

The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters

- Michele Domenech
- Ed Pardue
- Dr. Patricia Williams
- Chris Ziemba-Tolbert

The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:

- Dr. Patricia Williams

The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:

- Marguerite Bishop (IYOC)
- Brian Bookout (IYOC & APPQMR)
- Tonia Broome (IYOC & APPQMR)
- Penny Brower (IYOC & APPQMR)
- Heather Bruch (IYOC)
- Amy Chaney (IYOC & APPQMR)

	Explanation
	<ul style="list-style-type: none"> - Melanie Dekerlegand (IYOC & APPQMR) - Keith Denson (IYOC & APPQMR) - Gerri Dobbins (IYOC & APPQMR) - Michele Domenech (IYOC & APPQMR) - Hisayo Tokura-Gallo (IYOC & APPQMR) - Mary Gourley (IYOC & APPQMR) - Lori Hupp (DYOC & DTWYL) - Leslie Huss (IYOC & APPQMR) - Dr. Shannon Landrum (IYOC) - Dr. Lori Metcalf (IYOC & APPQMR) - Mary Morton (IYOC & APPQMR) - Ed Pardue (IYOC & APPQMR) - Judith Porter (IYOC) - Jeffery Pruett (IYOC) - Dr. Chris Thurley (IYOC & APPQMR) - Susan Whittemore (IYOC & APPQMR) - Dr. Patricia Williams (DYOC, IYOC & APPQMR) - Dr. Heather Woodson (IYOC) - Chris Ziemba-Tolbert (APPQMR) - Bianca Yavelak (IYOC) - Jodi Valencic-Zieverink (IYOC)
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p> <p>During the academic year 2022-2023, a pilot was conducted in several departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. This required faculty to review each of their course evaluations and document scores on specific questions, discuss specific positive and negative comments from students, and to create a plan for change or improvement. The leadership team felt this was helpful, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences will be adopting this process for the 2023-2024 academic year.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment,</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students.

	Explanation
<p>low success rate, high withdrawal rate courses within the program?</p>	<ul style="list-style-type: none"> • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>Courses with Low Success Rates (69% or below - 10% or more points below the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-152, MAT-172 • BIO-155, BIO-168, BIO-169 • PHY-151 (43%) • REL-110 (59%) • SOC-225 <p>Courses with High Withdrawal Rates (18% or above – 7% or more above the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-003, MAT-152, MAT-172, MAT-272 • BIO-155, BIO-161, BIO-168, BIO-169 • GEL-111 • PHY-151 • PSY-241 • REL-110 • SOC-225 <p>The college average success rate is 79%, and several courses fall near or below this success rate. In addition, the college average withdrawal rate is 11%, and several courses are near or above this rate. The division promotes the use of Watermark to send updates to students, and faculty raise alerts to address student withdrawal and success issues. The Division of Arts and Sciences makes use of the system to catch students who are struggling as early as possible. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches.</p>
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>A10100 Headcount – 964 Awards – 234 Awards at the Highest Level – 234 Awards to Headcount Ratio – 24.2%</p> <p>P1012C Headcount – 1630 Awards – 0 Awards at the Highest Level – 0 Awards to Headcount Ratio – 0%</p> <p>Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by</p>

	Explanation
	Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A10100 and P1012C have diversified goals for attending; completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is dedicated advising for Arts and Sciences so students can have one-on-one advising to help keep them on track within their pathway. In addition, the use of the Watermark student retention system is a tool the Division of Arts and Sciences encourages use of for faculty to ensure completion at the course level. This has led to retention of more students within the Arts and Science division.

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. The numbers indicate that transfer performance is below the average college percentage for the state but above the system baseline level. We have made this one of the priorities for our divisional strategic plan. 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.</p> <p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>FTE Count A10100</p> <ul style="list-style-type: none"> • 2018-2019 675.5 • 2019-2020 637.3 • 2020-2021 542.72 • 2021-2022 528.24 • 2022-2023 534.45 <p>There was an increase in FTE of 6 FTE from 2021-2022 to 2022-2023</p> <p>FTE Count P1012C</p> <ul style="list-style-type: none"> • 2018-2019 155.8 • 2019-2020 257.1 • 2020-2021 353.94 • 2021-2022 480.22 • 2022-2023 608.94

	<p>There was an increase in FTE of 128 from 2021-2022 to 2022-2023.</p> <p>The FTE was up for the A10100 program and up for the P1012C program. The programs remain in high demand, especially among the high school population.</p> <p>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.</p>
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SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>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.</p> <p>Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2022-2023, the Gaston College Study Abroad program traveled to Ireland and Germany. The student who completes the program receives special recognition on their Gaston College transcript and receives a certificate of completion from UNC Chapel Hill.</p> <p>College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several of the dual-enrollment degree programs, including but not limited to A.A. (P1012C), A.S. (P1042C), A.A.T.P (P1012T), A.S.S.T.P (P1042T).</p>

	Explanation
	<p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community</p>

SECTION VI: ADDITIONAL INFORMATION

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

Program Review - A10300 Associate in General Education

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023) College Dean: Brian Bookout

Associate Dean: Chris Ziemba-Tolbert

Program Code(s)/Name(s):

- A10300 Associate in General Education

SECTION I: 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? Include Personnel and Equipment Request

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.

To meet the needs of Division, the following actions will be implemented during the 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as individualized support for faculty within their courses. In addition, faculty provided professional development opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

Work with Human Resources to hire faculty in needed positions within Arts and Sciences.

Five science faculty, 1 math faculty, and 1 communications faculty were hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

Develop Strategies to retain existing faculty.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Over the past year, the faculty were provided an updated workload policy that allowed for greater flexibility in their campus schedules. Faculty can use a significant portion of their hours remotely. In addition, the Division of Arts and Sciences started providing special treats and events to show their appreciation of faculty in the division. At least 2 events are held to show faculty how much we appreciate their hard work. A divisional magazine was created that showcases all the great things faculty and staff in the division are doing to support students and the mission of Gaston College. These initiatives have been met with very positive responses and feedback. A faculty needs and assessment survey was distributed last year to better understand faculty and staff needs. These responses were used to make changes (including the restructuring of the division) based on review of the data provided by faculty.

Increase Diversity among Arts & Science Faculty

The division has made DEI a priority in the Arts and Sciences. Several initiatives have been adopted to help improve DEI in the division. Book clubs, professional development, and book clubs have been created to educate faculty and staff about DEI issues. One faculty member serves as an Equity Coach and will be developing training and support to improve DEI at the college. These initiatives are a start in the process of working toward increasing diversity within the division.

Increase Fall to Fall retention and degree completion within Arts and Sciences

Holistic student support is a goal of the Division of Arts and Sciences. The division works closely with the advising center in Arts and Sciences to ensure students are supported throughout their time at Gaston College. Students receive individualized advising that helps promote student retention and degree completion. In addition, faculty and staff within the division work to track student progress early and often within their courses. Faculty and staff utilize Watermark to ensure students are on a path toward success. Faculty and staff also use Watermark to reduce the number of No-Shows within their courses. Retaining more students helps increase Fall to Fall retention and degree completion.

Strengths:

The courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules, created HyFlex course offerings, and have added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of student. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location.

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental Education), Gaston College Study Abroad, 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. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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

Recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission programs is needed. TAG Co-Admission programs offer transfer students guaranteed admission to university partners. Divisional leaders will focus on marketing efforts for these important agreements.

Needs:

Due to higher enrollment and faculty resignations, the Division of Arts and Sciences needs more English, Communications, and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the Greenhouse is in desperate need of repair as it is needed to be used for labs and resources.

Actions:

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A10300
American Indian/Alaska Native	0
Asian	2
Black	47
Hispanic	31
Non-U.S. Resident	2
Two or More Races	7
Unknown	30
White	115
Grand Total	234

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate in General Education (10300)	675.51	637.33	542.72	528.24	534.45

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
Associate in General Education (A10300)	A10300	9	12	24	45
Grand Total		9	12	24	45

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
Associate in General Education (A10300)	A10300	242	245	212	234
Grand Total		49	27	32	45

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

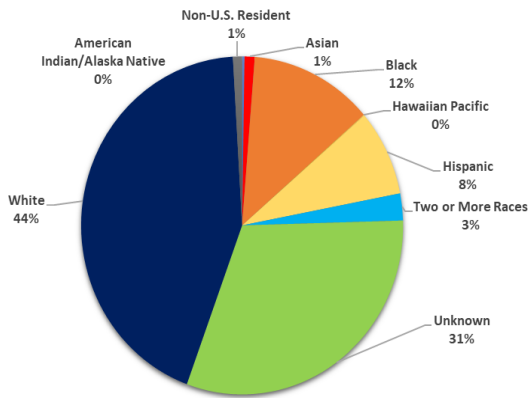
*Associate Degree in General Education Nursing included in College Transfer

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
Associate in General Education (A10300)	A10300	19%	56%	16%	56%

College Wide - Demographic

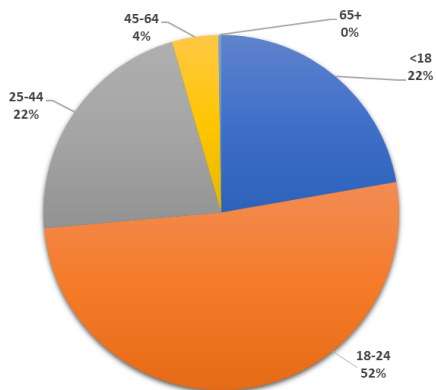
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

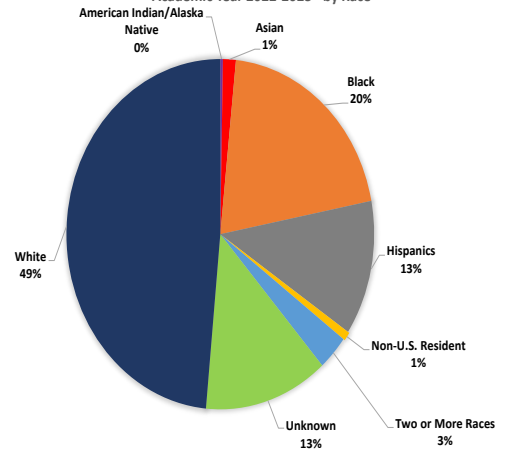


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age

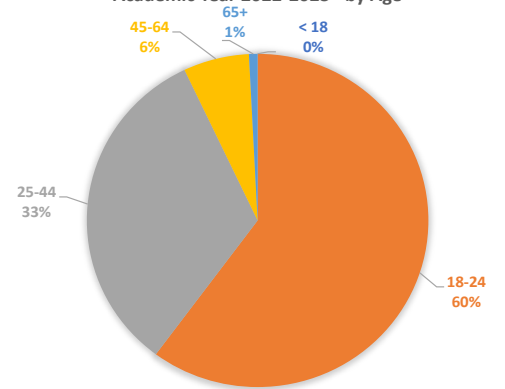


Program - Demographics

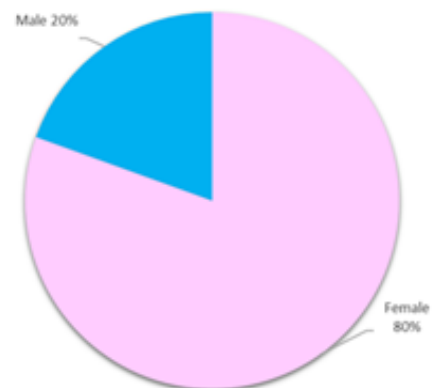
A10300: Associate in General Education Unduplicated Enrollment
Academic Year 2022-2023 - by Race



A10300: Associate in General Ed Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A10300: Associate in General Ed Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



SECTION III: CONNECTION

Explanation	
<p>How valuable is this program to the community?</p> <p><i>Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports:</i></p> <ul style="list-style-type: none"> • https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 • https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272 	<p>The A10300 degree is provided for students who are (1) seeking admission to another program at Gaston College and need to complete pre-requisite courses for admission to their intended program, (2) need to complete an associate’s degree (no specific program or area) for their career, or (3) simply broaden their educational learning. The degree is not a transferable degree and does not relate to a particular career field.</p> <p>There is value for this program as it is an initial first-step program for many students who are seeking admission to another program that has an application process. Students are able to be enrolled in a program of study and complete courses that will apply towards their next program. Also, students who would like a degree but do not meet the course requirements for another program of study, may find that the A10300 to be applicable for their situation and earn a post-secondary associate degree credential.</p>
Community:	
<p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>This degree only leads to employment in the local community or prosperity zone if the employment opportunity indicates ‘associate degree completed’ with no specifics on a particular area or program. The degree may assist students who are seeking to gain further education or admission to a particular program/field of study at Gaston or another institution.</p> <p>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.</p> <p>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. Students who are enrolled in the A10300</p>

Explanation	
	<p>program are not eligible for one of the TAG Co-Admission programs, as the four-year institutions do not accept this program as a transfer program. The four-year institutions themselves may accept some of the credits that are completed in this program but not all.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>
Uniqueness:	
<p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the department's promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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.</p> <p>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.</p> <p>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.</p>

ENTRY

Explanation	
Enrolment Goals	
<p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to</p>	<p>All courses within the A10300 degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Currently, there is not a program course sequence (term-by-term) of which classes to take during which term available for students for this program. During meetings with their Academic Advisor, students are guided on the sequencing of courses that are needed. Students are encouraged to complete their foundational courses, ACA 122, English and Math requirements within their first 30 credit hours.</p>

Explanation	
<p>improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>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.</p> <p>Continued meetings with Academic Advisors upon enrollment to Gaston College and at the completion of 30 credit hours. A suggested program course sequence, term by term, will be created and available for students beginning with the Fall 2024 semester to assist students in sequencing their needed courses.</p> <p>Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created HyFlex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.</p>

PROGRESS

Explanation	
SLOs and Curriculum Map:	
Attach curriculum map and analysis of program learning outcomes.	Please see the attached curriculum map and analysis of learning outcomes documents.
Retention and Progression:	
<p>How does program retention compare to the retention goal?</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Retention in the program is higher from Fall to Spring (56% on average during the last two years) then Fall to Fall (17.5% on average during the last two years) retention as the students who start in the A10300 program are not intending to complete the program but apply for admission to another program offered at the college. The typical time to apply for admission to the competitive program is in the Spring Term with a Summer or Fall start. The timing of the application cycle is part of the lower retention rate for this program.</p> <p>The students who are placed in this program, initially, are waiting to gain admission to another program area at the college that requires specific courses and an application to be completed prior to admission to the program (for example, AAS in Veterinary Technician).</p> <p>Barriers to student progress: Since this program does not lead to specific career preparation and employment nor is designed for</p>

Explanation

transfer to four-year institutions, students may choose to not complete this program as they may change to a specific career preparation program or transfer degree program that better aligns and prepares them for admission/entry.

Demographics:

Share the strategies that are utilized to support underserved populations and non-traditional enrollments.

(Consider program demographic data compared to college wide demographic data.)

Demographics A10300

	Program	College-Wide
Female	80%	64%
Male	20%	36%
White	49%	44%
Non-White	51%	56%

According to the program data, a higher percentage of Non-White (African American/Black, Hispanic) and White students are enrolled in the program than when compared to the percentages of each ethnicity shared in the college wide demographic data. There is a higher percentage of females enrolled in this program when compared to the college wide data.

The strategies that are utilized to support underserved populations and non-traditional enrollments are that 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 Transfer Advising Center.

Strategies that are focused on enrollment in our curriculum courses are continual assessment, course monitoring and enrollment monitoring during registration periods. We strive to offer many sections in a variety of delivery methods (traditional in-person, web-blended, and online) and times that our students need. We have even started to offer HyFlex courses that allow further flexibility for students in attending class.

According to the program data, a higher percentage of African American/Black, Hispanic, and White students are enrolled in the program than when compared to the percentages of each ethnicity shared in the college wide demographic data. There is a higher percentage of females enrolled in this program when compared to the college wide data.

Course Sequence/Success:

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 programs college-wide. A course matrix of semester offerings is provided to college program leaders.

How do Course Success Rates compare

Explanation	
to the College success rate?	<p>Currently, there is not a course sequence of which classes to take during which term is available for students for this program. During meetings with their Academic Advisor, students are guided on the sequencing of courses that are needed. Students are encouraged to complete ACA 122, English and Math requirements within their first 30 credit hours.</p>
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes, the courses being offered for the program meet the enrollment needs. Students are able to select any course to complete, as long as they meet the pre-requisite requirements.</p> <p>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.</p> <p>Currently, courses with low enrollments within A&S are:</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>While there are several classes that are low enrolled, most classes directly related to Science and Math have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p>
Modality:	
<p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>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.</p> <p>The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:</p> <ul style="list-style-type: none"> • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Susan Whittemore (BIO-111) • Dr. Heather Woodson (EDU-243) • Chris Ziamba-Tolbert (ACA-122) <p>The following faculty in Arts and Sciences have received</p>

Explanation	
	<p>certification to be Certified Peer Reviewers for Quality Matters</p> <ul style="list-style-type: none"> • Michele Domenech • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert <p>The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:</p> <ul style="list-style-type: none"> • Dr. Patricia Williams <p>The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:</p> <ul style="list-style-type: none"> • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie Deckerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Lori Hupp (DYOC & DTWYL) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Bianca Yavelak (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Jodi Valencic-Zieverink (IYOC)
Evaluation:	
<p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p> <p>During the academic year 2022-2023 a pilot was conducted several</p>

Explanation	
	<p>departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. This required faculty to review each of their course evaluations and document scores on specific questions, discuss specific positive and negative comments from students, and to create a plan for change or improvement. The leadership team felt this was helpful and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences will be adopting this process for the 2023-2024 academic year.</p>

COMPLETION

Explanation	
Student Achievement:	
<p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Currently, courses with low enrollments within A&S are:</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>While there are several classes that are low enrolled, most classes directly related to Science and Math have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p> <p>Courses with Low Success Rates (69% or below - 10% or more points below the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-152, MAT-172 • BIO-155, BIO-168, BIO-169 • REL-110 • SOC-225 <p>Courses with High Withdrawal Rates (18% or above – 7% or more above the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-003, MAT-152, MAT-172, MAT 272 • BIO-155, BIO 161, BIO-168, BIO-169 • PHY 151 • PSY-241 • REL-110 • SOC-225 <p>The college average success rate is 79%, several courses fall near or below this success rate. In addition, the college average withdrawal rate is 11% and several courses are near or above this rate. The division promotes the use of Watermark to send updates to students, and faculty raise alerts to address student withdrawal and</p>

Explanation	
	success issues. The Division of Arts and Sciences makes use of the system to catch students who are struggling as early as possible. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In house divisional training is offered throughout the year to help faculty improve their instructional design approaches
Graduation:	
<p>How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>A10300 Headcount Headcount = 234 Awards = 45 Awards to Headcount Percentage = 19%</p> <p>Students completing this degree is low compared to the headcount. This program is not a transfer or career preparation program. Students are placed in this program at their time of entry to Gaston as they are waiting to gain admission to another program that requires specific courses be completed prior to admission.</p> <p>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 or seek admission to another program before fulfilling degree requirements.</p>

TRANSITION

Explanation	
Job Placement/Transfer:	
<p>Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>The A10300 is not a transferable degree, although courses completed as part of the degree may be transferable to a four-year institution. The degree is also not a degree preparing a student for direct entry into a specific career. The program is for students who are (1) seeking admission to another program at Gaston College and need to complete pre-requisite courses for admission to their intended program, (2) need to complete an associate's degree (no specific program or area) for their career, or (3) simply broaden their educational learning for their own purpose. The degree is not a transferable degree and does not relate to a particular career field.</p> <p>There is value for this program as it is an initial first-step program for many students who are seeking admission to another program that has an application process. Students may enroll in a program of study and complete courses that will apply towards their next program. Also, students who would like a degree but do not meet</p>

Explanation	
	<p>the course requirements for another program of study, may find that the A10300 to be applicable for their situation and earn a post-secondary associate degree credential.</p> <p>This degree only leads to employment in the local community or prosperity zone if the employment opportunity indicates ‘associate degree completed’ with no specifics on a particular area or program. The degree may assist students who are seeking to gain further education or admission to a particular program/field of study at Gaston or another institution.</p> <p>The NCCCS Transfer Performance Measures and UNC System Transfer Data Dashboard do not delineate data between a A10300 (AGE) or A10300N (AGEN) students in their data. According to the UNC System Transfer Data only 3 students enrolled at a UNC System for Spring 2023 having earned an Associate in General Education (AGE) degree from Gaston College.</p> <p>Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. 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.</p> <p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

Explanation	
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>FTE Count A10300</p> <ul style="list-style-type: none"> • 2018-2019 = 675.51 • 2019-2020 = 637.33 • 2020-2021 = 542.72 • 2021-2022 = 528.24 • 2022-2023 = 534.45 <p>There was an increase in FTE of <u>7</u> FTE from 2021-2022 to 2022-2023</p> <p>The FTE was up for the A10300 program. The program remains in demand for students, as a necessary program for initial enrollment</p>

Explanation	
	<p>at the college as the student prepares for admission to their next program.</p> <p>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.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

Explanation	
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The Division of Arts and sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission programs 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.</p> <p>Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and must complete 30 hours of intercultural experience. The 30 hours of intercultural experiences is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2022-2023, the Gaston College Study Abroad program traveled to Ireland and Germany. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC Chapel Hill.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>

SECTION VI: ADDITIONAL INFORMATION

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

Program Review – A1030N Associate in General Education Nursing

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Chris Ziemba-Tolbert

Program Code(s)/Name(s):

- A1030N Associate in General Education Nursing

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

The Associate in General Education (AGE) - Nursing degree is designed for students who wish to begin their study toward the Associate in Applied Science in Nursing (AAS-N) degree and a Bachelor's of Science in Nursing (BSN) based on the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Articulation Agreement between the State Board of North Carolina (NC) Community Colleges and The University of North Carolina (UNC) Board of Governors. It applies to all NC community colleges that operate associate degree nursing programs and to those eleven constituent institutions of The University of North Carolina that operate RN to BSN Programs (Appalachian State University, Fayetteville State University, East Carolina University, North Carolina Agricultural & Technical University, North Carolina Central University, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University and Winston-Salem State University).

The AGE - Nursing degree shall be granted for planned programs of study consisting of a minimum of 61 semester hours of approved college transfer courses with a grade of C or better in each course.

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.

To meet the needs of Division, the following actions will be implemented during the 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as, individualized support for faculty within their courses. In addition, faculty provided professional development opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

Work with Human Resources to hire faculty in needed positions within Arts and Sciences.

Five science faculty, 1 math faculty, and 1 communications faculty were hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

Develop Strategies to retain existing faculty.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Over the past year, the faculty were provided an updated workload policy that allowed for greater flexibility in their campus schedules. Faculty can use a significant portion of their hours remotely. In addition, the Division of Arts and Sciences started providing special treats and events to show their appreciation for faculty in the division. At least 2 events are held to show faculty how much we appreciate their hard work. A divisional magazine was created that showcases all the great things faculty and staff in the division are doing to support students and the mission of Gaston College. These initiatives have been met with very positive responses and feedback. A faculty needs and assessment survey was distributed last year to better understand faculty and staff needs. These responses were used to make changes (including the restructuring of the division) based on review of the data provided by faculty.

Increase Diversity among Arts & Science Faculty

The division has made DEI a priority in the Arts and Sciences. Several initiatives have been adopted to help improve DEI in the division. Book clubs, professional development, and book clubs have been created to educate faculty and staff of DEI issues. One faculty member serves as an Equity Coach and will be developing trainings and support to improve DEI at the college. These initiatives are a start in the process of working toward increasing diversity within the division.

Increase Fall to Fall retention and degree completion within Arts and Sciences

Holistic student support is a goal of the Division of Arts and Sciences. The division works closely with the advising center in Arts and Sciences to ensure students are supported throughout their time as Gaston College. Students receive individualized advising that help promote student retention and degree completion. In addition, faculty and staff within the division work to track student progress early and often within their courses. Faculty and staff utilize Watermark to ensure students are on a path toward success. Faculty and staff also use Watermark to reduce the number of No-Shows within their courses. Retaining more students helps increase Fall to Fall retention and degree completion.

Strengths:

The Associate of Arts program remains an essential part of Gaston College academic programs, evident from the enrollment statistics. The courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules, created HyFlex course offerings, and have added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of student. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location.

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental Education), Gaston College Study Abroad, 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. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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

Recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission Programs is needed. TAG programs offer transfer students guaranteed admission to university partners. Divisional leaders will focus on marketing efforts for these important agreements.

Needs:

Due to higher enrollment and faculty resignations, , the Division of Arts and Sciences needs more English, Communications, and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the Greenhouse is in desperate need of repair as it is needed to be used for labs and resources.

Actions:

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A10300N
American Indian/Alaska Native	1
Asian	8
Black	220
Hispanic	62
Non-U.S. Resident	12
Two or More Races	27
Unknown	113
White	249
Grand Total	692

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate in General Education Nursing (1030N)	386.73	407.55	364.20	303.81	297.31

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
Associate in General Education Nursing (A1030N)	A1030N	1	1	2	4
Grand Total		1	1	2	4

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
Associate in General Education Nursing (A1030N)	A1030N	2	2	1	4
Grand Total		2	2	1	4

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

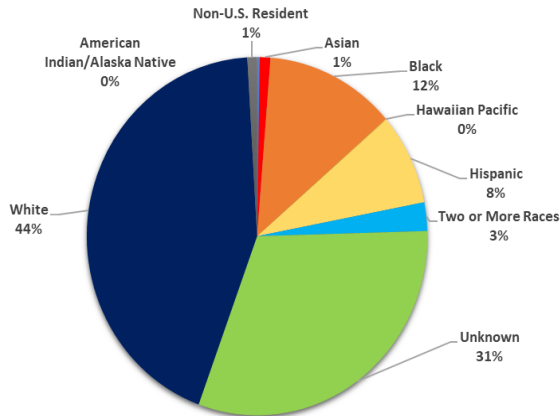
*Associate Degree in General Education Nursing included in College Transfer

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
Associate in General Education Nursing (A1030N)	A1030N	37%	68%	22%	55%

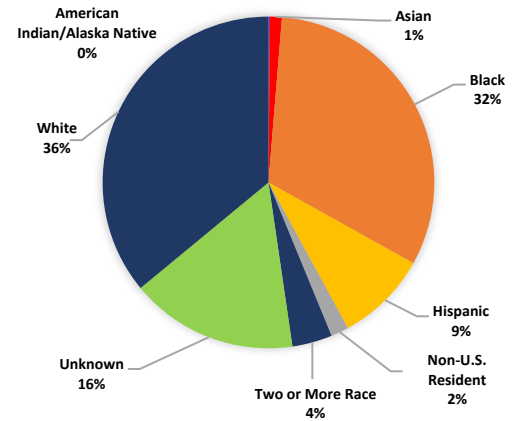
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



Program - Demographics

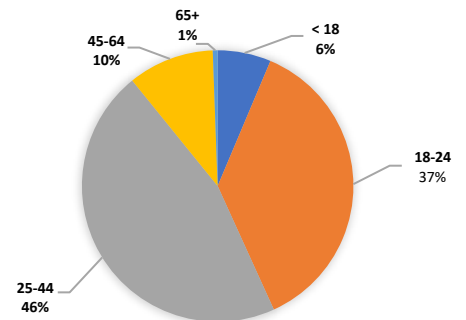
**A1030N: Associate in General Education Nursing
Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



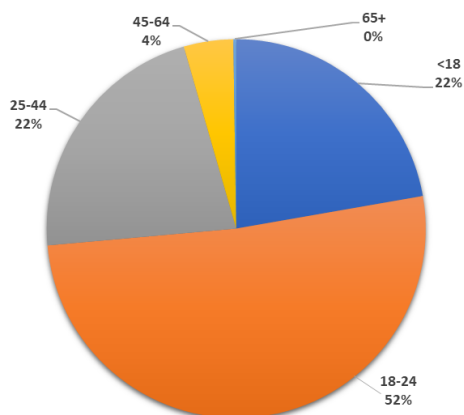
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



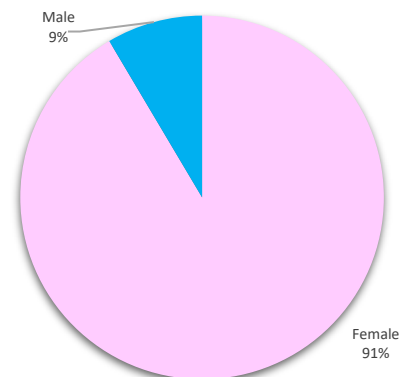
**A1030N: Associate in General Education Nursing
Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A1030N: Associate in General Education Nursing
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



SECTION III: CONNECTION

Explanation	
<p>How valuable is this program to the community?</p> <p><i>Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports:</i></p> <ul style="list-style-type: none"> • https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 • https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272 	<p>The A10300N degree is provided for students who are seeking admission to another program at Gaston College and need to complete pre-requisite courses for admission to their intended program or who wish to complete the pre-requisite courses needed for their general education curriculum for their RN to BSN program.</p>
Community:	
<p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>This degree only leads to employment in the local community or prosperity zone if the employment opportunity indicates ‘associate degree completed’ with no specifics on a particular area or program. This degree program is meant to prepare students who seek admission to a nursing program (AAS - N or BSN) The degree assist students who are seeking to gain further education or admission to a particular health care program/field of study at Gaston or another institution. 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.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs 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. Students who are enrolled in the A10300 program are not eligible for one of the TAG Co-Admission program, as the four-year institutions do not accept this program as a transfer program. The four-year institutions themselves may accept some of the credits that are completed in this program but not all.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year</p>

Explanation	
	(such as community art shows, judging community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.
Uniqueness:	
<p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the department's promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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.</p> <p>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.</p> <p>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.</p>

ENTRY

Explanation	
Enrolment Goals	
<p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>All courses within the A10300N degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Currently, there is not a program course sequence (term-by-term) of which classes to take during which term available for students for this program. During meetings with their Academic Advisor, students are guided on the sequencing of courses that are needed. Students are encouraged to complete their foundational courses, ACA 122, English and Math requirements within their first 30 credit hours.</p> <p>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-Nursing program requirements.</p> <p>Continued meetings with Academic Advisors upon enrollment to Gaston College and at the completion of 30 credit hours.</p>

Explanation	
	<p>Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created HyFlex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.</p>

PROGRESS

Explanation																
SLOs and Curriculum Map:																
Attach curriculum map and analysis of program learning outcomes.	Please see the attached curriculum map and analysis of learning outcomes documents.															
Retention and Progression:																
<p>How does program retention compare to the retention goal?</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Retention in the program is higher from Fall to Spring (61.5% on average during the last two years) then Fall to Fall (29.5% on average during the last two years) retention as the students who start in the A10300N program are not intending to complete the program but apply for admission to another health services program offered at the college or another institution. The typical time to apply for admission to the competitive program is in the Spring Term with a Summer or Fall start. The timing of the application cycle is part of the lower retention rate for this program.</p> <p>The students who are initially enrolled in this program are waiting to gain admission to another health sciences program area at the college that requires specific courses and application to be completed prior to admission to the program (for example, AAS in Nursing).</p> <p>Barriers to Student progress: Since this program does not lead to specific career preparation and employment, students may not complete this program as they may change to a specific career preparation program or transfer degree program that better aligns and prepares them for admission/entry.</p>															
Demographics:																
<p>Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p>	<p>Demographics A10300N during 2022-2023 Academic Year</p> <table border="1" data-bbox="756 1776 1414 1965"> <thead> <tr> <th></th> <th>Program</th> <th>College-Wide</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>91%</td> <td>64%</td> </tr> <tr> <td>Male</td> <td>9%</td> <td>36%</td> </tr> <tr> <td>White</td> <td>36%</td> <td>44%</td> </tr> <tr> <td>Non-White</td> <td>64%</td> <td>56%</td> </tr> </tbody> </table> <p>According to the program data, a higher percentage of Non-White</p>		Program	College-Wide	Female	91%	64%	Male	9%	36%	White	36%	44%	Non-White	64%	56%
	Program	College-Wide														
Female	91%	64%														
Male	9%	36%														
White	36%	44%														
Non-White	64%	56%														

Explanation	
	<p>students are enrolled in the program when compared to the percentages shared in the college wide demographic data. There is a higher percentage of females enrolled in this program when compared to the college wide data.</p> <p>The strategies that are utilized to support underserved populations and non-traditional enrollments are that 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.</p> <p>Strategies that are focused on enrollment in our curriculum courses are we continually assess and monitor course and class enrollments during registration periods. We make strive to offer as many sections in a variety of delivery methods (traditional in-person, web-blended, and online) and times that our students need. We have even started to offer Hy-flex courses that allow further flexibility for students in attending class.</p>
Course Sequence/Success:	
<p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p>	<p>Course sequencing is a high priority within the Division. Collaboration with other division and programs occur 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.</p> <p>Currently, there is not a course sequence of which classes to take during which term available for students for this program. During meetings with their Academic Advisor, students are guided on the sequencing of courses that are needed. Students are encouraged to complete ACA 122, English and Math requirements within their first 30 credit hours.</p>
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes, the courses being offered for the program meet the enrollment needs. Students are able to select courses to complete from their program of study, as long as they meet the pre-requisite requirements.</p> <p>In reviewing the course in the A10300N program of study there are not any courses that have low-enrollment within the A&S division.</p> <p>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.</p>
Modality:	

	Explanation
<p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>All learning modalities (traditional, web-blended, hybrid, and online) exist in A10300N. 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.</p> <p>The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:</p> <ul style="list-style-type: none"> • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Susan Whittemore (BIO-111) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) <p>The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters</p> <ul style="list-style-type: none"> • Michele Domenech • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert <p>The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:</p> <ul style="list-style-type: none"> • Dr. Patricia Williams <p>The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:</p> <ul style="list-style-type: none"> • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie Dekerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Lori Hupp (DYOC & DTWYL) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC)

Explanation	
	<ul style="list-style-type: none"> • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Bianca Yavelak (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Jodi Valencic-Zieverink (IYOC)
Evaluation:	
<p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p> <p>During the academic year 2022-2023 a pilot was conducted several departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. This required faculty to review each of their course evaluations and document scores on specific questions, discuss specific positive and negative comments from students, and to create a plan for change or improvement. The leadership team felt this was helpful and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences will be adopting this process for the 2023-2024 academic year.</p>

COMPLETION

Explanation	
Student Achievement:	
<p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment, specific to the A10300N program of study</p> <ul style="list-style-type: none"> • n/a <p>Courses with Low Success Rates (69% or below - 10% or more points below the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-152, MAT-172 • BIO-155, BIO-168, BIO-169 • SOC-225 <p>Courses with High Withdrawal Rates (18% or above – 7% or more above the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011

Explanation	
	<ul style="list-style-type: none"> • MAT-003, MAT-152, MAT-172, • BIO-155, BIO-168, BIO-169 • PSY-241 • SOC-225 <p>The college average success rate is 79%, several courses fall near or below this success rate. In addition, the college average withdrawal rate 11% and several courses are near or above this rate. The division promotes the use of Watermark to send updates to students and faculty raise alerts to address student withdraw and success issues. The Division of Arts and Sciences makes use of the system to catch students who are struggling as early as possible. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In house divisional training is offered throughout the year to help faculty improve their instructional design approaches.</p>
Graduation:	
<p>How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>A10300 Headcount Headcount = 692 Awards = 4 Awards to Headcount Percentage = .5%</p> <p>Students completing this degree is extremely low compared to the headcount. The A10300N degree is provided for students who are seeking admission to another program at Gaston College and need to complete pre-requisite courses for admission to their intended program or who wish to complete the pre-requisite courses needed for their general education curriculum for their RN to BSN program.</p> <p>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 A10300N have diversified goals for attending; and completion of a credential is only one preference. Many students plan to transfer or seek admission to another program before fulfilling degree requirements.</p>

TRANSITION

Explanation	
Job Placement/Transfer:	
<p>Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>The A10300N degree is provided for students who are seeking admission to another program at Gaston College and need to complete pre-requisite courses for admission to their intended program or who wish to complete the pre-requisite courses needed for their general education curriculum for their RN to BSN program.</p> <p>Students who completed the A10300N can apply for admission to a four-year institution and seek admission to a traditional Bachelor of Science in Nursing (BSN) degree which would lead to employment in a high demand field.</p>

Explanation	
	<p>There is value for this program as it is an initial first-step program for many students who are seeking admission to another program that has an application process. Students are able to be enrolled in a program of study and complete courses that will apply towards their next program.</p> <p>This degree only leads to employment in the local community or prosperity zone if the employment opportunity indicates ‘associate degree completed’ with no specifics on a particular area or program. The degree may assist students who are seeking to gain further education or admission to a particular program/field of study at Gaston or another institution.</p> <p>The NCCCS Transfer Performance Measures and UNC System Transfer Data Dashboard do not delineate data between a A10300 (AGE) or A10300N (AGEN) students in their data. According to the UNC System Transfer Data only 3 students enrolled at a UNC System for Spring 2023 having earned an Associate in General Education (AGE) degree from Gaston College.</p> <p>Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. 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.</p> <p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

Explanation	
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>FTE Count A10300N</p> <ul style="list-style-type: none"> • 2018-2019 = 386.7 • 2019-2020 = 407.6 • 2020-2021 = 365.81 • 2021-2022 = 303.81 • 2022-2023 = 297.31 <p>There was a decrease in FTE of <u>6.5</u> FTEs from 2021-2022 to 2022-</p>

	<p>2023</p> <p>The FTE was down for the A10300N program. The program remains demand for students, as a necessary program for initial enrollment at the college as the student prepares for admission to their next program. A1030N is used as the major code for all pre-nursing students. These students may be applying for the nursing program at Gaston College or a nursing program at a local institution.</p> <p>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.</p>
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SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The Division of Arts and sciences are involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission programs 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.</p> <p>Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2022-2023, the Gaston College Study Abroad program traveled to Ireland and Germany. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC Chapel Hill.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>

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

Program Review – A10400 Associate in Science

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Dr. Patricia Williams

Program Code(s)/Name(s):

- **A10400 Associate in Science**
- **P1042C Associate in Science Pathway**

SECTION I: 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? Include Personnel and Equipment Request

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 Division Office (Dean and Associate Deans) serve as the primary program review team for this degree program. This group meets weekly depending upon the current needs and activities of the division. 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 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as, individualized support for faculty within their courses. In addition, faculty provided professional development opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

Work with Human resources to hire faculty in needed positions within Arts and Sciences.

In the previous year, 5 science faculty, 1 math faculty, and 1 communications faculty was hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Develop Strategies to retain existing faculty.

Over the past year, the faculty were provided an updated workload policy that allowed for greater flexibility in their campus schedules. Faculty can use a significant portion of their hours remotely. In addition, the Division of Arts and Sciences started providing special treats and events to show their appreciation for faculty in the division. At least 2 events are held to show faculty how much we appreciate their hard work. A divisional magazine was created that showcases all the great things faculty and staff in the division are doing to support students and the mission of Gaston College. These initiatives have been met with very positive responses and feedback. A faculty needs and assessment survey was distributed last year to better understand faculty and staff needs. These responses were used to make changes (including the restructuring of the division) based on review of the data provided by faculty.

Increase Diversity among Arts & Science Faculty

The division has made DEI a priority in the Arts and Sciences. Several initiatives have been adopted to help improve DEI in the division. Book clubs, professional development, and book clubs have been created to educate faculty and staff of DEI issues. One faculty member serves as an Equity Coach and will be developing trainings and support to improve DEI at the college. These initiatives are a start in the process of working toward increasing diversity within the division.

Increase Fall to Fall retention and degree completion within Arts and Sciences

Holistic student support is a goal of the Division of Arts and Sciences. The division works closely with the advising center in Arts and Sciences to ensure students are supported throughout their time as Gaston College. Students receive individualized advising that help promote student retention and degree completion. In addition, faculty and staff within the division work to track student progress early and often within their courses. Faculty and staff utilize Watermark to ensure students are on a path toward success.

Strengths:

The Associate of Science program remains an essential part of Gaston College academic programs, evident from the enrollment statistics. The courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as 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 (Grant Nos. 1355569, 1742128, 1833738) and a private donor to help alleviate the unmet financial needs of Gaston College students. Scholarships of up to \$10,000 per student per year are available to selected full-time Associate of Science and Associate of Engineering students who intend to transfer to a four-year university, major in STEM fields (Science, Technology, Engineering, or Math), and demonstrate academic merit. Transition scholarships of up to \$7,500 for at least the first year after transfer are also accessible to program participants, with the awarded amount

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

determined based on federal financial need. In addition to receiving scholarship support for their unmet financial needs, SPARC Scholars are part of a closely-knit learning community with specially designed course schedules, enabling them to collaborate with fellow scholars and faculty members. SPARC Scholars also engage in undergraduate research experiences, extracurricular events, field trips, and benefit from mentorship provided by selected faculty members.

Another noteworthy STEM program is Bridges to Baccalaureate (B2B), a grant program supported by the National Institutes of Health. This collaborative initiative involves Gaston College, Rowan Cabarrus Community College, and the University of North Carolina at Charlotte, providing paid research opportunities to students in A.S and A.E. programs. The program facilitates paid undergraduate research experiences with Gaston College faculty members and allows students to engage in research at UNCC, fostering research relationships with faculty mentors there. Additionally, students receive travel support and financial assistance to present their work at regional and national conferences across the United States.

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. 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.

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 who display financial need. 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:

Due to higher enrollment, the Division of Arts and Sciences needs more English and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the Greenhouse is in desperate need of repair as it is needed to be used for labs and resources.

Actions:

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A10400	P1042C
American Indian/Alaska Native	2	0
Asian	6	14
Black	60	35
Hawaiian Pacific	1	0
Hispanic	70	40
Non-U.S. Resident	10	1
Two or More Races	15	6
Unknown	134	280
White	272	236
Grand Total	570	612

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate in Science (10400)	391.20	412.80	385.22	386.66	331.97
College Transfer Pathway Leading to an Associate in Science (1042C)	109.59	250.44	336.02	264.47	265.16

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A10400 Associate in Science	A10400	22	24	75	121
P1042C Associate in Science Pathway	P1042C	0	0	0	0
Grand Total		22	24	75	121

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A10400 Associate in Science	A10400	112	97	130	121
P1042C Associate in Science Pathway	P1042C	0	0	0	0
Grand Total		112	97	130	121

Program Financial Viability

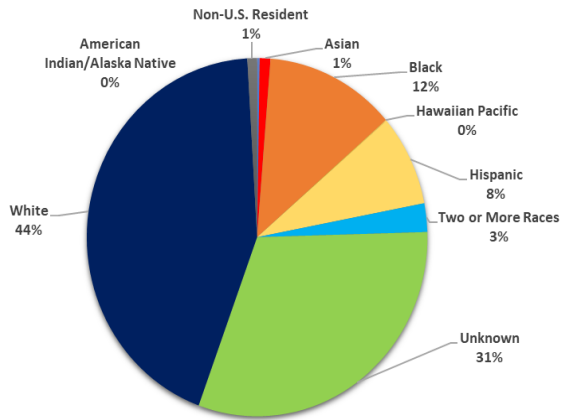
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A10400 Associate in Science	A10400	38%	54%	40%	67%
P1042C Associate in Science Pathway	P1042C	39%	74%	0%	DNA

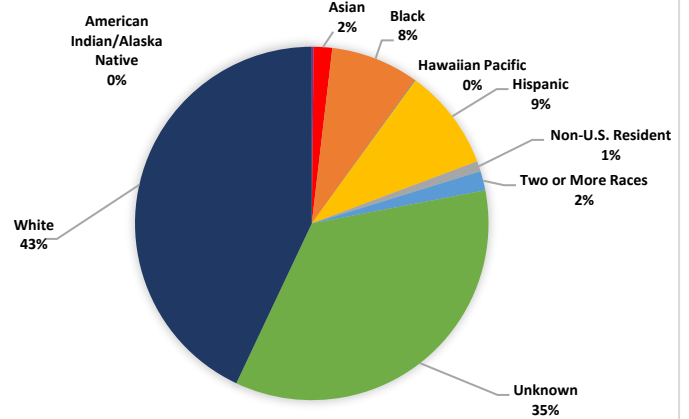
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



Program - Demographics

**A10400 & P1042C: Associate in Science Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



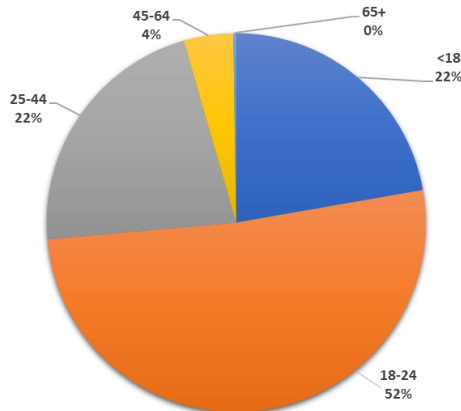
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



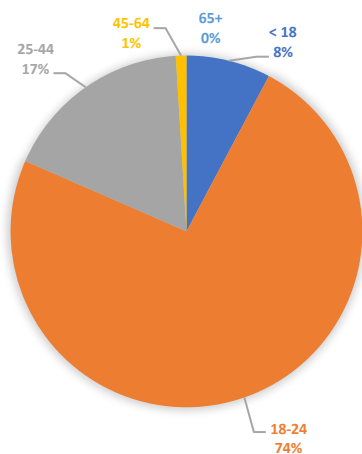
**A10400 & P1042C: Associate in Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A10400 & P1042C: Associate in Science Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The Associate of Science degree pathway is, by design, a transfer pathway that prepares students for transfer to a 4-year university to complete their four-year degree. While the degree pathway does not directly lead to a job upon graduation for most students, its primary goal is to provide access to higher educational opportunities. This degree pathway increases the numbers of students with access to quality education and opportunities to transfer to their preferred four-year transfer institution. This leads to better career opportunities and a stronger, more educated workforce upon completing their educational goals.</p> <p>The Associate of Science degree pathway prepares students to further their education for professional, scientific, & technical service jobs. These jobs are projected to be the second fastest growing industry with 18.4% growth in the next 10 years in the State of NC.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The Division of Arts and sciences are involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>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.</p> <p>College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrolment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several of the dual-enrollment degree programs, including but not limited to A.A. (P1012C), A.S. (P1042C), A.A.T.P (P1012T), A.S.S.T.P (P1042T).</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p>	<p>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.</p>

	Explanation
<p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Beginning this academic year, a committee is establishing the first full Honors Program within the Arts and Sciences. A committee is meeting bi-weekly to develop a novel, open-door Honors Program for students at Gaston College.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>All courses within the Associate of Science degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Foundation requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and corequisite courses as early in their academic program as possible.</p> <p>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.</p> <p>Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and</p>

	Explanation
	campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	See the attached curriculum map and program learning outcomes.
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data. Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Program Retention A10400</p> <ul style="list-style-type: none"> • Fall 2018 to Fall 2019 61% • Fall 2019 to Fall 2020 53% • Fall 2020 to Fall 2021 38% • Fall 2021 to Fall 2022 54% • Fall 2022 to Spring 2023 67% <p>There was an increase in retention of new students of 13 percentage points from the previous year. Data for this academic program review is from Fall 2022 to Spring 2023.</p> <p>Program Retention P1042C</p> <ul style="list-style-type: none"> • Fall 2018 to Fall 2019 52% • Fall 2019 to Fall 2020 26% • Fall 2020 to Fall 2021 39% • Fall 2021 to Fall 2022 74% • Fall 2022 to Spring 2023 - DNA <p>Data is not available for this review cycle for P1042C.</p> <p>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 grow significantly in the future. One suggestion for improvement in this area would be to market to students during their senior year about the benefits of staying at Gaston College to complete their A.S degree program before going on to the university. This marketing suggestion could be done through a partnership with GC Marketing, College Now, and the Division of Arts and Sciences.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p>	<p>Demographics A10400 during 2022-2023 Academic Year</p> <p>Percent Female 58% Percent Male 42% Percent White 43% Percent Non-White 57%</p>

	Explanation
<p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A10400 at other institutions in our neighboring counties.</p> <p>Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Associate in Science program at GC? Identify strategies for enrollment growth. (data was not provided on numbers of students enrolled in AS degree programs in other counties)</p>	<p>During the academic year 2022-2023, there were more female students in the A10400 programs than male, which was consistent with the College demographics. During the academic year 2022-2023, more non-white students were enrolled in the A.S. degree program.</p> <p>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 STEM programs. Traditionally there is gender disparity across STEM fields with more male students pursuing the degrees. s. With regard to faculty, 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.</p> <p>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 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.</p> <p>Cleveland CC had 210 (new recurring students for Spring 2023); however, 2 from Lincoln & 6 from Gaston students were <u>from our service area</u> have enrolled in the Associate in Science program at CVCC. $2 + 6 = 8$/Opportunity for program growth</p> <p>Catawba Valley CC had 254 (new and recurring students for Spring 2023); however, 22 from Lincoln & 3 from Gaston students were <u>from our service area</u> have enrolled in the Associate in Science program at CVCC. $22 + 3 = 25$/Opportunity for program growth</p> <p>Central Piedmont CC had 1,629 (new and recurring students Spring 2023); however, 8 from Lincoln & 22 from Gaston totaling 30 students from our service area. $8 + 22 = 30$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Associate in Science program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p>	<p>Course sequencing is a high priority within the Division. Collaboration with other division and programs occur 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.</p> <p>Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course</p>

	Explanation
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>fill rates are closely monitored during registration periods to maximize efficiencies in course offerings. Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.</p> <p>Currently, courses with low enrollments within A&S are:</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>While there are several classes that are low enrolled, most classes directly related to Science and Math have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. There does not appear to be a pattern in science and math courses with which modality is preferred. There are science and math courses with higher success rates online (e.g., BIO-168, BIO-112, BIO-110) but there are notable classes with higher success rates in the seated sections (e.g., CHM-130, BIO-169, PSY-150, CHM-152). The Division of Arts and Sciences has worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities such as QM and ACUE.</p> <p>The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:</p> <ul style="list-style-type: none"> - Tonia Broome (MAT-152) - Melanie Dekerlegand (ENG-111) - Michele Domenech (ENG-112) - Leslie Huss (MAT-171) - Dr. Lori Metcalf (PSY-150) - Ed Pardue (SOC-210) - Judith Porter (MUS-110)

	Explanation
	<ul style="list-style-type: none"> - Susan Whittemore (BIO-111) - Dr. Heather Woodson (EDU-243) - Chris Ziemba-Tolbert (ACA-122) <p>The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters</p> <ul style="list-style-type: none"> - Michele Domenech - Ed Pardue - Dr. Patricia Williams - Chris Ziemba-Tolbert <p>The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:</p> <ul style="list-style-type: none"> - Dr. Patricia Williams <p>The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:</p> <ul style="list-style-type: none"> - Marguerite Bishop (IYOC) - Brian Bookout (IYOC & APPQMR) - Tonia Broome (IYOC & APPQMR) - Penny Brower (IYOC & APPQMR) - Heather Bruch (IYOC) - Amy Chaney (IYOC & APPQMR) - Melanie Dekerlegand (IYOC & APPQMR) - Keith Denson (IYOC & APPQMR) - Gerri Dobbins (IYOC & APPQMR) - Michele Domenech (IYOC & APPQMR) - Hisayo Tokura-Gallo (IYOC & APPQMR) - Mary Gourley (IYOC & APPQMR) - Lori Hupp (DYOC & DTWYL) - Leslie Huss (IYOC & APPQMR) - Dr. Shannon Landrum (IYOC) - Dr. Lori Metcalf (IYOC & APPQMR) - Mary Morton (IYOC & APPQMR) - Ed Pardue (IYOC & APPQMR) - Judith Porter (IYOC) - Jeffery Pruett (IYOC) - Dr. Chris Thurley (IYOC & APPQMR) - Susan Whittemore (IYOC & APPQMR) - Dr. Patricia Williams (DYOC, IYOC & APPQMR) - Dr. Heather Woodson (IYOC) - Chris Ziemba-Tolbert (APPQMR) - Bianca Yavelak (IYOC) - Jodi Valencic-Zieverink (IYOC)
Evaluation:	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members along with

	Explanation
<p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p> <p>During the academic year 2022-2023 a pilot was conducted several departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. This required faculty to review each of their course evaluations and document scores on specific questions, discuss specific positive and negative comments from students, and to create a plan for change or improvement. The leadership team felt this was helpful and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences will be adopting this process for the 2023-2024 academic year.</p>

COMPLETION

	Explanation
<p>Student Achievement:</p> <p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>Courses with Low Success Rates (69% or below - 10% or more points below the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-152, MAT-172 • BIO-155, BIO-168, BIO-169 • PHY-151 (43%) • REL-110 (59%) • SOC-225 <p>Courses with High Withdrawal Rates (18% or above – 7% or more above the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-003, MAT-152, MAT-172, MAT-272 • BIO-155, BIO-161, BIO-168, BIO-169 • GEL-111 • PHY-151 • PSY-241 • REL-110 • SOC-225

	Explanation
	The college average success rate is 79%, several courses fall near or below this success rate. In addition, the college average withdrawal rate is 11% and several courses are near or above this rate. The division promotes the use of Watermark to send updates to students and faculty raise alerts to address student withdrawal and success issues. The Division of Arts and Sciences makes use of the system to catch students who are struggling as early as possible. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches.
<p>Graduation:</p> <p>How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>A10400</p> <p>Headcount – 570 Awards – 130 Awards at the Highest Level – 130 Awards to Headcount Ratio – 22.8%</p> <p>P1042C</p> <p>Headcount – 612 Awards – 0 Awards at the Highest Level – 0 Awards to Headcount Ratio – 0%</p> <p>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. Some strategies to encourage degree completion is a dedicated advising for Arts and Sciences so students can have one-on-one advising to help keep them on track within their pathway. In addition, the use of the Watermark student retention system is a tool the Division of Arts and Sciences encourages use of for faculty to ensure completion at the course level. This has led to retention of more student within the Arts and Science division.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer:</p> <p>Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. 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.</p> <p>Additionally, we have a Transfer Advisory Committee with membership from our Arts and Sciences Advising Center, A&S</p>

	Explanation
	<p>Dean's Office, Academic Affairs, and representatives from our top transfer institutions. This committee meets in the spring semester.</p> <p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>FTE Count A10400</p> <ul style="list-style-type: none"> • 2018-2019 - 391.2 • 2019-2020 - 412.8 • 2020-2021 - 385.22 • 2021-2022 - 386.66 • 2022-2023 - 331.97 <p>There was a decrease in FTE of 54.69 FTE from 2021-2022 to 2022-2023.</p> <p>FTE Count P1042C</p> <ul style="list-style-type: none"> • 2018-2019 - 109.59 • 2019-2020 - 250.4 • 2020-2021 - 336.02 • 2021-2022 - 264.47 • 2022-2023 - 265.16 <p>There was an increase in FTE of 0.69 from 2020-2021 to 2021-2022.</p> <p>The FTE was down for the A10400 program and slightly up for the P1042C program. However, the program remains in high demand, especially among the high school population.</p> <p>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.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<p>The Division of Arts and sciences are involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) have been</p>

	Explanation
	<p>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.</p> <p>College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several of the dual enrollment degree programs, including but not limited to A.A. (P1012C), A.S. (P1042C), A.A.T.P (P1012T), A.S.S.T.P (P1042T).</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community</p>

SECTION VI: ADDITIONAL INFORMATION

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

Program Review – A10500 Associate in Engineering

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Dr. Patricia Williams

Program Code(s)/Name(s):

- A10500 Associate in Engineering

SECTION I: 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? Include Personnel and Equipment Request

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 Engineering (AE) degree at Gaston College is to provide students with a transfer degree which allows for seamless entry to a senior institution engineering program. The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. Admission to Engineering programs is highly competitive and admission is not guaranteed.

The AE 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 2022-2023 program review cycle were addressed.

To meet the needs of Division, the following actions will be implemented during the 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as individualized support for faculty within their courses. In addition, faculty provided professional development opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

Work with Human resources to hire faculty in needed positions within Arts and Sciences.

In the previous year, 5 science faculty, 1 math faculty, and 1 communications faculty were hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

Investigate potential science friendly 2+2 to transfer institutions for Science Majors.

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Upon investigation, this goal was not viable for the current academic year as Arts and Sciences have limited AAS degrees in the sciences. This goal has been eliminated.

Design global activities into at least one science course to align with Gaston College Global Initiative of increasing cultural and global awareness in courses.

One course in the sciences was developed to align with the Gaston College Global Initiative to increase cultural and global awareness in courses at Gaston College. The success of this alignment will be leveraged during the next academic year with the science department's goal of globalizing at least 3 courses with UNC World View – Global Distinction.

Develop Strategies to retain existing faculty.

Over the past year, the faculty were provided an updated workload policy that allowed for greater flexibility in their campus schedules. Faculty can use a significant portion of their hours remotely. In addition, the Division of Arts and Sciences started providing special treats and events to show their appreciation for faculty in the division. At least 2 events are held to show faculty how much we appreciate their hard work. A divisional magazine was created that showcases all the great things faculty and staff in the division are doing to support students and the mission of Gaston College. These initiatives have been met with very positive responses and feedback. A faculty needs and assessment survey was distributed last year to better understand faculty and staff needs. These responses were used to make changes (including the restructuring of the division) based on review of the data provided by faculty.

Increase Diversity among Arts & Science Faculty

The division has made DEI a priority in the Arts and Sciences. Several initiatives have been adopted to help improve DEI in the division. Book clubs, professional development, and book clubs have been created to educate faculty and staff of DEI issues. One faculty member serves as an Equity Coach and will be developing trainings and support to improve DEI at the college. These initiatives are a start in the process of working toward increasing diversity within the division.

Increase Fall to Fall retention and degree completion within Arts and Sciences

Holistic student support is a goal of the Division of Arts and Sciences. The division works closely with the advising center in Arts and Sciences to ensure students are supported throughout their time as Gaston College. Students receive individualized advising that help promote student retention and degree completion. In addition, faculty and staff within the division work to track student progress early and often within their courses. Faculty and staff utilize Watermark to ensure students are on a path toward success.

Strengths:

The Associate of Engineering program remains an essential part of Gaston College academic programs, evident from the enrollment statistics. The courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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 (Grant Nos. 1355569, 1742128, 1833738) and a private donor to help alleviate the unmet financial needs of Gaston College students. Scholarships of up to \$10,000 per student per year are available to selected full-time Associate of Science and Associate of Engineering students who intend to transfer to a four-year university, major in STEM fields (Science, Technology, Engineering, or Math), and demonstrate academic merit. Transition scholarships of up to \$7,500 for at least the first year after transfer are also accessible to program participants, with the awarded amount determined based on federal financial need. In addition to receiving scholarship support for their unmet financial needs, SPARC Scholars are part of a closely-knit learning community with specially designed course schedules, enabling them to collaborate with fellow scholars and faculty members. SPARC Scholars also engage in undergraduate research experiences, extracurricular events, field trips, and benefit from mentorship provided by selected faculty members.

Another noteworthy STEM program is Bridges to Baccalaureate (B2B), a grant program supported by the National Institutes of Health. This collaborative initiative involves Gaston College, Rowan Cabarrus Community College, and the University of North Carolina at Charlotte, providing paid research opportunities to students in A.S and A.E. programs. The program facilitates paid undergraduate research experiences with Gaston College faculty members and allows students to engage in research at UNCC, fostering research relationships with faculty mentors there. Additionally, students receive travel support and financial assistance to present their work at regional and national conferences across the United States.

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. 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.

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:

Due to higher enrollment, the Division of Arts and Sciences needs more English and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab which is a hazard with storing chemicals and materials in the lab. In addition, the Greenhouse is in desperate need of repair as it is needed to be used for labs and resources. In addition, the division is committed to improving the student experience, retention, and degree completion through improving success rates in English and Math, improving online teaching and learning, creating an honors program, and increasing the promotion of transfer opportunities.

Actions:

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A10500
American Indian/Alaska Native	1
Asian	2
Black	7
Hispanic	14
Non-U.S. Resident	4
Two or More Races	1
Unknown	25
White	49
Grand Total	103

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate in Engineering (10500)	70.51	79.44	69.03	65.78	70.25
College Transfer Pathway Leading to an Associate in Engineering (1052C)	13.82	4.19	0.16	DNA	DNA

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
Associate in Engineering (A10500)	A10500	0	0	9	9
Grand Total		0	0	9	9

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
Associate in Engineering (A10500)	A10500	12	10	8	9

Program Financial Viability

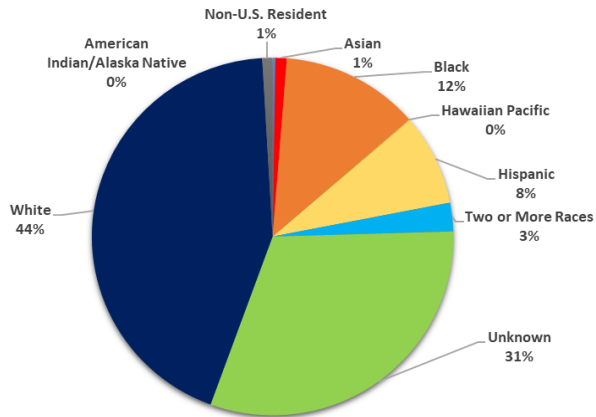
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
Associate in Engineering (A10500)	A10500	50%	78%	44%	78%

College Wide - Demographics

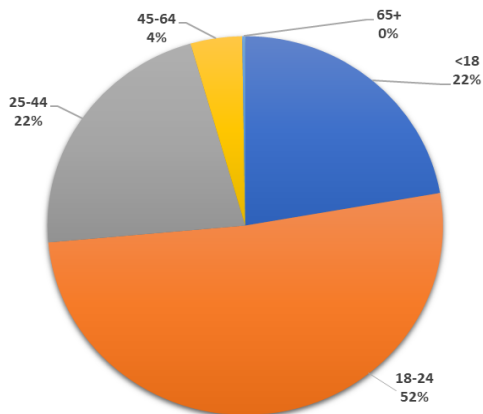
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

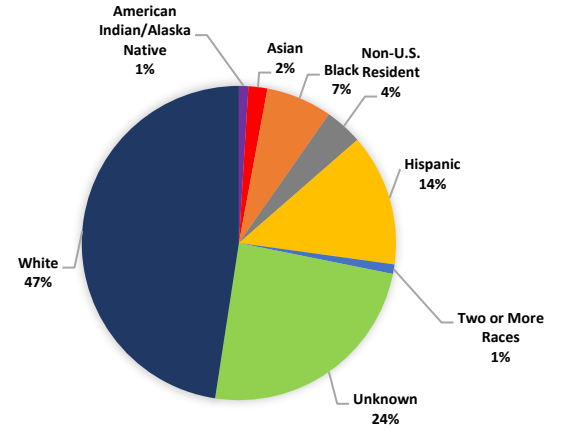


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

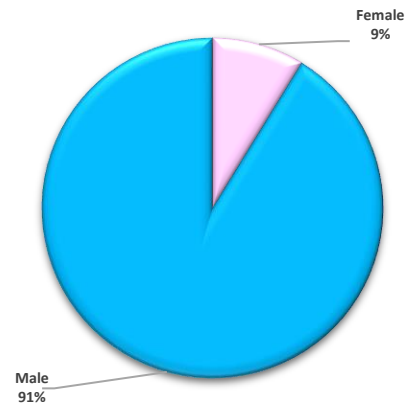


Program - Demographics

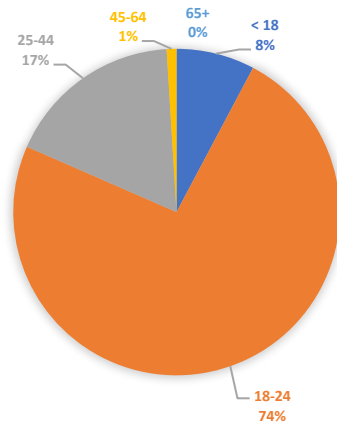
**A10500: Associate in Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A10500: Associate in Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A10500: Associate in Engineering Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce dLabor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The Associate of Engineering degree pathway is, by design, a transfer pathway that prepares students for transfer to a 4-year university to complete their four-year degree in an Engineering Physics Program. While the degree pathway does not directly lead to a job upon graduation for most students, its primary goal is to provide access to higher educational opportunities. This degree pathway increases the numbers of students with access to quality education and opportunities to transfer to their preferred four-year transfer institution. This leads to better career opportunities and a stronger, more educated workforce upon completing their educational goals.</p> <p>The Associate of Engineering degree pathway prepares students to further their education for professional, scientific, & technical service jobs. These jobs are projected to be the second fastest growing industry with 18.4% growth in the next 10 years in the State of NC.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The Division of Arts and Sciences are involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>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.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p> <p>The SPARC and B2B programs held an Engineering Panel on Oct. 19th 2022. A diverse panel of Engineers from the community were invited to speak with students about</p>

Explanation	
	<p>their careers in Engineering. About 50 students attended throughout the 2-hour session.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Beginning this academic year, a committee is establishing the first full Honors Program within the Arts and Sciences. A committee is meeting bi-weekly to develop a novel, open-door Honors Program for students at Gaston College.</p>

ENTRY

Explanation	
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>All courses within the Associate of Science degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Foundation requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and corequisite courses as early in their academic program as possible.</p> <p>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.</p> <p>Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.</p>

PROGRESS

Explanation	
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	<p>See the attached curriculum map and program learning outcomes.</p>
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Program Retention A10500</p> <ul style="list-style-type: none"> • Fall 2018 to Fall 2019 72% • Fall 2019 to Fall 2020 62% • Fall 2020 to Fall 2021 50% • Fall 2021 to Fall 2022 40% • Fall 2022 to Spring 2023 78% <p>There was an increase in retention of students retained of 38 percentage points from Fall 2020 - Fall 2021 to Spring 2023. Fall 2022 to Fall 2023 was not provided.</p> <p>Divisional administrators track individual course withdraw and success rates and create strategies to improve. One barrier to student progress is that some of the key courses required by the A.E. program (e.g. Calculus and Physics) have moderate to low success rates and moderate to high withdrawal rates due to the nature of</p>

	<p>the courses. This are high level math and science courses that are traditionally challenging for students.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A10500 at other institutions in our neighboring counties.</p>	<p>Demographics A10500 2022-2023 Academic Year Percent Female - 9% Percent Male - 91% Percent White - 47% Percent Non-White - 53%</p> <p>During the academic year 2022-2023, there were significantly more male students in the A10500 program than female. Over the last academic year, the percentage of female students decreased by 3 percentage points. In addition, there was an increase in non-white students over the previous academic year by 11%.</p> <p>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. Despite having a low female student representation in STEM, we have a high percentage of women faculty members teaching our math and science courses. Additionally, our science course 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.</p> <p>We provide holistic academic 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 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.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Course sequencing is a high priority within the Division. Collaboration with other division and programs occur 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.</p> <p>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. Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.</p>

	<p>Currently, courses with low enrollments within A&S are:</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>While there are several classes that are low enrolled, most classes directly related to Science and Math have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. There does not appear to be a pattern in science and math courses with which modality is preferred. There are science and math courses with higher success rates online (e.g., BIO-168, BIO-112, BIO-110) but there are notable classes with higher success rates in the seated sections (e.g., CHM-130, BIO-169, PSY-150, CHM-152).</p> <p>Many courses that are directly related to the A.E. degree pathway are only offered as seated sections (e.g., PHY-251, PHY-252, MAT-271, MAT-272) and there is not data relating to online or hybrid success rates. Information is not available on whether offering differing modalities in these courses would increase enrollment. However, it is important to note that these courses are extremely challenging for students and seated sections are usually the most preferred among Engineering students.</p> <p>The Division of Arts and Sciences has worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities such as QM and ACUE.</p> <p>The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:</p> <ul style="list-style-type: none"> - Tonia Broome (MAT-152) - Melanie Dekerlegand (ENG-111) - Michele Domenech (ENG-112) - Leslie Huss (MAT-171) - Dr. Lori Metcalf (PSY-150) - Ed Pardue (SOC-210) - Judith Porter (MUS-110)

	<ul style="list-style-type: none"> - Susan Whittlemore (BIO-111) - Dr. Heather Woodson (EDU-243) - Chris Ziemba-Tolbert (ACA-122) <p>The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters</p> <ul style="list-style-type: none"> - Michele Domenech - Ed Pardue - Dr. Patricia Williams - Chris Ziemba-Tolbert <p>The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:</p> <ul style="list-style-type: none"> - Dr. Patricia Williams <p>The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:</p> <ul style="list-style-type: none"> - Marguerite Bishop (IYOC) - Brian Bookout (IYOC & APPQMR) - Tonia Broome (IYOC & APPQMR) - Penny Brower (IYOC & APPQMR) - Heather Bruch (IYOC) - Amy Chaney (IYOC & APPQMR) - Melanie Dekerlegand (IYOC & APPQMR) - Keith Denson (IYOC & APPQMR) - Gerri Dobbins (IYOC & APPQMR) - Michele Domenech (IYOC & APPQMR) - Hisayo Tokura-Gallo (IYOC & APPQMR) - Mary Gourley (IYOC & APPQMR) - Lori Hupp (DYOC & DTWYL) - Leslie Huss (IYOC & APPQMR) - Dr. Shannon Landrum (IYOC) - Dr. Lori Metcalf (IYOC & APPQMR) - Mary Morton (IYOC & APPQMR) - Ed Pardue (IYOC & APPQMR) - Judith Porter (IYOC) - Jeffery Pruett (IYOC) - Dr. Chris Thurley (IYOC & APPQMR) - Susan Whittlemore (IYOC & APPQMR) - Dr. Patricia Williams (DYOC, IYOC & APPQMR) - Dr. Heather Woodson (IYOC) - Chris Ziemba-Tolbert (APPQMR) - Bianca Yavelak (IYOC) - Jodi Valencic-Zieverink (IYOC)
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p>	<p>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</p>

<p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p> <p>During the academic year 2022-2023 a pilot was conducted several departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. This required faculty to review each of their course evaluations and document scores on specific questions, discuss specific positive and negative comments from students, and to create a plan for change or improvement. The leadership team felt this was helpful and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences will be adopting this process for the 2023-2024 academic year.</p>
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COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. • PHY-152 (4 students in one section) • EGR-220 (7 students in one section) <p>Courses with Low Success Rates (69% or below - 10% or more points below the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-152, MAT-172 • BIO-155, BIO-168, BIO-169 • PHY-151 (43%) • REL-110 (59%) • SOC-225 <p>Courses with High Withdrawal Rates (18% or above – 7% or more above the college average)</p> <ul style="list-style-type: none"> • COM-110, COM-231 • ENG-002, ENG-011 • MAT-003, MAT-152, MAT-172, MAT-272 • BIO-155, BIO-161, BIO-168, BIO-169 • GEL-111 • PHY-151 • PSY-241 • REL-110 • SOC-225

Explanation	
	<p>The college average success rate is 79%, several courses fall near or below this success rate. In addition, the college average withdrawal rate 11% and several courses are near or above this rate. The division promotes the use of Watermark to send updates to students and faculty raise alerts to address student withdraw and success issues. The Division of Arts and Sciences makes use of the system to catch students who are struggling as early as possible. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In house divisional training is offered throughout the year to help faculty improve their instructional design approaches.</p>
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>A10500 Headcount – 103 Awards – 9 Awards at the Highest Level – 9 Awards to Headcount Ratio – 8.7%</p> <p>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. Some strategies to encourage degree completion is a dedicated advising for Arts and Sciences so students can have one-on-one advising to help keep them on track within their pathway. In addition, the use of the Watermark student retention system is a tool the Division of Arts and Sciences encourages use of for faculty to ensure completion at the course level. This has led to retention of more student withing the Arts and Science division</p>

TRANSITION

Explanation	
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Transfer Performance, as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. 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.</p> <p>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.</p> <p>Students have the benefit of one-on-one advising in the Arts and Sciences Advising Center. Transfer advisors assist students in</p>

Explanation	
	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.

SECTION IV: PROGRAM FINANCIAL VIABILITY

Explanation	
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>FTE Count A10500</p> <ul style="list-style-type: none"> • 2018-2019 - 70.51 • 2019-2020 - 79.44 • 2020-2021 - 69.03 • 2021-2022 - 65.78 • 2022-2023 - 70.25 <p>There was an increase in FTE of 4.47 FTE from 2021-2022 to 2022-2023.</p> <p>The A10500 program demand continues to be stable. The data indicates that post-COVID recovery of enrollment in this degree pathway. However, many students in the program are not ready for the entry level math requirement. This can be a challenge keeping students in the program. Another factor about enrollment is that there are many students enrolled simultaneously in both the Associate in Engineering and Associate in Science degree plans and students will seek to graduate as soon as they fulfilled one of the two. A.S. does not require as much or as high of a level of math and science, and therefore the students who enroll in the program end up graduating with an A.S. instead of A.E.</p> <p>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.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

Explanation	
What partnerships and/or community outreach activities are related to the program?	<p>The Division of Arts and sciences are involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>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.</p>

Explanation	
	<p>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.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>

SECTION VI: ADDITIONAL INFORMATION

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

**Program Review – A1010T Associate in Arts in Teacher Preparation
Program Review – A1040T Associate in Science in Teacher Preparation**

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Associate Dean: Christine Ziemba-Tolbert

Program Code(s)/Name(s):

- **A1010T Associate in Arts Teacher Preparation**
- **P1012T Associate in Arts Teacher Preparation Pathway**
- **A1040T Associate in Science Teacher Preparation**
- **P1042T Associate in Science Teacher Preparation Pathway**

SECTION I: 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? Include Personnel and Equipment Request

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 and Science in Teacher Preparation (AATP/ASTP) degree at Gaston College is to provide students interested in continuing their education to complete a bachelor's degree to become a teacher at any of the 15 University of North Carolina (UNC) system four-year institutions and 23 North Carolina Independent Colleges and Universities (NCICU). The Associate in Arts Teacher Preparation (AATP) degree program is for students interested in teaching non-science and math-related curriculum. The Associate in Science Teacher Preparation (ASTP) degree program is for students interested in teaching science and math-related curriculum.

Admission to College of Education programs is competitive and admission is not guaranteed. To be eligible for the transfer of credits under the AATP/ASTP Uniform Articulation Agreements, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale.

The AATP/ASTP degree is 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, students have the opportunity to achieve competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Arts and Sciences Division Office (Dean and Associate Deans) serve as the primary program review team for this degree program. This group meets weekly depending upon the current needs and activities of the division. 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 2022-2023 academic year:

Implement strategies to improve online learning and teaching within Arts and Sciences.

The Division of Arts and Sciences made online teaching and learning a priority throughout the academic year. The division completed an audit of 100% of full-time faculty to establish a baseline of instruction to help determine areas of strength as well as areas for improvement. In addition, a faculty needs assessment survey was sent to faculty in the Arts and Sciences to gather faculty perspectives on their professional development needs within the division. Faculty indicated a need for more professional development relating to RSI, instructional design, DEI, and content-specific training. In addition, the audit analysis indicated faculty need support in RSI within their courses. Several professional development opportunities were offered to faculty within the Division of Arts and Sciences, as well as individualized support for faculty within their courses. In addition, faculty provided professional development opportunities through Gaston College (e.g., Professional Development Day, Quality Matters, ACUE, MOE Certification).

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Work with Human resources to hire faculty in needed positions within Arts and Sciences.

Five science faculty, 1 math faculty, and 1 communications faculty were hired in the academic year 2022-2023. In addition, 2 meetings were held with Human Resources to discuss making hiring and onboarding more timely and more efficient. Several human resource forms were digitized for greater efficiency in reporting and submitting files and documentation.

Develop Strategies to retain existing faculty.

Over the past year, the faculty were provided an updated workload policy that allowed for greater flexibility in their campus schedules. Faculty can use a significant portion of their hours remotely. In addition, the Division of Arts and Sciences started providing special treats and events to show their appreciation for faculty in the division. At least 2 events are held to show faculty how much we appreciate their hard work. A divisional magazine was created that showcases all the great things faculty and staff in the division are doing to support students and the mission of Gaston College. These initiatives have been met with very positive responses and feedback. A faculty needs and assessment survey was distributed last year to better understand faculty and staff needs. These responses were used to make changes (including the restructuring of the division) based on review of the data provided by faculty.

Increase Diversity among Arts & Science Faculty

The division has made DEI a priority in the Arts and Sciences. Several initiatives have been adopted to help improve DEI in the division. Book clubs, professional development, and workshops have been created to educate faculty and staff about DEI issues. One faculty member serves as an Equity Coach and will be developing trainings and support to improve DEI at the college. These initiatives are a start in the process of working toward increasing diversity within the division.

Increase Fall to Fall retention and degree completion within Arts and Sciences

Holistic student support is a goal of the Division of Arts and Sciences. The division works closely with the advising center in Arts and Sciences to ensure students are supported throughout their time at Gaston College. Students receive individualized advising that helps promote student retention and degree completion. In addition, faculty and staff within the division work to track student progress early and often within their courses. Faculty and staff utilize Watermark to ensure students are on a path toward success. Faculty and staff also use Watermark to reduce the number of No-Shows within their courses. Retaining more students helps increase Fall to Fall retention and degree completion.

Strengths:

The Associate of Arts/Science in Teacher Preparation program remains an essential part of Gaston College academic programs as it provides a pipeline for future educators to earn their teaching degree and credentials. There is currently a county, state, and nationwide teacher shortage. The courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules, created Hy-Flex course offerings, and have added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of student. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location.

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental Education), Gaston College Study Abroad, 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).

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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. 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.

Recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) is needed. TAG programs offer transfer students guaranteed admission to university partners. Divisional leaders will focus on marketing efforts for these important agreements.

Needs:

Due to higher enrollment and faculty resignations, the Division of Arts and Sciences needs more English, Communications, and Mathematics faculty. Rauch Science Building is in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse is in desperate need of repair as it is needed to be used for labs and resources.

Actions:

- Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
- Implement strategies to improve online learning and teaching.
- Develop, implement, and promote the Gaston College Honors Program.
- Promote transfer opportunities and success strategies for students to continue their education by obtaining a bachelor's degree upon completing their associate degree.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A1010T	P1012T	A1040T	P1042T
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black	5	1	0	0
Hispanic	9	1	2	0
Non-U.S. Resident	0	0	0	0
Two or More Races	1	0	0	0
Unknown	7	11	0	0
White	52	4	2	1
Grand Total	74	17	4	1

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Teacher Preparation (1010T)	DNA	DNA	DNA	14.69	42.22
College Transfer Pathway Leading to an Associate in Arts in Teacher Preparation (1012T)	DNA	DNA	DNA	0.75	6.09
Teacher Preparation (1040T)	DNA	DNA	DNA	DNA	2.44
College Transfer Pathway Leading to an Associate in Science in Teacher Preparation (1042T)	DNA	DNA	DNA	0.44	0.25

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A1010T Associate in Arts Teacher Preparation	A1010T	0	5	3	8
P1012T Associate in Arts Teacher Preparation Pathway	P1012T	0	0	0	0
A1040T Associate in Science Teacher Preparation	A1040T	0	0	0	0
P1042T Associate in Science Teacher Preparation Pathway	P1042T	0	0	0	0
Grand Total		0	5	3	8

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A1010T Associate in Arts Teacher Preparation	A1010T	0	0	0	8
P1012T Associate in Arts Teacher Preparation Pathway	P1012T	0	0	0	0
A1040T Associate in Science Teacher Preparation	A1040T	0	0	0	0
P1042T Associate in Science Teacher Preparation Pathway	P1042T	0	0	0	0
Grand Total		0	0	0	8

Program Financial Viability

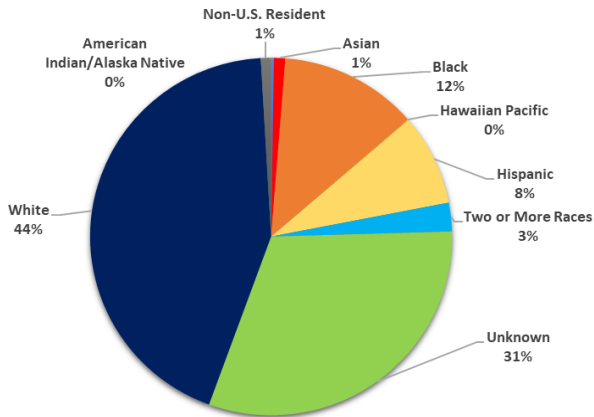
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	\$5,496,251.66	2414.2	\$9,616,814.66	\$4,120,563.00	2430.7	\$9,596,802.90	\$4,100,551.24

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A1010T Associate in Arts Teacher Preparation	A1010T	0%	80%	50%	64%
P1012T Associate in Arts Teacher Preparation Pathway	P1012T	0%	100%	DNA	DNA
A1040T Associate in Science Teacher Preparation	A1040T	DNA	DNA	DNA	DNA
P1042T Associate in Science Teacher Preparation Pathway	P1042T	0%	100%	DNA	DNA

College Wide - Demographics

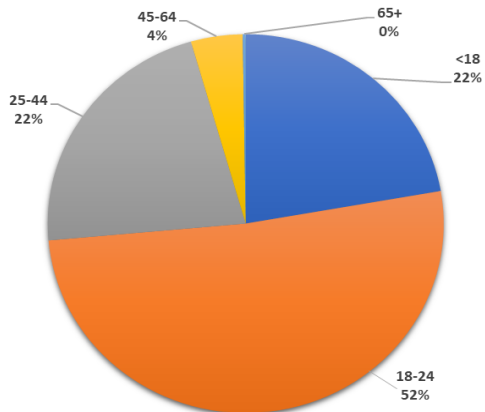
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

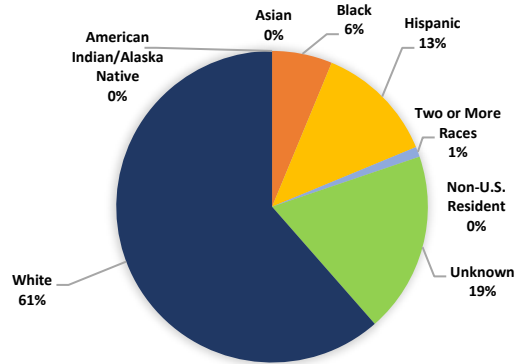


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A1010T & A1042T – Demographic Aggregate Data

A1010T/A1042T: Associate in Teacher Prep
Unduplicated Enrollment
Academic Year 2022-2023 - by Race



34%

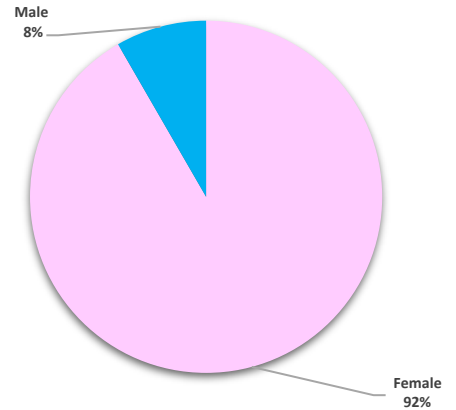
3%

65+

0%

U
n

A1010T-A1040T: Associate in Teacher Prep
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



O

A1010T-A1040T: Associate in Teacher Prep
Unduplicated Enrollment
Academic Year 2022-2023 - by Age

65+

Gender Data broken out by Program and Pathway. For the 96 students enrolled in 2022-2023, below is the percentage (%) for each program code.

Program Titles	A1010T	P1012T	A1040T	P1042T	Total
Female	80%	17%	3%	0%	100%
Male	50%	25%	13%	12%	100%

Age Data broken out by Program and Pathway. For the 96 students enrolled in 2022-2023, below is the percentage (%) for each program code.

Program Titles	A1010T	P1012T	A1040T	P1042T	Total
Under 18 years-old	0%	100%	0%	0%	100%
18-24 years-old	81%	14%	3%	2%	100%
25-44 years-old	96%	0%	4%	0%	100%
45-64 years-old	100%	0%	0%	0%	100%
65 years old or older	50%	0%	50%	0%	100%

SECTION III: CONNECTION

Explanation	
<p>How valuable is this program to the community?</p> <p><i>Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports:</i></p> <ul style="list-style-type: none"> • https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 • https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272 	<p>The A1010T/A1040T are highly valuable to the community as there is currently a county, state, and nationwide shortage of teachers. In Lincoln and Gaston Counties, the local K-12 School Systems are continually one of the top three employers in the county, as is the public-school systems in almost every county in North Carolina. Currently, in North Carolina the overall star rate (low 1 – 5 high) education positions that require at least a bachelor’s degree are averaging a 3 (moderate) with some areas indicating a 4-star average.</p>
Community:	
<p>How does this program lead to employment opportunities in the local community or prosperity zone?</p>	<p>The Division of Arts and Science is involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local</p>

Explanation	
<p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>partnerships with our area high schools through College Now.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from our senior institutions for transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions in the 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.</p> <p>College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual-enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to A.A. (P1012C), A.S. (P1042C), A.A.T.P (P1012T), A.S.S.T.P (P1042T).</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, judging area art show competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>
Uniqueness:	
<p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the department's promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Explanation	
	<p>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.</p> <p>Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and must complete 30 hours of intercultural experiences. The 30 hours of intercultural experiences is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC Chapel Hill.</p> <p>Beginning this academic year, a committee is establishing the first full Honors Program within the Arts and Sciences. A committee is meeting bi-weekly to develop a novel, open-door Honors Program for students at Gaston College.</p>

ENTRY

Explanation	
<p>Enrollment Goals</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to</p>	<p>All courses within the Associate in Arts/Science in Teacher Preparation degree pathways are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. Foundation requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take ACA 122, Math, and English (including prerequisite and corequisite courses as early in their academic program as possible, preferably within their first 30 credit hours.</p>

Explanation	
<p>improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>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.</p> <p>Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created HyFlex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.</p>

PROGRESS

	Explanation
SLOs and Curriculum Map:	See provided Curriculum Map
Attach curriculum map and analysis of program learning outcomes.	Please see the attached curriculum map and analysis of learning outcomes documents.
Retention and Progression:	
<p>How does program retention compare to the retention goal?</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Program Retention A1010T</p> <ul style="list-style-type: none"> • Fall 2019 to Fall 2020 = n/a <ul style="list-style-type: none"> ○ Fall 2021 to Spring 2021 = 80% • Fall 2021 to Fall 2022 = 50% <ul style="list-style-type: none"> ○ Fall 2022 to Spring 2023 64% <p>The first retention rate for the A1010T program for Fall to Fall is 50%, in looking at the Fall to Spring retention rates those are higher percentage that the Fall-to-Fall rates.</p> <p>Program Retention P1012T</p> <ul style="list-style-type: none"> • Fall 2019 to Fall 2020 = n/a <ul style="list-style-type: none"> ○ Fall 2021 to Spring 2021 = 100% • Fall 2021 to Fall 2022 = DNA <ul style="list-style-type: none"> ○ Fall 2022 to Spring 2023 = DNA <p>There is only 1 retention rate to review for the P1012T (College Now Pathway) and that is for the Fall 2021 – Spring 2021 and it is 100%.</p> <p>Program Retention A1040T</p> <ul style="list-style-type: none"> • Fall 2019 to Fall 2020 = n/a <ul style="list-style-type: none"> ○ Fall 2021 to Spring 2021 = n/a • Fall 2021 to Fall 2022 = n/a <ul style="list-style-type: none"> ○ Fall 2022 to Spring 2023 = n/a

Explanation

Currently, there is no retention data available for A1040T as there are not any students enrolled in the program.

Program Retention P1042T

- Fall 2019 to Fall 2020 = n/a
 - Fall 2021 to Spring 2021 = 100%
- Fall 2021 to Fall 2022 = DNA
 - Fall 2022 to Spring 2023 = DNA

There is only 1 retention rate to review for the P1042T (College Now Pathway) and that is for the Fall 2021 – Spring 2021 and it is 100%.

In reviewing the data for our P1012T/P1042T pathways, no barrier appears to exist as there is 100% retention from the Fall to Spring term. Further data from future terms is needed to review all AATP/ASTP programs and pathways to make a better determination for any barriers.

However, these pathways are 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 the Fall-to-Fall retention rate to be at the same rate in the future. One suggestion for improvement in this area would be to market to students during their senior year the benefits of staying at Gaston College to complete their AATP/ASTP degree program before going on to university. This marketing suggestion could be launched through a partnership with GC Marketing, College Now, and the Division of Arts and Sciences.

Demographics:

Share the strategies that are utilized to support underserved populations and non-traditional enrollments.

(Consider program demographic data compared to college wide demographic data.)

Demographics (data for all 96 students in A1010T/P1012T/A1040T/P1042T programs)

	Program	College-Wide
Female	92%	64%
Male	8%	36%
White	61.5%	44%
Non-White	38.5%	56%

According to the program data, a lower percentage of Non-White (African American/Black, Hispanic) and male students are enrolled in the program than when compared to the percentages of each shared in the college wide demographic data. There is a higher percentage of White and Females enrolled in this program when compared to the college wide data.

The strategies that are utilized to support underserved populations and non-traditional enrollments are that we continue to strive to serve broader demographics, including minorities, low-income

Explanation

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 Transfer Advising Center.

Strategies that are focused on enrollment in our curriculum courses are continual assessment and monitoring of courses and class enrollments during registration periods. We strive to offer as many sections in a variety of delivery methods (traditional in-person, web-blended, and online) and times that our students need. We have started to offer HyFlex courses that allow further flexibility for students in attending class.

Associate in Arts (including A1010T/P1012T)

Cleveland CC had **851** (new recurring students for Spring 2023); however, **8** from Lincoln & **28** from Gaston students were from our service area have enrolled in the Associate in Arts program at CVCC. $8 + 28 = 36$ /Opportunity for program growth

Catawba Valley CC had **1,793** (new and recurring students for Spring 2023); however, **50** from Lincoln & **2** from Gaston students were from our service area have enrolled in the Associate in Arts program at CVCC. $50 + 2 = 52$ /Opportunity for program growth

Central Piedmont CC had **6,336** (new and recurring students Spring 2023); however, **37** from Lincoln & **102** from Gaston totaling **139** students from our service area. $37 + 102 = 139$ /Opportunity for program growth

Associate in Science (including A1040T/P1042T)

Cleveland CC had **210** (new recurring students for Spring 2023); however, **2** from Lincoln & **6** from Gaston students were from our service area have enrolled in the Associate in Science program at CVCC. $2 + 6 = 8$ /Opportunity for program growth

Catawba Valley CC had **254** (new and recurring students for Spring 2023); however, **22** from Lincoln & **3** from Gaston students were from our service area have enrolled in the Associate in Science program at CVCC. $22 + 3 = 25$ /Opportunity for program growth

Central Piedmont CC had **1,629** (new and recurring students Spring 2023); however, **8** from Lincoln & **22** from Gaston totaling **30**

Explanation	
	<p>students from our service area. $8 + 22 = 30$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Associate Arts/Science in Teacher Prep programs to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
Course Sequence/Success:	
<p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p>	<p>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.</p> <p>Currently, there is not a course sequence of which classes to take during which term is available for students for this program. During meetings with their Academic Advisor, students are guided on the sequencing of courses that are needed. Students are encouraged to complete ACA 122, English and Math requirements within their first 30 credit hours.</p>
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes, the courses being offered for the program meet the enrollment needs. Students are able to select any course to complete, as long as they meet the pre-requisite requirements.</p> <p>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.</p> <p>Currently, courses with low enrollments within A&S that relate to the A1010T/A1040T program:</p> <ul style="list-style-type: none"> • PHY-152 (4 students in one section) <p>While there are several classes in the A&S Division that have low enrollment, most classes have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p>
Modality:	
<p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>All learning modalities (traditional, web-blended, hybrid, and online) exist in A1010T/A1040T/P1012T/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.</p>

Explanation

The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:

- Tonia Broome (MAT-152)
- Melanie Dekerlegand (ENG-111)
- Michele Domenech (ENG-112)
- Leslie Huss (MAT-171)
- Dr. Lori Metcalf (PSY-150)
- Ed Pardue (SOC-210)
- Judith Porter (MUS-110)
- Susan Whittemore (BIO-111)
- Dr. Heather Woodson (EDU-243)
- Chris Ziemba-Tolbert (ACA-122)

The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters

- Michele Domenech
- Ed Pardue
- Dr. Patricia Williams
- Chris Ziemba-Tolbert

The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:

- Dr. Patricia Williams

The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:

- Marguerite Bishop (IYOC)
- Brian Bookout (IYOC & APPQMR)
- Tonia Broome (IYOC & APPQMR)
- Penny Brower (IYOC & APPQMR)
- Heather Bruch (IYOC)
- Amy Chaney (IYOC & APPQMR)
- Melanie Dekerlegand (IYOC & APPQMR)
- Keith Denson (IYOC & APPQMR)
- Gerri Dobbins (IYOC & APPQMR)
- Michele Domenech (IYOC & APPQMR)
- Hisayo Tokura-Gallo (IYOC & APPQMR)
- Mary Gourley (IYOC & APPQMR)
- Lori Hupp (DYOC & DTWYL)
- Leslie Huss (IYOC & APPQMR)
- Dr. Shannon Landrum (IYOC)
- Dr. Lori Metcalf (IYOC & APPQMR)
- Mary Morton (IYOC & APPQMR)
- Ed Pardue (IYOC & APPQMR)
- Judith Porter (IYOC)
- Jeffery Pruett (IYOC)
- Dr. Chris Thurley (IYOC & APPQMR)
- Susan Whittemore (IYOC & APPQMR)
- Dr. Patricia Williams (DYOC, IYOC & APPQMR)
- Dr. Heather Woodson (IYOC)
- Bianca Yavelak (IYOC)

Explanation	
	<ul style="list-style-type: none"> Chris Ziemba-Tolbert (APPQMR) Jodi Valencic-Zieverink (IYOC)
Evaluation:	
<p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>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.</p> <p>During the academic year 2022-2023 a pilot was conducted several departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. This required faculty to review each of their course evaluations and document scores on specific questions, discuss specific positive and negative comments from students, and to create a plan for change or improvement. The leadership team felt this was helpful and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences will be adopting this process for the 2023-2024 academic year.</p>

COMPLETION

Explanation	
Student Achievement:	
<p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Currently, courses with low enrollments within A&S are:</p> <ul style="list-style-type: none"> Several ART courses (ART-171, 214, 240, 265, 275, 283) all have less than 10 students. PHY-152 (4 students in one section) EGR-220 (7 students in one section) <p>While there are several classes that have low enrollment, most classes have more than 10 students enrolled per section. The courses with low enrollment are managed well by providing only one section of that course.</p> <p>Courses with Low Success Rates (69% or below - 10% or more points below the college average)</p> <ul style="list-style-type: none"> COM-231 ENG-002, ENG-011 MAT-152, MAT-172 REL-110 SOC-225 <p>Courses with High Withdrawal Rates (18% or above – 7% or more above the college average)</p> <ul style="list-style-type: none"> COM-231 ENG-002, ENG-011 MAT-003, MAT-152, MAT-172, MAT 272

Explanation

- PHY 151
- PSY-241
- REL-110
- SOC-225

The college average success rate is 79%, and several courses fall near or below this success rate. In addition, the college average withdrawal rate is 11%, and several courses are near or above this rate. The division promotes the use of Watermark to send updates to students, and faculty raise alerts to address student withdrawal and success issues. The Division of Arts and Sciences makes use of the system to catch students who are struggling as early as possible. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches.

Graduation:

How does the actual awards/headcount percentage compare to the **awards/headcount goal**?

Identify any known barriers to timely student completion and how they can be addressed.

What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?

A1010T/A1040T/P1012T/P1042T Headcount
 Overall Headcount = 96
 Awards = 8
 Awards to Headcount Percentage = 8.3%

	A1010T	A1040T	P1012T	P1042T
Headcount	74	4	17	1
Award	8	0	0	0
Awards to Headcount Percentage	10.8%	0%	0%	0%

The A1010T/A1040T/P1012T/P1042T programs are still in the early years of enrollment. The 8 students that did enroll and graduate are a success as there had not been any graduates from the program the prior year. How students may be enrolled (full-time/part-time) impacts their time to degree completion and even if it is in their best interest to complete their degree prior to transferring to a four-year institution. Continuing to review the data is needed over the next several years is needed to review the awards/degree obtained by the students enrolled in the program.

It is important to note that the P1012T/P1042T programs are for high school students and those students may choose or may not be able to complete the program while enrolled in high school before they graduate from high school.

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 or seek admission to

Explanation	
	another program before fulfilling degree requirements.

TRANSITION

Explanation	
Job Placement/Transfer:	
Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	<p>The NCCCS Transfer Performance Measures and UNC System Transfer Data Dashboard do not provide any data, yet, for these programs as they are in the early stages of enrollment and transfer. However, job placement and need is high for educators in Gaston and Lincoln counties, the state of North Carolina, and US.</p> <p>Transfer Performance (All A&S programs), as provided by the NCCCS performance measures, has been consistent for Gaston College, 2018 – 85.2%, 2019 - 82%, 2020 – 85.6%, 2021 – 82.7%, and 2022 – 86.8%. 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.</p> <p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

Explanation						
How financially viable is the program? (Consider FTE data and program financial viability data)	FTE Count					
		18-19	19-20	20-21	21-22	22-23
	A1010T	n/a	n/a	n/a	14.69	42.22
	A1040T	n/a	n/a	n/a	n/a	2.44
	A1012T	n/a	n/a	n/a	.75	6.09
	A1042T	n/a	n/a	n/a	.44	.25
	There was an increase in FTEs for all areas from 2021-2022 to 2022-2023, except A1042T. This decrease for the A1042T could have been due to the course and number of credit hours the student was enrolled in.					

Explanation	
	<p>The program remains demand for students, as a necessary program for initial enrollment at the college as the student prepares for admission to their teacher education program at the four-year institution.</p> <p>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.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

Explanation	
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with our public and private universities across North Carolina as well as local partnerships with our area high schools through College Now.</p> <p>An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission programs 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.</p> <p>Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and must complete 30 hours of intercultural experience. The 30 hours of intercultural experiences are usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2022-2023, the Gaston College Study Abroad program traveled to Ireland and Germany. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC Chapel Hill.</p> <p>In addition, the Division of Arts in Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc). Each of these outreach events helps establish and build strong relationships with the area community.</p>

SECTION VI: ADDITIONAL INFORMATION

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

College Transfer Program Course Information and Grades Distribution by Course and Delivery Method

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
ACA	1174	34	34.5	73.4	\$275,983.19
ACA-122	1174	34	34.5	73.4	\$ 275,983.19
Arts and Communications	2907	81	35.88	272.6	\$1,025,063.63
ART-111	1143	33	34.6	107.2	\$ 403,043.59
ART-114	146	3	48.7	13.7	\$ 51,482.38
ART-115	133	3	44.3	12.5	\$ 46,898.34
COM-120	250	5	50.0	23.4	\$ 88,154.77
COM-231	153	7	21.9	14.3	\$ 53,950.72
MUS-110	563	17	33.1	52.8	\$ 198,524.53
MUS-112	100	3	33.3	9.4	\$ 35,261.91
SPA-111	243	6	40.5	22.8	\$ 85,686.43
SPA-112	176	4	44.0	16.5	\$ 62,060.96
English	3450	152	22.7	335.8	\$1,262,728.87
ENG-002	131	9	14.6	24.6	\$ 92,386.19
ENG-011	270	17	15.9	25.3	\$ 95,207.15
ENG-111	1527	63	24.2	143.2	\$ 538,449.31
ENG-112	1154	49	23.6	108.2	\$ 406,922.40
ENG-231	140	5	28.0	13.1	\$ 49,366.67
ENG-232	45	3	15.0	4.2	\$ 15,867.86
ENG-241	133	3	44.3	12.5	\$ 46,898.34
ENG-242	50	3	16.7	4.7	\$ 17,630.95
Math	2006	74	27.1	316.2	\$1,367,250.88
MAT-003	222	14	15.9	41.6	\$ 180,047.27
MAT-071	54	5	10.8	6.8	\$ 29,196.86
MAT-143	71	3	23.7	8.9	\$ 38,388.46

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
MAT-152	412	12	34.3	64.4	\$ 278,451.49
MAT-171	816	24	34.0	127.5	\$ 551,496.15
MAT-172	243	8	30.4	38.0	\$ 164,232.31
MAT-263	49	1	49.0	7.7	\$ 33,116.80
MAT-271	71	3	23.7	11.1	\$ 47,985.57
MAT-272	38	2	19.0	5.9	\$ 25,682.42
MAT-273	18	1	18.0	2.8	\$ 12,165.36
MAT-285	12	1	12.0	1.5	\$ 6,488.19
Science	1605	56	28.66	292.1	\$1,242,323.85
BIO-110	211	7	30.1	39.6	\$ 171,126.01
BIO-111	558	20	27.9	104.6	\$ 452,551.25
BIO-112	231	9	25.7	43.3	\$ 187,346.49
CHM-151	210	7	30.0	39.4	\$ 170,314.99
CHM-152	71	4	17.8	13.3	\$ 57,582.69
GEL-111	238	4	59.5	37.2	\$ 139,872.23
PHY-151	42	2	21.0	6.6	\$ 28,385.83
PHY-152	4	1	4.0	0.6	\$ 2,703.41
PHY-251	22	1	22.0	4.1	\$ 17,842.52
PHY-252	18	1	18.0	3.4	\$ 14,598.43
Soc/Bev Science	4977	137	36.33	466.6	\$1,754,985.07
HIS-111	312	12	26.0	29.3	\$ 110,017.15
HIS-112	159	4	39.8	14.9	\$ 56,066.43
HIS-131	275	8	34.4	25.8	\$ 96,970.24
HIS-132	185	6	30.8	17.3	\$ 65,234.53
HUM-120	81	2	40.5	7.6	\$ 28,562.14
PHI-215	29	2	14.5	2.7	\$ 10,225.95
PHI-240	337	10	33.7	31.6	\$ 118,832.62

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
POL-120	160	5	32.0	15.0	\$ 56,419.05
PSY-150	1580	41	38.5	148.1	\$ 557,138.12
PSY-237	74	2	37.0	6.9	\$ 26,093.81
PSY-241	280	11	25.5	26.3	\$ 98,733.34
PSY-281	149	4	37.3	14.0	\$ 52,540.24
REL-110	106	2	53.0	9.9	\$ 37,377.62
SOC-210	994	23	43.2	93.2	\$ 350,503.35
SOC-220	159	3	53.0	14.9	\$ 56,066.43
SOC-225	97	2	48.5	9.1	\$ 34,204.05
Education	142	5	28.4	17.1	\$63,824.04
EDU 187	20	1	20	3.8	\$14,104.76
EDU 216	86	2	43	8.1	\$30,325.24
EDU 279	19	1	19	3.6	\$13,399.52
EDU 250	17	1	17	1.6	\$5,994.52

College Transfer Programs Grade Distribution by Course and Delivery Method (all courses in program)

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%
ACA-122	47%	18%	12%	5%	6%	0%	0%	11%	0%	4%	78%	83%	3.07	84%
Hybrid	64%	24%	9%	0%	3%	0%	0%	0%	0%	0%	97%	97%	3.45	97%
Online	47%	17%	12%	5%	6%	0%	0%	12%	0%	4%	76%	82%	3.08	83%
Seated	43%	25%	17%	2%	8%	0%	0%	4%	0%	7%	86%	88%	2.99	84%
ART-111	53%	21%	8%	3%	6%	0%	0%	9%	0%	1%	82%	85%	3.24	89%
Online	52%	21%	8%	3%	6%	0%	0%	10%	0%	2%	81%	84%	3.23	89%
Seated	58%	21%	8%	4%	5%	0%	0%	4%	0%	1%	87%	91%	3.27	89%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Succe ss C+	Succe ss D+	GPA	Success C+ of Completers
ART-114	66%	18%	3%	2%	3%	0%	0%	8%	0%	1%	88%	90%	3.55	94%
Online	69%	17%	3%	1%	3%	0%	0%	7%	0%	1%	90%	91%	3.60	95%
Seated	57%	20%	3%	7%	3%	0%	0%	10%	0%	0%	80%	87%	3.33	89%
ART-115	53%	25%	8%	2%	5%	0%	0%	8%	0%	1%	85%	87%	3.30	92%
Online	53%	24%	9%	2%	5%	0%	0%	8%	0%	1%	85%	87%	3.28	92%
Seated	50%	31%	0%	6%	0%	0%	0%	13%	0%	0%	81%	88%	3.43	93%
COM-120	37%	25%	15%	1%	12%	0%	0%	10%	0%	1%	77%	78%	2.84	85%
Online	37%	25%	15%	1%	12%	0%	0%	10%	0%	1%	77%	78%	2.84	85%
COM-231	28%	28%	10%	5%	7%	0%	0%	22%	0%	0%	67%	71%	2.86	86%
Online	19%	29%	14%	5%	5%	0%	0%	28%	0%	0%	61%	67%	2.70	85%
Seated	52%	26%	2%	2%	10%	0%	0%	7%	0%	0%	81%	83%	3.18	87%
MUS-110	44%	20%	11%	5%	9%	0%	0%	10%	0%	2%	75%	80%	2.94	82%
Online	49%	17%	8%	4%	11%	0%	0%	12%	0%	3%	74%	77%	3.01	81%
Seated	34%	26%	18%	9%	6%	0%	0%	6%	0%	0%	79%	87%	2.79	84%
MUS-112	61%	23%	4%	0%	5%	0%	0%	7%	0%	1%	88%	88%	3.45	94%
Online	63%	22%	4%	0%	4%	0%	0%	7%	0%	0%	89%	89%	3.48	95%
Seated	44%	30%	0%	0%	11%	0%	0%	11%	0%	11%	78%	78%	3.13	78%
SPA-111	62%	15%	9%	2%	7%	0%	0%	5%	0%	1%	86%	88%	3.29	89%
Online	62%	15%	9%	2%	7%	0%	0%	5%	0%	1%	86%	88%	3.29	89%
SPA-112	80%	9%	5%	2%	2%	0%	0%	3%	0%	2%	93%	95%	3.67	94%
Online	80%	9%	5%	2%	2%	0%	0%	3%	0%	2%	93%	95%	3.67	94%
ENG-002	0%	0%	0%	0%	8%	47%	17%	28%	0%	2%	47%	47%	0.00	63%
Online	0%	0%	0%	0%	0%	56%	9%	35%	0%	0%	56%	56%	NA	86%
Seated	0%	0%	0%	0%	11%	43%	20%	26%	0%	3%	43%	43%	0.00	56%
ENG-011	0%	0%	1%	0%	13%	65%	2%	19%	0%	1%	66%	66%	0.11	80%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Succe ss C+	Succe ss D+	GPA	Success C+ of Completers
Online	0%	0%	0%	0%	5%	62%	2%	31%	0%	2%	62%	62%	0.00	87%
Seated	0%	0%	1%	0%	18%	66%	2%	13%	0%	0%	67%	67%	0.12	77%
ENG-111	39%	21%	12%	5%	10%	0%	0%	13%	0%	1%	72%	77%	2.86	82%
Online	38%	20%	12%	5%	8%	0%	0%	16%	0%	1%	71%	76%	2.91	83%
Seated	40%	21%	13%	5%	13%	0%	0%	8%	0%	0%	74%	79%	2.79	81%
ENG-112	44%	20%	12%	3%	7%	0%	0%	13%	0%	1%	77%	80%	3.04	87%
Online	47%	19%	11%	3%	7%	0%	0%	13%	0%	1%	78%	80%	3.14	88%
Seated	36%	22%	16%	5%	9%	0%	0%	12%	0%	1%	74%	80%	2.81	84%
ENG-231	53%	19%	11%	6%	4%	0%	0%	7%	0%	0%	82%	89%	3.18	88%
Online	65%	13%	5%	4%	3%	0%	0%	10%	0%	0%	83%	87%	3.46	92%
Seated	28%	30%	22%	11%	7%	0%	0%	2%	0%	0%	80%	91%	2.64	82%
ENG-232	38%	24%	13%	2%	7%	0%	0%	16%	0%	0%	76%	78%	3.00	89%
Online	30%	24%	12%	3%	9%	0%	0%	21%	0%	0%	67%	70%	2.81	85%
Seated	58%	25%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.42	100%
ENG-241	51%	21%	15%	5%	2%	0%	0%	5%	0%	1%	87%	92%	3.20	91%
Online	51%	21%	15%	5%	2%	0%	0%	5%	0%	1%	87%	92%	3.20	91%
ENG-242	60%	26%	6%	2%	0%	0%	0%	6%	0%	0%	92%	94%	3.53	98%
Seated	60%	26%	6%	2%	0%	0%	0%	6%	0%	0%	92%	94%	3.53	98%
MAT-003	0%	0%	0%	0%	0%	73%	7%	20%	0%	7%	73%	73%	NA	84%
Hybrid	0%	0%	0%	0%	0%	77%	9%	14%	0%	7%	77%	77%	NA	83%
Online	0%	0%	0%	0%	0%	71%	7%	22%	0%	7%	71%	71%	NA	84%
MAT-071	0%	0%	0%	0%	0%	89%	0%	11%	0%	2%	89%	89%	NA	98%
Seated	0%	0%	0%	0%	0%	89%	0%	11%	0%	2%	89%	89%	NA	98%
MAT-143	32%	27%	11%	7%	15%	0%	0%	7%	0%	0%	70%	77%	2.58	76%
Online	32%	27%	11%	7%	15%	0%	0%	7%	0%	0%	70%	77%	2.58	76%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Succe ss C+	Succe ss D+	GPA	Success C+ of Completers
MAT-152	26%	26%	15%	6%	8%	0%	0%	19%	0%	0%	67%	73%	2.68	82%
Online	24%	23%	14%	5%	6%	0%	0%	28%	0%	0%	61%	66%	2.74	84%
Seated	28%	29%	16%	8%	11%	0%	0%	7%	0%	1%	74%	82%	2.61	79%
MAT-171	45%	23%	12%	3%	7%	0%	0%	9%	0%	0%	81%	84%	3.06	88%
Hybrid	30%	25%	10%	0%	0%	0%	0%	35%	0%	0%	65%	65%	3.31	100%
Online	55%	19%	9%	3%	6%	0%	0%	8%	0%	0%	83%	86%	3.25	90%
Seated	33%	27%	17%	4%	10%	0%	0%	9%	0%	1%	77%	81%	2.77	84%
MAT-172	30%	21%	16%	5%	2%	0%	0%	26%	0%	0%	66%	72%	2.97	90%
Hybrid	6%	18%	18%	6%	12%	0%	0%	41%	0%	0%	41%	47%	2.00	70%
Online	34%	22%	14%	6%	1%	0%	0%	23%	0%	0%	70%	77%	3.07	91%
Seated	27%	18%	18%	3%	3%	0%	0%	31%	0%	0%	63%	66%	2.91	91%
MAT-263	45%	35%	4%	2%	2%	0%	0%	10%	0%	0%	85%	88%	3.35	95%
Seated	45%	35%	4%	2%	2%	0%	0%	10%	0%	0%	85%	88%	3.35	95%
MAT-271	37%	28%	20%	4%	1%	0%	0%	10%	0%	0%	85%	89%	3.05	94%
Hybrid	62%	19%	4%	8%	0%	0%	0%	8%	0%	0%	85%	92%	3.46	92%
Seated	22%	33%	29%	2%	2%	0%	0%	11%	0%	0%	84%	87%	2.80	95%
MAT-272	47%	18%	11%	3%	3%	0%	0%	18%	0%	0%	76%	79%	3.29	94%
Seated	47%	18%	11%	3%	3%	0%	0%	18%	0%	0%	76%	79%	3.29	94%
MAT-273	11%	39%	22%	28%	0%	0%	0%	0%	0%	0%	72%	100%	2.33	72%
Seated	11%	39%	22%	28%	0%	0%	0%	0%	0%	0%	72%	100%	2.33	72%
MAT-285	75%	17%	8%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
Seated	75%	17%	8%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
BIO-110	37%	26%	13%	7%	6%	0%	0%	10%	0%	1%	77%	84%	2.92	85%
Online	39%	27%	11%	6%	6%	0%	0%	11%	0%	1%	78%	84%	2.99	86%
Seated	27%	24%	24%	12%	6%	0%	0%	6%	0%	0%	76%	88%	2.58	81%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Succe ss C+	Succe ss D+	GPA	Success C+ of Complet ers
BIO-111	34%	25%	17%	6%	6%	0%	0%	12%	0%	1%	76%	82%	2.84	85%
Hybrid	42%	25%	16%	6%	6%	0%	0%	7%	0%	0%	82%	88%	2.98	88%
Online	38%	25%	13%	5%	6%	0%	0%	12%	0%	1%	76%	81%	2.96	86%
Seated	16%	24%	29%	10%	6%	0%	0%	14%	0%	1%	70%	80%	2.41	81%
BIO-112	31%	23%	17%	6%	8%	0%	0%	13%	0%	0%	72%	79%	2.73	83%
Hybrid	46%	21%	13%	8%	8%	0%	0%	0%	0%	0%	83%	91%	2.91	83%
Online	36%	21%	11%	5%	8%	0%	0%	17%	0%	0%	69%	74%	2.89	84%
Seated	10%	31%	34%	10%	7%	0%	0%	7%	0%	0%	76%	86%	2.30	81%
CHM-152	14%	29%	35%	4%	4%	0%	0%	13%	0%	1%	79%	83%	2.52	89%
Online	12%	19%	37%	7%	7%	0%	0%	17%	0%	2%	68%	76%	2.26	80%
Seated	17%	43%	33%	0%	0%	0%	0%	7%	0%	0%	93%	93%	2.82	100%
GEL-111	28%	26%	16%	5%	5%	0%	0%	21%	0%	0%	70%	74%	2.84	88%
Online	28%	26%	16%	5%	5%	0%	0%	21%	0%	0%	70%	74%	2.84	88%
HIS-111	34%	33%	14%	5%	5%	0%	0%	7%	0%	1%	82%	88%	2.93	88%
Online	35%	35%	14%	4%	4%	0%	0%	7%	0%	1%	85%	89%	2.99	90%
Seated	33%	30%	15%	7%	7%	0%	0%	7%	0%	0%	78%	86%	2.81	84%
HIS-112	42%	31%	7%	3%	8%	0%	0%	10%	0%	1%	79%	82%	3.06	88%
Online	39%	30%	7%	4%	9%	0%	0%	11%	0%	1%	76%	80%	2.97	85%
Seated	56%	36%	4%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.54	100%
HIS-131	23%	49%	16%	3%	3%	0%	0%	6%	0%	1%	88%	91%	2.92	93%
Online	28%	50%	11%	2%	3%	0%	0%	4%	0%	1%	90%	92%	3.02	93%
Seated	7%	46%	30%	6%	0%	0%	0%	11%	0%	1%	83%	89%	2.62	92%
HIS-132	55%	30%	4%	4%	1%	1%	0%	5%	0%	1%	90%	94%	3.43	94%
Online	65%	25%	2%	3%	0%	1%	0%	4%	0%	1%	93%	96%	3.60	96%
Seated	31%	42%	9%	5%	4%	0%	0%	9%	0%	0%	82%	87%	3.00	90%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Succe ss C+	Succe ss D+	GPA	Success C+ of Completers
HUM-120	35%	21%	7%	1%	14%	0%	0%	1%	9%	4%	80%	82%	2.80	78%
Online	35%	21%	7%	1%	14%	0%	0%	1%	9%	4%	80%	82%	2.80	78%
PHY-151	7%	10%	26%	17%	2%	0%	0%	38%	0%	0%	43%	60%	2.04	69%
Seated	7%	10%	26%	17%	2%	0%	0%	38%	0%	0%	43%	60%	2.04	69%
PHY-152	25%	25%	25%	0%	25%	0%	0%	0%	0%	0%	75%	75%	2.25	75%
Seated	25%	25%	25%	0%	25%	0%	0%	0%	0%	0%	75%	75%	2.25	75%
PHY-251	32%	14%	32%	14%	0%	0%	0%	9%	0%	0%	77%	91%	2.70	85%
Seated	32%	14%	32%	14%	0%	0%	0%	9%	0%	0%	77%	91%	2.70	85%
PHY-252	11%	33%	33%	17%	6%	0%	0%	0%	0%	0%	78%	94%	2.28	78%
Seated	11%	33%	33%	17%	6%	0%	0%	0%	0%	0%	78%	94%	2.28	78%
POL-120	51%	26%	8%	1%	3%	0%	0%	11%	0%	1%	85%	86%	3.36	94%
Online	49%	27%	8%	1%	3%	0%	0%	11%	0%	1%	84%	85%	3.32	93%
Seated	89%	11%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.89	100%
PSY-150	50%	22%	9%	3%	5%	0%	0%	9%	0%	1%	82%	85%	3.20	89%
Hybrid	50%	25%	17%	8%	0%	0%	0%	0%	0%	0%	92%	100%	3.17	92%
Online	47%	23%	10%	4%	6%	0%	0%	10%	0%	1%	80%	84%	3.13	88%
Seated	57%	20%	9%	3%	4%	0%	0%	8%	0%	1%	86%	88%	3.36	93%
PSY-237	59%	19%	7%	0%	8%	0%	0%	7%	0%	0%	85%	85%	3.30	91%
Online	59%	19%	7%	0%	8%	0%	0%	7%	0%	0%	85%	85%	3.30	91%
PSY-241	46%	20%	8%	3%	3%	0%	0%	20%	0%	2%	74%	77%	3.28	90%
Online	34%	23%	9%	3%	4%	0%	0%	26%	0%	3%	67%	70%	3.11	87%
Seated	69%	12%	6%	2%	2%	0%	0%	8%	0%	0%	88%	90%	3.56	95%
PSY-281	47%	25%	13%	1%	4%	0%	0%	9%	0%	1%	86%	87%	3.21	93%
Online	35%	28%	19%	2%	6%	0%	0%	9%	0%	1%	83%	85%	2.93	90%
Seated	70%	20%	2%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.74	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Succe ss C+	Succe ss D+	GPA	Success C+ of Completers
REL-110	14%	27%	18%	5%	11%	0%	0%	25%	0%	2%	59%	64%	2.38	77%
Online	14%	27%	18%	5%	11%	0%	0%	25%	0%	2%	59%	64%	2.38	77%
SOC-210	53%	16%	10%	3%	7%	0%	0%	11%	0%	1%	79%	81%	3.18	88%
Online	53%	15%	8%	3%	8%	0%	0%	13%	0%	1%	77%	79%	3.19	87%
Seated	52%	18%	14%	3%	6%	0%	0%	6%	0%	1%	84%	87%	3.14	89%
SOC-220	54%	13%	9%	0%	8%	0%	0%	16%	0%	0%	76%	76%	3.25	90%
Online	55%	15%	9%	0%	7%	0%	0%	14%	0%	0%	79%	79%	3.29	92%
Seated	47%	0%	11%	0%	16%	0%	0%	26%	0%	0%	58%	58%	2.86	79%
SOC-225	46%	10%	11%	3%	10%	0%	0%	18%	0%	2%	69%	72%	2.97	81%
Online	46%	10%	11%	3%	10%	0%	0%	18%	0%	2%	69%	72%	2.97	81%
EDU-187	30%	35%	15%	5%	15%	0%	0%	0%	0%	0%	80%	85%	2.60	80%
Online	30%	35%	15%	5%	15%	0%	0%	0%	0%	0%	80%	85%	2.60	80%
EDU-216	16%	25%	16%	10%	12%	0%	0%	20%	0%	1%	58%	69%	2.30	71%
Online	16%	25%	16%	10%	12%	0%	0%	20%	0%	1%	58%	69%	2.30	71%
EDU-250	41%	12%	12%	6%	6%	0%	0%	24%	0%	0%	65%	71%	3.00	85%
Online	41%	12%	12%	6%	6%	0%	0%	24%	0%	0%	65%	71%	3.00	85%
EDU-279	42%	11%	16%	0%	11%	0%	0%	21%	0%	0%	68%	68%	2.93	87%
Online	42%	11%	16%	0%	11%	0%	0%	21%	0%	0%	68%	68%	2.93	87%

Curriculum Map – Transfer Programs of Study

- Associate in Arts – A10100
- Associate in Arts in Teacher Preparation- A1010T
- Associate in Science – A10400
- Associate in Science in Teacher Preparation- A1040T
- Associate in General Education – A10300
- Associate in General Education Nursing – A1030N
- Associate in Engineering – A10500

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	

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
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
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

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
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 120	D	D	D	M	M
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

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
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
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 mastery level appropriate for graduation

Program Learning Outcomes – College Transfer

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 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 – course was not taught in 2022 - 2023
- CHM 151
- GEL 111
- PHY 110/PHY 110A- course was not taught in 2022 - 2023

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 Arts in Teacher Preparation- A1010T
- Associate in Science – A10400
- Associate in Science in Teacher Preparation- A1040T
- 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

*CHM 131 not taught 2022-2023

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	9/12 =75 %
Objective: Communicate effectively through writing, reading, and speaking	9/12
Competency 3: Mathematics and Scientific Reasoning	41/56 =73%
Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	12/20
Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	21/28
Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	8/8
Competency 4: Humanities and Fine Arts	22/32 = 68.75%
Objective 4a: Demonstrate knowledge of philosophical and/or religious beliefs, assumptions, and values.	2/8
Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	18/20
Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.	2/4
Competency 5: Social and Behavioral Sciences	37/40 =93%
Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	28/28
Objective 5b: Demonstrate knowledge of the reciprocal interactions among self, society, and the environment.	9/12
Total Achieved/Total Possible	125/156
Overall Rubric Score	80% (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			
1a	<p>Competency 1: Information Literacy and Educational Technology</p> <p>Objective 1a: Access, use, and evaluate information in a variety of formats.</p>	<p>ACA 111: College Student Success</p> <p>Students will complete a comprehensive final assessment. Questions 12-15 will address Objective 1a and the following student learning outcome:</p> <p>Create and explain short and long-term academic goals and plan.</p>	<p>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.</p>	<p>Fall 2022 Mean = 96.3%</p>	<p>The assessment strengths include evaluating students on their ability to navigate and access information from 3 different tools (AVISO/Water mark, Blackboard, and Focus 2) that can help them in academic success.</p>	<p>The success rate increased from 97.11% to 97.14%. The success rate decreased from 97.14% to 95.45%. There was one student who did not meet the 80% threshold to take the exam and another student who did submit information that can be read.</p>	<p>Yes, this action plan was implemented and the total percent of students who completed the assessment increased from 85.22% to 98.57%. This is an increase of 13.35%.</p>	<p>ACA 111 is no longer offered at Gaston College and therefore no further action steps are needed.</p>	4
1a	<p>Competency 1: Information Literacy and</p>	<p>ACA 122: College Transfer Success</p>	<p>On average, students completing the final assessment</p>	<p>Fall 2022 86.68%</p>	<p>The success criteria was met.</p>	<p>All 3 questions that scored below the Mean Success Criteria are all questions</p>	<p>The course is to be 8 weeks in length and be a course that AAS students will</p>	<p>In reviewing the directions for this assessment there is no mention that students could use</p>	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			
	<p>Educational Technology</p> <p>Objective 1a: Access, use, and evaluate information in a variety of formats.</p>	<p>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:</p> <p>1. Develop a strategic plan for completing community college academic goals, including</p>	<p>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.</p>	<p>All instructors use the QM Certified ACA 122 course</p> <p>Assessment focuses on 25 (multiple choice and true-false) questions instead of 50 questions</p> <p>students have 2 attempts with the highest attempt used for grading</p> <p>Untimed</p> <p>open use of textbook, notes, and access to</p>	<p>that students have the ability to answer correctly as they are able to use their textbook, notes, and resources within the course in Blackboard and have unlimited time to complete the final exam assessment (maximum time set by the LMS is 7 hours).</p> <p>#5 – In order to do well on a test you must first</p> <p>answer is directly from Chapter 12 reading in the textbook, 1st sentence of the</p>	<p>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.</p> <p>- Fall 2021 – Assessment Success Average for this period: 85.1 %, which was down .9% from the Fall</p>	<p>their notes or textbook but also no mention that they cannot. Instructors have indicated in the course announcements to all students that they can use their textbook and notes.</p> <p>ACTION:</p> <p>Will indicate in the Final Exam directions that students can use their textbook while completing the final exam.</p> <p>Instructors had previously discussed adding this statement or not, as we want students to be taking the exam seriously and utilize their learned test</p>		

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			
		<p>certificates, diplomas, and/or associate degrees.</p> <p>2. Develop a strategic plan for transferring to a university and preparing for a new career.</p> <p>3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer</p>			<p>resources in the course in Blackboard</p> <p>Able to see their first attempt with each question and if they answered that question correctly or not (they do not see the answer choices)</p> <p>All questions and answers are found within the textbook from the chapter readings, previously asked Chapter Check questions</p>	<p>chapter beginning on page 271 = master the content.</p> <p>62.5% of the students answered this question correctly, while 17.4% indicated review material and 19.1% indicated read the chapter</p> <p>#17 - A list of courses recommended by the North Carolina public universities to prepare transfer students for success in specific majors at</p>	<p>2020 period of 86% (not a significant change)</p> <p>Course was monitored during this time and feedback on revised course have been positive by students and instructors.</p>	<p>taking skills and strategies for this exam, with the hope/expectation that they continue to use these skills in their future classes. We did not want our students to not prepare for the exam in advance and solely rely on an open-text exam and only review during the exam, which is not a best practice. However, the Final Exam does not appear for students until the Final Exam time, which means the students would not see the statement about being able to use their textbook until this time, which instructors believe would be a</p>	

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			
		Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), and the CAA appeals process,			and/or Blackboard course with specific directions on where to look for the information needed (example question #2). A study guide is also provided to students prior to the Final Exam to assist students	the universities, and it provides a complete plan for the four years students spend earning a bachelor's degree is called answer is directly from Chapter 5, Baccalaureate Degree Plans and Course Selection Guides section, page 128 with the term bolded on the page = Baccalaureate Degree Plans 54% of the students answered this question correctly, while 19.4% indicated		welcomed (relief) for students with their test attempts.	

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			
						<p>Plan of Study, 12.5% indicated Program of Study, and 12.5% Major Pathways (which is not a term even referenced or used in the course)</p> <p>#21 - Transfer agreements between a specific university and a specific community college are called</p> <p>Answer is directly from Chapter 5, Option 4: The AAS Degree section, page 142 with the term bolded on the</p>			

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			
						<p>page = Bilateral Articulation Agreement</p> <p>58.5% of the students answered this question correctly, while 32.8% indicated Comprehensive Articulation Agreement, 6% indicated Uniform Articulation Agreement, and .7% Major Degree Plans.</p>			
Objective 1a: Access, use, and evaluate information in a variety of formats. - Total									8/8
1b	Competency 1: Information Literacy and Educational Technology	ACA 111: College Student Success Students will complete a	On average, students completing the final assessment will earn at least 70% of	FA 2022 Mean = 96.3%	The assessment strengths include evaluating students on their ability to	The success rate increased from 97.11% to 97.14%. The success rate decreased from	Yes, this action plan was implemented and the total percent of students who completed the	ACA 111 is no longer offered at Gaston College and therefore no further action steps are needed.	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 1b: Use educational technologies to achieve academic and work-related goals.	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.)	their available points to demonstrate the use of educational technologies to achieve academic and work-related goals		navigate and access information from 3 different tools (AVISO/Water mark, Blackboard, and Focus 2) that can help them in academic success.	97.14% to 95.45%. There was one student who did not meet the 80% threshold to take the exam and another student who did submit information that can be read.	assessment increased from 85.22% to 98.57%. This is an increase of 13.35%.		
1b	Competency 1:	ACA 122: College	On average, students completing	Fall 2022 87.68%	The success criteria was met.	All 3 questions that scored below the Mean	Course was monitored during this time	In reviewing the directions for this assessment there is	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			
	<p>Information Literacy and Educational Technology</p> <p>Objective 1b: Use educational technologies to achieve academic and work-related goals.</p>	<p>Transfer Success</p> <p>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:</p> <p>Utilize technology systems, tools, applications and resources. (i.e. GC email,</p>	<p>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</p>		<p>All instructors use the QM Certified ACA 122 course</p> <p>Assessment focuses on 25 (multiple choice and true-false) questions instead of 50 questions</p> <p>students have 2 attempts with the highest attempt used for grading</p> <p>Untimed</p> <p>open use of textbook, notes, and</p>	<p>Success Criteria are all questions that students have the ability to answer correctly as they are able to use their textbook, notes, and resources within the course in Blackboard and have unlimited time to complete the final exam assessment (maximum time set by the LMS is 7 hours).</p> <p>#5 – In order to do well on a test you must first</p> <p>answer is directly from Chapter 12 reading in the</p>	<p>and feedback on revised course have been positive by students and instructors.</p>	<p>no mention that students could use their notes or textbook but also no mention that they cannot. Instructors have indicated in the course announcements to all students that they can use their textbook and notes.</p> <p>ACTION:</p> <p>Will indicate in the Final Exam directions that students can use their textbook while completing the final exam.</p> <p>Instructors had previously discussed adding this statement or not, as we want students to be taking the exam</p>	

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			
		Self-Service, Watermark, CFNC.org, NCCareers.org, OOH, Blackboard Learning Management System, Microsoft Applications, etc.)		<p>access to resources in the course in Blackboard</p> <p>Able to see their first attempt with each question and if they answered that question correctly or not (they do not see the answer choices)</p> <p>All questions and answers are found within the textbook from the chapter readings, previously asked Chapter Check</p>	<p>textbook, 1st sentence of the chapter beginning on page 271 = master the content.</p> <p>62.5% of the students answered this question correctly, while 17.4% indicated review material and 19.1% indicated read the chapter</p> <p>#17 - A list of courses recommended by the North Carolina public universities to prepare transfer students for</p>		<p>seriously and utilize their learned test taking skills and strategies for this exam, with the hope/expectation that they continue to use these skills in their future classes. We did not want our students to not prepare for the exam in advance and solely rely on an open-text exam and only review during the exam, which is not a best practice. However, the Final Exam does not appear for students until the Final Exam time, which means the students would not see the statement about being able to use their textbook until this time, which</p>		

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			
					<p>questions and/or Blackboard course with specific directions on where to look for the information needed (example question #2).</p> <p>A study guide is also provided to students prior to the Final Exam to assist students</p>	<p>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</p> <p>answer is directly from Chapter 5, Baccalaureate Degree Plans and Course Selection Guides section, page 128 with the term bolded on the page = Baccalaureate Degree Plans</p> <p>54% of the students answered this question</p>		<p>instructors believe would be a welcomed (relief) for students with their test attempts.</p>	

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			
						<p>correctly, while 19.4% indicated Plan of Study, 12.5% indicated Program of Study, and 12.5% Major Pathways (which is not a term even referenced or used in the course)</p> <p>#21 - Transfer agreements between a specific university and a specific community college are called</p> <p>Answer is directly from Chapter 5, Option 4: The AAS Degree section, page 142</p>			

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			
						<p>with the term bolded on the page = Bilateral Articulation Agreement</p> <p>58.5% of the students answered this question correctly, while 32.8% indicated Comprehensive Articulation Agreement, 6% indicated Uniform Articulation Agreement, and .7% Major Degree Plans.</p>			

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 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	<p>Competency 2: Communication</p> <p>Objective: Communicate effectively through writing, reading, and speaking</p>	<p>COM 120: Intro Interpersonal Communication</p> <p>Students will complete a project on a communication problem they are experiencing. The project will consist of two parts with a total of 200 points. The first part will be a written paper researching the communication problem. This</p>	<p>On average, students completing the project on communication problems will earn at least 70% (140/200) of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.</p>	<p>Spring 2023</p> <p>Mean = 80%</p>	<p>The Success criteria was met. >70%. 80% of Students in COM 120 FA 2022 met the success criteria.</p> <p>The rubric was revamped and each category on the rubric was further broken down into subcategories with the goal of helping students understand each requirement</p>	<p>Primary weaknesses include the lack of a full-time lead instructor for COM. The current rubric is still complicated and cumbersome which can lead to delays in grading and data collection.</p>	<p>A new lead faculty was not hired until Spring 2023. Miscommunication meant the The Self-Help Project Paper Evaluation was not given in every COM 120 class so effective and complete data was not collected for the subcategories of the rubric which included themes such as organization, Content, Research, Format, and</p>	<p>COM 120 faculty will continue to refine and simplify the rubric and blackboard deployment for Spring 2024. These new rubrics will be deployed in blackboard by all instructors teaching</p>	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			
		<p>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 the communication problem. This part will be worth 100 points using a rubric based on annotated bibliographies. This assessment will address the following student learning outcomes:</p> <p>1. Recognize the basic</p>			<p>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.</p>		<p>Writing Center Visit.</p>		

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			
		<p>principles of interpersonal communication.</p> <p>2. Practice positive interpersonal communication behavior while reducing negative interpersonal communication behavior.</p> <p>3. Demonstrate enhanced listening skills.</p> <p>4. Express appropriate self-disclosure in interpersonal settings.</p>							

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			
		<p>5. Increase interpersonal communication confidence.</p> <p>6. Evaluate the effectiveness of interpersonal communication skills.</p> <p>7. Engage in productive self-monitoring of interpersonal communication events.</p> <p>8. Identify and analyze non-verbal interpersonal communication.</p> <p>9. Employ positive</p>							

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			
		<p>conflict management skills in a variety of environments.</p> <p>10. Differentiate dysfunctional interpersonal communication from functional communication.</p> <p>11. Compare the quality of interpersonal communication to the quality of interpersonal relationships</p>							
2	Competency 2: Communication	COM 231: Public Speaking	On average, students completing the persuasive	Spring 2023 Mean = 83%	The success criteria was met. The mean score increased to 83% for	Due to a lack of Rubric data, we are not able to analyze effectively where	COM 231 was assessed via the Persuasive Speech. Students grades	A more simplified/streamlined rubric will be developed and used by all instructors	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			
	Objective: Communicate effectively through writing, reading, and 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	speech will earn at least 70% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.		Spring 2023. This up from 80% for Spring 2022	students scored below the success criteria. For the previous assessment period, 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 (Satisfaction Steps). Students did very well on Items 2-5 (Attention Step) and Items 16-20 (Action Steps).	were recorded but rubric data was not collected via blackboard. New instructors were teaching COM 231 and there was some miscommunication related to the deployment of the rubric.	teaching COM 231. Scores on the Persuasive Speech assignment continue to be strong and will continue to be the assessment used for COM 231. 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 will be deployed online in each COM 231 section to improve data collection and analysis.	

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			
		<p>and written communication skills.</p> <p>2. Put theory into practice in constructing and presenting oral reports on a variety of topics.</p> <p>3. Accomplish college-level research to achieve specific speech goals.</p> <p>4. Use organizational tools such as full sentence outlining for writing and presenting speeches.</p>							

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	<p>Competency 2: Communication</p> <p>Objective: Communicate effectively through writing, reading, and speaking</p>	<p>ENG 111: Writing & Inquiry</p> <p>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 essay. They will then write an approximately two-page</p>	<p>On average, students completing the assessment will earn at least 75% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.</p>	<p>Fall 2022 Did not assess</p>	<p>Assessment did not occur</p>	<p>Assessment will need to be completed in in the 2023- 2024 academic year</p>	<p>Assessment did not occur</p>	<p>Assessment will need to be completed in in the 2023- 2024 academic year</p>	n/a

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			
		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							

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			
		<p>sections of ENG 111 will be read by two readers and given a score of Meets Expectations or Does Not Meet Expectations based 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:</p>							

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			
		<p>1. Compose texts incorporating rhetorically effective and conventional use of language</p> <p>2. Shows understanding of writing as a recursive process</p> <p>3. Demonstrates ability to reflect upon and explain their writing strategies</p>							
2	<p>Competency 2: Communication</p> <p>Objective:</p>	<p>ENG 112: Argumentative Based Research and</p> <p>ENG 114: Professional</p>	<p>On average, students completing the oral assessment will earn at</p>	<p>Spring 2023</p> <p>Mean = 75%</p>	<p>The success criteria was met. 75%</p> <p>We used a new online form</p>	<p>Common guidelines to complete the assessment were given to all department</p>	<p>Department used Screencast or Loom to create presentations.</p>	<p>Common guidelines to complete the assessment were given to all department members, but they</p>	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			
	Communicate effectively through writing, reading, and speaking	<p>Research & Reporting</p> <p>Students will be given an oral assessment. Each oral presentation will be between 4.5 –6 minutes. An assessment team of two instructors will visit sections 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</p>	least 70% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.		<p>that helped easily collect data.</p> <p>We moved to Screenpal or Loom videos, which reduced student removal of presentations before assessment.</p>	<p>members, but they were not implemented by all faculty. We need departmental consistency for 112 sections that will be assessed.</p> <p>All students should be citing sources in presentations. We need to ensure that is included in assignment instructions.</p> <p>Students continue to take down presentations before they can be assessed, some presentations did not have sound,</p>	<p>Directions for using programs were created and shared on Teams.</p> <p>Common instructions for presentations to provide students with were also shared in Teams.</p> <p>Examples of successful student presentations were available for faculty and students to preview.</p> <p>Rubric assesses organization and citations.</p>	<p>were not implemented by all faculty. We need departmental consistency for 112 sections that will be assessed.</p> <p>All students should be citing sources in presentations. We need to ensure that is included in assignment instructions.</p> <p>Students continue to take down presentations before they can be assessed, some presentations did not have sound, and others did not know how to use technology correctly. We need to make sure students have time</p>	

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			
		<p>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:</p>				<p>and others did not know how to use technology correctly. We need to make sure students have time to practice using the technology and to create presentation scripts before assessments.</p>	<p>to practice using the technology and to create presentation scripts before assessments.</p>		

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			
		<p>1. Develops each part of an oral presentation fully and thoughtfully.</p> <p>2. Presents presentation with a clear focus and logical organization</p> <p>3. Proficient use of syntax, diction, and transitions.</p> <p>4. Extemporaneous delivery with limited use of notes.</p> <p>5. Correct attribution of source material.</p>							

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			
Competency 2: Communicate effectively through writing, reading, and speaking - Total									9/12
3a	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.</p>	<p>MAT 110: Math Measurement & Literacy</p> <p>Students will complete a comprehensive final exam. The final exam will contain 51 multiple choice questions and 13 short answer questions, all of which will be used to assess the following student learning outcomes:</p> <p>1. Demonstrate estimation</p>	<p>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.</p>	<p>Fall 2022</p> <p>Mean 72.56%</p>	<p>The success criteria was met.</p>	<p>There were two problems with success rates below 50%</p> <p>Question # 3 – reading and interpreting information from a graph – 46.88% (yet question # 39 on same skill had 100% success rate)</p> <p>Question #19 – which was question #24 before: Convert 55 ft/sec to in/min. Round each answer to the nearest hundredth of a unit, if necessary. The new proportion</p>	<p>Questions 8 & 9 were removed from the test because significant figures are not part of the MAT-110 learning objectives. It did not seem logical to keep testing a concept that is not part of the course. The instructor discovered that the only reason it was in the course was because Pearson had it in their MAT-110 course. Now that the course is OER, the instructor</p>	<p>The plan for action this time is to not change the assessment form this time. This fall a new instructor is teaching the course. As this instructor is an adjunct, after the data is collected, Dr. Thomas Cook will be included in the review process to evaluate strengths and weaknesses, and determine what changes or strategies should be implemented.</p>	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			
		<p>skills and justify results.</p> <p>2. Use dimensional analysis to convert units of measurement.</p> <p>3. Employ fractions, percentages and proportions to solve contextual problems.</p> <p>4. Compute geometric measurements of perimeter, area, volume and angles.</p> <p>5. Use technology to analyze and</p>				<p>55ft/1sec = ? inch/min did not help improve student success – which was 31.25% this time.</p> <p>There is still a challenge with dimensional analysis; however, as with strengths, weaknesses need to be determined after next cycle.</p>	<p>doesn't have to include this concept in the course. Because of this change, the instructor cannot determine if changes to other questions helped or not due to reordering of questions.</p>		

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			
		<p>interpret elements of personal finance.</p> <p>6. Compare and contrast measures of center and measures of dispersion.</p> <p>7. Interpret tables, charts, and graphs and communicate results.</p>							
3a	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective 3a: Analyze mathematical problems and quantitative data to make</p>	<p>MAT 121: Algebra/Trigonometry I</p> <p>Students will complete a comprehensive final exam. The final exam will include both multiple choice questions and</p>	<p>On average, students completing the final exam will earn at least 70% of their available points to demonstrate their ability to analyze</p>	<p>Fall 2022</p> <p>Mean = 77.5%</p>	<p>Performing basic algebraic operations with Complex Numbers</p> <p>Transform angles between radians and degrees</p>	<p>Solve algebraic equations with fractions</p> <p>Solve applications involving quadratics.</p>	<p>A comprehensive assessment of each unit of study was given to all students on paper and an online final exam review was available for students.</p>	<p>A lab will be created to do in class that involves solving equations.</p> <p>A lab will be created to do in class that involves a variety of quadratic equation applications</p>	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			
	logical decisions.	<p>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:</p> <p>1. Use geometric principles to solve industrial application problems involving perimeter, area, and volume.</p> <p>2. Employ basic algebraic operations to simplify,</p>	mathematical problems and quantitative data to make logical decisions.		<p>Apply concept of radian measure to a variety of problems including linear speed, angular speed, arc length and area.</p> <p>Solve applied problems using trigonometric principles involving right triangles.</p>				

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			
		<p>evaluate, and solve proportions, radical and other algebraic functions, equations, and inequalities.</p> <p>3. Perform basic algebraic operations involving complex numbers.</p> <p>4. Solve applied problems using trigonometric principles involving right triangles.</p> <p>5. Solve applied problems using systems of equations</p>							

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			
		involving two and three variables. 6.Use technology to solve practical problems and communicate results.							
3a	Competency 3: Mathematical and Scientific Reasoning Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	MAT 143: Quantitative Literacy Students will complete a 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	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 2022 Mean = 49%	The current assessment gives a clear overall indication of student comprehension of course materials.	Due to course migration, an Item Analysis was not available for this analysis. So, specific topics cannot be accurately assessed. This analysis could be improved with a data set that is more representative of student learning outcomes of	The emphasis on basic concepts for the exam was implemented. However, no progress was made. No positive impact can be detected in this analysis.	Emphasis will be placed on basic concepts needed for the final exam. Labs will be tailored to the final exam to solidify basic concepts that will be assessed on 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			
		<p>assess the following student learning outcomes:</p> <ol style="list-style-type: none"> 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. 				specific topics from 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			
		<p>3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs.</p> <p>4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing.</p> <p>5. Describe, analyze, and interpret statistical</p>							

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			
		<p>information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies.</p> <p>6. Determine probabilities and expected values and use them to assess risk and make informed decisions. Analyze civic and/or societal issues and critique decisions using relevant mathematics.</p>							

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			
3a	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.</p>	<p>MAT 152: Statistics Methods I</p> <p>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:</p> <p>1. Organize, display, calculate, and</p>	<p>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.</p>	<p>Fall 2022 Mean = 82%</p>	<p>The success criteria was met. The average score for the final exam assessment was 82% which is above the 70% criteria.</p> <p>The goal of 70% or higher was met on all but one question.</p> <p>The assessment used for Fall 2022 was a new exam administered via the MyMathLab program. The exam consisted of 26</p>	<p>The only questions where students scored below the 70% criterion was concerning the Central Limit Theorem and describing the distribution of the sample mean for a non-normal population.</p>	<p>Weekly labs focused on these types of questions. In addition, I implemented a “Life-Happens” 24-hour extension on the weekly lab assignments and tests. This allowed students to work on the assignment past the due date with a 20% penalty. By allowing students to continue working more students were exposed to the problems on the labs/tests to help prepare</p>	<p>I will continue to offer the 24 hour “Life-Happens” window to expose students to the format, program, and types of problems they will encounter on the final exam. An emphasis on the Central Limit Theorem will continue.</p>	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			
		<p>interpret descriptive statistics.</p> <p>2. Apply basic rules of probability.</p> <p>3. Identify and apply appropriate probability distributions.</p> <p>4. Perform regression analysis.</p> <p>5. Analyze sample data to draw inferences about a population parameter.</p> <p>6. Communicate results through</p>			<p>questions, with some containing multiple parts. Students were allowed to use their notes and the formula/table card to complete the exam. The exam was timed and given in a proctored environment, either via Respondus Lockdown Browser or in a monitored computer lab on campus. Therefore, direct comparisons to the</p>		<p>them for the final exam.</p> <p>In addition, the Fall 2022 administration of the assessment used a new final exam that was given via the MyMathLab program. The exam consisted of 26 questions, with some containing multiple parts. Students were allowed to use their notes and the formula/table card to complete the exam. The exam was timed and given in a proctored</p>		

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			
		a variety of media.			previous year's success by question numbers cannot be made.		environment, either via Respondus Lockdown Browser or in a monitored computer lab on campus.		
3a	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.</p>	<p>MAT 171: Precalculus Algebra</p> <p>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 entire final exam will be used to assess</p>	<p>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.</p>	<p>Fall 2022 Mean = 81%</p>	<p>The assessment had an appropriate level of rigor</p> <p>Assessment topics were varied within course materials, giving a good assessment of students' overall knowledge of course materials.</p> <p>The assessment</p>	<p>The biggest weakness appears to be graphing systems of inequalities (mean score was more than two standard deviations from the mean). The next biggest weakness is solving quadratic equations (barely within two standard deviations and was the second lowest mean). Function behavior on</p>	<p>The Fall '22 MAT 171 Final Exam was revised and adjusted based off the previous semester's item analysis. A more team-based approach between MAT 071 and 171 instructors was also encouraged. Use of Watermark (Aviso) with student performance communication was also more</p>	<p>Continued use of common final exams and standardization of courses</p> <p>Develop more opportunities for active learning, especially for graphing linear inequalities and solving quadratic equations</p> <p>Provide instructors with the proper tools for instruction and communication, especially between MAT 071 and 171 instructors</p>	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			
		<p>the following student learning outcomes:</p> <p>1. Use analytical, graphical, and numerical representations to solve absolute value, radical, polynomial, rational, exponential, and logarithmic equations with both real and complex solutions.</p> <p>2. Use analytical, graphical, and numerical representations to</p>			<p>criteria was met (81% pass rate)</p>	<p>intervals, solving exponential and log equations, and solving linear systems using graphs rounded out the biggest weaknesses.</p> <p>Other weaknesses were well within one standard deviation (mostly within a few percentage points from the mean) were polynomial end-behavior using Leading Coefficients, solving radical equations and linear systems using substitution method, and solving</p>	widely implemented.		

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			
		<p>solve absolute value, polynomial and rational inequalities with real solutions.</p> <p>3. Use analytical, graphical, and numerical representations to analyze absolute value, radical, polynomial, rational, exponential and logarithmic functions with both real and complex zeroes.</p> <p>4. Use multiple methods to solve problems</p>				<p>applications involving systems of linear equations.</p>			

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			
		<p>involving systems of equations and apply to decomposing partial fractions.</p> <p>5. Construct the composition and inverse of functions.</p> <p>6. Use polynomial, exponential and logarithmic functions to model various real-world situations in order to analyze, draw conclusions, and make predictions.</p>							

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: Use quantitative data, critical thinking, and technology to make logical decisions and solve problems. – Total									12/20
3b	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>BIO 110: Principles of Biology</p> <p>Students will be required to complete a dietary analysis. This assignment will require students to meet the following learning outcomes:</p> <p>1. Students will collect nutrient intake data by reading and interpreting food labels and nutrient composition tables.</p>	<p>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 rational decisions.</p>	<p>Fall 2022 59%</p>	<p>The assessment gives BIO 110 students the opportunity to go through the scientific method by collecting, analyzing, and making conclusion from their own nutrition data. They can use this data to make informed decisions and think critically about the food they consume.</p>	<p>Completion rate was low. Also, we lacked some individual student data making the success rate much lower than it should have been. There were issues with BMI. It does not take into account muscle mass versus fat along with known differences between the sexes. It has caused some students to get upset about the results of the BMI, causing them distress.</p>	<p>The scores for graphing improved for those that completed the assignment along with the calculations of the dietary percentages.</p>	<p>Having all instructors make the assignment 5% of the overall grade to increase competition rate. Also, making sure that everyone saves and reports individual student data. Also we will remove the section about BMI, adjusting points.</p>	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			
		2. Students will make comparisons of their nutrient intake patterns against current established nutritional guidelines and recommendations for good health.							
3b	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>BIO 111: General Biology I</p> <p>Students will complete a comprehensive final exam. The final exam will include 30 multiple choice questions which allows students to meet the following student</p>	<p>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 to analyze problems and</p>	<p>Fall 2022 78%</p>	<p>Changing the wording of questions 14 and 29 led to a significant increase in the number of correct responses. Question 14 went from 30% correct response rate to 50% correct response rate which was a positive 67%</p>	<p>Overall most areas covered showed an improvement, slight improvement or very minor -1 to -2% change from last year. Although the reworded questions of 14 and 29 showed a +67% and +94% change from last year, the overall success rate was</p>	<p>Questions 2, 14 and 29 were all reworded but the overall course objective for each question was not changed. Faculty also gave case based and/or scenario-based questions.</p> <p>Faculty were not given a series of core</p>	<p>No action plan recommended for next fall as we are going OER and we are not sure how this will affect overall course assessment.</p>	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			
		<p>learning outcomes:</p> <ol style="list-style-type: none"> 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 	make rational decisions.		<p>change. Question 29 when from a 30% correct response rate to a 62% correct response rate which was a positive 94% change.</p> <p>Overall the questions are still balanced and cover each learning outcome.</p>	<p>still 50% and 62% respectively.</p> <p>Subjects still showing a below 70% success rate are:</p> <p>Question 3, analysis of scientific method data (-18% decrease in success rate over last year)</p> <p>Question 14, analysis of hypertonic, hypotonic and isotonic solutions (18% improvement over last year)</p> <p>Question 15, prokaryotic and eukaryotic cells (23%</p>	<p>practice test questions to help students learn how to critically read test questions. This did not occur as it was requested that every faculty contribute questions and this just never happened.</p>		

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				Results	Strengths	Areas for Improvement			
		biological patterns of inheritance. 5.Attribute and correlate the mechanisms of evolution to cellular biology.				improvement over last year) Question 17, Mendelian inheritance (11 % improvement over last year) Question 20, sex linked inheritance (10% improvement over last year) Question 24, homeostasis (22% improvement over last year) Question 29, codons (94% improvement over last year) Although many of these questions were			

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			
						below 70% student success rate, gains in overall improvement has been made for all but question number 3)			
3b	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>BIO 161: Introduction to Human Anatomy</p> <p>Students will complete a Scientific Method and Measurement lab. The lab will require students to meet the following learning outcomes:</p> <p>1. Test the validity of a hypothesis</p>	<p>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.</p>	<p>Fall 2022 Mean = 93%</p>	<p>Students performed better in FA22 (93.3%, than FA21 (87.1%) and FA20 (50%). This assessment is better because it uses original questions that are application based to develop critical thinking. The previous assessment used publisher content which could easily be found in an</p>	<p>All the questions and answers to this assignment were found on the Course Hero website https://www.coursehero.com/tutors-problems/Anatomy/49081392-QUESTION-1-Crystal-arrived-at-the-optometrists-office-for-her/</p> <p>This explains why the students are doing better on this assignment</p>	<p>Study sites were monitored and all the questions and answers to this assignment were found on Study Site websites.</p> <p>The attempts were changed for SP22, but that is not a semester where the assignment data is collected Attempts were changed to 1 for Spring 2022, but a new instructor took over the</p>	<p>Need to contact Study Sites to have content taken down</p> <p>Need to create a new GEO Assessment that is more comprehensive of the course Learning Outcomes and all body systems, not focused on one.</p> <p>Instructors still need statistics review training.</p> <p>It would be helpful to include a chart or graph to help</p>	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			
		<p>concerning the direct, linear relationship between upper limb length and height.</p> <p>2. Mathematically analyze data through the use of calculators and then represent this data graphically to verify the validity of hypothesis.</p>			<p>Internet search.</p> <p>However, for FA22, all the questions and answers are now posted online and easily found in a simple Google search</p>	<p>and overall. All the Case Study Assignment questions and answers were posted to this website.</p> <p>A new assessment will need to be created for FA23 so answers are not easily searched</p> <p>The new assessment should be more comprehensive across multiple body systems, not just focused on one system. This assessment focuses on the Special Sense of vision in the</p>	<p>course and updated the attempts to 2 since all other homework assignments have 2 attempts. The reason why only 1 attempt should have been allowed was not communicated to the new instructor. This is why there are more attempts than students.</p> <p>Believe all BIO instructors could use a review</p>	<p>students build scientific critical thinking skills and learn to analyze graphic material.</p> <p>This will address all three General Education Competencies for BIO 161</p> <p>GEC (General Education Competencies) 1: Information Literacy and Education Technology</p> <p>GEC 2: Communication</p> <p>GEC 3: Mathematical and Scientific Reasoning.</p>	

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			
						<p>Nervous System specifically.</p> <p>A new assessment modality should be considered: maybe an oral presentation or a paper that could be reviewed by Safe Assign.</p> <p>Additionally, we could use a set a comprehensive questions as part of, or the entire Final Exam.</p> <p>We could require Respondus for this assignment, but students can also easily search on a 2nd device.</p>			
3b	Competency 3: Mathematical	BIO 168: Anatomy & Physiology I	On average, students completing	Fall 2022 Mean = 78%	The assessment criterion for	Question 2 was not successful on either version of	Move background from question 1:	The assessment needs to be updated to reflect a broader	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			
	<p>and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>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:</p> <p>1. Name, describe, and identify the long bones of</p>	<p>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.</p>	<p>(combined score from the two versions ((both had 7 questions)) of the assessment (version 1 = 79% and version 2 = 77%)</p>	<p>the competency for both versions 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</p>	<p>the assessment. Version one had a 18% correct response rate while Version two had a 31% correct response rate.</p>	<p>Yes, for Version 1 only. This change did not have any impact on the success of the overall scores</p> <p>Reword question 2: Yes, for Version 1 only. This change did not have any impact on the success of the overall scores.</p> <p>Need to ensure deployment for each section is standard. This was not implemented. There were two versions of the exam deployed. Also, for one question, 2 tests</p>	<p>success rate over the entire semester.</p>	

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				Results	Strengths	Areas for Improvement			
		<p>the arm/forearm.</p> <p>2. Compare and contrast bone tissue: spongy bone versus compact bone.</p> <p>3. Identify steps of fracture repair. Describe components of a soft callus.</p> <p>4. Apply critical thinking by identifying which bone pathology can lead to potential neurological symptoms.</p> <p>5. Apply critical thinking by</p>					corrected a grammatical error. For a second question, 2 tests changed font size.		

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			
		identifying potential pathology that can result from an open fracture.							
3b	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>CHM 130/130A: General, Organic, & Biochemistry</p> <p>Students will complete a Radioactive Dating Game lab assignment which will require students to meet the following learning outcome:</p> <p>1. Using the language of chemistry, identify and</p>	<p>On average, students completing the Radioactive Dating 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.</p>	<p>Fall 2022 75.93%</p>	<p>The success criteria was met. >70</p> <p>Overall, students did well on this assessment earning a total of 75.9% of the possible points. Students continued to do well on half-life and decay predictions, reading graphs, and selection of the appropriate element for dating.</p>	<p>Categories that need improvement still include the Rock Age Prediction and Applying Knowledge. For the most part, the Rock Age Prediction was either not answered or the value was way off. Some students answered with ages in the range of <100 years which leads us to suspect they don't understand the magnitude of millions or</p>	<p>A note has been added to inform students to upload their completed GEC worksheet onto Blackboard using the submission link.</p> <p>Question 6 from Part A "Is radioactive decay an easily predictable process or a statistical process (using math)?" was removed, students at this</p>	<p>Modifying the question regarding rock age prediction did not increase scores. The scores reduced from a 75% average for fall 2021 to a 68 % average in fall 2022, so clearly rewording that question did not help and may have caused harm.</p> <p>Modifying the question regarding the selection of isotopes for accurate radiodating did improve the percentage of points earned. In fact, it went from 63.70%</p>	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			
		<p>explain basic chemical concepts and processes related to allied health.</p> <p>2. Make observations, neatly and completely record data, and interpret results.</p>			<p>Students excel at analyzing data and making rational decisions – the selection of the appropriate element for dating section require students to synthesize knowledge from several different areas of education and to apply their understanding of half-life.</p>	<p>billions as part of the unit for years, or they assume that the instructor will know that they meant millions or billions of years.</p> <p>Please note that there were more students who did not fully complete the assessment during the Fall 2022 semester compared to previous semesters, which negatively impacted the average on this assignment. Three students from the classes were assigned a failing grade in the course</p>	<p>level do not understand the idea of statistical processes.</p> <p>To help the students understand the Rock Age Prediction, the question will be rewritten with multiple choice answers that have the correct order of magnitude so that we are assessing their understanding of what half-life means not the mathematics of order of magnitude.</p>	<p>in fall 2021 to 68.4% in fall 2022.</p>	

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				Results	Strengths	Areas for Improvement			
						<p>shortly after the course withdrawal deadline due to missed assignments. If we exclude these students from calculations, the success rate for the assignment increases to 80% and the success rate for the Rock Age prediction increases to 75% while the Applying Knowledge section rises to 70%.</p>	<p>The column heading for the table in Part D has been updated to include “(or state which custom isotope)”. A video will be created to accompany this online GEC lab. This will provide better instructions and background information that reviews topics covered earlier in the semester, that is relevant to this laboratory.</p> <p>These changes will be tested with the Spring 2023 section.</p>		

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				Results	Strengths	Areas for Improvement			
							However, if not implemented in Spring 2023, then the changes will be implemented beginning no later than FA 2023.		
3b	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>CHM 131/131A: Introduction to Chemistry</p> <p>Students will complete an experimental lab assignment. The lab assignment will require students to master the following student learning outcome:</p>	<p>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.</p>	<p>CHM 131 was not taught in the 2022 – 2023 academic year and therefore was not assessed.</p>	n/a	n/a	n/a	n/a	n/a

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. Students will plan, perform, and document an experimental procedure.							
3b	<p>Competency 3: Mathematical and Scientific Reasoning</p> <p>Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.</p>	<p>CHM 151: General Chemistry I</p> <p>Students will complete an experimental lab assignment. The lab assignment will require students to master the following student learning outcomes:</p> <p>1. In the laboratory, students will use the tools of</p>	<p>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.</p>	<p>Fall 2022 82.7%</p>	<p>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</p>	<p>The areas requiring improvement include calculating how to make more solution from scratch.</p>	<p>Yes, the changes were incorporated into the curriculum for sections D6B, D8C, and D8B. The impact of these changes were that the scores increased by 7.66 percentage points.</p> <p>The changes were not incorporated for section D6C because the online, adjunct instructor was not aware of the</p>	<p>More examples of how to make a solution from scratch will be incorporated into the curriculum.</p>	3

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				Results	Strengths	Areas for Improvement			
		<p>the laboratory to collect and analyze experimental data.</p> <p>2. Students will demonstrate the ability to use a computer to plot graphs using Excel and interpret graphical data to reach conclusions.</p> <p>3. Students will demonstrate an understanding of the empirical nature of science and Scientific Method. This will require</p>			<p>concentration of a dilutions, and of an unknown using the Beer's Law graph.</p>		<p>changes from the Instructor Analysis form from last year's assessment. However, he did complete the GEC assessment, and does have some dilution problems implemented in homework assignments.</p>		

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			
		that students plan, perform, and document an experimental procedure. This includes development of a hypothesis, design of an experiment, safe conduct of the experiment, documentation of the results, and proposed modifications to the experiment.							
3b	Competency 3: Mathematical and Scientific Reasoning	GEL 111: Introductory Geology Students will complete a	On average, students completing the final exam will earn at least	Fall 2022 Mean = 91%	For the current Fall 2023, Questions 5 and 14 will change back to multiple-choice	Students for the Fall 2022 course scored an average of 55% correct for Question 21. The	Data collected from each semester since Fall 2019 has shown that student learning	Since this is the first semester reporting a score below the 70% threshold for this particular question, I will leave	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.	comprehensive final exam. The 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	70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.		questions, and Questions 22 and 23 will change from multiple-choice to short essay responses.	learning outcome associated with this question is "Describe how Earth's atmosphere and oceans formed and evolved through time."	outcomes and general education competencies are being successfully met (and improving). For Fall 2022, Questions 5 and 14 required students to submit short essay answers. The results from the Fall 2022 Final Exam show an average score of 80% for Question 5 and 76% for Question 14. For Fall 2023, Questions 5 and 14 will change back to multiple-choice questions, and	it as-is and see how students score this semester (Fall 2023) on this question.	

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			
		<p>and minerals, rock cycle, crustal deformation, surficial processes, earth resources and geohazards.</p> <p>2. Apply the basic methods of scientific inquiry in the context of geology.</p> <p>3. Recognize and quantify the operation of Earth system processes over geologic and human timescales and over local, regional and</p>					Questions 22 and 23 will change from multiple-choice to short essay responses.		

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			
		<p>global spatial scales.</p> <p>4. Manipulate, interpret and construct visualizations of geologic data using maps, graphs, and contemporary technology.</p> <p>5. Demonstrate an appreciation for the societal relevance of geology and the impact of humans on the earth system</p>							
3b	Competency 3: Mathematical and Scientific Reasoning	PHY 110/PHY 110A: Conceptual Physics	On average, students completing the final exam will	PHY 110 was not taught in the 2022 – 2023 academic year	n/a	n/a	n/a	n/a	n/a

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.	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	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.	and therefore was not assessed.					

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				Results	Strengths	Areas for Improvement			
		<p>formulas and units.</p> <p>2. Apply Newton's three laws in classical mechanics applications involving static and kinetic equilibrium, constant acceleration, conservation of momentum and mechanical energy, work, and power.</p> <p>3. Apply the intrinsic physical properties of matter in relation to density, heat expansion, heat capacity,</p>							

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				Results	Strengths	Areas for Improvement			
		<p>states of matter, and the kinetic theory of matter to explain the relationships between heat and temperature and the first two laws of thermodynamics.</p> <p>4. Identify the properties of waves, in particular those of sound and light.</p> <p>5. Use the properties of electricity and magnetism to be able to explain simple circuits and</p>							

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			
		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									21/28
3c	Competency 3:	CIS 110: Introduction to Computers	On average, students completing the final	Spring 2023 Mean = 93%	This assessment measures the cumulative	The assessment includes several critical thinking questions which	This course has been QM certified and we started teaching	Instructors need to spend more time with critical thinking scenarios.	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			
	<p>Mathematical and Scientific Reasoning</p> <p>Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.</p>	<p>Students will complete a comprehensive final exam. The exam will consist of 50 multiple choice questions, all of which will be used to assess the following student learning outcomes:</p> <ol style="list-style-type: none"> 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 	<p>exam will earn at least 70% of their available points to demonstrate knowledge of the role and function of computers to solve problems.</p>		<p>knowledge that students acquire during this course. All outcomes can be measured from this assessment.</p>	<p>students struggle to answer. These questions are necessary, so instructors will need to address critical thinking questions in the course. The assessment does not need to change. The following are examples of missed critical thinking questions: Sami is trying to figure out why she keeps missing deadlines for her schoolwork. She enjoys playing video games during her downtime, but she doesn't think this relaxing</p>	<p>with the updated course in the Fall of 2024. Students now have access to more instructional videos. Instructors were not able to make changes to encourage more critical thinking in students for this course because of unexpected departmental changes. Our focus became supporting each other through these events instead of focusing on course content.</p>	<p>This means teaching students how to approach these problems and work towards a better outcome. Instead of emailing instructors about needed changes, we will now meet to discuss how to implement needed changes. Hopefully this will open up opportunities for instructors to acknowledge shortcomings in the course so that changes can be made. Specific instructional videos will be added to the course to help students process critical thinking questions.</p>	

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			
		<p>areas of information technology, including ways to safeguard against computer viruses, worms, and Trojan horses.</p> <p>3. Demonstrate knowledge of current application packages (including word processing, spreadsheet, database, and presentation tools) and operating systems (including basic operating system functions) and the</p>				<p>hobby interferes with her grades. And yet, she's still losing points from missed work. How can Sami determine what effect technology has on her schoolwork? Technology in daily life can increase productivity, convenience, safety, and security. Which of the following uses of technology is most often used to address security concerns?</p>			

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				Results	Strengths	Areas for Improvement			
		<p>relationship between them.</p> <p>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.</p> <p>5. Demonstrate understanding of the inter-relationship between hardware, application packages, systems software and servers.</p>							
3c	Competency 3:	CIS 115: Introduction to	On average, students	Spring 2023 Mean = 94%	This assessment	The assessment will not be	The final exam remained a 50-	No changes will be 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			
	<p>Mathematical and Scientific Reasoning</p> <p>Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.</p>	<p>Programming and Logic</p> <p>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:</p> <ol style="list-style-type: none"> 1. Apply control structures. 2. Apply top-down algorithmic design. 3. Implement algorithmic solutions in a programming language. 	<p>completing 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.</p>		<p>measures all the learning objectives of the course. The assessment uses a variety of questions from recall to critical thinking to assess a student's learning.</p>	<p>changed. The instructor may wish to spend some time reviewing datatypes with students.</p>	<p>question multiple-choice test. The course is a Quality Matters course. No other changes were implemented.</p>		

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			
		<p>4. Proper use of terminology in relation to information technology.</p> <p>5. Utilize current application packages and operating systems.</p> <p>6. Understand the interrelationship between hardware, application packages, systems software and servers.</p> <p>7. Create of effective documentation</p> <p>8. Implement proper program design.</p>							

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			
		9. Code and implement design. 10. Properly test solutions. 11. Understand the hierarchy of programming languages. 12. Utilize the Problem-Solving Process. 13. Understand of the three basic control structures. 14. Explain object-oriented environments vs. standard environments. 15. Recognize the need for various data types and implement them.							

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				Results	Strengths	Areas for Improvement			
		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 of variable scope. 21. Students will be able to discuss at least one of the top ten programming countries and describe the differences in programming environments							

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 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									44/56
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."	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 2023 Mean for Final Exam Part 1 = 37.9% Mean for Final Exam Part 2 = 85% Average of the two means = $25.5 + 26.53 = 52.03\%$ (Part 1 is 70% of the total, Part 2 is 30% of the total) Part 1: $37.9 \times (70\%) = 26.53\%$ Part 2: $85 \times (30\%) = 25.5\%$	The text was changed to OER materials. The discussion question will now count 30% of the final exam.	The students were still not successful with the T/F multiple choice questions.	The instructor modified many of the questions and included more questions that related to the student's expected readings and discussions in and for class.	The instructor will have a more in-depth review session on the final exam. There will be 20 questions on the common final that cover the basic concepts. The final exam discussion question will count as 30 % of the assessment.	1

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				Results	Strengths	Areas for Improvement			
		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.							
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:	On average, students completing assessment will earn at least 70% of their available points to demonstrate their knowledge of philosophical and/or	Spring 2023 Mean Part 1 = 43.2% (counts as 70% of the exam) Mean Part 2 = 90% (counts as 30% of the exam) Average of the two means = $30.24 + 27 = 57.24\%$	The discussion question is the best indicator of how well the students learned the material. The discussion question will now count 30% of the assessment. It is a better	Students are still scoring low on T/F and multiple choice questions.	Questions were changed from the previous assessment cycle.	The first part will be changed with regard to low scoring questions. The discussion question will now count as 30% of the assessment. All instructors will give the same exam and grade the discussion question.	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			
		<p>1. Explain and apply a general definition of basic ethical concepts including consequentialist versus deontological theories, as well the application of such theories to various socio-cultural issues.</p> <p>2. Explain and discuss the ethical implications of various social issues.</p>	religious beliefs, assumptions, and values.	<p>Part 1: 43.2 x (70%) = 30.24%</p> <p>Part 2: 90 x (30%) = 27%</p>	indicator of learning.				
Objective 4a: Demonstrate knowledge of philosophical and/or religious beliefs, assumptions, and values. - Total									2/8
4b	Competency 4: Humanities and Fine Arts	ART 111: Art Appreciation Students will take a	On average, students completing the twenty-	Fall 2022 Mean = 95.2%	As a group, we will work on reviewing the current	We will focus more on sculpture types during our Art	A new ART 111 faculty member was hired in fall 2022. All the	We will focus more on sculpture types during our Art History portion of	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 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	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. 3. Identify the various roles of the artists. 4. Analyze how conventions, culture, and tradition	five common questions on the final exam will earn at least 80% of the available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.		assessment and decide where we might need to update/change questions- such as adding short answer and more slide identification.	History portion of the course in the modern art era (1900's-1950's) both questions fall under this part of the course. We will complete an assignment that compares contrast sculpture types in the modern art period and before.	classes she teaches are OER. The new instructor uses the same assessment as all other faculty. The final assessment has not been modified yet to include more slide identification and short answer questions because we adopted a new edition of the textbook which required substantial updates to our Blackboard shells.	the course in the modern art era (1900's-1950's) both questions fall under this part of the course. We will complete an assignment that compares contrast sculpture types in the modern art period and before.	

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				Results	Strengths	Areas for Improvement			
		<p>contribute to meaning of an artwork.</p> <p>5. Analyze the relationship of design principles to various art forms including but not limited to drawing, sculpture, painting, and architecture.</p> <p>6. Identify the processes and traits of those and other media, including printmaking and camera arts.</p>							
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate	ART 114: Art History Survey I Students will take a comprehensive	On average, students completing the fifty common	Fall 2022 Mean = 91.94%	Mean improved by 21% The assessments	As the new textbook is being adopted the focus is on active learning	Due to the bookstore scheduling, the new textbook The History of	Adding a written assignment for Cave paintings that asks to compare two	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			
	knowledge of cultural and artistic significance within the fine arts.	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.	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.		provide a comprehensive 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. 2%	assignments that ask students to assess and express their own understanding of material. Adding more slide identification questions and have longer quizzes.	Art: A Global View: Prehistory to the Present, by Thames and Hudson, will be adopted for Fall 2024 semester for ART 114 and 115.	from distinct cultures.	
4b	Competency 4: Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance	ART 115: Art History Survey II Students will take a comprehensive final exam containing 50 common questions.	On average, students completing the fifty common questions on the final exam will earn at least 80% of their	Fall 2022 Mean = 93.38%	The assessment average indicates that students met the objective. Students consistently perform well on the ART 115	Adding resources that have a direct discussion on important historical events during the period and styles discussed.	The instructors are changing the text to the History of Art: A Global View, Published by Thames & Hudson College. Norton is giving us access to the	Question #14 – Hans Holbein: Know the historical event that impact that Enlightenment values in the second half of the eighteenth century.	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			
	within the fine arts.	These questions require students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.		assessment. The assessment is robust and provides written and visual analysis including slide identification. The questions require students to have knowledge of a broad range of art through different periods.	Outside resources and Video Attachments that discuss Photograph in the 1840s – 2000s. New textbook with global course context – Slide Identification will be used more consistently.	InQuizitive program to help construct new tests and PowerPoint. Creating new interactive PowerPoints and Screen-O-Matic Lectures.	Question #38 – More discussion on the different attitudes toward the new medium of photography that surfaced in the 1840s.	
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.	On average, students completing the twenty-five common questions on the final exam will earn at least 70% of their available	Fall 2022 Mean = 60.03%	The assessment average indicates that students did not meet the objective as it was below the mean. The faculty have stated that the	#5. We believe that students do not listen to the entire audio clip. However, this is a composition covered in most music appreciation courses.	The action plan was not implemented from last assessment as two different assessments were used. The MUS 110 assessment was updated in	The questions covered in the assessment are extremely broad and are things students should know after taking a music appreciation course. We should try this assessment again in FA 23 with	2

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		<p>These questions will require students to:</p> <p>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.</p> <p>2. Trace the development of the musical styles of the Western world within a historical perspective.</p>	<p>points to demonstrate their knowledge of cultural and artistic significance within the fine arts.</p>		<p>assessment is robust. They have spent time making sure that all learning styles can succeed. Due to the assessments being offered in two different manners instructors believe this had a negative impact on the mean and cannot make a valid review of the strengths at this time.</p>	<p>#7 It is possible that students have not retained this info from the beginning of the course. This is basic information all students should know after completing MUS 110.</p> <p>#11 We will keep this question as it is covered as part of the elements of music and during our respective discussion about music of the Middle Ages.</p> <p>#14 We each discuss the development of the staff/notation through lectures on the elements</p>	<p>October 2022 (?) and has 25 questions. Yet there are 30 questions associated with this analysis instruments.</p>	<p>both instructors using the same assessment. (The updated one is posted in the MUS 110 assessment shell in Blackboard.) Dr. Denson and I will use the same assessment for SP 23 and FA 23 with an eye toward revising the assessment for FA 24, as necessary.</p>	

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				Results	Strengths	Areas for Improvement			
						<p>of music and/or music of the Middle Ages. We will emphasize this more. It could be that students think notation started with the rise of instrumental music in the 1600s.</p> <p>#15 This information is basic information covered in a music appreciation course. We will keep this question.</p> <p>#18 This is another question that we plan to keep for the assessment. We would like to use a YouTube video for this question,</p>			

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						<p>but more than likely, the answer is embedded in the video. (i.e.--- Aria Queen of the Night— Mozart). We may change the audio clip if this question continues to have a low score.</p> <p>#20 We both cover the chant in our courses, and it ties in with #11. We both have assessment during this section that tests students on this style of music, its origins, etc. We think that having a question related to this before the final/assessment may refresh</p>			

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						<p>students' memory. This style of music is covered at the beginning of the semester and has been forgotten by semester's end.</p> <p>#22 Again, this is something covered throughout the semester. Again, it is possible that some students do not listen to the audio clips. We will watch this question and select a simpler audio clip for the future.</p> <p>#27 No response –There are only 25 questions on the assessment.</p> <p>#28 No response- - there are only</p>			

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						25 questions on the assessment.			
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	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.	Fall 2022 Mean = 88.19%	Revise as needed any materials to provide additional information to the students to help better understand jazz concepts.	The assessment is a good overall assessment of Jazz 112. I do not see any areas of weaknesses nor do I see any need for any improvements other than minor adjustments to wording of questions, etc.	Materials and questions were revised to improve a greater understanding of the concepts.	Reword questions as needed but the material covers what the instructors cover in the course very clearly and simply stated.	4

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		<p>historical perspective.</p> <p>3. Compare and contrast the different styles of jazz music including ragtime, New Orleans jazz, Chicago jazz, swing, bebop, cool, mainstream jazz, and classicism.</p> <p>4. Identify the key musicians and recognize their contributions and major compositions.</p>							
Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts. - Total									18/20
4c	Competency 4: Humanities and Fine Arts	ENG 231: American Literature I	On average, 75% of students	SP 2023 ENG 231 Mean = 66.3%	ENG 231 & 232 & 242:	ENG 231 & 232 & 242:	ENG 231 & 232 & 242:	ENG 231: While we believe that this was a much	2

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				Results	Strengths	Areas for Improvement			
	Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.	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.	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.	ENG 232 Mean = 46.7% ENG 241 Mean = n/a – assessment not provided ENG 241 Mean = 70%	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 on members' own time. The new mode of assessment has many strengths, but one of the	Some of the challenges that we discovered in the previous assessment were the lack of consistency in what students were tasked with through an oral presentation approach, the subjective nature of the rubric, and the assurance that the historical and cultural contexts of the texts were clear. Another fundamental issue is that instructors were assessing a student's oral presentation, even if they had not read or understood the	The action plan from the last assessment was completed but through a completely different form of assessment. The department restructured how we complete literature assessments, and assessment teams were formed, based on people's areas of interest. The literature assessment team consisted of Barbara Wright, Ruffin Reynolds, Laura Knudson, Gerri Dobbins and Logan Dupree.	stronger and concrete assessment process, the English department has room to grow in our literature assessment outcomes. With a 75% goal, the results show that the overall score was 66.3%. There are several factors that could have contributed to the lack of 33.7%. The two factors that require the most focus are the clarity of the questions and the answers, along with the quality of the lectures, materials, and facilitating of each instructor surrounding the two objectives.	

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					<p>problematic areas of the previous assessment (oral presentations) was the subjective nature of the decision of whether a student met or did not meet the requirements of the oral presentations. From a pedagogical understanding, the English department did not fully agree on what defined cultural and historical understandings at a 200-course</p>	<p>text itself. It created the question, "How can an instructor assess an oral presentation of a student when they haven't read the text itself?" In order to fill in these gaps, we realized that there needed to be a more concrete and objective assessment. We wanted to honor scholastic freedom for each instructor, so we agreed to vote on one shared work for each course, in order to achieve a stronger assessment but also to provide a</p>	<p>Together, the team discussed and decided that there was a need for a different approach to the assessment that showed a greater understanding of the data surrounding the objectives. The department voted through anonymous electronic voting, and everyone agreed to attempt the multiple-choice assessment. The department got together on four occasions to discuss how the multiple-choice</p>	<p>The first point of improvement the literature committee plans to address is the clarity of the questions and answers. Our goals are to revisit the type of questions we are asking from a pedagogical and research-based approach, according to Bloom's Taxonomy, while addressing any questions that may not have provided great clarity, have tricky answers, or need to be completely eliminated and rewritten. The particular questions we are going to address are 1, 3, 6, 7, and 10, since those were the</p>	

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					<p>level and how students articulated that understanding. The department was attempting to navigate meeting the objectives, helping students understand those objectives, and then requiring them to articulate that orally. After all of these tasks were completed, we were tasked to make decisions on the student's quality of work. This process was</p>	<p>much greater level of consistency for the assessment process. We believe that these concrete results provided a much greater level of understanding for each instructor to see where they need to improve in reiterating or addressing historical and cultural contexts of literature.</p> <p>ENG 241 n/a</p>	<p>assessment would work, what types of questions should be asked, and voting occurred to ensure each member had a voice in what texts were used for each course, since this would have to be an assessment of a shared reading across the department. After the department voting took place, the assessment team followed through with the creation of each assessment for each course.</p>	<p>questions that had the largest gaps of understanding. Our hope is that after we make improvements to these particular questions over the next assessment cycle, in the following cycle we will be able to assess the approach in the classroom (for each instructor) with a stronger understanding of the faultiness of the assessment itself. However, we have to review the next cycle's data to see if the quality of the questions and answers contributed to the 33.7% gap.</p> <p>ENG 232</p>	

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					<p>cumbersome, and it was challenging to find common ground in what we all expected from students and then what qualified as satisfactory. Through a multiple-choice quiz, the subjective nature was eliminated, and instructors were given those assessments to help guide them in what needed to be addressed in their individual courses. These questions not only helped guide them in</p>		<p>The assessment team met once a month and each created one set of questions per course, and with her years of expertise, Gerri Dobbins assessed the quality of those questions based on Bloom's Taxonomy. Through many meetings, some questions were revised, edited, or completely replaced. The questions were placed in order of knowledge, understanding, and application, and the literature committee and</p>	<p>While we believe that this was a much stronger and concrete assessment process, the English department has room to grow in our literature assessment outcomes. With a 75% goal, the results show that the overall score was 46.7%. There are several factors that could have contributed to the lack of the 53.3%. The two factors that require the most focus are the clarity of the questions and the answers, along with the quality of the lectures, materials, and facilitating of each instructor</p>	

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			
					that assessed text, but it also created a direction of topics to cover in the course from a holistic lens. This type of assessment also did not require students to have cameras, create PowerPoints, or work through oral challenges of any kind. It simply articulated the understanding of the two objectives, which included a historical and cultural understanding of each		the English department committed to reviewing these questions based on the data we received through blackboard (post-assessment). This data will guide us to review, revise, and create even stronger questions for the next assessment cycle, while pointing out specific places in our teaching where we can improve, receive training, and holistically understand how we are teaching	surrounding the two objectives. The first point of improvement the literature committee plans to address is the clarity of the questions and answers. Our goals are to revisit the type of questions we are asking from a pedagogical and research-based approach, according to Bloom's Taxonomy, while addressing any questions that may not have provided great clarity, have tricky answers, or need to be completely eliminated and rewritten. The particular questions we are going to address are 1 ,2, 3,4,	

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				Results	Strengths	Areas for Improvement			
					<p>course's assessed text. ENG 241 n/a</p>		<p>the cultural and historical components of our literature courses. ENG 241 There was a multiple-choice assessment created for ENG241. The instructor chose not to utilize that assessment for Spring 2023. Therefore there is no data that was collected for review.</p>	<p>5, and 9, since those were the questions that had the largest gaps of understanding. Our hope is that after we make improvements to these particular questions over the next assessment cycle, in the following cycle we will be able to assess the approach in the classroom (for each instructor) with a stronger understanding of the faultiness of the assessment itself. However, we have to review the next cycle's data to see if the quality of the questions and answers contributed to the 53.3% gap before we can</p>	

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				Results	Strengths	Areas for Improvement			
							<p>continue in the improvement process.</p> <p>ENG 241 The literature assessment team plans to take his concerns into consideration, revise the assessment if necessary, and utilize it during the next assessment cycle.</p> <p>ENG 242 While we believe that this was a much stronger and concrete assessment process, the English department has room to grow in our literature assessment outcomes. With a 75% goal, the results show that</p>		

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				Results	Strengths	Areas for Improvement			
							<p>the overall score was 70%. There are several factors that could have contributed to the lack of 30%. The two factors that require the most focus are the clarity of the questions and the answers, along with the quality of the lectures, materials, and facilitating of each instructor surrounding the two objectives.</p> <p>The first point of improvement the literature committee plans to address is the clarity of the questions and answers. Our goals are to revisit the type of questions we are asking from a pedagogical and research-based</p>		

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				Results	Strengths	Areas for Improvement			
							<p>approach, according to Bloom's Taxonomy, while addressing any questions that may not have provided great clarity, have tricky answers, or need to be completely eliminated and rewritten. The particular questions we are going to address are 3, 7, 8, 9, 11, and 13, since those were the questions that had the largest gaps of understanding. Our hope is that after we make improvements to these particular questions over the next assessment cycle, in the following cycle we will be able to</p>		

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				Results	Strengths	Areas for Improvement			
								assess the approach in the classroom (for each instructor) with a stronger understanding of the faultiness of the assessment itself. However, we have to review the next cycle's data to see if the quality of the questions and answers contributed to the 30% gap before we can continue in the improvement process.	
Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context. - Total									2/4
Competency 4: Humanities and Fine Arts - Total									22/32
5a	Competency 5: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of	ECO 251: Principles of Microeconomics Students will take a comprehensive	On average, students completing the final exam will earn at least 75% of their	Spring 2023 Mean: 90%	Make practice test mandatory before all exams.	Questions 11,13,74,75 were all based on graphs. Question 15 was on Price ceilings.	Yes implemented as the mean score increased by 1% point.	Questions 11,13,74,75 were all based on graphs. Will make graph work mandatory Question 15 was on Price ceilings. 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			
	the historical patterns in political, cultural, and economic life and their impact on human societies.	<p>final exam containing 80 questions. These questions will require students to:</p> <p>1. Understand supply, demand and equilibrium concepts as they pertain to microeconomic theory and practice.</p> <p>2. Understand how social and psychological behavior affects and is affected by economic forces.</p> <p>3. Identify fundamental economic</p>	available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.			<p>Question 37 topic was shut down and exit within a perfect competition market.</p> <p>Question 73 topic was about profit maximization in a perfect competition.</p>	<p>assign more price ceiling assignments that work with price ceilings.</p> <p>Question 37 topic was shut down and exit within a perfect competition market. A case study will be given to make sure students obtain more practice on the subject</p> <p>Question 73 topic was about profit maximization in a perfect competition. Each student will complete the practice in the case study from Section C above that will contain Profit maximization</p>		

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				Results	Strengths	Areas for Improvement			
		<p>vocabulary and applying it to theory and practice.</p> <p>4. Understand how graphics are applied to economic theory and practice.</p> <p>5. Identify resources available to aid them in applying the knowledge of the course in their respective careers and organizations.</p>							
5a	<p>Competency 5: Social and Behavioral Sciences</p> <p>Objective 5a: Demonstrate knowledge of</p>	<p>ECO 252: Principles of Macroeconomics</p> <p>Students will take a comprehensive</p>	<p>On average, students completing the final exam will earn at least 75% of their</p>	<p>Spring 2023 Mean: 85%</p>	<p>Make mandatory practice test, since previous was optional for students to take</p>	<p>Questions 1, 3, 13,58, were on graphs</p> <p>Questions 64, 65.67 was on Keynesian and</p>	<p>Some improvement with the practice test but will make it mandatory this year.</p>	<p>Questions 1, 3, 13,58, were on graphs. We will make the practice test mandatory. Questions 64, 65.67 was on Keynesian</p>	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			
	the historical patterns in political, cultural, and economic life and their impact on human societies.	<p>final exam containing 80 questions. These questions will require students to:</p> <p>1. Understand aggregate supply and demand concepts as they pertain to macroeconomic theory and practice.</p> <p>2. Understand how household, business, governmental and international trade sectors affect and are affected by economic forces.</p>	available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.			<p>classical economics</p> <p>Questions 70, 71 was on fiscal and monetary policy Question72 was on scarcity and tradeoffs Question 74 was on CPI Question 78 was on comparative advantage</p>		and classical economics. Give assignment comparing Keynes and neo classical economics Questions 70, 71 were on fiscal and monetary policy. Students will have additional assignments and video outlining expansionary and contractionary policy with emphasis on both policies' tools. Question72 was on scarcity and tradeoffs. A video on the production possibilities curve will be given to enhance the understanding of scarcity and tradeoffs.	

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				Results	Strengths	Areas for Improvement			
		<p>3. Apply fundamental economic vocabulary to theory and practice.</p> <p>4. Understand how fiscal and monetary policies are applied to stimulate and grow the economy.</p> <p>5. Identify resources available to aid students in applying the knowledge of the course in their respective careers and organizations.</p>					<p>Question 74 was on CPI. The process of computing CPI will be enhanced with a video and additional assignment.</p> <p>Question 78 was on comparative advantage. Comparative advantage and international trade questions will be added to chapter quiz to further practice the definition and understanding.</p>		
5a	Competency 5: Social and	HIS 111: World Civilizations I	On average, students	Spring 2023 Mean: 85%	The assessment	Discussed questions 10, 12,	There is no need to change the	There is no plan to change 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			
	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 twenty common questions. These questions will require students to: 1. Evaluate the impact of political change on the development of human societies. 2. Evaluate the impact of economic change on the development of human societies.	completing the twenty common questions on 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.		scores in particularly with the Discussion Threads in online World Civilizations I indicate that students are meeting the objective. Student performance on the assessment remain strong. The assessment strengths are in its evaluation of overall content knowledge, the student's improved ability to demonstrate an understanding	16, and 20 individually with Kristin Kelly and with the other history instructors. These questions evaluate either factual, spatial or chronological understanding, logical deduction or conceptual understanding. Kristin Kelly and instructor Sid Sowers agreed there was no area or weakness in the structure or content of these 4 questions.	current assessment. The current assessment was re-created by a committee of the three history instructors, Jeff Pruett, Sid Sowers, and Mark Carver in Spring 2022. This assessment appears to be a clear coverage of all the material covered by these three instructors.	assessment questions or structure at this time, 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	Score 1-4
				Results	Strengths	Areas for Improvement			
		<p>3. Evaluate the impact of cultural change on the development of human societies.</p> <p>4. Evaluate the impact of military engagements on the development of human societies.</p>			<p>of the basic historic facts, ideas, philosophies and historical developments, personalities and concepts, and the evolution of human society, culture, and religions in different regions and times. The assessment measures these attributes through using questions based on content knowledge, analytical processes, and logic, as well as</p>				

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			
					content application.				
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 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. 2. Compare and contrast the ideological and intellectual	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 of the historical patterns in political, cultural, and economic life and their impact on human societies.	Spring 2023 Mean = 86.39%	The assessment average indicates that students met the objective. The assessment questions are grouped according to historical theme and include the identification of people, places, ideas, and events. The assessment was delivered in an online timed test. Student are allowed only one attempt.	Question #8 which requires students to match the correct country with its imperial possessions continues to have a low score. This is despite additions of extra study material on imperial possessions of the 19th and 20th centuries that were added as part of previous action plans.	As this was a part of pilot to move all, the new assessment that timed at 60 minutes was used for over 90% of the students who complete HIS 112 during the last assessment cycle.	Since it was a pilot and assessment objectives were met, all instructors teaching HIS 112 will continue with same assessment tool. No changes will be made for this assessment cycle. Instructors will continue emphasizing in class and online the importance of understanding imperial and colonial possessions of the 19th and 20th Centuries.	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			
		<p>changes that have shaped modern world history.</p> <p>3. Identify, describe, and explain the primary military engagements that changed the course of modern world history.</p> <p>4. Identify, describe, and explain economic transformations that have shaped the political and social landscape of modern world history.</p> <p>5. Apply this base of</p>							

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			
		historical knowledge and change to connect current events to their historical antecedents.							
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,	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 2022 Mean: 87%	The assessment average indicates that 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. The assessment	Students scored below the benchmark for questions 6, 8, 28, and 30, 31, and 48. These questions represented themes associated with the Civil War, Reconstruction, the American Revolution, and the Declaration of Independence. Another weakness is that different Assessments are	The score has not changed which indicates changes helped support continued success	A comprehensive review of the assessment will be made by all instructors who teach HIS 131 and a new assessment will be agreed upon and deployed by all instructors for Spring 2024. To address themes where students scored below the benchmark, the following changes will be made : We need more data over a couple assessment periods	4

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				Results	Strengths	Areas for Improvement			
		<p>and personalities that have shaped the United States from the time of Native Americans through the American Civil War and Reconstruction .</p> <p>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</p>			<p>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.</p>	<p>used by instructors so not all students taking HIS 131 took the assessment</p>		<p>to make any changes to the current assessment. Major changes were made the previous cycle and these need more time. Changes implemented since 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</p>	

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				Results	Strengths	Areas for Improvement			
		<p>of the New World.</p> <p>3. Analyze the destructive impact Europeans had on native populations in the Americas.</p> <p>4. Analyze and examine the destructive impact of slavery on both Africa and North America.</p> <p>5. Examine and demonstrate an understanding of the rise of Colonial America including, but not limited to: New England,</p>					discussion part of class, traditional and in the online format.		

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				Results	Strengths	Areas for Improvement			
		<p>Chesapeake Society, the Mid-Atlantic colonies, and the Carolinas.</p> <p>6. Examine the impact of the English Empire in the North American colonies.</p> <p>7. Analyze the personalities, causes, and the consequences of the American Revolution</p> <p>·</p> <p>8. Examine and demonstrate an understanding of the role the United States played in the</p>							

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				Results	Strengths	Areas for Improvement			
		<p>world affairs as a new nation.</p> <p>9. Analyze the impact of the Industrial Revolution and its impact on labor relations and politics.</p> <p>10. Examine and demonstrate an understanding of the cultural and political developments of the 19th century in the United States.</p> <p>11. Discuss and analyze the causes of and impact of the American Civil War</p>							

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	<p>Competency 5: Social and Behavioral Sciences</p> <p>Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.</p>	<p>HIS 132: American History II</p> <p>Students will take a comprehensive final exam containing fifty common questions. These questions will require students to:</p> <ol style="list-style-type: none"> 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 	<p>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.</p>	<p>Fall 2022 Mean: 92%</p>	<p>The assessment average indicates that students met the objective and improved on the overall score. The assessment results remain stable and above the benchmark. The expanded assessment is comprehensive and covers the learning outcomes for the course. This assessment will continue to be used for the upcoming assessment cycle.</p>	<p>Students scored below the mean on question 9, 15, 34. These questions represented themes of poverty, wealth creation, American capitalism and political corruption of the late 19th and early 20th centuries.</p>	<p>Yes. The impact of the previous change improved the mean from 90% to 92%.</p>	<p>No major changes will be made as we need more data over a couple assessment periods to make any changes to the current assessment. Major changes were made the previous cycle and these changes need more time to be implemented to assess any negative or positive patterns. Changes implemented since last assessment cycle: For the previous assessment period, The instructor</p>	4

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				Results	Strengths	Areas for Improvement			
		<p>of the outcome of the Civil War and Reconstruction .</p> <p>3. Analyze the importance of westward expansion in relation to civil rights and politics.</p> <p>4. Demonstrate an understanding of the treatment of Native Americans.</p> <p>5. Examine and demonstrate an understanding of the factors and consequences</p>					<p>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.</p> <p>The instructor will continue to encourage</p>		

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		<p>of industrial development in the United States. Examples: immigration, labor, urban development, political corruption, Imperialism, and social movements.</p> <p>6. Examine and demonstrate an understanding of how progressive forces shaped the United States in the late 19th Century and the early 20th Century.</p>					<p>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.</p>		

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				Results	Strengths	Areas for Improvement			
		<p>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.</p> <p>8. Analyze the causes of the Great Depression.</p> <p>9. Analyze the causes and consequences of World War II.</p> <p>10. Analyze the political, economic, and diplomatic</p>							

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				Results	Strengths	Areas for Improvement			
		<p>consequences of the Cold War.</p> <p>11. Analyze the social movements and developments that occurred within the United States between 1945-1989.</p> <p>12. Examine and demonstrate an understanding of major political, social, and military developments of the last of the 20th century.</p>							

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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.	POL 120: American Government Students will take a comprehensive final exam containing 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	On average, students completing the comprehensive 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.	Spring 2023 Mean: 91%	The assessment average particularly with the Discussion Threads indicate that students are meeting the objective. Student performance on the assessment remain strong. The assessment strengths are in its evaluation of overall content knowledge, conceptual application of the material, and indicates the student's improved	Discussed questions 3, 7, 12, 27, and 30 with Kristin Kelly in individual detail. These questions evaluate either logical deduction or conceptual understanding. Kristin Kelly and instructor Sid Sowers agreed there was no area or weakness in the structure or content of these 5 questions.	Yes, added more Discussion Threads and use these for direct feedback to the class. Discussion Threads grades are much higher due to added feedback from instructor. These Discussion Threads provide a means for the students to discuss current political events.	There is no plan to change the assessment questions or structure at this time, no action required.	4

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				Results	Strengths	Areas for Improvement			
		<p>political institutions and individual behaviors interact to create political outcomes, with an awareness of the global context.</p> <p>3. Define the function of political parties, interest groups, public opinion, and the media.</p> <p>4. Interpret how American's political history, constitutional structure, and political culture contribute to</p>			<p>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, analytical processes, and logic, as well as content application.</p>				

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				Results	Strengths	Areas for Improvement			
		the state of contemporary American democracy.							
Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies. - Total									28/28
5b	<p>Competency 5: Social and Behavioral Sciences</p> <p>Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.</p>	<p>PSY 150: General Psychology</p> <p>Students will take a common assessment. The questions on the assessment will require students to:</p> <p>1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</p>	<p>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.</p>	<p>Fall 2022 Mean: 82%</p>	<p>The assessment average indicates that students met the objective. The learning outcomes for the objective are aligned with the UNC system. For Fall 2022, students excelled at research designs and applying psychological principles.</p>	<p>Number 3, 5, and 12 appear to be the weakest items. (There are only 14 questions)</p> <p>#3 This question addresses how DSM categorizes and classifies psychological disorders. It might be too abstract/conceptual for the students in the introductory course.</p> <p>#5 This question addresses negative vs positive reinforcements.</p>	<p>Each member of the psychology faculty reviewed the course description (CD), the Course Learning Outcomes (CLOs), and assessment questions. As a result, they determined that CLOs must be re-created to match CD and create a new set of assessment questions that match the new CLOs. This will be accomplished by</p>	<p>The faculty will look at the questions related to psychological criteria to determine if they have validity. The members of psychology faculty will create a brand-new set of CLOs that correspond with CD, and according to the new CLOs, they will create a new set of assessment questions. In addition, improvements that are needed to strengthen the instructions will be discussed in the</p>	3

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				Results	Strengths	Areas for Improvement			
		<p>(Knowledge Base)</p> <p>2. Understand and apply basic research methods in psychology, including research design, data analysis and interpretation. (Research Methods)</p> <p>3. Understand and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental</p>				<p>This might be reflection of the students' preconceived notion of what positive and negative reinforcements are. It indicates the need for improving the instructions. #12 This is a question on memory, and a couple of instructors do not address the topic of Memory in their courses. The low p-value on this assessment question may reflect that fact. This will be addressed in the department meeting.</p>	<p>the end of the current cycle. It means that we will continue to use the current assessment for this cycle.</p>	<p>department meetings.</p>	

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		processes. (Critical Thinking) 5. Understand and apply psychological principles to personal, social, and organizational issues. (Applications)				#15 is the same as #3. There are only 14 questions on the Assessment.			
5b	Competency 5: Social and Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	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	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	Fall 2022 Mean: 70%	The new assessment is stronger and measures learning outcomes better.	All instructors should use the revised assessment—this was the major issue during the Fall 2022.	Some of us changed the original assessment questions manually while others did not, which generated some confusion in our discussion.	Continue using the revised assessment and check to ensure each instructor has the revised assessment prior to deploying it in Blackboard.	2

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				Results	Strengths	Areas for Improvement			
		<p>that Sociology provides in understanding human behavior and assess the influence that groups have on their daily lives.</p> <p>2. Outline the principle methods of sociological research and the process used for gathering information about human social behavior.</p> <p>3. Analyze a variety of social situations using the basic sociological theories and models.</p>	interaction among self, society, and the environment.						

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				Results	Strengths	Areas for Improvement			
		<p>4. Demonstrate a basic understanding of important sociological constructs, including, but not necessarily limited to:</p> <ul style="list-style-type: none"> • Culture • Groups and organizations • Deviance • Stratification • Socialization • Race and ethnicity • Gender and age • Social institutions 							
5b	Competency 5: Social and Behavioral Sciences	SOC 220: Social Problems Students will be assessed on	On average, students completing the common	Spring 2023 Mean: 91.8%	No strengths were found from this assessment,	The new format for the assessment was found not to be	The assessment change did occur; however, the grading was	This Fall, SOC 220 will move to OER which will require a new assessment	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 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	their writing and ability to articulate themselves orally by using rubrics on both their final paper and presentation. The assessment is their Final Course Paper. The plan is to implement "sociology writing labs" to break up the midterm proposal and final course papers into smaller "chunks" so students will be writing both assignments in pieces as the	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.		the mean score was lower than the previous year's assessment.	beneficial and therefore a new assessment method will be needed.	found to be tedious and time-consuming for what was being expected and reviewed for the student's work.	tool. The plan is to continue with the multiple-choice assessment for future semesters.	

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			
		course progresses.							
Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment. - Total								9/12	
Competency 5: Social and Behavioral Sciences - Total								36/40	

Program Review – A55140 Cosmetology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: BreAnne Walker

Program Code(s)/Name(s):

- A55140 Cosmetology
- D55140 Cosmetology – Diploma
- C55140P Cosmetology – CCP
- C55160 Cosmetology – Cosmetology Instructor

SECTION I: 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? Include Personnel and Equipment Request

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 77% on the theory portion of the exam and 96% 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. The "Student Salon" serviced over 1500 clients throughout the 22/23 year.

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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?

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 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 fulltime 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 abreast of trends in the industry and State Board requirements.

The program would benefit with additional salon equipment such as; salon chairs, hooded dryers, and wig dryers.

ACTIONS

The program will initiate monthly faculty meetings to ensure consistency in teaching the curriculum among full-time and adjunct faculty.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A455220	D55140	C55140P
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black	5	3	0
Hispanic	5	1	1
Non-U.S. Resident	2	0	0
Two or More Races	7	0	0
Unknown	0	9	15
White	28	16	6
Grand Total	47	29	22

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Cosmetology (55140)	132.27	117.89	104.41	105.44	109.09
Cosmetology Instructor (55160)	DNA	DNA	1.25	DNA	DNA

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A55140 Cosmetology	A55140	1	2	6	9
D55140 Cosmetology – Diploma	D55140	0	0	5	5
C55140P Cosmetology – CCP	C55140P	0	0	0	0
C55160 Cosmetology – Cosmetology Instructor	C55160	0	0	0	0
Grand Total		1	2	11	14

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A55140 Cosmetology	A55140	13	10	13	9
D55140 Cosmetology – Diploma	D55140	6	2	7	5
C55140P Cosmetology – CCP	C55140P	0	0	0	0
C55160 Cosmetology – Cosmetology Instructor	C55160	0	0	0	0
Grand Total		19	12	20	14

Program Financial Viability

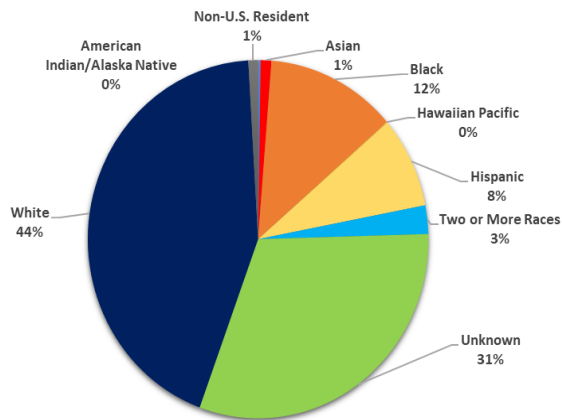
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Cosmetology & Esthetics	\$396,333.85	134.7	\$506,492.62	\$110,158.77	144.2	\$542,375.13	\$146,041.28

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A55140 Cosmetology	A55140	DNA	DNA	58%	52%
D55140 Cosmetology – Diploma	C55140	50%	100%	44%	45%
C55140P Cosmetology – CCP	C55140P	83%	82%	DNA	DNA
C55160 Cosmetology – Cosmetology Instructor	C55160	DNA	DNA	DNA	DNA

College Wide - Demographics

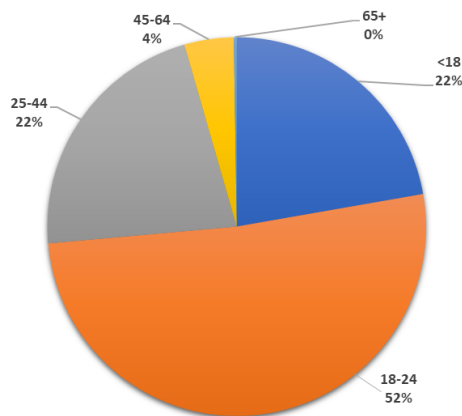
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

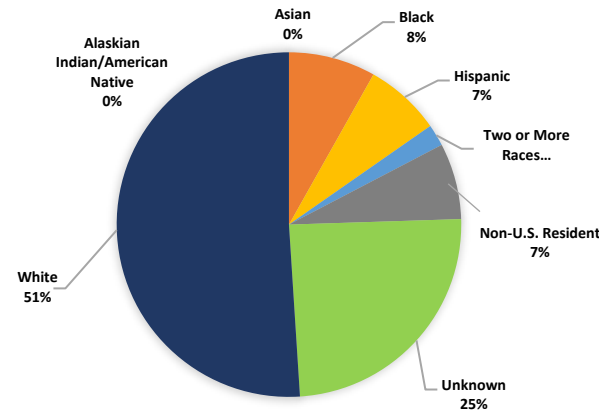


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

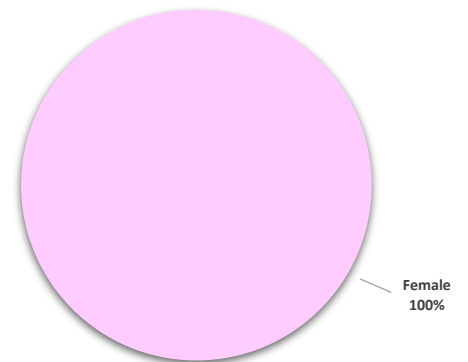


Program - Demographics

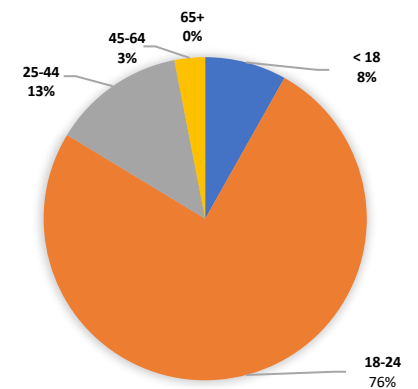
**A55140: Cosmetology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A55140: Cosmetology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A55140: Cosmetology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Cosmetology & Esthetics	382	39	9.8	119.8	\$ 450,647.16
COS-111	24	2	12.0	3.0	\$ 11,283.81
COS-111AB	12	1	12.0	0.8	\$ 2,820.95
COS-111BB	8	1	8.0	0.5	\$ 1,880.64
COS-112	24	2	12.0	18.0	\$ 67,702.86
COS-112AB	12	1	12.0	4.5	\$ 16,925.72
COS-112BB	8	1	8.0	3.0	\$ 11,283.81
COS-113	27	2	13.5	3.4	\$ 12,694.29
COS-113AB	5	1	5.0	0.3	\$ 1,175.40
COS-113BB	5	1	5.0	0.3	\$ 1,175.40
COS-114	27	2	13.5	20.3	\$ 76,165.72
COS-114AB	5	1	5.0	1.9	\$ 7,052.38
COS-114BB	5	1	5.0	1.9	\$ 7,052.38
COS-117	32	2	16.0	2.0	\$ 7,522.54
COS-118	32	2	16.0	21.0	\$ 78,986.67
COS-119	28	3	9.3	1.8	\$ 6,582.22
COS-120	28	3	9.3	15.8	\$ 59,240.00
COS-125	28	4	7.0	1.8	\$ 6,582.22
COS-126	27	3	9.0	15.2	\$ 57,124.29
COS-240	21	2	10.5	2.6	\$ 9,873.33
COS-250	22	2	11.0	0.7	\$ 2,585.87
COS-253	1	1	1.0	0.7	\$ 2,468.33
COS-254	1	1	1.0	0.7	\$ 2,468.33

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
COS-111	25%	58%	4%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.24	100%
Seated	25%	58%	4%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.24	100%
COS-111AB	67%	25%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.73	100%
Seated	67%	25%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.73	100%
COS-111BB	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
Seated	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
COS-112	67%	21%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.76	100%
Seated	67%	21%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.76	100%
COS-112AB	92%	0%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	4.00	100%
Seated	92%	0%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	4.00	100%
COS-112BB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-113	41%	56%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.42	100%
Seated	41%	56%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.42	100%
COS-113AB	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
Seated	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
COS-113BB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
Seated	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
COS-114AB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114BB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-117	78%	3%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.81	96%
Seated	78%	3%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.81	96%
COS-118	81%	0%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.85	96%
Seated	81%	0%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.85	96%
COS-119	79%	14%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.85	100%
Seated	79%	14%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.85	100%
COS-120	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
Seated	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
COS-125	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.96	100%
Seated	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.96	100%
COS-126	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-240	57%	14%	14%	5%	0%	0%	0%	10%	0%	0%	86%	90%	3.37	95%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	57%	14%	14%	5%	0%	0%	0%	10%	0%	0%	86%	90%	3.37	95%
COS-250	82%	0%	0%	0%	0%	0%	0%	18%	0%	0%	82%	82%	4.00	100%
Online	82%	0%	0%	0%	0%	0%	0%	18%	0%	0%	82%	82%	4.00	100%
COS-253	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-254	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Hairdressers, Hairstylists, and Cosmetologists

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	327	2.0%	111	1.9%	\$37,400
Lincoln	105	1.70%	38	2.50%	\$37,400
*Charlotte	5,521	2.0%	1,979	2.5%	\$41,100

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The Cosmetology Program offers a fulltime daytime adult program and a part-time program for high school students, each program has high enrollment. Over the next few years the industry is projected to grow 14%. With an average salary of \$40,000 to \$50,000.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p>	<ul style="list-style-type: none"> The Cosmetology Program offers hands on education that will prepare students to sit for the NC Cosmetic Arts licensing exam. The Cosmetology program provides education to prepare students for entry level jobs in the cosmetology industry. The Cosmetology program partners with salons in Gaston and Lincoln County to provide employment information to graduates. Salons

	Explanation
<p>What is the advisory committee feedback?</p>	<p>such as; William Henry, Great Clips, Sports Clips, Fantastic Sams, Smart Styles, and many other self-owned salons. The Cosmetology Program invites salons to be guest speakers to provide students with information about the salon and how to apply for a job.</p> <ul style="list-style-type: none"> • 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 partnered 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, Hesad House, and Amy's House to provide free/low cost services to their residents in need. For the last two years, Amy's House held a fashion show for all proceeds to be given to help Amy's House. The cosmetology students provide hair and makeup services to the model participants. <p>Representatives from Pretty in a Minute, Absolute Edge, Salon Centric, and Matrix, manufacturers of beauty salon products, meet with the cosmetology students each year to provide product and salon tool knowledge.</p> <p>Cosmetology will collaborate with the Esthetics and Manicuring programs to provide specials to the public for services provided at a discounted rate.</p> <p>The Cosmetology Program partners with salons, such as, William Henry, Great Clips, Sports Clips, Artful Strands, Rooted & Co., to provide additional hands on education to the students.</p> <ul style="list-style-type: none"> • 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

	Explanation
	weaknesses – graduates are weak in knowing how to build clientele, perform clipper cuts, and finishing the final details of a style.
<p>Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<ul style="list-style-type: none"> • 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 from 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

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) Have Full-Time and Part-Time pathways have been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<ul style="list-style-type: none"> • Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. • General Education courses such as English and Psychology are sequenced for the first year to help students with the completion of the Diploma and Associates Degree. • 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. • In comparison to neighboring schools the Cosmetology Program offers a fulltime daytime adult program and a part-time program for high school students. The program offered a part time evening program in the past that was not successful. The part time evening program required 8 semesters for student completion compared to the 4 semesters in the full-time program. For an evening program to be as successful as the morning cohort, it will require full time hours. Other programs have also moved to a four day a week program. • Marketing the program through open houses, social media, word of mouth, career fairs, and on-campus

	Explanation
	<p>tours have been very successful in highlighting the program and attracting students.</p> <ul style="list-style-type: none"> • Changes that will be implemented to improve enrollment and improve the program for the students will be to change the program from a 5-day week to a 4-day week. This will allow students more time for studying, family, and work.

PROGRESS

	Explanation
<p><u>SLOs and Curriculum Map:</u> Attach curriculum map and analysis of program learning outcomes.</p>	
<p><u>Retention and Progression:</u> Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<ul style="list-style-type: none"> • In 21/22 the Associates Degree program retention rate was 58%, but decreased slightly for 22/23 to 52%. In 21/22 the Diploma program retention rate was 44% and increased in 22/23 to 45% • 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 in order 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.
<p><u>Demographics:</u></p>	<p>Cosmetology is a very diverse program based on demographic data. Based on the most recent demographic data, the student population is 51% White,</p>

	Explanation
<p>Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A55140 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Cosmetology program at GC? Identify strategies for enrollment growth.</p>	<p>8% Black/African American, 8% Hispanic/Latinx, and 25% Unknown. Women make up 100% of students enrolled in the program.</p> <p>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.</p> <p>The Cosmetology program will partner with the marketing dept. to help with the growth of the underserved and male populations.</p> <p>Cleveland CC had 68 (new recurring students for Spring 2023. however, 0 from Lincoln & 4 from Gaston students were <u>from our service area</u> have enrolled in the Cosmetology program at CCC. $0 + 4 = 4$/Opportunity for program growth.</p> <p>Catawba Valley CC had 53 (new and recurring students for Spring 2023); however, 4 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Cosmetology program at CVCC. $4 + 0 = 4$/Opportunity for program growth.</p> <p>Central Piedmont CC had 65 (new and recurring students Spring 2023); however, 1 from Lincoln & 5 from Gaston totaling 6 students from our service area. Opportunity for program growth.</p> <p>When reviewing this information, determine if the program has effectively marketed the Cosmetology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p>	<ul style="list-style-type: none"> • Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. • The low enrollment classes are the second-year high school classes. Students will realize after one to two semesters that cosmetology is not their interest anymore.

	Explanation
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<ul style="list-style-type: none"> Students need a clearer understanding of the strict requirements of the program.
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<ul style="list-style-type: none"> 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. Traditionally seated is the best delivery mode for this hands-on program.
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<ul style="list-style-type: none"> End-of-Course evaluations are overall very 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. 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

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> COS 111BB, COS 112BB, COS 113AB, COS 113BB, COS 114AB, COS 114BB <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> COS 111 4% <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> COS 111 and COS 112 13 % <p>The courses with low enrollment are the part time high school classes. Cosmetology is planning on being involved</p>

	Explanation
	<p>in more high school and middle school career fairs/job fairs.</p> <p>The course with low success rates is the first semester theory classes. Cosmetology plans to have more student led study sessions for students after class.</p> <p>The courses with the highest withdrawal rate are the first semester courses. Students do not understand coming into the program the rigorous requirements of Cosmetology. Cosmetology will need to come up with an action plan to help introduce students to the requirements of the program during scheduled orientations.</p> <p>Through the low enrollment, low success rates, and high withdrawal rates, Cosmetology students completed at 100%.</p>
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<ul style="list-style-type: none"> • 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 in order 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. • The Cosmetology program will work with other divisions to request more evening classes for the needs of the students. Students will also be advised to

	Explanation
	complete courses before completing the core classes to help ensure completion.

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	85% 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.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The Cosmetology Program is a very viable program at Gaston College. The Cosmetology Program generated 146.58 FTE's in 2018 and 117.89 in 20/21. The program has seen a decrease since the pandemic in 2020. The FTE's for 22/23 is 109.09 and should increase over the next 2 years due to the increased interest in the Cosmetology industry.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<ul style="list-style-type: none"> 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 partnered 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

	Explanation
	<p>students provide hair and makeup services to the prom attendees.</p> <ul style="list-style-type: none"> • Representatives from GC Small Business Dept. and Job Placement work with Cosmetology students to prepare them for the future. <p>Representatives from Pretty in a Minute, Absolute Edge, Salon Centric, and Matrix, manufacturers of beauty salon products, meet with the cosmetology students each year to provide product and salon tool knowledge.</p> <p>Cosmetology will collaborate with the Esthetics and Manicuring programs to provide specials to the public for services provided at a discounted rate.</p>

SECTION VI: ADDITIONAL INFORMATION

	Comments
<p>Please include any additional data and/or information related to program-level accreditation.</p>	<p>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. GC Cosmetology plans to start a Manicuring and Natural Hair Care program to help with the needs of the industry.</p>

Curriculum Map - A55140 Cosmetology / C55160 Cosmetology Instructor

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	D	I	I	I	I	
COS 112	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	M	M	M	M	M	M
COS 118	M	M	M	M	M	M
COS 240	D	D		D	D	
COS 250	D			D	D	D

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

Program Learning Outcomes - A55140 Cosmetology / C55160 Cosmetology Instructor

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 use of safety and infection control practices as they perform client services.	<p>COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year</p> <p>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 tools, when performing cosmetology services on clientele in the Cosmetology Student Salon.</p>	On average, students will earn a grade of at least 100% out 100% on this performance measure	<p>COS 112 Fall 2022 – 1st year students Mean:100 Mean of Completers:100 Range:0-100 n:14</p> <p>COS 114 Spring 2023 – 1st year Mean:100 Mean of Completers:100 Range:0-100 n:14</p> <p>COS 116 Summer 2023 – 1st year Mean:100 Mean of Completers:100 Range:0-100 n:24</p> <p>COS 118 Fall 2022 – 2nd year students Mean:100 Mean of Completers:100 Range:0-100 n:18</p>	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 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	<p>Students are required by the NC Board of Cosmetic Arts to complete assessment with 100%.</p> <p>Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation</p>

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.	Conduct cosmetic services successfully by applying Professional Ethics	Assessment Means: Students will apply professional ethics when interacting with clients, classmates, and instructors during the performing 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.	<p>COS 112 Fall 2022 – 1st year students Mean:80 Mean of Completers:83 Range:50-100 n:14</p> <p>COS 114 Spring 2023 – 1st year Mean:85 Mean of Completers:85 Range:50-100 n:14</p> <p>COS 116 Summer 2023 – 1st year Mean:87 Mean of Completers:87 Range:50-100 n:24</p> <p>COS 118 Fall 2022 – 2nd year students Mean:87 Mean of Completers:87 Range:55-100 n:18</p>	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 increased from fall to spring for first year students 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	<p>Additional role plays and hands on practice will be implemented for next cycle.</p> <p>Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation</p>
3.	Develop cosmetology skills including hairstyling, haircutting, chemical applications,	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2 nd year	On average, students will earn a grade of at least 75% out of 100% on this	<p>COS 112 Fall 2022 – 1st year students Mean:75 Mean of Completers:79 Range:60-100 n:14</p>	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 increased 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

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		
	various hair color services, wet setting, thermal styling, ethnic hairstyling, manicures, pedicures, artificial nails, artificial hair, and skin care services.	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.	performance measure.	<p>COS 114 Spring 2023 – 1st year Mean:80 Mean of Completers:80 Range:60-100 n:14</p> <p>COS 116 Summer 2023 – 1st year Mean:80 Mean of Completers:80 Range:50-100 n:24</p> <p>COS 118 Fall 2022 – 2nd year students Mean:85 Mean of Completers:85 Range:30-100 n:18</p>	as students moved into their second year of the program.			
4.	Pass a mock final examination of the North Carolina Board of Cosmetic Arts examination prior to completing the program.	<p>COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year</p> <p>Assessment Means: Students will take a practical final exam that mirrors the North</p>	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	<p>COS 112 Fall 2022 – 1st year students Mean:83 Mean of Completers:83 Range:70-100 n:14</p> <p>COS 114 Spring 2023 – 1st year Mean:85</p>	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 increased through the second-year fall semester.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students. Also, implemented additional practice of the mock final exam for students.	<p>Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation</p> <p>Instructors will give additional feedback on the practical final</p>

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		
		Carolina Board of Cosmetic Arts licensing examination.		<p>Mean of Completers:85 Range:70-100 n:14</p> <p>COS 116 Summer 2023 – 1st year Mean:87 Mean of Completers:87 Range:50-100 n:24</p> <p>COS 118 Fall 2022 – 2nd year students Mean:92 Mean of Completers:92 Range:75-100 n:18</p>				exam to help with areas of improvement.
5.	Demonstrate appropriate customer service attributes to ensure effective client consultations and customer relations	<p>COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year</p> <p>Assessment Means: Students will demonstrate appropriate customer service skills through role playing scenarios with classmates, mannequins, and/or interaction with live models during client</p>	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	<p>COS 112 Fall 2022 – 1st year students Mean:75 Mean of Completers:75 Range:0-100 n:14</p> <p>COS 114 Spring 2023 – 1st year Mean:83 Mean of Completers:83 Range:0-100 n:14</p>	Assessment results demonstrated: Students met the 75% standard scores throughout the program and scores improved and/or maintained 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

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		
		consultations in the Cosmetology Student Salon.		<p>COS 116 Summer 2023 – 1st year Mean:85 Mean of Completers:85 Range:50-100 n:24</p> <p>COS 118 Fall 2022 – 2nd year students Mean:85 Mean of Completers:85 Range:30-100 n:18</p>				
6.	Demonstrate effective public speaking skills to ensure effective client consultations and customer relations	<p>COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year</p> <p>Assessment Means: COS 112 Students will demonstrate effective public speaking skills in class presentations and role play scenarios.</p> <p>COS 114, 116, and 118 Students will demonstrate effective public speaking skills when interacting with</p>	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	<p>COS 112 Fall 2022 – 1st year students Mean:70 Mean of Completers:70 Range:0-100 n:14</p> <p>COS 114 Spring 2023 – 1st year Mean:80 Mean of Completers:80 Range:30-100 n:14</p> <p>COS 116 Summer 2023 – 1st year Mean:85</p>	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.	<p>Monitor scores in the first year fall and spring semesters and compare 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 for students to feel more with clients.</p> <p>Review teaching and scoring of assessments with faculty to ensure consistency among</p>

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		
		clientele in the Cosmetology Student Salon.		<p>Mean of Completers:85 Range:50-100 n:24</p> <p>COS 118 Fall 2022 – 2nd year students Mean:87 Mean of Completers:87 Range:30-100 n:18</p>				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.	<p>COS 112 Fall 2022– 1st year students Mean:72 Mean of Completers:72 Range:30-100 n:14</p> <p>COS 114 Spring 2023 – 1st year Mean:75 Mean of Completers:75 Range:30-100 n:14</p> <p>COS 116 Summer 2023 – 1st year Mean:80 Mean of Completers:80 Range:50-100 n:24</p>	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	<p>Review teaching and scoring of assessments with faculty to ensure consistency among instruction.</p> <p>Start implementing these practices earlier in the semester to provide additional time for retaining information.</p>

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		
				COS 118 Fall 2022 – 2nd year students Mean:89 Mean of Completers:89 Range:30-100 n:18				

Program Review - A55180 Criminal Justice Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Calvin Shaw

Program Code(s)/Name(s):

- A55180 Criminal Justice Technology
- C55180E Criminal Justice Technology – General
- C55180P Criminal Justice Technology – CCP Certificate
- A5518C Criminal Justice Technology – Forensic Science
- C5518C Criminal Justice Technology – Forensic Science Certification
- C5518CP Criminal Justice Technology – Forensic Science Pathway

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** The strength of the program is with the instructional staff. All the instructors are either former or current law enforcement officers working in criminal justice. This gives the students some interactions with law enforcement officers and allows them to learn from “real” world experience. It also allows the college to have a closer partnership with local law enforcement agencies. In addition, our program is now housed in the same building in which Basic Law Enforcement and the Criminal Justice Academy are conducted. This allows students who are thinking of continuing their education to have interaction, depending on which track they are on. Another strength of the program is its flexibility for traditional and non-traditional students. The Criminal Justice programs offer many classes that are 8-weeks in length, this allows those already working to be able to take more classes during a semester without overloading the student.
- **Areas for Improvement:** The most notable area of improvement needed is marketing. The program's marketing has been bare and needs to be improved. Another area for improvement is to incorporate “hands-on” labs within the online courses. This will involve the use of outside providers to be incorporated with the classes. An effort to start more in-person classes will need to be implemented in addition to just offering online classes, this will have to have the support of the college as initial enrollment for seated classes will be low.
- **Needs:** The criminal justice department does have a need for some updated equipment. The Live Scan, used in the program for fingerprinting, will need to be updated. In addition, some newer equipment is needed for the Forensic Science program.
- **Actions:** This next program review period will concentrate on the marketing of the programs in the high schools. Recommendations for equipment will be submitted for purchase.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A55180	A5518C	C55180E	C55180P	C5518CP
American Indian/Alaska Native	0	0	0	3	0
Asian	17	12		13	0
Black	2	0	0	0	0
Non-U.S. Resident	11	11	2	15	3
Hispanic	1	3	0	7	0
Two or More Races	17	6	5	176	6
Unknown	51	31	3	76	7
White	0	0	0	3	0
Grand Total	99	63	10	290	16

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Criminal Justice Technology (55180)	90.27	102.19	73.59	69.47	63.97
Criminal Justice Technology – Forensic Science (5518C)	17.33	32.48	31.22	34.44	43.00
Criminal Justice Technology – Latent Evidence (55180A)	8.47	2.38	0.31	DNA	DNA

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A55180 Criminal Justice Technology	A55180	3	4	11	18
C55180A Criminal Justice Technology – Corrections	C55180A	0	0	0	0
C55180B Criminal Justice Technology – Home Security	C55180B	0	0	0	0
C55180D Criminal Justice Technology – Basics	C55180D	0	0	0	0
C55180E Criminal Justice Technology – General	C55180E	4	10	13	27
C55180P Criminal Justice Technology – CCP Certificate	C55180P	0	3	14	17
A5518C Criminal Justice Technology – Forensic Science	A5518C	0	1	5	6
C5518C Criminal Justice Technology – Forensic Science Certification	C5518C	0	2	1	3
C5518CP Criminal Justice Technology – Forensic Science Pathway	C5518CP	0	0	0	0
Grand Total		7	20	44	71

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A55180 Criminal Justice Technology	A55180	19	20	18	18
C55180A Criminal Justice Technology – Corrections	C55180A	1	12	0	0
C55180B Criminal Justice Technology – Home Security	C55180B	14	16	0	0
C55180D Criminal Justice Technology – Basics	C55180D	12	39	0	0
C55180E Criminal Justice Technology – General	C55180E	24	36	63	27
C55180P Criminal Justice Technology – CCP Certificate	C55180P	9	18	16	17
A5518A Criminal Justice Technology – Latent Evidence	A5518A	2	0	0	0
A5518C Criminal Justice Technology – Forensic Science	A5518C	6	5	0	6
C5518C Criminal Justice Technology – Forensic Science Certification	C5518C	1	3	4	3

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
C5518CP Criminal Justice Technology – Forensic Science Pathway	C5518CP	0	0	0	0
Grand Total		88	149	101	71

Program Financial Viability

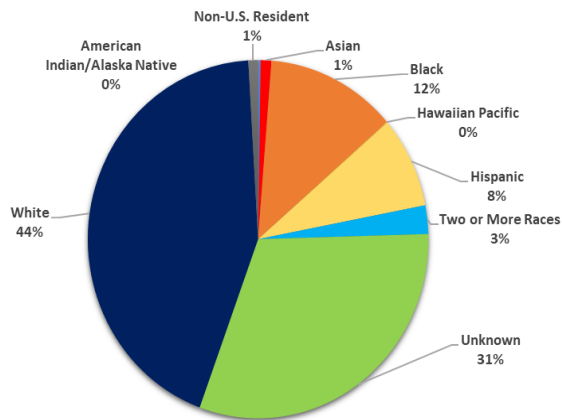
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Criminal Justice Technology (A55180)	\$104,063.78	16.4	\$80,239.16	(\$23,824.62)	17.7	\$86,546.81	(\$17,516.98)

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A55180 Criminal Justice Technology	A55180	DNA	0%	33%	DNA
C55180E Criminal Justice Technology – General	C55180E	DNA	100%	0%	80%
C55180P Criminal Justice Technology – CCP Certificate	C55180P	DNA	DNA	DNA	DNA
A5518C Criminal Justice Technology – Forensic Science	A5518C	DNA	DNA	DNA	0%
C5518C Criminal Justice Technology – Forensic Science Certification	C5518C	DNA	DNA	DNA	DNA
C5518CP Criminal Justice Technology – Forensic Science Pathway	C5518CP	DNA	DNA	DNA	DNA

College Wide - Demographics

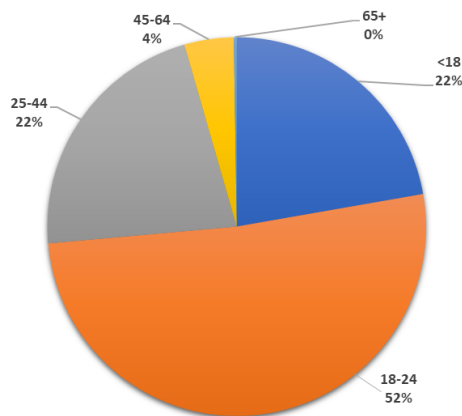
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

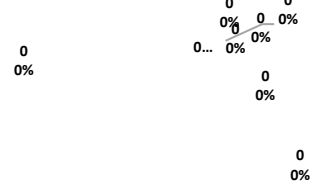


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

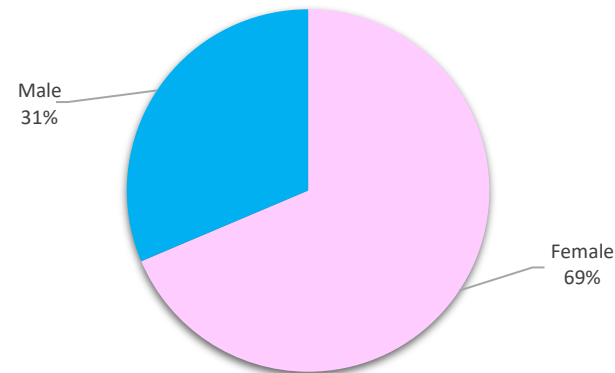


Program - Demographics

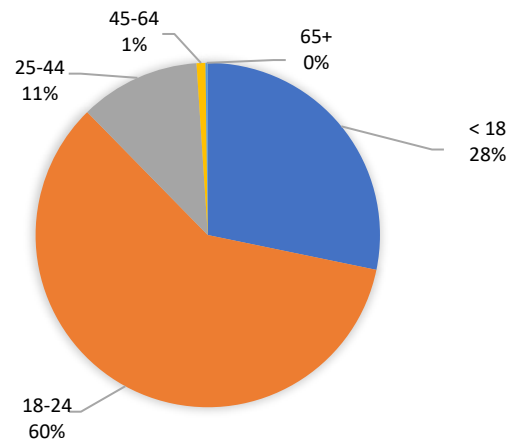
**A55180: Criminal Justice Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A55180: Criminal Justice Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A55180: Criminal Justice Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Criminal Justice	1204	58	20.8	121.6	\$ 457,464.46
CJC-111	293	11	26.6	27.5	\$ 103,317.39
CJC-112	41	2	20.5	3.8	\$ 14,457.38
CJC-113	33	2	16.5	3.1	\$ 11,636.43
CJC-115	18	1	18.0	2.8	\$ 10,578.57
CJC-120	11	1	11.0	1.0	\$ 3,878.81
CJC-121	132	5	26.4	12.4	\$ 46,545.72
CJC-131	49	2	24.5	4.6	\$ 17,278.33
CJC-132	34	2	17.0	3.2	\$ 11,989.05
CJC-141	163	7	23.3	15.3	\$ 57,476.91
CJC-144	23	2	11.5	3.6	\$ 13,517.06
CJC-146	26	1	26.0	4.1	\$ 15,280.16
CJC-160	23	2	11.5	2.2	\$ 8,110.24
CJC-161	21	2	10.5	2.0	\$ 7,405.00
CJC-170	21	1	21.0	2.0	\$ 7,405.00
CJC-212	112	4	28.0	10.5	\$ 39,493.34
CJC-214	26	1	26.0	2.4	\$ 9,168.10
CJC-221	28	2	14.0	4.4	\$ 16,455.56
CJC-222	17	1	17.0	1.6	\$ 5,994.52
CJC-225	16	1	16.0	1.5	\$ 5,641.91
CJC-231	29	1	29.0	2.7	\$ 10,225.95
CJC-232	5	1	5.0	0.5	\$ 1,763.10
CJC-240	9	1	9.0	0.8	\$ 3,173.57
CJC-241	11	1	11.0	1.0	\$ 3,878.81
CJC-245	21	1	21.0	3.3	\$ 12,341.67
CJC-246	17	1	17.0	2.7	\$ 9,990.87
CJC-250	14	1	14.0	1.8	\$ 6,582.22
CJC-255	11	1	11.0	1.0	\$ 3,878.81

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
CJC-110	83%	11%	0%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.88	100%
Seated	83%	11%	0%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.88	100%
CJC-111	57%	18%	8%	4%	6%	0%	0%	6%	0%	2%	84%	88%	3.24	87%
Online	46%	22%	10%	6%	8%	0%	0%	8%	0%	3%	78%	84%	3.00	82%
Seated	85%	10%	4%	1%	0%	0%	0%	1%	0%	0%	98%	99%	3.80	99%
CJC-112	20%	21%	15%	10%	17%	0%	0%	17%	0%	2%	56%	66%	2.21	66%
Online	20%	21%	15%	10%	17%	0%	0%	17%	0%	2%	56%	66%	2.21	66%
CJC-113	70%	9%	9%	0%	3%	0%	0%	9%	0%	0%	88%	88%	3.57	97%
Online	70%	9%	9%	0%	3%	0%	0%	9%	0%	0%	88%	88%	3.57	97%
CJC-115	67%	22%	0%	0%	11%	0%	0%	0%	0%	0%	89%	89%	3.33	89%
Hybrid	67%	22%	0%	0%	11%	0%	0%	0%	0%	0%	89%	89%	3.33	89%
CJC-120	27%	36%	18%	9%	9%	0%	0%	0%	0%	0%	82%	91%	2.64	82%
Online	27%	36%	18%	9%	9%	0%	0%	0%	0%	0%	82%	91%	2.64	82%
CJC-121	44%	26%	10%	5%	5%	0%	0%	9%	0%	9%	82%	86%	3.13	82%
Online	39%	26%	10%	5%	5%	0%	0%	11%	0%	10%	78%	84%	3.02	79%
Seated	68%	22%	9%	0%	0%	0%	0%	0%	0%	5%	100%	100%	3.59	96%
CJC-131	43%	10%	14%	10%	12%	0%	0%	10%	0%	2%	67%	78%	2.68	73%
Online	43%	10%	14%	10%	12%	0%	0%	10%	0%	2%	67%	78%	2.68	73%
CJC-132	26%	22%	12%	6%	18%	0%	0%	15%	0%	6%	62%	68%	2.41	68%
Online	26%	22%	12%	6%	18%	0%	0%	15%	0%	6%	62%	68%	2.41	68%
CJC-141	58%	20%	5%	2%	6%	0%	0%	8%	0%	6%	84%	86%	3.33	86%
Online	53%	10%	4%	4%	11%	0%	0%	16%	0%	13%	68%	72%	3.09	71%
Seated	62%	31%	6%	0%	1%	0%	0%	0%	0%	0%	99%	99%	3.52	99%
CJC-144	87%	4%	4%	0%	0%	0%	0%	4%	0%	17%	96%	96%	3.86	85%
Hybrid	85%	4%	5%	0%	0%	0%	0%	5%	0%	20%	95%	95%	3.84	83%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
CJC-146	27%	23%	15%	15%	15%	0%	0%	4%	0%	0%	65%	81%	2.32	68%
Online	27%	23%	15%	15%	15%	0%	0%	4%	0%	0%	65%	81%	2.32	68%
CJC-160	43%	31%	9%	0%	9%	0%	0%	4%	0%	13%	87%	87%	3.09	80%
Online	43%	31%	9%	0%	9%	0%	0%	4%	0%	13%	87%	87%	3.09	80%
CJC-161	43%	27%	10%	0%	14%	0%	0%	0%	0%	24%	86%	86%	2.90	69%
Online	43%	27%	10%	0%	14%	0%	0%	0%	0%	24%	86%	86%	2.90	69%
CJC-170	57%	24%	14%	5%	0%	0%	0%	0%	0%	0%	95%	100%	3.33	95%
Online	57%	24%	14%	5%	0%	0%	0%	0%	0%	0%	95%	100%	3.33	95%
CJC-212	54%	22%	6%	4%	7%	0%	0%	4%	0%	4%	84%	88%	3.19	84%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	48%	25%	5%	5%	9%	0%	0%	5%	0%	5%	80%	86%	3.06	80%
Seated	81%	10%	10%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.71	100%
CJC-214	12%	42%	15%	19%	12%	0%	0%	0%	0%	0%	69%	88%	2.23	69%
Online	12%	42%	15%	19%	12%	0%	0%	0%	0%	0%	69%	88%	2.23	69%
CJC-221	32%	25%	18%	7%	14%	0%	0%	4%	0%	0%	75%	82%	2.56	78%
Online	32%	25%	18%	7%	14%	0%	0%	4%	0%	0%	75%	82%	2.56	78%
CJC-222	41%	8%	12%	6%	18%	0%	0%	12%	0%	41%	65%	71%	2.60	50%
Online	41%	8%	12%	6%	18%	0%	0%	12%	0%	41%	65%	71%	2.60	50%
CJC-225	38%	22%	19%	0%	19%	0%	0%	0%	0%	13%	81%	81%	2.63	72%
Online	38%	22%	19%	0%	19%	0%	0%	0%	0%	13%	81%	81%	2.63	72%
CJC-231	31%	20%	14%	3%	21%	0%	0%	10%	0%	3%	66%	69%	2.42	70%
Online	31%	20%	14%	3%	21%	0%	0%	10%	0%	3%	66%	69%	2.42	70%
CJC-232	60%	17%	20%	0%	0%	0%	0%	0%	0%	20%	100%	100%	3.40	83%
Online	60%	17%	20%	0%	0%	0%	0%	0%	0%	20%	100%	100%	3.40	83%
CJC-240	22%	33%	22%	22%	0%	0%	0%	0%	0%	0%	78%	100%	2.56	78%
Online	22%	33%	22%	22%	0%	0%	0%	0%	0%	0%	78%	100%	2.56	78%
CJC-241	73%	27%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.73	100%
Online	73%	27%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.73	100%
CJC-245	90%	0%	0%	0%	0%	0%	0%	10%	0%	5%	90%	90%	4.00	95%
Hybrid	90%	0%	0%	0%	0%	0%	0%	10%	0%	5%	90%	90%	4.00	95%
CJC-246	82%	6%	0%	0%	0%	0%	0%	12%	0%	0%	88%	88%	3.93	100%
Hybrid	82%	6%	0%	0%	0%	0%	0%	12%	0%	0%	88%	88%	3.93	100%
CJC-250	71%	7%	0%	0%	0%	0%	0%	21%	0%	0%	79%	79%	3.91	100%
Online	71%	7%	0%	0%	0%	0%	0%	21%	0%	0%	79%	79%	3.91	100%
CJC-255	45%	18%	0%	0%	18%	0%	0%	18%	0%	0%	64%	64%	2.89	78%
Online	45%	18%	0%	0%	18%	0%	0%	18%	0%	0%	64%	64%	2.89	78%
College	44%	22%	11%	4%	6%	2%	0%	1%	0%	1%	79%	83%	3.09	88%

Employment Data: Criminal Justice and Law Enforcement Teachers, Postsecondary

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	17	n/a	4	1.6%	\$64,400
Lincoln	1	n/a	0	2.20%	\$64,400
*Charlotte	164	1.4%	36	1.9%	\$70,600

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The criminal justice program is viable to the community. When looking at the commerce data, for jobs that can be included in this field, there are over 2,000 new jobs for police and sheriff deputies in the next 8 years and for security officers there are 1,800 new jobs that will become available.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>This program is for those who are interested in a career in law enforcement, private security, crime scene processing or other investigation and security employment. Having a 2-year degree gives the knowledge that will lead to employment.</p> <p>The program has partnered with community service providers and 4-year institutions. This program has an articulation agreement with Lees-McRae College, Gardner-Webb University and Montreat College. This has enabled students interested in continuing their education to do so without repeating courses.</p> <p>The advisory committee has favorable comments about the program, and have been receptive to changes of the program, those being online options, shortening some classes to 8-weeks instead of the traditional 16-week courses.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>The criminal justice program at Gaston College is unique in that all the instructors have been or are currently working in the criminal justice field. The Criminal Justice technology program can be done entirely online, and the Criminal Justice Forensic program can be taken entirely online except for the lab parts of certain classes.</p> <p>Promotion of the Criminal Justice program is lacking. Being unable to have unique promotional items, such as recruiting posters specifically for the Criminal Justice program has been an issue. More marketing of the program is needed. The Criminal Justice department has partnered with the North Carolina Criminal Justice Education and Training Standards Fellowship program. This program pays for a 2-year education in Criminal Justice or related field. The department has done several presentations of the program to local high schools with little or no interest being received.</p>

	Explanation
	Another problem with the marketing of Criminal Justice is that of media influence on the profession. When doing career day presentations, most potential applicants do not seem interested in this field, due to the negativity that has been presented through various media platforms.

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>The course sequence for the Criminal Justice programs is now sequenced in a way that promotes easier registration and completion of the program. Math and English requirements are selected to be completed during the first year.</p> <p>The full-time and part-time pathways have been reviewed and they are still in alignment for successful completion. The program can be completed in 2 years if the program is followed or may be completed in as little as 18 months for motivated students.</p> <p>The Criminal Justice programs are 64-hours for completion of both the CJ Technology and the Forensic Science programs. In comparison to neighboring institutions, Cleveland Community College has only the Criminal Justice Technology program and it is 65-hours. Catawba Valley Community College has the Criminal Justice Technology program at 67- hours, and the Forensic Science program at 68-72 credit hours.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>The criminal justice department makes a concerted effort to assist students in that, we email students when assignments are late, refer to Watermark for alerts when the student is wavering on work assignments.</p> <p>Even with the outreach, a part of the retention and progression of the student is dependent on their motivation to complete the class or the course of study.</p> <p>When considering the student's success and withdrawal rates, it is hard to understand why they have not completed the class(es) or the program of study. Some may be financial or personal issues outside the instructor's control.</p> <p>Continued effort to encourage the student to finish the class and the program is always paramount to the program's success; however, without knowing what issue the student is facing, it is</p>

	Explanation
	difficult to know how to assist them. Some of this is due to more online classes, which results in less actual time in getting to know the student.
<p>Demographics: Share the strategies used to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A55180 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the CJC program at GC? Identify strategies for enrollment growth.</p>	<p>Strategies that have been in place for the underserved or non-traditional students are shorter courses, and more online classes. In reviewing the below listed information regarding Catawba Valley Community College, Central Piedmont Community College and Cleveland Community College, the primary issues with students in attending those colleges instead of Gaston College is that of location. Some students live closer to those colleges than Gaston College. While most of the Criminal Justice classes are offered online, which would make it easier for those students, the other Community Colleges are willing to have seated classes with fewer students.</p> <p>Cleveland CC had 45 (new recurring students for Spring 2023). All 3 CJC students were from Lincoln county, 0 students were from Gaston county. However, with only a few students enrolling in the CJC program at Cleveland CC, GC's program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC had 77 (new and recurring students for Spring 2023); only 5 students are from Lincoln & 4 students are from Gaston $5 + 4 = 9$. With only 1 student from Lincoln county, the program should continue to try to identify avenues for program growth.</p> <p>Central Piedmont CC had 109 (new and recurring students Spring 2023); only 0 student is from Lincoln & 5 students are from Gaston $0 + 5 = 5$. With only 5 students from Gaston county, the program should continue to try to identify avenues for program growth. When reviewing these numbers, determine if the program has effectively marketed the Criminal Justice Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p>	<p>Yes, the courses in the Criminal Justice programs and certificates are sequenced in a way that makes sense for both the traditional student and the non-traditional student.</p> <p>Course success rates for students with a grade of C or higher for the program are 80.5% while the college overall is 79%.</p> <p>The courses being offered do meet the enrollment need. Courses with the lowest enrollment are CJC 120 Interview and</p>

	Explanation
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Interrogation and CJC 232 Civil Liability. The CJC 120 class is a 2-credit hour class and is an elective in the program. Because of the 2-credit hour length, some students do not register, as it puts them off their 3-credit hour schedule, not realizing that the CJC 221 Investigative Principles class is a 4-credit hour class and is a required course.</p> <p>The CJC 232 class deals with civil litigation against an officer which is a good class to have but most students do not think about lawsuits at this stage.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>In general, no we are not choosing the best delivery method. It is understood that seated classes will usually have better results as for completion of the class and program. The primary issue for consideration is enrollment. When seated classes are offered alongside online classes, during registration, the seated classes do not make the minimum enrollment. Online classes do help underserved and non-traditional students but take more discipline on the traditional student to complete. In review of the information from the past year, most of the seated classes were CCP classes taught at area high schools. To help improve the online classes, the criminal justice department is working on getting classes to become Quality Matters (QM) certified. One course CJC 141 Corrections is QM certified.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).</p>	<p>Student feedback is used to improve the courses offered. This may be in the form of the class modality, or a change in how the course is offered. They are also used to encourage instructor performance, and for the instructor evaluations.</p> <p>Some positive statements from students;</p> <ul style="list-style-type: none"> • “Nothing. Instructor is great!” • “I absolutely think the class is beneficial to students want to be in the criminology work force” • “Was a great teacher so far, glad to be in his class” • “thank you for teaching me how to fight crime” • “Very understanding and just a really good professor overall” <p>One negative comment, and there was only one.</p> <ul style="list-style-type: none"> • “Could be more personable.”

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • CJC 120 Interview and Interrogation • CJC 232 Civil Liability <p>Courses with Low Success Rates, of less than 70% making C or better.</p>

	Explanation
	<ul style="list-style-type: none"> • CJC 112 Criminology • CJC 131 Criminal Law • CJC 132 Court Procedures • CJC 141 Corrections (Online) Note: The seated class is a high school class taught in person. • CJC 146 Trace Evidence • CJC 214 Victimology • CJC 222 Criminalistics • CJC 231 Constitutional Law <p>Courses with High Withdrawal Rates of 10% or more.</p> <ul style="list-style-type: none"> • CJC 112 Criminology 17% • CJC 121 Law Enforcement Operations (online) 11% • CJC 131 Criminal Law 10% • CJC 132 Court Procedures 15% • CJC 141 Corrections (online) 16% Note: The seated class is a high school class with students required to be there. • CJC 222 Criminalistics 12% • CJC 231 Constitutional Law 10% <p>Strategies to address the low enrollment, low success rate and high withdrawal rate are varied;</p> <ul style="list-style-type: none"> • More engagement from the instructor • Timely outreach to the student when assignments have been missed. • Submitting alerts in Watermark. • Checking textbooks and teaching resources to make the classes more appealing. • Working with registration regarding enrolling students in low enrollment classes.
<p>Graduation: Discuss the program’s actual awards/headcount percentage data? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The criminal justice technology and criminal justice forensic science 2-year degree award to headcount has stayed stable over the past 3 years.</p> <p>The criminal justice technology corrections C55180A, criminal justice homeland security C55180B, criminal justice basic C55180D, criminal justice technology latent evidence A5518A were certificate programs that were discontinued after 2021.</p> <p>It should be noted that the criminal justice technology forensic science pathway has not had a graduate in 4 years. This program may not be viable for future availability.</p> <p>There are no known barriers to students to timely complete either the degree program or the certificate programs available. The college offers online classes, and shorter courses. The only barrier would be student motivation.</p> <p>Strategies that have been implemented to assist in student completion include,</p>

	Explanation
	<ul style="list-style-type: none"> • More engagement from the instructor • Timely outreach to the student when assignments have been missed. • Submitting alerts in Watermark. • Checking textbooks and teaching resources to make the classes more appealing. • Working with registration regarding enrolling students in low enrollment classes.

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>In reviewing the GradCast information of the 16 students who graduated May 2023, 7 did not respond to the survey, of the 9 that did respond, 4 are working in the criminal justice field.</p> <p>Transfer data from the UNC Transfer Data was only up to 2021, so that data would not apply to this program review.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>The program is viable. In looking at the data for the program, the total cost of the program is 104,063.78 with only 16.4 FTE's generated, however in the same document under Program Course Information, it has the Criminal Justice program as generated 457,464.46 with 121.6 FTE's at a revenue cost by major prefix of 23,824.62 which depending on the number that is used is either we are in a deficit of 17,516.98 or in the positive of 433,639.84.</p> <p>Either way the program is viable as it is a gateway that can lead to Basic Law Enforcement Training, which leads to better trained officers.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The criminal justice department contacted local law enforcement agencies in Gaston and Lincoln counties. In addition, we have worked closely with the NC Criminal Justice Education and Training Standard division to promote the Fellowship program to potential students. The fellowship provided a free 2-year degree to students,</p>

	Explanation
	provided that upon graduation they serve a set time in a law enforcement agency.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A55180 Criminal Justice Technology

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 detection and 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 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 mastery level appropriate for graduation

Program 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 21-87.5 Fall 2022 Mean of Completers: 86% Range: 0-100 n: 154	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: <ul style="list-style-type: none"> 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- 84.8% Fall 2022 Mean of Completers: 85.5% Range: 64-96 n: 18	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 .7% increase in the scores from Fall 21 to Fall 22. This is not a statistically significant increase, but it is an increase. Traditionally this is a bit tougher of a class to teach and would like to see this go higher.	Actions that need to be implemented before fall 2023: <ul style="list-style-type: none"> 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 Mean of completers: 79%	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.	3

				<p>Range: 64, 100 N=22 Spring 2022 Mean of Completers: 80% Range: 59-98 n: 18 Spring 2023 Mean of Completers: 80% Range: 60-92 n: 22</p>				<p>The final exam will be re-worked to include scenario-based questioning. Increase data collection to include both fall and spring semesters</p>	
4	<p>Identify detection and investigation procedures and techniques utilized in the criminal justice system.</p>	<p>CJC 221 (Investigative Principles) Final Exam The final exam is a 150-question exam and is in the multiple-choice format.</p>	<p>On average, students will earn at least 80% on this assessment.</p>	<p>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 Spring 2022 Mean of Completers: 87%</p>	<p>For this assessment, the instrument is reflective of the subject matter. The final exam is comprehensive and standardized across all sections</p>	<p>This assessment tool, as well as other assessments, needs to be constantly updated within the scope of changes in the criminal justice system.</p>	<p>The scores on this assessment have stayed fairly consistent over the semesters, though there has been a 2% decrease in the scores.</p>	<p>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</p>	4

				Range: 72-99 n: 18 Spring 2023 Mean of Completers: 86% Range: 70-96 n: 12					
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% Range: 80, 100 N=11 Spring 2022 Mean of Completers: 95% Range: 80-100 n: 12 Spring 2023 Mean of Completers: 91% Range: 85-100 n: 9	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

Program Review - A55220 Early Childhood Education

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Brian Bookout

Program Chair: Erin Brassell

Program Code(s)/Name(s):

- A55220 Early Childhood Education
- A55220T Early Childhood Education – Transfer
- A55220TL Early Childhood Education – Transfer with Licensure
- A55220CR Early Childhood Education – Career Ready
- C55220C Early Childhood Education – Early Childhood
- C55220E Early Childhood Education – Special Needs
- C55220F Early Childhood Education – Early Literacy
- C55220G Early Childhood Education – Preschool
- C55220P Early Childhood Education – CCP
- C55850 Early Childhood Administration Certificate

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

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

In an effort to remove barriers and streamline prerequisites for Early Childhood Education classes and requirements for the degree programs, the following curriculum changes were implemented Fall 2022:

Early Childhood Education faculty implemented the following strategies to increase enrollment and retention in the program. These approaches are being used to increase success. The ECE faculty are continuing to use each of these strategies with their current students:

- Referrals for campus resources will be made by each faculty in the program, as needed
- Inactive students will be contacted via Watermark notes/alerts, BB reminder, email and/or phone within 3 absences and/or within 3 missed/failed assignments
- Regular Zoom meetings with online student as well as seated and hybrid ones
- 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 work closely with local schools, centers, and homes

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 very 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

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

that could be used by current or future Instructors. Finally, our retention efforts must continue to include additional strategies for supporting all of 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 include EDU 162 (Observation & Assessment) as a requirement for Career Ready students, possibly to replace EDU 185 (Cognitive & Language Activities).
- We also would like to include EDU 282 (Trends/Policies in Early Childhood), possibly to replace EDU 282 (Children's Literature).
- We need to invest in Test Kits to demonstrate screenings on school-age students.

Actions:

- Referrals for campus resources and advising will be made by each faculty in the program, as needed
- Inactive students will be contacted via Watermark notes/alerts, BB reminder, email and/or phone within 3 absences and/or within 3 missed/failed assignments
- Regular Zoom meetings with online student as well as seated and hybrid ones
- At least three recruitment and/or community events will be held annually
- ECE faculty will serve on relevant Partnership for Children of Lincoln & Gaston Counties and will work closely with local schools, centers, and homes

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A55220	A55220CR	A55220T	A55220TL	D55220	C55220B
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black	0	20	1	5	0	0
Hispanic	0	4	0	0	0	0
Non-U.S. Resident	0	1	0	0	0	0
Two or More Races	0	2	0	0	0	0
Unknown	0	9	3	4	1	0
White	1	45	3	15	1	1
Grand Total	1	81	7	24	2	1

Academic Year 2022-2023 Unduplicated	C55220C	C55220D	C55220E	C55220G	C55220P	C55850
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black	4	0	1	1	3	1
Hispanic	2	0	1	0	1	0
Non-U.S. Resident	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Unknown	0	0	0	0	13	0
White	11	1	3	2	10	4
Grand Total	17	1	5	3	27	5

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Early Childhood Education (55220)	82.28	74.93	66.03	46.41	53.97

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A55220 Early Childhood Education	A55220	0	0	0	0
A55220T Early Childhood Education – Transfer	A55220T	0	0	0	0
A55220TL Early Childhood Education – Transfer with Licensure	A55220TL	1	0	1	2
A55220CR Early Childhood Education – Career Ready	A55220CR	0	0	5	5
C55220C Early Childhood Education – Early Childhood	C55220C	0	0	4	4
C55220E Early Childhood Education – Special Needs	C55220E	1	0	7	8
C55220F Early Childhood Education – Early Literacy	C55220F	0	2	1	3
C55220G Early Childhood Education – Preschool	C55220G	1	2	10	13
C55220P Early Childhood Education – CCP	C55220P	0	0	0	0
C55850 Early Childhood Administration Certificate	C55850	0	1	2	3
Grand Total		3	5	30	38

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A55220 Early Childhood Education	A55220	2	0	0	0
A55220T Early Childhood Education – Transfer	A55220T	0	0	1	0
A55220TL Early Childhood Education – Transfer with Licensure	A55220TL	3	6	0	2
A55220CR Early Childhood Education – Career Ready	A55220CR	1	3	1	5
C55220B Early Childhood Education – Administration	C55220B	3	3	0	0
C55220C Early Childhood Education – Early Childhood	C55220C	1	12	7	4
C55220E Early Childhood Education – Special Needs	C55220E	0	23	9	8
C55220F Early Childhood Education – Early Literacy	C55220F	2	9	5	3
C55220G Early Childhood Education – Preschool	C55220G	17	27	10	13
C55220P Early Childhood Education – CCP	C55220P	0	0	0	0
C55850 Early Childhood Administration Certificate	C55850	0	0	7	3

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
	Grand Total	29	83	40	38

Program Financial Viability

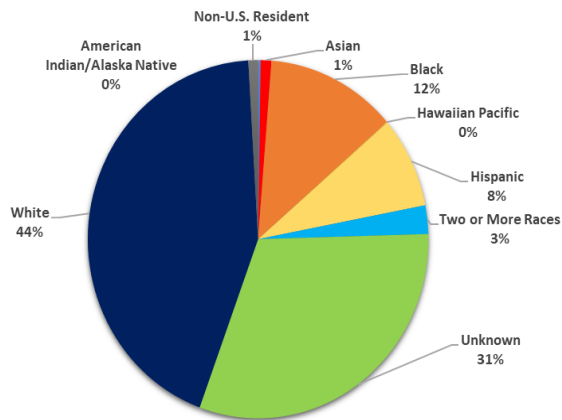
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Early Childhood Education (A55220)	\$184,210.21	61.7	\$231,919.91	\$47,709.70	54.9	\$206,493.72	\$22,283.51

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A55220 Early Childhood Education	A55220	0%	0%	0%	DNA
A55220T Early Childhood Education – Transfer	A55220T	0%	DNA	0%	50%
A55220TL Early Childhood Education – Transfer with Licensure	A55220TL	0%	0%	0%	100%
A55220CR Early Childhood Education – Career Ready	A55220CR	50%	100%	25%	50%
C55220C Early Childhood Education – Early Childhood	C55220C	0%	DNA	0%	10%
C55220E Early Childhood Education – Special Needs	C55220E	DNA	0%	0%	DNA
C55220F Early Childhood Education – Early Literacy	C55220F	0%	100%	DNA	DNA
C55220G Early Childhood Education – Preschool	C55220G	DNA	DNA	DNA	DNA
C55220P Early Childhood Education – CCP	C55220P	DNA	DNA	DNA	DNA
C55850 Early Childhood Administration Certificate	C55850	DNA	DNA	DNA	DNA
D55220 Early Childhood Education	D55220	0%	0%	0%	DNA

College Wide - Demographics

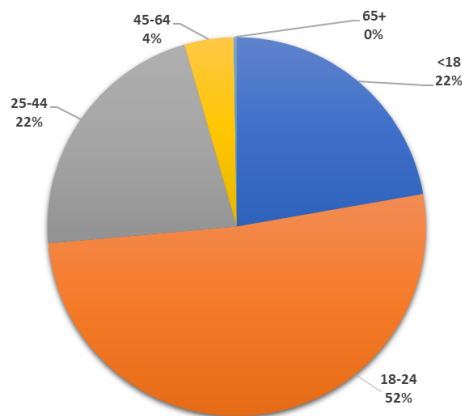
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

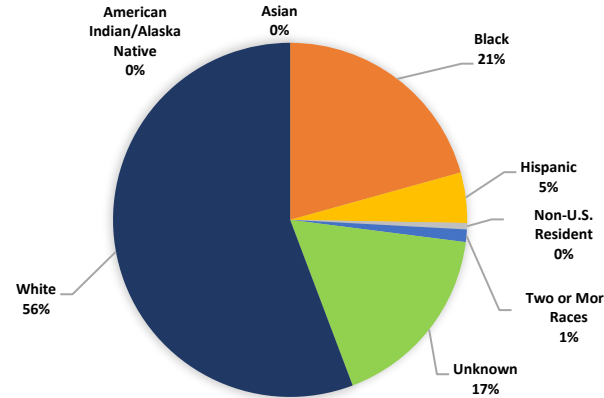


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

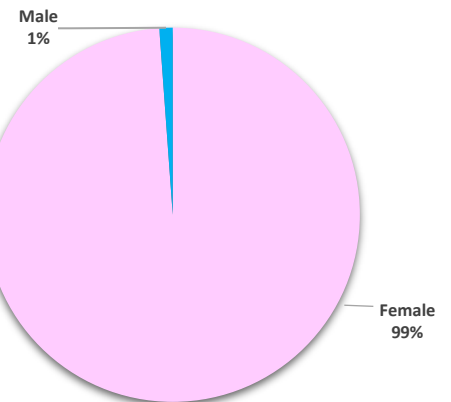


Program - Demographics

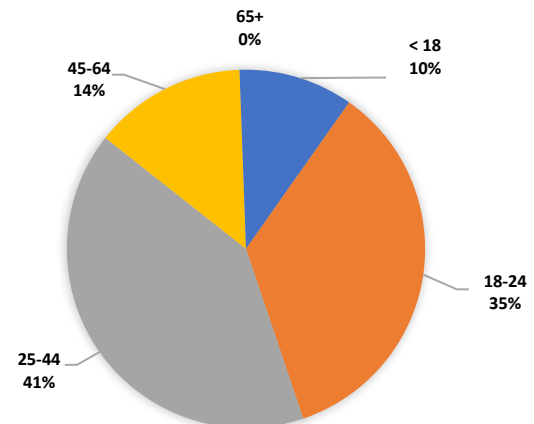
**A55220: Early Childhood Education Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A55220: Early Childhood Education Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A55220: Early Childhood Education Unduplicated Enrollment
Academic Year 2022-2023 -
by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Early Childhood Ed	568	28	20.3	60.6	\$ 227,791.91
EDU-119	80	3	26.7	10.0	\$ 37,612.70
EDU-131	30	1	30.0	2.8	\$ 10,578.57
EDU-144	29	1	29.0	2.7	\$ 10,225.95
EDU-145	28	1	28.0	2.6	\$ 9,873.33
EDU-146	39	1	39.0	3.7	\$ 13,752.14
EDU-151	24	1	24.0	2.3	\$ 8,462.86
EDU-153	35	2	17.5	3.3	\$ 12,341.67
EDU-184	16	1	16.0	2.0	\$ 7,522.54
EDU-185	20	1	20.0	1.9	\$ 7,052.38
EDU-187	20	1	20.0	3.8	\$ 14,104.76
EDU-216	86	2	43.0	8.1	\$ 30,325.24
EDU-221	12	1	12.0	1.1	\$ 4,231.43
EDU-234	21	1	21.0	2.0	\$ 7,405.00
EDU-243	28	2	14.0	2.6	\$ 9,873.33
EDU-250	17	1	17.0	1.6	\$ 5,994.52
EDU-251	20	1	20.0	1.9	\$ 7,052.38
EDU-259	7	1	7.0	0.7	\$ 2,468.33
EDU-261	6	1	6.0	0.6	\$ 2,115.71
EDU-262	6	1	6.0	0.6	\$ 2,115.71
EDU-279	19	1	19.0	3.6	\$ 13,399.52
EDU-280	7	1	7.0	0.7	\$ 2,468.33
EDU-282	15	1	15.0	1.4	\$ 5,289.29
EDU-284	3	1	3.0	0.9	\$ 3,526.19

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EDU-119	11%	21%	18%	8%	13%	0%	0%	30%	0%	0%	50%	58%	2.16	71%
Online	11%	23%	19%	5%	12%	0%	0%	31%	0%	0%	52%	57%	2.21	75%
Seated	20%	0%	0%	40%	20%	0%	0%	20%	0%	0%	20%	60%	1.50	25%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EDU-131	40%	27%	7%	3%	7%	0%	0%	17%	0%	0%	73%	77%	3.08	88%
Online	40%	27%	7%	3%	7%	0%	0%	17%	0%	0%	73%	77%	3.08	88%
EDU-144	55%	23%	3%	0%	3%	0%	0%	14%	0%	3%	83%	83%	3.48	92%
Hybrid	55%	23%	3%	0%	3%	0%	0%	14%	0%	3%	83%	83%	3.48	92%
EDU-145	43%	24%	14%	0%	4%	0%	0%	14%	0%	4%	82%	82%	3.21	92%
Hybrid	43%	24%	14%	0%	4%	0%	0%	14%	0%	4%	82%	82%	3.21	92%
EDU-146	51%	15%	10%	3%	8%	0%	0%	13%	0%	0%	77%	79%	3.15	88%
Online	51%	15%	10%	3%	8%	0%	0%	13%	0%	0%	77%	79%	3.15	88%
EDU-151	25%	25%	17%	4%	13%	0%	0%	17%	0%	0%	67%	71%	2.55	80%
Hybrid	25%	25%	17%	4%	13%	0%	0%	17%	0%	0%	67%	71%	2.55	80%
EDU-153	49%	17%	6%	0%	14%	0%	0%	14%	0%	3%	71%	71%	3.00	81%
Online	57%	14%	4%	0%	11%	0%	0%	14%	0%	0%	75%	75%	3.25	88%
Seated	14%	25%	14%	0%	29%	0%	0%	14%	0%	14%	57%	57%	2.00	57%
EDU-184	44%	38%	6%	0%	6%	0%	0%	6%	0%	0%	88%	88%	3.20	93%
Online	44%	38%	6%	0%	6%	0%	0%	6%	0%	0%	88%	88%	3.20	93%
EDU-185	65%	20%	5%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.67	100%
Hybrid	65%	20%	5%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.67	100%
EDU-187	30%	35%	15%	5%	15%	0%	0%	0%	0%	0%	80%	85%	2.60	80%
Online	30%	35%	15%	5%	15%	0%	0%	0%	0%	0%	80%	85%	2.60	80%
EDU-216	16%	25%	16%	10%	12%	0%	0%	20%	0%	1%	58%	69%	2.30	71%
Online	16%	25%	16%	10%	12%	0%	0%	20%	0%	1%	58%	69%	2.30	71%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EDU-221	33%	25%	17%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.22	100%
Online	33%	25%	17%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.22	100%
EDU-234	19%	29%	29%	5%	14%	0%	0%	5%	0%	0%	76%	81%	2.35	80%
Online	19%	29%	29%	5%	14%	0%	0%	5%	0%	0%	76%	81%	2.35	80%
EDU-243	82%	11%	4%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.81	100%
Online	82%	11%	4%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.81	100%
EDU-250	41%	12%	12%	6%	6%	0%	0%	24%	0%	0%	65%	71%	3.00	85%
Online	41%	12%	12%	6%	6%	0%	0%	24%	0%	0%	65%	71%	3.00	85%
EDU-251	30%	25%	20%	5%	20%	0%	0%	0%	0%	0%	75%	80%	2.40	75%
Online	30%	25%	20%	5%	20%	0%	0%	0%	0%	0%	75%	80%	2.40	75%
EDU-259	43%	25%	14%	0%	14%	0%	0%	0%	0%	14%	86%	86%	2.86	75%
Hybrid	43%	25%	14%	0%	14%	0%	0%	0%	0%	14%	86%	86%	2.86	75%
EDU-261	67%	0%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	4.00	100%
Online	67%	0%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	4.00	100%
EDU-262	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
EDU-279	42%	11%	16%	0%	11%	0%	0%	21%	0%	0%	68%	68%	2.93	87%
Online	42%	11%	16%	0%	11%	0%	0%	21%	0%	0%	68%	68%	2.93	87%
EDU-280	57%	14%	14%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.50	100%
Hybrid	57%	14%	14%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.50	100%
EDU-282	47%	40%	7%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.43	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Hybrid	47%	40%	7%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.43	100%
EDU-284	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Education and Childcare Administrators, Preschool and Daycare

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	43	n/a	8	1.3%	\$46,200
Lincoln	15	n/a	3	1.80%	\$46,200
*Charlotte	692	0.9%	136	1.8%	\$50,500

*Charlotte includes data from Charlotte/Concord/Gastonia

*For future Program Review documents, we need to also include the employment data for the more common jobs such as Teacher, Teacher Assistant, substitute teacher, etc.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	As demonstrated during the pandemic, teachers are essential workers. Our country cannot work unless and until children have adequate care and education. We are continuing to experience a teacher shortage throughout the United States including right here in North Carolina. Our students and graduates are well-poised to be gainfully employed upon graduation as there is a desperate need for highly qualified Early Childhood Professionals.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Click to review data on NC employment for Early Childhood Starting with our introductory course, EDU 119, successful students can earn their NCECC which allows them to be employed in licensed/regulating facilities. Almost 100% of our graduates are gainfully employed in the field by the time they enroll in the capstone course, EDU 284. The knowledge, skills, and Lab Hours they have gained help them to be quite

	Explanation
<p>What is the advisory committee feedback?</p>	<p>marketable in the field. As they earn more college credits, the programs in which they are employed benefit from higher ERS ratings.</p> <p>Our program is helped by our partnerships in many ways, such as with local stakeholders on our Advisory Board, whom we ask to host our students in their programs for field work and observations. The Partnership is a means of staying abreast of current community issues as well as sharing our program news with all local directors.</p> <p>Another opportunity for collaboration was the statewide ACCESS, in which we have renewed our engagement.</p> <p>Our Advisory Board completely supports our program, including our decision to not renew our NAEYC accreditation, as it cost much in time, energy, and money and not is needed or specifically advantageous to our students or graduates.</p> <p>As part of the Division of Arts in Sciences we participate in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, etc.). Each of these outreach events helps establish and build strong relationships with the area community.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>We will now start to offer HYFLEX courses, which nearby colleges do not. We are hopeful that this meets all students' needs.</p> <p>Most neighboring institutions do not have Saturday or evening course offerings.</p> <p>Our marketing efforts need to improve to highlight our uniqueness in our offerings.</p> <p>Marketing Efforts include – Gaston Spotlight, Open House, Child Care Center Recruitment efforts, Directors Forum</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p>	<p>All courses within the Early Childhood degree pathways are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programming cost. Foundational requirements are provided early in the program and</p>

	Explanation
<p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>promote completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and corequisite courses as early in their academic program as possible.</p> <p>We have been reviewing our pathways and courses, and have curriculum changes ready to submit for our main degree, the Career Ready track, which most students take. We believe this will improve the program by meeting their needs and offering courses that reflect student's needs to be ready to teach – and assess- in a diverse field.</p> <p>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.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	<p>See the attached curriculum map and program learning outcomes.</p>
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>Program Retention - All Early Childhood Education Degrees A55220</p> <ul style="list-style-type: none"> • Fall 2016 to Fall 2017 = 22% • Fall 2017 to Fall 2018 = 33% • Fall 2018 to Fall 2019 = 48% • Fall 2019 to Fall 2020 = 50% • Fall 2020 to Fall 2021 = 50% • Fall 2021 to Fall 2022 = DNA <p>Data was not available for program retention.</p> <p>Classes with low success rates was EDU 119, one section of which is a high school career ready course taught with 6 students, several of whom did not submit several main assignments despite urging by myself and the high school counselor, and thus failed the course.</p> <p>The data for EDU 261.D6B Fall 22 seems incorrect; although it looks to have 67% inputted by institutional effectiveness; there are errors. This class actually had a high success rate- 100% of the 6 students passed with an A.</p>

	Explanation
	<p>EDU 151, EDU 261, and EDU 250 had success rates that were negatively affected by withdrawals. Some students came not ready for success; others are unaware of all course requirements and unable to attend some in-person meetings such as evening, etc. This results in higher withdrawal rates. Some solutions might be to have better or clearer notification in Self Service and/or advising on EDU courses that have on-campus and other in-person requirements (e.g., lab hours in EDU 184 and EDU 284). We feel that requiring more college readiness skills (e.g., technology, writing, etc.) requiring ACA first, requiring students to follow the suggested scope and sequence would likely result in student success.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A55220 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Early Childhood Education program at GC? Identify strategies for enrollment growth.</p>	<p>Demographics A55220 during 2022-2023 Academic Year Percent Female 99% Percent Male 1% Percent White 56% Percent Non-White 44%</p> <p>Demographics Gaston College during 2022-2023 Academic Year Percent Female 64% Percent Male 36% Percent White 44% Percent Non-White 56%</p> <p>We continue to work to build and maintain trusting relationships with our students, which helps us be aware of and try to support their needs.</p> <p>In order to attract more male students, we possibly could have our only male teacher help with recruiting efforts. However, the gender disparity in our student is reflective of the national teaching demographics.</p> <p>Diversity, Equity, and Inclusion is imbedded in all of our courses. We suggest/hope for our college to have a DEI full-time professional with cultural trainings and events. Our diverse students would benefit from a culturally sensitive workforce that more closely represents them.</p> <p>We believe we could do a better job of marketing the Early Childhood Education program with access to the new GC materials, etc. on our website and social media sites, to reach students in and around our service area counties.</p> <p>In order to attract more male students, we possibly could have our only male teacher help with recruiting efforts. However, the</p>

	Explanation
	<p>gender disparity in our student is reflective of the national teaching demographics.</p> <p>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.</p> <p>Cleveland CC had 103 (new recurring students for Spring 2023. however, 3 from Lincoln & 8 from Gaston students were <u>from our service area</u> have enrolled in the Early Childhood Education program at CCC. $3 + 8 = 11$/Opportunity for program growth.</p> <p>Catawba Valley CC had 66 (new and recurring students for Spring 2023); however, 1 from Lincoln & 3 from Gaston students were <u>from our service area</u> have enrolled in the Early Childhood Education program at CVCC. $1 + 3 = 4$/Opportunity for program growth</p> <p>Central Piedmont CC had 307 (new and recurring students Spring 2023); however, 5 from Lincoln & 9 from Gaston totaling 14 students from our service area. $5 + 9 = 14$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Early Childhood Education program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p>	<p>Course sequencing is a high priority within the Division. Collaboration with other division and programs occur 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.</p> <p>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. Improving course offerings is an important goal within the Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab</p>

	Explanation
	sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Our program has listened to our students' input and selected delivery times and methods best for their work schedules.</p> <p>We currently offer online, synchronous online, Hy-Flex, and evening web-blended, and Saturday web-blended courses.</p> <p>The Division of Arts and Sciences has worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in house by the Dean and Associate Deans.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>According to Early Childhood Course Evaluations, the students' evaluations of current Early Childhood instructors and courses are excellent. Sandy Wright, the Dept Chair, said that she had no suggestions for improvement at this time.</p> <p>Student feedback is addressed in program meetings and when applicable, modifications or improvements will be made for the upcoming semester.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Courses with Low Enrollment EDU 259, EDU 261 & EDU 262, and EDU 284 are the courses with lowest enrollment. EDU 259 is only required for one of our degrees and on Saturdays; numbers might increase if we added it to more certificates or a transfer degree; however, because of articulation agreements with the four-year universities, we cannot change those. A solution might be to offer that HYFLEX instead. EDU 261 & EDU 262 are low in enrollment because they are only for those on one degree and those seeking the Administration Credential (and career), a small, specialized section of our student population. However, it is one that we still need to have it. EDU 284 has low numbers because it has the most pre-requisites (at the state level), and is only for those about to graduate with an Associate Degree.</p> <p>Courses with Low Success Rates EDU 119 continues to have the low success rate. This is due to a lack of prerequisites, it is a class required for employability at very low-paying child care jobs which</p>

	Explanation
	<p>CCP students were enrolled in sections of this, and are not ready for success nor motivated to be teachers and so do not complete the assignments.</p> <p>Courses with High Withdrawal Rates EDU 151, EDU 261, and EDU 250 had highest withdrawals. Some students came not ready for success; others were unaware of all course expectations and were unable to attend some in-person meetings such as evenings, Saturdays, etc. These issues result in higher withdrawal rates. Some solutions might be to have better or clearer notification in Self Service and/or advising on EDU courses that have on-campus and other, lab hours. We feel that demanding more college readiness skills (technology, writing, etc.), requiring ACA coursework first, requiring students to follow the suggested scope and sequence might result in more student success. Another solution may be to share specific items such as the Course Syllabus and the Course Schedule in advance of the first day of class. Having this prior knowledge may allow a student to make an educated decision regarding their readiness for success in the course.</p> <p>Our program addresses our students' needs and selects delivery times and methods that work best for their schedules.</p> <p>We currently offer online, synchronous online, Hy-Flex, and evening web-blended, and Saturday web-blended courses.</p>
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Total headcount (enrolled): 174 Total awards:38 Total awards at highest level: 7 Percentage: 22%</p> <p>The barriers remain due to a systemic challenge. Throughout the field of Early Education there are ongoing issues with low wages, high amounts of burnout, and low levels of job satisfaction. The potential earnings for our students and graduates is drastically falling because of the pandemic-era Stabilization Grants going away.</p> <p>We continue to make referrals for campus resources for students as needed Inactive students are contacted via Watermark notes/alerts, BB reminder, email and/or phone within 3 absences and/or within 3 missed/failed assignments We communicate with students and help them be successful outside of class time. We hold regular Zoom meetings for all (including online) students.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>The great majority of our graduates are gainfully employed in the field of early education by the time they complete our program. We require fieldwork and practicums that enable them to demonstrate the art of teaching in real-world settings. Our EDU graduates are employed in jobs such as Early Childhood Lead Teachers (child care or preschool, Pre-K) teachers and Teaching Assistants in elementary schools. Unfortunately, both nationally and locally, these teaching jobs are not as high-paying as jobs in other disciplines.</p> <p>Our students and graduates are well-poised to be gainfully employed upon graduation as there is a desperate need for highly qualified Early Childhood Professionals.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>The program generates 54.9 FTE, which makes the value greater than the total cost of the program.</p> <p>In addition to this monetary value, our program is crucial as we are training the future workforce of teachers. Our students and graduates are well-poised to be gainfully employed upon graduation as there is a desperate need for highly qualified Early Childhood Professionals.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>We work directly with schools, placing students for partnerships with local school systems such as Gaston, Lincoln, Cleveland, Catawba Counties and more. Our program partners with local stakeholders on our Advisory Board, for whom we provide trainings on site at their programs, and who host our students in their programs for fieldwork and observations.</p> <p>Along with the Partnership for Children of Lincoln and Gaston Counties, we plan and host an annual training Conference for 100+ area teachers.</p> <p>We are involved with our statewide counterparts, participating on ACCESS.</p>

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A55220 Early Childhood Education

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Use multidimensional knowledge (child development, ability, cultural, and other contexts) to support individual children	Build supportive and collaborative partnerships with diverse families and community resources and agencies	Utilize varied appropriate observation, documentation, and assessment strategies and tools, considering ethical, developmental, ability, cultural, and linguistic factors	Use a broad repertoire of evidence-based, anti-bias teaching skills and practices responsive to children's individual developmental, ability, cultural, and linguistic needs	Demonstrate pedagogical knowledge, application, integration, and modification of academic content in the early childhood curriculum	Display professionalism as an early childhood educator through communication skills, advocacy, ethical behavior, collaboration, and reflective practice
EDU 119	I	I	I	I	I	I
EDU 131	D	D				D
EDU 144	D	D	D	D		D
EDU 145	D	D	D			D
EDU 146	D	D	D	D		D
EDU 151	D			D	D	
EDU 153	D		I	I		
EDU 184	D	D		D	D	D
EDU 185	D	D	D	D	D	
EDU 187*	I			I	I	I
EDU 216	I					D
EDU 221	D	D	D	D		D
EDU 234	M	D	D	D		D
EDU 250*			I	I		I
EDU 251			I	D	D	
EDU 259	M	D		D	D	D
EDU 261	M	M				M
EDU 262	M	M				M
EDU 279*	I		I	I	D	D
EDU 280	M	M	M	M	M	
EDU 282	I			D	D	
EDU 284	M	M	M	M	M	M

*Teacher Prep course

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback

M	Demonstrated at the mastery level appropriate for graduation
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Program 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	<p>Promoting Child Development and Learning:</p> <p>1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.</p> <p>1b. Knowing and understanding the multiple influences on development and learning.</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>	<p>Direct Measure used to assess is the Developmental Case Study in EDU 234: Infants, Toddlers, and Twos.</p>	<p>On average, students will earn at least 238 out of 340 on this assessment.</p>	<p>Fall 2022 Mean: 271.44 Range: 183.43-334.90 n: 17</p>	<p>Detailed instructions within the assignment description as well as ongoing Blackboard announcements about the assignment are available. Group and individual Zoom sessions were held to clarify assignment, answer questions, etc. Students were most proficient with listing the characteristics of assigned child (1a) and knowing about the multiple</p>	<p>Students need to improve their ability to use developmental information to analyze a child's development and to make individualized recommendations for them. The specific areas that are the most difficult for students to grasp seem to be the analyses and the recommendations (1c). Some students have been using this Case Study assignment as an opportunity to write</p>	<p>The overall scores were dramatically better in 2022 than they were in 2021. Assignment descriptions were made more detailed, especially for the items related to 1c.</p>	<p>Continue to offer virtual and/or in-person sessions to assist students, as needed. For the next cycle, concentrate the assignment on analyzing data and making appropriate recommendations for specific (predetermined) children whose personas are available through SCRIPT-NC.</p>

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		
					influences on development/learning.	creatively about a child that they have not studied or one that is not in the proper age range.		
2	Building Family and Community Relationships: 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.	Direct Measure used to assess is the Family Event Plan in EDU 280: Language / Literacy Experiences	On average, students will earn at least <u>175</u> out of <u>250</u> on this assessment.	Fall 2022 Mean: 231.1 Range:173-250 n: 6	Clear instructions and the grading rubric helped students to comprehend this learning outcome.	Students seem to struggle with the implementation piece of this assignment. For logistical reasons, students who are not employed in an early childhood setting have a difficult time with the implementation piece.	The number of successful students on this assignment has increased. The class meetings on Saturday mornings have continued to be very well-received; students have stated that they prefer the opportunities to discuss assignment expectations face-to-face.	The Family Event Plan is being moved from EDU 280 (back to) EDU 131. That course is a more appropriate match for this assignment since the entire course is specific to working with Families and Communities. A proposal for a replacement assignment has already been drafted for the upcoming spring section of EDU 280. All students will plan a Family

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		
								Event. Implementation of the Family Event will not be required, except for extra credit points.
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 of appropriate goals, curriculum, and teaching strategies for young children. 3b. Knowing about and using observation, documentation, and other appropriate	Direct Measure used to assess is the Assessment Portfolio in EDU 145: Child Development I	On average, students will earn at least <u>210</u> out of <u>300</u> on this assessment.	Fall 2022 Mean: 251.17 Range: 195-294 n: 23	Detailed assignment description and grading rubric allowed students to understand most of the requirements for this learning outcome.	Students continue to need 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 improved. The instructor gave students much more support during class time as well as during office hours.	Replace the Assessment Portfolio to accommodate for the inappropriate level of expectations. The new assignment is aligned to the course learning outcomes. Order new (and different) test kits to allow students to be exposed to age-appropriate assessments. To address this need, we are considering changing the Career Ready Associate degree

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		
	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 partnerships with families and with professional colleagues to build effective learning environments.							to include the EDU 162 course (Observation & Assessment) rather than EDU 182 (Cognitive & Language Activities).
4	Using Developmentally	Direct Measure used to assess is	On average, students will	Fall 2022 Mean: 222.7	Explicit instructions	As in previous years, when	The students were more successful on	For the next cycle, amend the

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		
	<p>Effective Approaches:</p> <p>4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.</p> <p>4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p>4d. Reflecting on own practice to promote positive outcomes for each child.</p>	<p>the to the Effective Approaches Project in EDU 280: Language / Literacy Experiences</p>	<p>earn at least <u>175</u> out of <u>250</u> on this assessment.</p>	<p>Range: 190-241 n: 6</p>	<p>and grading rubric allowed students to understand the expectations of this standard.</p>	<p>reviewing the grading rubrics for completers, the specific area that seems to be the most difficult for students to grasp seem to using a wide repertoire of developmentally appropriate teaching/learning strategies (4c).</p>	<p>this assignment and in this course compared to the previous year. Students seem to be more accustomed to teaching modalities post-pandemic. In addition, the instructor seems to be aware of which items need to be clarified during in-class meetings and virtual announcements.</p>	<p>assignment description and grading rubric. This time, be sure to concentrate announcements/assistance on the areas that students struggle the most--using a wide range of developmentally appropriate teaching/learning strategies.</p>

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	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 concepts, inquiry tools, and structures of content areas or academic disciplines.	Direct Measure used to assess is the Integrated Activity Plan in EDU 284: Early Child Capstone Practicum	On average, students will earn at least <u>180</u> out of <u>250</u> on this assessment.	Spring 2023 Mean: 247.50 Range: 242.5-250 n: 3	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 mastery.	We will continue to review and revise this assignment, as needed. As teaching practices (e.g., instructional technology) change, we will require students to remain current and competent.	The number of successful students on this assignment improved slightly. The low number of enrolled students allowed for increased support for individuals.	Students seem to be more competent in some others more than others. We will continue to focus on ways to improve modifications/adaptations as well as assessment procedures.

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		
	5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.							
6	<p>Becoming a Professional:</p> <p>6a. Identifying and involving oneself with the early childhood field.</p> <p>6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.</p> <p>6c. Engaging in continuous,</p>	*Direct Measure used to assess is usually the Rise to the Challenge Key assessment, but due to continuing COVID restrictions, the Alternate assignment, the NAEYC Standards Collection in EDU 284: Early Childhood Practicum	On average, students will earn at least <u>175</u> out of <u>250</u> on this assessment.	Spring 2023 Mean: 150 Range: 150 n: 3	Students are given the opportunity to choose their best examples of coursework that demonstrate their mastery of each standard. There is a focus on Standard 6 and students reflect on their professional	We will continue to provide clear expectations, direct support, and specific feedback to students.	The number of successful students on this assignment improved. The small number of enrolled students allowed for a very high level of instructor support.	Resume the Rise to the Challenge assignment that existed prior to COVID. That assignment will allow students to demonstrate their ability to recognize and implement positive changes in their 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		
	<p>collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</p> <p>6d. Integrating knowledgeable, reflective, and critical perspectives on early education.</p> <p>6e. Engaging in informed advocacy for young children and the early childhood profession.</p>				growth in that area.			

Program Review - A35130 Electrical Systems Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Bill Leagon

Program Code(s)/Name(s):

- A35130 Electrical Systems Technology
- D35130 Electrical Systems Technology – Diploma
- C35130A Electrical Systems Textile Technology – Photovoltaic
- C35130B Electrical Systems Technology – Residential Wiring
- C35130C Electrical Systems Technology – Industrial Wiring
- C35130D Electrical Systems Technology – Renewable Energy
- C35130P Electrical Systems Technology – CCP

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: Qualified instructors, large labs, renewable energy courses.
- Areas for Improvement: Hands on training and lab equipment
- Needs: Better and more up to date lab equipment
- Actions: Working to improve labs with money allotted each year.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes such as the use of AI to improve accuracy in services provided in the Electrical Systems Technology field. How will the program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A35130	D35130	C35130A	C35130B	C35130C	C35130D	C35130P
American Indian/Alaska Native	0	1	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black	4	0	0	0	0	0	0
Hispanic	5	1	2	1	0	0	2
Non-U.S. Resident	0	2	0	0	0	0	0
Two or More Races	1	0	0	0	0	0	0
Unknown	4	0	1	1	1	1	3
White	21	1	2	8	2	0	5
Grand Total	35	5	5	10	3	1	10

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Electrical Systems Technology (35130)	31.25	45.69	29.78	36.03	47.00

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A35130 Electrical Systems Technology	A35130	0	1	7	8
D35130 Electrical Systems Technology – Diploma	D35130	0	0	4	4
C35130A Electrical Systems Textile Technology – Photovoltaic	C35130A	1	1	10	12
C35130B Electrical Systems Technology – Residential Wiring	C35130B	2	14	1	17
C35130C Electrical Systems Technology – Industrial Wiring	C35130C	2	2	12	16
C35130D Electrical Systems Technology – Renewable Energy	C35130D	0	11	0	11
C35130P Electrical Systems Technology – CCP	C35130P	0	0	0	0
Grand Total		5	29	34	68

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A35130 Electrical Systems Technology	A35130	6	7	6	8
D35130 Electrical Systems Technology – Diploma	D35130	3	2	1	4
C35130A Electrical Systems Textile Technology – Photovoltaic	C35130A	1	12	6	12
C35130B Electrical Systems Technology – Residential Wiring	C35130B	17	15	16	17
C35130C Electrical Systems Technology – Industrial Wiring	C35130C	4	20	14	16
C35130D Electrical Systems Technology – Renewable Energy	C35130D	9	10	2	11
C35130P Electrical Systems Technology – CCP	C35130P	1	1	0	0
Grand Total		41	67	45	68

Program Financial Viability

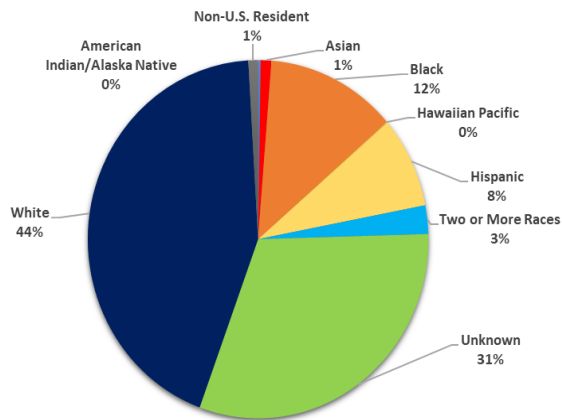
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Electrical Systems Technology	\$108,803.11	30.8	\$150,356.74	\$41,553.63	47	\$229,813.55	\$121,010.44

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A35130 Electrical Systems Technology	A35130	67%	67%	67%	57%
D35130 Electrical Systems Technology – Diploma	D35130	0%	50%	50%	25%
C35130A Electrical Systems Textile Technology – Photovoltaic	C35130A	DNA	0%	0%	DNA
C35130B Electrical Systems Technology – Residential Wiring	C35130B	0%	0%	0%	100%
C35130C Electrical Systems Technology – Industrial Wiring	C35130C	DNA	DNA	DNA	DNA
C35130D Electrical Systems Technology – Renewable Energy	C35130D	DNA	DNA	DNA	DNA
C35130P Electrical Systems Technology – CCP	C35130P	0%	100%	DNA	DNA

College Wide - Demographics

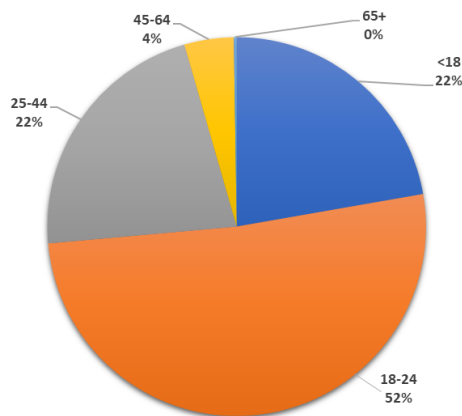
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

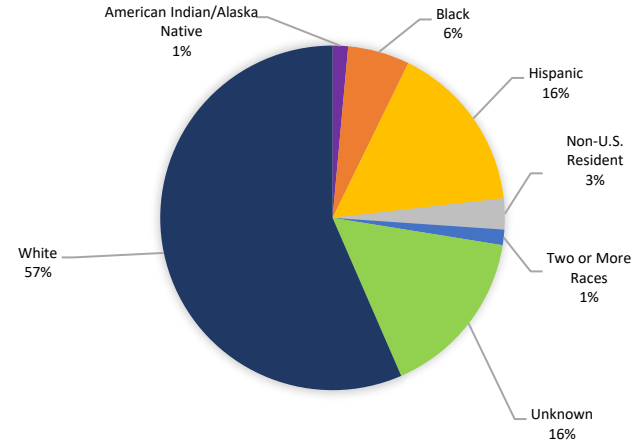


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

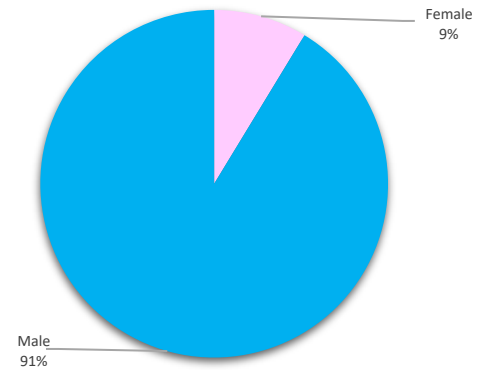


Program - Demographics

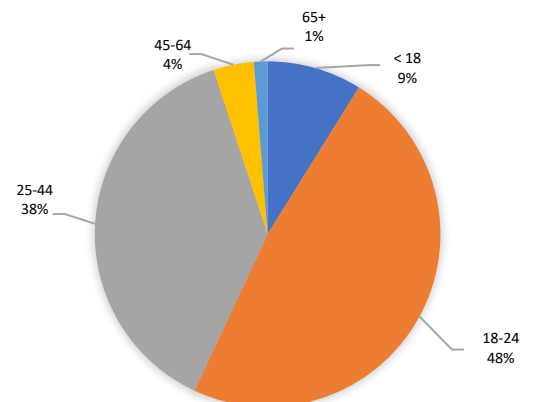
**A35130: Electrical Systems Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A35130: Electrical Systems Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A35130: Electrical Systems Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Electrical Systems	227	20	11.4	42.9	\$ 209,949.35
ALT-120	3	1	3.0	0.4	\$ 1,833.62
ALT-250	9	1	9.0	1.1	\$ 5,500.86
ELC-112	30	2	15.0	8.4	\$ 41,256.42
ELC-113	28	2	14.0	7.0	\$ 34,227.55
ELC-115	21	2	10.5	5.3	\$ 25,670.66
ELC-117	24	2	12.0	6.0	\$ 29,337.90
ELC-118	26	2	13.0	2.4	\$ 11,918.52
ELC-119	10	1	10.0	0.9	\$ 4,584.05
ELC-128	23	2	11.5	3.6	\$ 17,572.18
ELC-131	14	1	14.0	2.6	\$ 12,835.33
ELC-135	18	2	9.0	2.3	\$ 11,001.71
ELC-221	9	1	9.0	1.4	\$ 6,876.07
ELC-230	12	1	12.0	1.5	\$ 7,334.48

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
ALT-120	67%	0%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Seated	67%	0%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
ALT-250	78%	22%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.78	100%
Seated	78%	22%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.78	100%
ELC-112	83%	0%	0%	0%	3%	0%	0%	13%	0%	3%	83%	83%	3.85	93%
Seated	83%	0%	0%	0%	3%	0%	0%	13%	0%	3%	83%	83%	3.85	93%
ELC-113	57%	18%	4%	0%	4%	0%	0%	18%	0%	0%	79%	79%	3.52	96%
Seated	57%	18%	4%	0%	4%	0%	0%	18%	0%	0%	79%	79%	3.52	96%
ELC-115	90%	0%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	4.00	100%
Seated	90%	0%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	4.00	100%
ELC-117	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ELC-118	92%	0%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	4.00	100%
Seated	92%	0%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	4.00	100%
ELC-119	60%	18%	10%	10%	0%	0%	0%	0%	0%	10%	90%	100%	3.30	82%
Seated	60%	18%	10%	10%	0%	0%	0%	0%	0%	10%	90%	100%	3.30	82%
ELC-128	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
ELC-131	36%	43%	7%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.33	100%
Seated	36%	43%	7%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.33	100%
ELC-135	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Electrical and Electronics Installers and Repairers, Transportation Equipment

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	2	n/a	0	1.2%	\$67,600
Lincoln	1	n/a	0	1.60%	\$67,600
*Charlotte	31	1.5%	7	1.6%	\$73,100

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: Electrical and Electronics Repairers, Commercial and Industrial Equipment

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	32	1.3%	6	0.3%	\$63,800
Lincoln	9	n/a	2	1.30%	\$63,800
*Charlotte	421	1.5%	94	1.4%	\$69,800

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405)	Use the link below to review NC state data for Textile Technology jobs including Electrical and Electronics Repairers, Commercial and Industrial Equipment. You can compare data from Jobs EQ that is broken down by county and our local region.
https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	Click to review North Carolina Employment Data for Electrical Systems Technology
Community: How does this program lead to employment opportunities in the local community or prosperity zone?	This program prepares students for entry level positions in multiple industries ranging from construction, maintenance, and utility applications.

	Explanation
How have we benefitted from community partnerships and what other opportunities exist for collaboration?	As far as I know we have not had many benefits from community partnerships
What is the advisory committee feedback?	Advisory board wants more emphasis on industrial and commercial applications
Uniqueness: What do we do that sets us apart from neighboring institutions?	Renewable energy courses and more experienced instructors covering a wider variety of experience.
How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	Courses are well attended and even must add seats sometimes.

ENTRY

	Explanation
Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)	Yes
Have Full-Time and Part-Time pathways have been updated/reviewed?	Yes
In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?	Set up to achieve credentials with minimum credit hours required by the State of North Carolina.
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	

PROGRESS

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Students are capable of finding work after one semester of classes and this hurts our retention. Some do remain as part-time evening students.
Demographics:	

	Explanation
<p>Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A35130 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Electrical Systems Technology program at GC? Identify strategies for enrollment growth.</p> <p>Gaston and Lincoln counties border Catawba, Cleveland, and Mecklenburg counties. The campuses may be closer to the student's home.</p>	<p>Cleveland CC had 33 (new and recurring students for Spring 2023); however, 1 from Lincoln & 2 from Gaston students were <u>from our service area</u> have enrolled in the Electrical Systems Technology program at CCC. With the limited number of students enrolled at in Electrical Systems Technology, the program may have an opportunity for program growth</p> <p>Catawba Valley CC had 91 (new and recurring students for Spring 2023); however, 3 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Electrical Systems Technology program at CVCC. Having three students enrolled in Electrical Systems Technology at CVCC represents a possible opportunity for program growth.</p> <p>Central Piedmont CC had 76 (new and recurring students Spring 2023); however, 1 from Lincoln & 3 from Gaston totaling 3 students from our service area. With the limited number of students enrolled in Electrical Systems Technology at CPCC, the program may have an opportunity for program growth.</p> <p>When reviewing this information, determine if the program has effectively marketed the Electrical Systems Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes</p> <p>Very well</p> <p>Yes, I know of no student that has been unable to attend a course that was needed for the achievement of a credential.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Yes</p>

	Explanation
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Students are satisfied with the instructors, are slightly dissatisfied with equipment, and would like more hands-on. We use what we have to give the students the most knowledge.</p> <p>We use feedback to improve our courses.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Enrollment is good for first year courses <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • All courses have good success rates <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • We really do not have high withdrawal rates.
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Do not have percentages for that, head count and awards are difficult to determine with Associate, diploma and certificates being awarded over a several year period with changing head count each year. I do know that each student earning the Diploma also earns two certificates and each student that earns the Associate earns four certificates which relates to a good credential to headcount ratio.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Very few transfer, most are gainfully employed by graduation or shortly after.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>Makes money.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Advisory board.

SECTION VI: ADDITIONAL INFORMATION

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

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
ISC 112 Industrial Safety	D		

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

Program 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	Students will properly install the wiring and devices for 3 receptacles in accordance with NEC standards.	Students will achieve a score of 4 out of 5 parts of the process.	Spring 2023 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.	The 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 lights to avoid crashes.	Students must achieve a score of 18 of 24.	Spring 2023 ELC-128-D01 Range of scores 19 to 24 Average 22 n = 12	Most students catch on very quickly to PLC programming after taking ELC-112 first	Possibly require ELC-112 as local prerequisite.	The average increased slightly.	No actions really needed, students did well.

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 the ability to interact with others and demonstrate a professional work attitude, including an understanding of social and ethical responsibilities, timeliness, and appearance.	Students must work as a team to wire a combination circuit on LAB VOLT equipment	Team must achieve 8 of 10.	FALL 2022 ELC-112-D01 Range :8 to 10 Average 9.1 Number of teams 10	Builds team interaction and problem solving.	Increase team size to foster more interactions.	Students normally work very well in a team environment. No real change other than a few less teams.	Success is good, no action required.

Program Review - A40200 Electronics Engineering Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Scotty Brooks/Dr George Hendricks

Program Code(s)/Name(s):

- A40200 Electronics Engineering Technology
- C40200 Electronics Engineering Technology Certificate
- C40200A Electronics Engineering Technology – PLC Certificate
- C40200B Electronics Engineering Technology – Computer Electronics Certificate

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: High quality program that allows graduates to go to work or continue to a BSET degree.
- Areas for Improvement: N/A, program is being discontinued.
- Needs: N/A
- Actions: N/A

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A40200	C40200	C40200A	C40200B
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black	4	0	0	0
Hispanics	2	0	0	0
Non-U.S. Resident	0	0	0	0
Two or More Races	0	0	0	0
Unknown	4	2	0	0
White	10	5	0	1
Grand Total	20	7	0	1

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Electronics Engineering Technology (40200)	17.67	15.28	14.41	11.56	10.16

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A40200 Electronics Engineering Technology	A40200	2	0	1	3
C40200 Electronics Engineering Technology Certificate	C40200	0	4	3	7
C40200A Electronics Engineering Technology – PLC Certificate	C40200A	0	0	0	0
C40200B Electronics Engineering Technology – Computer Electronics Certificate	C40200B	0	1	0	1
Grand Total		2	5	4	11

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A40200 Electronics Engineering Technology	A40200	8	6	6	3
C40200 Electronics Engineering Technology Certificate	C40200	4	17	8	7
C40200A Electronics Engineering Technology – PLC Certificate	C40200A	0	0	0	0
C40200B Electronics Engineering Technology – Computer Electronics Certificate	C40200B	0	0	0	1
Grand Total		12	23	14	11

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Electronic Engineering & Computer Engineering Technology	\$245,429.86	28.0	\$136,910.20	(\$108,519.66)	14.4	\$70,410.96	(\$175,018.90)

* Costs cannot be separated easily between programs

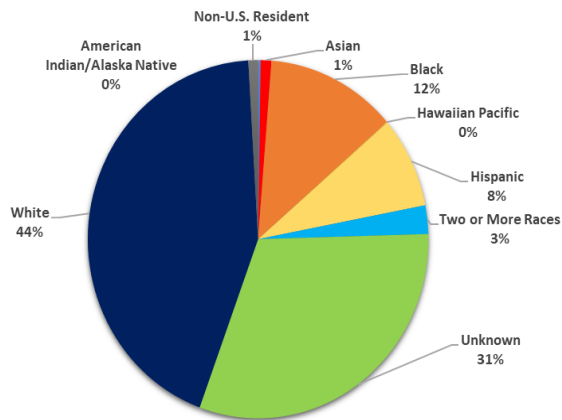
† Some additional prefixes are shared among several ET programs

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A40200 Electronics Engineering Technology	A40200	100%	50%	33%	33%
C40200 Electronics Engineering Technology Certificate	C40200	DNA	DNA	DNA	DNA
C40200A Electronics Engineering Technology – PLC Certificate	C40200A	DNA	DNA	DNA	DNA
C40200B Electronics Engineering Technology – Computer Electronics Certificate	C40200B	DNA	DNA	DNA	DNA

College Wide - Demographics

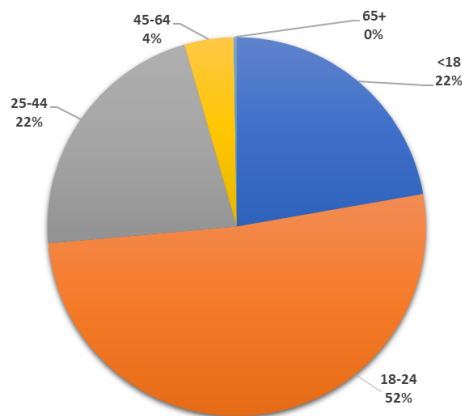
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

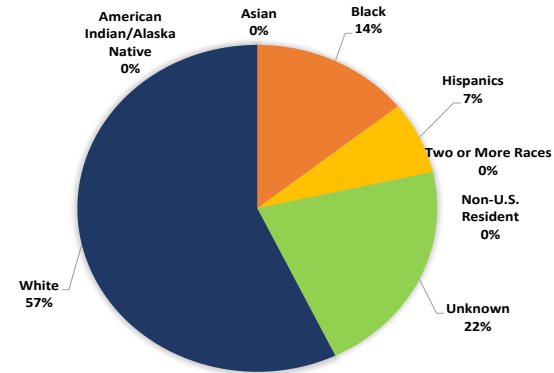


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

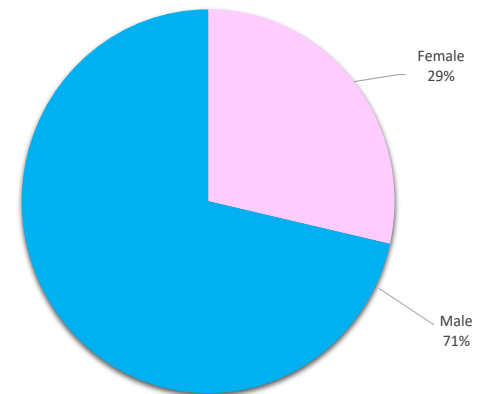


Program - Demographics

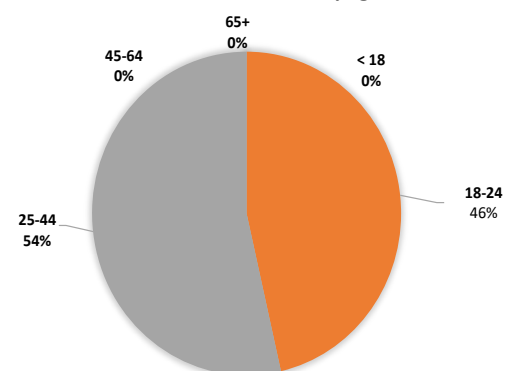
**A40200: Electronics Engineering Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A40200: Electronic Engineering Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A40200: Electronic Engineering Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Electronics ET	40	6	6.7	7.2	\$ 33,780.90
ELC-131	10	1	10.0	1.6	\$ 6,758.53
ELC-133	2	1	2.0	0.3	\$ 1,351.71
ELN-131	3	1	3.0	0.6	\$ 2,750.43
ELN-133	9	1	9.0	1.7	\$ 8,251.28
ELN-232	6	1	6.0	1.1	\$ 5,500.86
ELN-260	10	1	10.0	1.9	\$ 9,168.09

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	% W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
ELC-131	36%	43%	7%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.33	100%
Online	36%	43%	7%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.33	100%
ELC-133														
Online														
ELN-131	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
ELN-133	56%	22%	0%	0%	11%	0%	0%	11%	0%	0%	78%	78%	3.25	88%
Seated	56%	22%	0%	0%	11%	0%	0%	11%	0%	0%	78%	78%	3.25	88%
ELN-232	83%	0%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	4.00	100%
Seated	83%	0%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	4.00	100%
ELN-260	30%	40%	10%	10%	0%	0%	0%	10%	0%	0%	80%	90%	3.00	89%
Online	30%	40%	10%	10%	0%	0%	0%	10%	0%	0%	80%	90%	3.00	89%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Electrical and Electronics Engineering Technologists and Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage

Gaston	30	n/a	7	0.6%	\$60,900
Lincoln	13	n/a	3	1.10%	\$60,900
*Charlotte	631	0.9%	160	1.3%	\$66,700

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The program provided a pathway into electronics technician jobs for the community. It also provided excellent knowledge for automation technicians. For those wishing to continue their education, the program articulated to the 2+2 BSET program at UNCC.</p> <p>Many students are already employed in industry and are working to expand their career opportunities.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Industry is always looking for trained technicians.</p> <p>No current community partnerships. Some classes in the program support Apprenticeship 321.</p> <p>Following the departure of the previous chair, the advisory committee is in flux. It would have needed to be reformed if the program had continued</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>The program provides high quality education in near minimum credit hours.</p> <p>Promotion has been through word of mouth from graduates. The program has been featured in on campus tours.</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p>	<p>All general education courses are in the first year. The sequence is logical and allows students to get a basis in math during the first semester to allow them to progress to math-based electronics courses in the second and beyond.</p>

	Explanation
Have Full-Time and Part-Time pathways have been updated/reviewed?	Yes, pathways are current and logical.
In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?	EET at GC requires 66 hours. CVCC :69/71 CPCC: 66 CCC: Replaced EET with Automation ET
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Not applicable. The program has been identified by upper administration for discontinuation.

PROGRESS

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Retention was typically high although there was a dip during the pandemic. Withdrawals were typically low.
Demographics: Share the strategies used to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A40200 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Electronic Engineering Technology program at GC? Identify strategies for enrollment growth.	Cleveland CC had 6 (new recurring students for Spring 2023); however, 0 from Lincoln, but 0 from Gaston students were <u>from our service area</u> have enrolled in the EET program at CCC. No students enrolled in the CCC's EET program come from Lincoln and Gaston Counties. Catawba Valley CC had 12 (new and recurring students for Spring 2023); however, 1 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the EET program at CVCC. Central Piedmont CC had 16 (new and recurring students Spring 2023); however, 2 from Lincoln & 1 from Gaston totaling 3 students from our service area. $2 + 1 = 3$ /Opportunity for program growth. When reviewing these numbers, determine if the program has effectively marketed the Electronic Engineering Technology program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

	Explanation
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>The sequence is highly logical and has been developed and refined over many years.</p> <p>Success rates are very high.</p> <p>Second year courses still have lower enrollment as an after effect of the pandemic. First year enrollment almost doubled this year, showing recovery was in progress.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>We have experimented with online/hybrid versions of the program, but engineering technology students have shown they prefer seated courses with extensive hands-on instruction.</p> <p>Only one course is fully online due to faculty shortages. Next fall all courses would have been seated.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<ul style="list-style-type: none"> • Incredibly knowledgeable and experienced, work and lectures were focused. • Communication • Very easy to work with and understand, teaches with a steady pace but slow enough to retain materials. Always had wiggle room for things going on with home and work lives of all students. • Great teacher

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • N/A Program is being cancelled <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • N/A <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • N/A
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career</p>	<p>Completion is in line with enrollment.</p> <p>Students who work sometimes need to extend their programs so they can take fewer hours each semester.</p> <p>The program is being cancelled.</p>

	Explanation
ready for employment upon graduating with degree?	

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	Graduates have no problem finding work in their area. UNCC has been complimentary on the quality of graduates who transferred there.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program was in the red. One faculty member left during the year which would have improved that substantially.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Supports Apprenticeship 321.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The program is accredited by ABET until September 2024.

Curriculum Map - A40200 Electronic Engineering Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Graduates will demonstrate an ability to apply the knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to Electronics Engineering Technology	Graduates will demonstrate an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to Electronics Engineering Technology	Graduates will demonstrate an ability to apply written, oral, and graphical communications 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
ELN 133	I	I	I	I	I
ELC 131	D	D	D	D	
ELC 133	D	D	D	D	
CSC 133 or CSC 134	D	D			
ELN 131	D	D	D	D	D
ELN 260	D	D			D
CTS 120	D	D	D	D	D
CTI 120			D		D
ELN 132	M	D	M	D	M
ELN 232	D	M	D	M	D

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

Program Learning Outcomes - A40200 Electronic 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 the knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to Electronics Engineering Technology	Advanced Circuit Analysis (ELC 133) Rubric. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	On average, students will earn at least 12 out of 16 on this artifact.	Summer 2022 Mean:12.0 of 16 Range: 9.0 – 15.0 n: 3	PI4- Analysis of RLC circuit (4 of 4)	PI2 – Analysis of parallel RL Circuit (2.0 of 4)	Changed performance indicators within the rubric so impact of previous changes wasn't measured.	More incremental introductory material will be covered earlier in the semester.
2	Graduates will demonstrate an ability to design	Microprocessors (ELN 232) Rubric. This rubric consists	On average, students will earn at least 12 out of 16	Spring 2023 Mean: 16 Range: 16 n: 9	Maximum scores were obtained on all PIs.	Adjust PIs for more in-depth insight.	Performance improved greatly.	Update performance indicators to gain

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		
	solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to Electronics Engineering Technology	of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	on this artifact.					more insight in the future.
3	Graduates will demonstrate an ability to apply written, oral, and graphical communications in well-defined technical and non-technical environments; and an ability to identify and use	Formal Lab Report Rubric from ELN 131 Analog Circuits I. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	On average, students will earn at least 12 out of 16 on this artifact.	Fall 2022 Mean: 13.4 of 16 Range: 10 - 16 n: 5	PI1 – Produce a technical report using a given format (3.6 of 4).	PI3 - Demonstrates ability to produce graphics to summarize experimental data (3.0 of 4).	Overall score increased from 12.6 to 13.4. PI 3 remained unchanged.	More emphasis on correct use of scaling and labels on technical graphs.

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		
	appropriate technical literature							
4	Graduates will demonstrate an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Tests and Measurements Rubric from ELC 131 Circuit Analysis I. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	On average, students will earn at least 12 out of 16 on this artifact.	Spring 2023 Mean: 15.3 Range: 14 - 16 n: 6	PI2 - Demonstrates ability to calculate predicted values in an experiment (4.0 of 4).	PI1 - Demonstrates ability to measure resistance in a circuit (3.5 of 4).	Overall score and individual PI scores increased.	Place more emphasis on using correct units in period measurements.
5	Students will demonstrate an ability to function effectively as a technical team member	Teamwork Observation Rubric of Group Lab in ELN 133 Digital Electronics. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a	On average, students will earn at least 12 out of 16 on this artifact.	Fall 2022 Mean: 13.8 Range: 7 to 16 n: 4 teams of 2-3	PI2 - Team members actively work to fulfill roles and responsibilities (4 of 4).	PI1 – Measure AC waveforms in circuits. (3.5 of 4)	Overall score increased but PI 3 decreased slightly.	Work earlier in small classes to encourage cooperation.

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		
		maximum possible score of 16.						

Program Review - A45340 Emergency Medical Science

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Austin Price

Program Code(s)/Name(s):

- A45340 Emergency Medical Science
- A45340B Emergency Medical Science – Paramedic Bridging Track

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths: During the 2022-2023 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 2022-2023 academic year obtained a 100% pass rate on the NC State Office of EMS Paramedic exam.

Even though enrollment increased slightly, it is still below academic years prior to the Covid-19 pandemic. This is 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 such as athletics and collaborations with other public safety programs, and promote the Apprentice 321 program to both potential students and employers. The addition of the Pre-Apprentice program will benefit the EMS education programs.

Since the EMS Education program joined the Health and Human Services division in January 2021, the goal has been to increase the quality of simulations and upgrade equipment. The move to the HHS division allowed for the 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. In 2022, the department added a Health Education Training Specialist that facilitates the American Heart Association Training Center. The training center generates thousands of AHA certifications each year, both on and off campus. The AHA Training Center has a partnership with the Caromont Healthcare System to provide all AHA training for all employees.

Areas for Improvement: The diversity of the program needs improvement. 73% of students for the 2022-2023 year were white. The local service partners have implemented plans to recruit employees of diverse backgrounds to their agencies and upcoming cohorts should reflect an increase student from varied ethnic backgrounds.

Needs: The needs of the department at the end of academic year 2023 included additional classroom space, an increase in qualified adjunct instructors and updated durable equipment. There is a plan in place to obtain some equipment through a partnership with Caromont Health. More information about that equipment procurement should be available by January 2024. The department also needs to create a plan to address the use of Artificial Intelligence by students, both inside the classroom and during clinicals. Two faculty members attended a planning

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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

session about the use of AI and how to combat cheating. The department will continue to seek training in the use of both virtual reality and AI in EMS education.

Actions: 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 data bases for education. The Apprentice 321 program will allow for additional recruitment opportunities. The college had a plan to offer professional development opportunities for faculty and adjunct instructors as well as local agencies. In 2022, the department hosted both a National Registry of EMT Paramedic course that generated 8 FTE and a specialty class for the NC Office of EMS Officer I class that hosted EMS professionals from nine counties.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A45340	A45340B
American Indian/Alaska Native	0	0
Asian	0	0
Black	8	0
Hispanic	6	3
Non-U.S. Resident	0	0
Two or More Races	2	0
Unknown	5	0
White	23	17
Grand Total	44	20

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Emergency Medical Science (45340)	39.07	41.00	51.80	43.34	36.69

Credential Earned – Academic Year 2022-2023

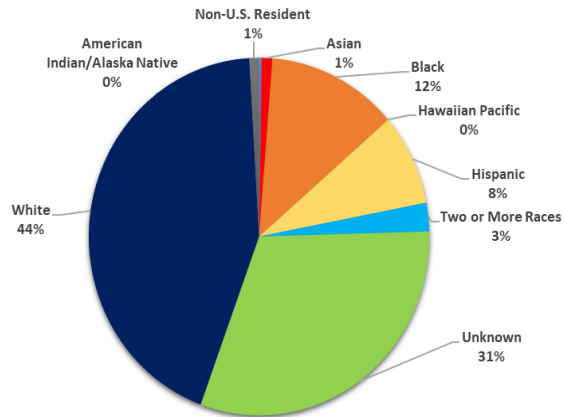
Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45340 Emergency Medical Science	A45340	1	0	1	2
A45340B Emergency Medical Science – Paramedic Bridging Track	A45340B	1	3	3	7
Grand Total		2	3	4	9

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45340 Emergency Medical Science	A45340	0	16	4	2
A45340B Emergency Medical Science – Paramedic Bridging Track	A45340B	0	0	3	7
C45340P Emergency Medical Science	C45340P	2	0	0	0
	Grand Total	2	16	7	9

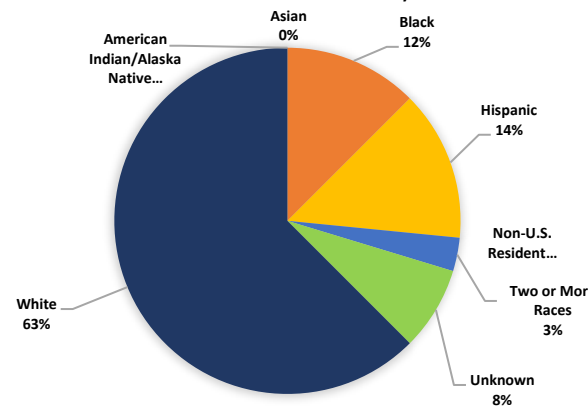
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Program - Demographics

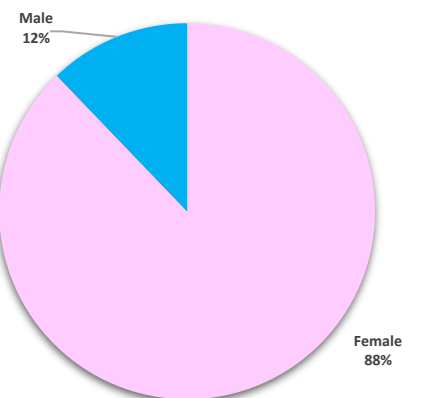
A45340: Emergency Medical Science Unduplicated Enrollment
Academic Year 2022-2023 - by Race



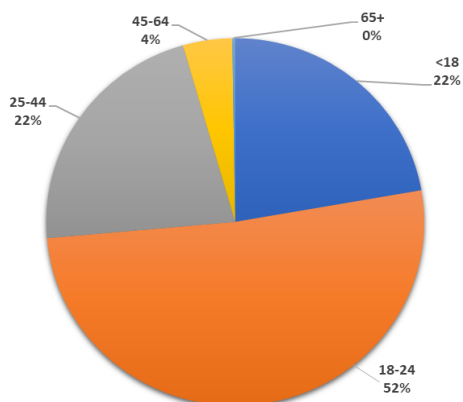
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



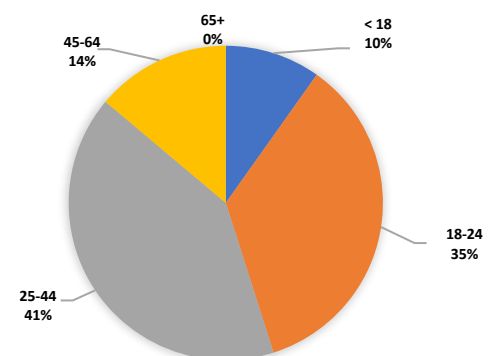
A45340: Emergency Medical Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A45340: Emergency Medical Science Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
EMS	80	14	5.7	17.1	\$ 73,938.33
EMS-110	15	2	7.5	7.0	\$ 30,413.39
EMS-122	6	1	6.0	0.6	\$ 2,433.07
EMS-130	8	1	8.0	1.5	\$ 6,488.19
EMS-131	6	1	6.0	0.6	\$ 2,433.07
EMS-160	6	1	6.0	0.9	\$ 4,055.12
EMS-210	7	1	7.0	0.9	\$ 3,784.78
EMS-231	4	1	4.0	1.1	\$ 4,866.14
EMS-235	8	1	8.0	0.5	\$ 2,162.73
EMS-241	4	1	4.0	1.5	\$ 6,488.19
EMS-250	4	1	4.0	0.8	\$ 3,244.10
EMS-260	4	1	4.0	0.5	\$ 2,162.73
EMS-270	4	1	4.0	0.8	\$ 3,244.10
EMS-285	4	1	4.0	0.5	\$ 2,162.73

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EMS-110	13%	53%	0%	0%	20%	0%	0%	13%	0%	0%	67%	67%	2.46	77%
Seated	13%	53%	0%	0%	20%	0%	0%	13%	0%	0%	67%	67%	2.46	77%
EMS-122	83%	14%	0%	0%	0%	0%	0%	0%	0%	17%	100%	100%	3.83	86%
Seated	83%	14%	0%	0%	0%	0%	0%	0%	0%	17%	100%	100%	3.83	86%
EMS-130	13%	38%	25%	13%	0%	0%	0%	13%	0%	0%	75%	88%	2.57	86%
Hybrid	13%	38%	25%	13%	0%	0%	0%	13%	0%	0%	75%	88%	2.57	86%
EMS-131	17%	71%	0%	0%	0%	0%	0%	0%	0%	17%	100%	100%	3.17	86%
Hybrid	17%	71%	0%	0%	0%	0%	0%	0%	0%	17%	100%	100%	3.17	86%
EMS-160	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Hybrid	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
EMS-210	86%	14%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
Hybrid	86%	14%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
EMS-231	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
Seated	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
EMS-235	50%	38%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.57	100%
Online	50%	38%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.57	100%
EMS-241	75%	0%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	4.00	100%
Seated	75%	0%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	4.00	100%
EMS-250	25%	75%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	25%	75%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
EMS-260	25%	50%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Seated	25%	50%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
EMS-270	25%	75%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
Hybrid	25%	75%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
EMS-285	25%	50%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.33	100%
Seated	25%	50%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.33	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Emergency Management Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	102	1.7%	18	1.0%	\$36,700
Lincoln	29	1.70%	6	2.70%	\$36,600
*Charlotte	1,527	1.9%	292	1.6%	\$40,600

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: Emergency Management Directors

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	6	n/a	1	0.9%	\$75,700
Lincoln	2	n/a	0	1.40%	\$75,600
*Charlotte	80	1.3%	16	1.2%	\$81,400

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405)	The EMS Education Program produces a healthy revenue that covers program costs via FTE. Operations costs were \$355K while producing more than 100 FTE. Per NCWorks, there are more than 50 paramedic jobs open in the Charlotte region, with salaries as high as \$75,000. The demand for skilled, knowledgeable providers is high.

	Explanation
https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	Click to review NC employment data for Emergency Medical Science
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Community partnerships with local hospitals and county emergency medical agencies are necessary to train the types of students that graduate from the program. Clinical practicum sites and EMS agencies that provide ambulance clinical ride times are pivotal. Well 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. Gaston College hosts a specialized training session for preceptors to insure compliance in skills documentation and evaluations.</p> <p>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.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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.</p> <p>The AAS awarded is unique because some surrounding programs do not offer a degree program, only allowing certificate programs that are facilitated in Continuing Education.</p> <p>Long-term leadership, faculty and staff are in place, with all open positions filled with permanent employees. The faculty have combined experience in EMS of more than 80 years of field experience.</p> <p>Improvements to simulation labs has 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.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>The enrollment yield goal for the EMS Education program is 57%. The enrollment yields for 2022-2023 were 48%, falling short of the goal by 9%.</p> <p>EMS recruitment has been poor in recent years due to employer challenges such as low pay and strenuous working conditions. The program collaborated with employers and local service partners to recruit students with highlighting the benefits of public safety education and employment. Agency partners were able to make salary adjustments in 2022 that made the beginning salary for entry level positions more attractive to potential students. Agency partners also made adjustments to work schedules and benefit packages, including sign-on bonuses, that made employment more attractive.</p> <p>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. The benefit of educational costs covered by employers or special grant monies is a good recruiting tool.</p> <p>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.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>The retention goal for the EMS Program is 49% At a 75% retention rate, the EMS Program was successful in meeting that benchmark.</p> <p>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 greatly, more so than other professions, due to the increased work load, poor working conditions due to</p>

	Explanation
	<p>heavy PPE and extended hours, and increased fatigue on employees. Over the past year, partnering agencies had increased opportunities for professional development and advances in career ladders. Agencies also have grown their employee numbers, increasing the demand for credentialed providers. There have salary increases and educational benefits to attract employees.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A45340 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Emergency Medical Science program at GC? Identify strategies for enrollment growth.</p>	<p>Gaston College has support measures in place for all students. Those targeted to underserved populations include TRIO, MEN of Excellence, Student Outreach Services, campus food bank, and The McLaughlin Group counseling. The Student Emergency Assistance Fund was utilized for two students of the program that suffered economic challenges during the cohort.</p> <p>Cleveland CC had 5 (new and recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the EMS program at CCC. With the limited number of students enrolled at CCC in EMS, the program may have an opportunity for program growth. The program should consider contacting the institution to request permission to providing program information to local residents.</p> <p>Catawba Valley CC had 26 (new and recurring students for Spring 2023); however, 3 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the EMS program at CVCC. Having 3 students for our service area enrolled in EMS at CVCC represents a possible opportunity for program growth.</p> <p>Central Piedmont CC had 25 (new and recurring students Spring 2023); however, 1 from Lincoln & 1 from Gaston totaling 2 students from our service area. Having these 2 students enrolled in EMS at CPCC, the program may have an opportunity for program growth.</p> <p>When reviewing this information, determine if the program has effectively marketed the Emergency Medical Science program to students in and around our service area counties.</p>

	Explanation
	<p>The program should consider contacting the institution to request permission to providing program information to local residents.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Courses are sequenced so that concepts are presented from basic to advanced. Cognitive and psychomotor skills are tested at several intervals throughout the program. The program is reviewed annually by the EMS Advisory council and classes are approved by the curriculum committee. Per Advisory Council vote in December 2022, EMS 210 Advanced Patient Assessment will be removed from the 2024 catalog.</p> <p>Courses are filled at an appropriate rate.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>In person instruction, hybrid and web assisted formats are available for instruction. Full time faculty have completed the <i>Blackboard and Accessibility Training (BAAT)</i> via professional development to improve ADA compliance in all Blackboard course. All faculty continue to participate in professional development related to instruction and LMS usage. All faculty are required by the State of NC Office of EMS to participate in 10 hours annually of professional development specially designed for instructors.</p> <p>There are no satellite locations for this program</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>End of course evaluations are positive.</p> <p>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.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> The EMS Education curriculum has suffered low enrollment since 2020 due to challenges of pre-hospital emergency medical care providers having

	Explanation
	<p>increased work hours and difficult work environments.</p> <p>Since the majority of 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. The 2023 catalog changed the class schedules so that students are on campus only two days per week as opposed to four in previous catalogs. This change facilitates an easier work/life/school balance for the students. The change has been applauded by agency partners and students.</p> <p>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.</p> <p>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.</p> <p>Instructors use Watermark Early Alerts to track student success and gain alerts for decreases in grades and attendance. Due to the small size of most cohorts, instructors are able to track attendance and combat personal issues early in ways that benefit the student while keeping their educational plans on track.</p>
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>In 2021, it appears that 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.</p> <p>Each student was employed 100% in their field upon graduation. Also, the paramedic cohort has a 100% pass rate for the NC OEMS Paramedic Exam.</p> <p>It was the goal to send retroactive surveys from the department. The Office of Institutional Effectiveness now send surveys to targeted groups at designated intervals following graduation.</p>

	Explanation
	<p>Each student that graduated in the 2023 cohort was employed in the industry prior to graduation.</p> <p>In the 2022-2023 cohorts, the only barriers to timely completion of classes was one student with a complicated pregnancy and one student that later required accommodations for testing but later completed the program.</p>

TRANSITION

TRANSITION	Explanation
<p><u>Job Placement/Transfer:</u> Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Paramedics are in high demand in the region due to a statewide shortage of skilled EMS providers. Employers actively seek graduates of Gaston College and recruit during the final weeks of each class.</p> <p>Community partnerships with local hospitals and county emergency medical agencies are necessary to train the types of students that graduate from the program. Clinical practicum sites and EMS agencies that provide ambulance clinical ride times are pivotal. Well 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. Gaston College hosts a specialized training session for preceptors to insure compliance in skills documentation and evaluations.</p> <p>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.</p> <p>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.</p> <p>All feedback from the EMS Advisory Council has been positive. Agency partners are active on the council and</p>

	Explanation
	often give updates on student progress as well submit ideas for instruction and skills training.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The EMS program produces a healthy revenue that covers program costs via FTE. Operational costs were 354K , while producing 104.5 FTE for \$452K.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<p>The EMS Education program has partnerships with several surrounding EMS agencies, as well as Atrium Health and Caromont Health. Students are posted at clinical sites and EMS agencies in Gaston, Lincoln, Cleveland, Cabarrus, Catawba and Iredell counties. Students attend special clinical days at the NC Burn Center at Wake Forest University Hospital to study burn-specific care.</p> <p>In 2023, the EMS Education Department partnered with Gaston College Athletics to complete student athlete physical and provide baseline health information, including cardiac EKGs. The department also partnered with Gaston EMS to assist with the annual “Kids Camp” in June.</p>

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	<p>The 2020 Annual Report was submitted in May 2021 for CAAHEP Accreditation.</p> <p>The program is up for re-accreditation and submitted the CoAEMSP Self-Study Report in July 2023. The site visit for re-accreditation has not been scheduled but is anticipated in Spring/Summer 2024.</p>

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 handle 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	I, D	I, D	I, D	I, D	I, D
EMS 122	I	I	I	I	
EMS 130	I	I			D
EMS 131	D	D	D	D	D
EMS 160	D	D	D	D	D
EMS 210	D, M	D	D	D	D
EMS 220	D	D	D	D	D
EMS 221	D	D	D	D	D
EMS 231	D	D	D	D	D
EMS 235					
EMS 240	D	D			
EMS 241	D	D	D	D	D
EMS 250	D	D	D	D	D
EMS 260	D	D	D	D	D
EMS 270	D	D	D	D	D
EMS 285	M	M	M	M	M

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	<p>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 handle the patient to minimize discomfort and prevent further injury.</p>	<p>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.</p>	<p>Perform airway management, including oxygenation and ventilation of patient</p>	<p>Demonstrate a proper history and perform a comprehensive physical examination on any patient, and communicate findings to others.</p>	<p>Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.</p>
Bridging courses not in parent:					
EMS 140					
EMS 125					

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	I, D	I, D	I, D	I, D	I, D
EMS 122	I	I	I	I	
EMS 130	I	D			D
EMS 131	I	D	D	D	D
EMS 16	D	D	D	D	D
EMS 210	D	D	D	D	D
EMS 220	D	D	D		
EMS 221	D	D	D		
EMS 231	D	D	D	D	D
EMS 235				I, D, M	I, D, M
EMS 240	D	D	D		
EMS 241	D	D	D		
EMS 250	D	D	D		
EMS 260	D	D	D		
EMS 270	D	D	D		
EMS 285	D, M	D, M	D, M		
Bridging courses not in parent:					
EMS 140				I, D, M	I, D, M
EMS 125				I, D, M	I, D, M

SLO Key	Meaning
I	Introduced
D	Developed and practiced with feedback

M	Demonstrated at the mastery level appropriate for graduation
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Program 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 handle the patient to minimize discomfort and	<p>EMS 110 EMT</p> <p>Students will be evaluated throughout the program with validated linear exams, adaptive cognitive exams and psychomotor testing for critical skills.</p> <p>Each student’s performance is reviewed for strength and need for improvement.</p> <p>Psychomotor testing requires the student successfully complete a series of out-of-</p>	70 percent of students having a grade of 78% or greater	<p>Fall 2022 EMS 110</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean: 85.99% Range:81.76-89.07% n: 6</p> <p>Spring 2023 EMS110</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean: 87.62 Range: 81.45-91.31% n:5</p>	<p>The program uses an industry validated, nationally recognized assessment program for cognitive testing.</p> <p>Monitoring outcomes and patient data to track and identify student weaknesses.</p> <p>Measure affective behaviors and provide immediate feedback to students.</p>	<p>Students unfamiliar with linear and adaptive assessments or how they are used to drive improvement in student outcomes.</p> <p>Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes.</p> <p>Students inexperience in psychomotor lab testing, novice to field internships, and integrating a</p>	<p>Prior to 2018, the student capstone experience and program learning outcomes focused on a linear exam system for grading performance. Students were evaluated with as 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.</p> <p>In 2019, the exam and evaluation</p>	<p>Explore ways to better communicate the class expectations to students prior to start of class. Implement program orientation that is explicit and informational.</p> <p>Ensure students obtain all required materials, books and supplies prior to start of class.</p> <p>Ensure class compliance</p>

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		
	prevent further injury.	<p>hospital scenarios that 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.</p> <p>Affective behaviors are tested through periodic evaluations using the Professional Behavior Evaluation forms found in the FISDAP</p>				<p>performance improvement plan</p> <p>process changed to an aggressive individualized assessment plan that highlighted student weaknesses and provided an improvement map.</p> <p>EMS 110 Fall 2022 had stability in faculty instructors and leadership. The class was facilitated by a new faculty instructor without frequent disruptions in education. Experienced adjunct instructors assisted with skills labs and testing.</p>	<p>issues are completed in timely manner.</p> <p>Improve outcomes through targeted assignments and class materials.</p> <p>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</p>	

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.						of entry level students.
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	<p>EMS 130 and EMS 210</p> <p>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.</p> <p>Each student's performance is reviewed for strengths, and areas in need of improvement.</p> <p>Intermittent exams are used to</p>	<p>On average, students will earn at least 78% on this artifact.</p> <p>OR</p> <p>On average, students will earn an 8 out of 10 on psychomotor exams.</p>	<p>EMS 130 Spring 2023</p> <p>86% of students achieved a score of 78% or higher</p> <p>Mean:83.15% Range: 74.64-92.925 n:7</p> <p>EMS210 Spring 2023</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean:95.92% Range:84.76-98.57% n:7</p>	<p>The program uses an industry validated, nationally recognized assessment program for cognitive testing.</p> <p>Monitoring outcomes and patient data to track and identify student weaknesses</p> <p>Measure affective behaviors and provide immediate feedback to students.</p>	<p>Students unfamiliar with linear and adaptive assessments or how they are used to drive improvement in student outcomes.</p> <p>Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes.</p> <p>At this point in instruction, students are inexperienced in psychomotor lab testing and they are novice</p>	<p>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.</p> <p>In 2018, the capstone model changed focus to each student's individual performance.</p> <p>Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions</p>	<p>Explore ways to better communicate the class expectations to students prior to start of class. Implement program orientation that is explicit and informational.</p> <p>Ensure students obtain all required materials, books and supplies prior to start of class.</p> <p>Ensure class compliance</p>

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		
	healthcare professionals.	reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program.			Students gained confidence in IV access and medication administration. These technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.	to field internships. They are introduced to integrating a performance improvement plan as part of the assessment.	for summative improvement.	<p>issues are completed in timely manner.</p> <p>Improve outcomes through targeted assignments and class materials.</p> <p>Strive to maintain stability in instructor and instruction throughout the sessions.</p> <p>Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion. Remain in frequent contact</p>

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		
								<p>with advising staff to communicate changes in student performance.</p> <p>Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.</p>
3	Perform airway management including oxygenation and ventilation of a patient	<p>EMS 131 and EMS 221 On site clinicals reinforce cognitive training</p> <p>Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated</p>	<p>On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on psychomoto</p>	<p>EMS 131 Spring 2023</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean:87.43% Range:80.78-95.41% n:6</p> <p>EMS 221</p>	<p>The program uses an industry validated, nationally recognized assessment program for cognitive testing</p> <p>Monitoring outcomes and</p>	<p>Students unfamiliar with linear and adaptive assessments or how they are used to drive improvement in student outcomes.</p> <p>Quickly changing trends</p>	<p>Test grades and delayed completion of on-line assignments did not accurately reflect understanding of class content.</p>	<p>Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion.</p> <p>Reinforce use of Advising Center to monitor student progress</p>

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		
		<p>linear final exams are administered.</p> <p>Each student's performance is reviewed for strengths, and areas in need of improvement.</p> <p>Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program</p>	r skills exams	<p>Summer 2022</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean:95.50% Range:90.50-98.00% n:4</p>	<p>patient data to track and identify student weaknesses.</p> <p>Measure affective behaviors and provide immediate feedback to students.</p> <p>Students gained confidence in airway management tasks. These technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with</p>	<p>in the industry make it difficult to stay up to date on current protocol and policy changes.</p> <p>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 the assessment.</p>		<p>Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of entry level students.</p> <p>Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.</p>

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		
					immediate feedback.			
4	Demonstrate a proper history and perform a comprehensive physical exam on any patient, and communicate findings to others.	<p>EMS 122 EMS 231</p> <p>Clinical rotations ensure students perform adequately when obtaining assessments, patient histories, and interviews.</p> <p>Students perform a self-evaluation of their own performance with each patient interaction by completing the FSDAP self-evaluation form. The clinical preceptor reviews patient care reports, provides feedback, suggest corrective actions</p>	<p>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.</p>	<p>EMS 231 Fall 2022</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean:91.51% Range:80.90-96.40% n: 4</p> <p>EMS 122 Spring 2023</p> <p>Cohort began with eight students-three withdrew prior to beginning of clinical rotations</p>	<p>This is a progressive clinical rotation in the emergency department.</p> <p>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 into the clinical setting. The student stays in direct communication</p>	<p>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.</p> <p>At the start of clinical rotations, students suffer inexperience in ER internships, and integrating a performance improvement plan.</p>	<p>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.</p>	<p>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.</p> <p>Added additional training for preceptors in communications, feed back and assessments.</p>

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 confirms patient contact.		<p>100% of students achieved a score of 78% or higher</p> <p>Mean:93.46% Range:87.49-96.66% n: 6</p> <p>Class sections were not documented in Blackboard for this cohort</p>	<p>with the preceptor, as they did with instructors during lab and didactic training.</p> <p>Preceptors remain in clinical sites with students to assist with procedures, review instructions and provide corrective actions if needed.</p>			
5	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field	<p>EMS 250 Medical Emergencies</p> <p>EMS 160 Cardiology I</p> <p>EMS 220 Cardiology II</p>	On average, students will earn at least 78% on this artifact. OR On average, students	<p>EMS 250 Fall 2022</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean: 85.28%</p>	The program uses an industry validated, nationally recognized assessment program for	Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes.	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or	Explore ways to improve communication and ensure students relate classroom materials to patient 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		
	impression and implement the treatment plan for the medical patient	<p>Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered.</p> <p>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</p>	will earn an 8 out of 10 on this artifact.	<p>Range:82.99-90.22% n:7</p> <p>EMS 160 Spring 2023</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean:95.92% Range:84.76-98.57% n:7</p> <p>EMS 220 Summer 2022</p> <p>100% of students achieved a score of 78% or higher</p>	<p>cognitive testing</p> <p>Students gained confidence in patient assessment and treatment planning tasks.</p> <p>Technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.</p>	<p>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 the assessment.</p>	<p>predetermined cognitive and psychomotor lab assessment.</p> <p>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.</p>	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		
				<p>Exact course information not available in Blackboard</p> <p>One student had letter grade of "A"</p> <p>Two students had letter grade of "B"</p> <p>Minimal grade requirements met by each student</p> <p>Mean: unknown Range: unknown n:3</p>				
6	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and	<p>EMS 260 Trauma Emergencies</p> <p>Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated</p>	<p>On average, students will earn at least 78% on this artifact.</p> <p>OR</p> <p>On average, students will earn an</p>	<p>EMS 260 Fall 2022</p> <p>100% of students achieved a score of 78% or higher</p> <p>Mean:82.23% Range:70.50-90.40%</p>	<p>Majority of students are performing above the stated success criteria</p> <p>General understanding of traumatic</p>	<p>Instructor to ensure that students have a clear understanding of Blackboard requirements and associated goals for an on-line assignment.</p>	<p>2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or predetermined</p>	<p>Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion.</p> <p>Faculty to attend professional</p>

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.	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	8 out of 10 on this artifact.	n:4	emergencies is high, with students completing trauma assessments and developing treatment plans without prompting.		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.	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	EMS 270 Life Span Emergencies EMS 240 Patients with Special Needs Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed,	On average, students will earn at least 78% on this artifact. OR On average, students	EMS 270 Fall 2022 100% of students achieved a score of 78% or higher Mean:88.77%	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	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		
	impression and implement the treatment plan for neonatal, pediatric and geriatric patients, diverse patients, and chronically ill patients.	<p>validated linear and cognitive exams. Validated linear final exams are administered.</p> <p>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</p>	will earn an 8 out of 10 on this artifact.	Range:88.04-93.71% n:4	<p>cognitive testing</p> <p>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.</p>	<p>goals for an on-line assignment.</p> <p>Students remain unclear about progress reflection from linear and adaptive assessments or how they are used to drive improvement in student outcomes.</p> <p>Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes</p>	<p>predetermined cognitive and psychomotor lab assessment.</p> <p>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.</p>	<p>Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.</p> <p>Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.</p>
8	Demonstrate integration of pathophysiological principles	EMS 285 EMS Capstone	On average, students will earn at least 78%	EMS 285 Spring 2023	Use same grading criteria for each lab so students are	Lab and clinical rotation structure do not always coincide.	In 2018, the department implemented the use of National	Continue to monitor student progression, ability to meet

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 analyze assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints	<p>Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered.</p> <p>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.</p>	<p>on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.</p>	<p>100% of students achieved a score of 78% or higher</p> <p>Mean: 87.16% Range: 82.30-90.30% n:3</p> <p>Numeric grades for Capstone do not reflect any linear exams. Grades are based on clinical performance.</p> <p>This is a continuation of ER clinical rotation.</p>	<p>aware of expectations. The students have been evaluated on skills performance, and have practiced each skill prior to entering any clinical site.</p> <p>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</p>	<p>Field internship schedule is not always effective in meeting needs of the student.</p>	<p>Registry Psychomotor 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.</p>	<p>clinical goals, and ensure students' understanding of virtual and face-to-face instruction.</p>

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		
		<p>Students are assessed for affective behavioral competency through periodic evaluations using the Professional Behavior Evaluation in the FSDAP Student Tracking Program. Students perform a self-reflection evaluation on all skill and patient care encounters.</p> <p>Students complete program surveys in accordance with COAEMSP Standards and guidelines under the CAAHEP accreditation rules.</p>			immediate feedback.			
9	Perform safety management principles at	EMS 241 Clinical IV	On average, students will earn at	EMS 241 Spring 2022	Students have designated preceptors that	Students often are employed full-time or part-	Students enter their Capstone Field Internship with	Closely monitor field internships via observation by

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 scene of an emergency	<p>Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered.</p> <p>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</p>	<p>least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.</p>	<p>100% of students achieved a score of 78% or higher</p> <p>Mean:96.83% Range:94.0-99.4% n:6</p>	<p>have been trained and vetted by Gaston College faculty, that regularly communicate with in-house faculty to mentor and guide the student's progression throughout field internship.</p>	<p>time while attempting to complete classroom work and field internship. The lack of proper financial aid or other financial burdens often limit the student's availability to remain paired with their designated preceptor because of scheduling conflicts.</p>	<p>skills, knowledge, and confidence to operate as a team leader.</p>	<p>faculty, direct communication with preceptors, review of patient care reports and skills tracking vis FISDAP.</p> <p>Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of advanced level students.</p> <p>Ensure that students return field internship documentation in timely manner and document via FISDAP</p>

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		
		<p>Field preceptor evaluates student as they are acting as Team Leader. The student must Team Lead in 18 out of 20 EMS calls. Student must exhibit Eureka graph of a minimum of 80% for airway management and IV insertion.</p> <p>Students must meet clinical goals at 100% in call criteria for age, impression, complaint in order to complete EMS241 and meet program requirements.</p>						
10	Apply general knowledge and understanding of managing an	EMS 235 EMS Management	On average, students will earn at least 78%	EMS 235 Spring 2023	During the course of the class, students gain a clear	Ensure distance education students have the proper	Students have been successful completing the class	Encourage use of Gaston College services, such as the Learning

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		
	emergency medical services system.	Student must present an EMS System plan, an EMS System review, and participate in validated, linear exam for mid-term and final.	on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	100% of students achieved a score of 78% or higher Mean: 93.53% Range: 85.26-100.0% n: 7	understanding of EMS systems operations, including staffing and human resources, facilities and vehicle maintenance, federal, state and local protocols, policies and procedures. Budgeting and fiscal requirements are discussed. Masters level instructor is successful in system administration and conveys class content clearly and with personal	assistance to complete coursework as assigned and meet all stated goals and objectives.	objectives via distance learning.	Center and Writing 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. 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		
					professional experience.			

Program Review - C55230 Esthetics Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: BreAnne Walker

Program Code(s)/Name(s):

- C55230 Esthetics Technology
- C55230P Esthetics Technology– CCP
- C55270 Cosmetology – Esthetics Instructor

SECTION I: 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? Include Personnel and Equipment Request

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 9% on the theory portion of the exam and 82% 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 physical space available to the program, each section can accept 10 students for a total enrollment of 30 students. In the 2022/2023 academic year, the Esthetics Program received 65 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 streamline curriculum.

Provide more opportunities for professional development for program faculty.

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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?

Training for new hires.

NEEDS

The program is located in a beautiful space in 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 to the number of clientele 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.

Additional fulltime faculty.

ACTIONS

The Esthetics program will move to the Lincoln Campus in Fall of 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.

Look for continuing education opportunities for esthetic faculty.

Advertise more for Esthetics instructors.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	C55230	C55270	C55230P
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black	10	0	0
Hispanic	6	0	0
Non-U.S. Resident	0	0	0
Two or More Races	1	0	0
Unknown	2	0	0
White	11	1	0
Grand Total	30	1	0

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Esthetics Instructor (55270)	1.44	DNA	DNA	DNA	DNA
Esthetics Technology (55230)	26.75	32.81	27.34	29.41	33.75

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
C55230 Esthetics Technology	C55230	1	0	26	27
C55230P Esthetics Technology– CCP	C55230P	0	0	0	0
C55270 Cosmetology – Esthetics Instructor	C55270	0	1	0	1
Grand Total		1	1	26	28

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
C55230 Esthetics Technology	C55230	24	22	25	27
C55230P Esthetics Technology– CCP	C55230P	1	1	0	0
C55270 Cosmetology – Esthetics Instructor	C55270	0	0	0	1
	Grand Total	25	22	25	28

Program Financial Viability

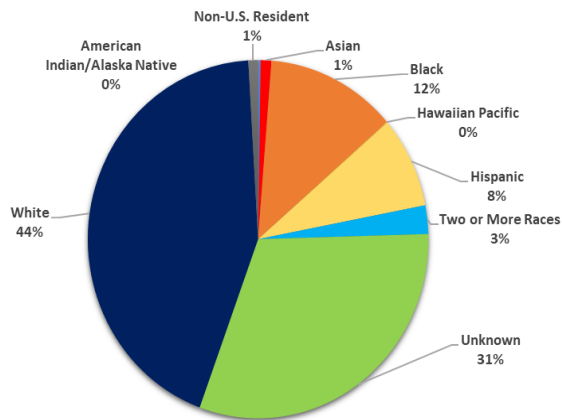
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Cosmetology & Esthetics	\$396,333.85	134.7	\$506,492.62	\$110,158.77	144.2	\$542,375.13	\$146,041.28

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
C55230 Esthetics Technology	C55230	0%	100%	0%	94%
C55230P Esthetics Technology– CCP	C55230P	0%	100%	DNA	DNA
C55270 Cosmetology – Esthetics Instructor	C55270	DNA	100%	0%	DNA

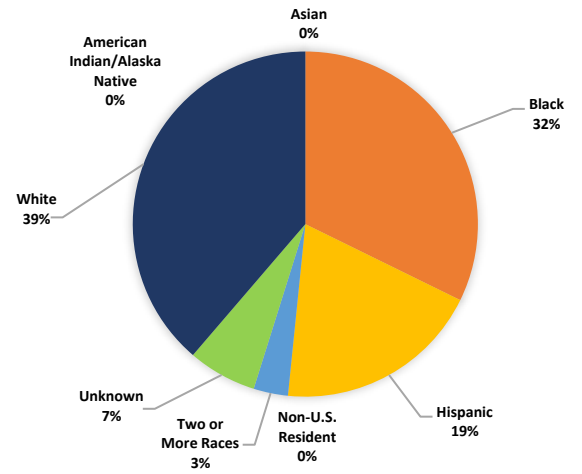
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



Program - Demographics

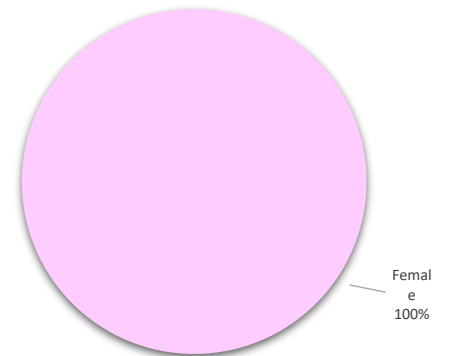
**A55230 & 55270 Esthetics Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



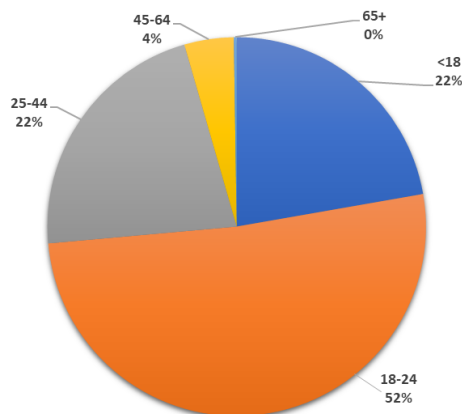
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



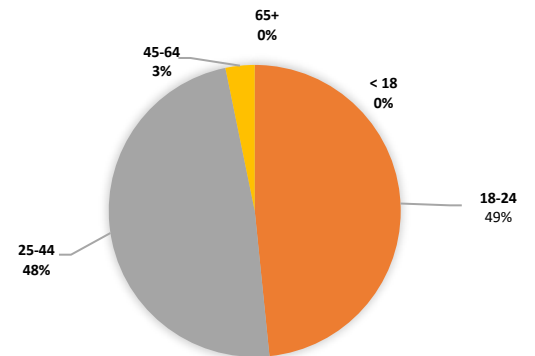
**C55230-C55270: Esthetics Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**C55230-C55270: Esthetics Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Cosmetology & Esthetics	382	39	9.8	119.8	\$ 450,647.16
COS-111	24	2	12.0	3.0	\$ 11,283.81
COS-111AB	12	1	12.0	0.8	\$ 2,820.95
COS-111BB	8	1	8.0	0.5	\$ 1,880.64
COS-112	24	2	12.0	18.0	\$ 67,702.86
COS-112AB	12	1	12.0	4.5	\$ 16,925.72
COS-112BB	8	1	8.0	3.0	\$ 11,283.81
COS-113	27	2	13.5	3.4	\$ 12,694.29
COS-113AB	5	1	5.0	0.3	\$ 1,175.40
COS-113BB	5	1	5.0	0.3	\$ 1,175.40
COS-114	27	2	13.5	20.3	\$ 76,165.72
COS-114AB	5	1	5.0	1.9	\$ 7,052.38
COS-114BB	5	1	5.0	1.9	\$ 7,052.38
COS-117	32	2	16.0	2.0	\$ 7,522.54
COS-118	32	2	16.0	21.0	\$ 78,986.67
COS-119	28	3	9.3	1.8	\$ 6,582.22
COS-120	28	3	9.3	15.8	\$ 59,240.00
COS-125	28	4	7.0	1.8	\$ 6,582.22
COS-126	27	3	9.0	15.2	\$ 57,124.29
COS-240	21	2	10.5	2.6	\$ 9,873.33
COS-250	22	2	11.0	0.7	\$ 2,585.87
COS-253	1	1	1.0	0.7	\$ 2,468.33
COS-254	1	1	1.0	0.7	\$ 2,468.33

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
COS-111	25%	58%	4%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.24	100%
Seated	25%	58%	4%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.24	100%
COS-111AB	67%	25%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.73	100%
Seated	67%	25%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.73	100%
COS-111BB	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
Seated	75%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
COS-112	67%	21%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.76	100%
Seated	67%	21%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.76	100%
COS-112AB	92%	0%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	4.00	100%
Seated	92%	0%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	4.00	100%
COS-112BB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-113	41%	56%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.42	100%
Seated	41%	56%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.42	100%
COS-113AB	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
Seated	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
COS-113BB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
Seated	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
COS-114AB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114BB	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-117	78%	3%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.81	96%
Seated	78%	3%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.81	96%
COS-118	81%	0%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.85	96%
Seated	81%	0%	0%	0%	3%	0%	0%	3%	0%	0%	93%	93%	3.85	96%
COS-119	79%	14%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.85	100%
Seated	79%	14%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.85	100%
COS-120	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
Seated	96%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
COS-125	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.96	100%
Seated	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.96	100%
COS-126	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-240	57%	14%	14%	5%	0%	0%	0%	10%	0%	0%	86%	90%	3.37	95%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	57%	14%	14%	5%	0%	0%	0%	10%	0%	0%	86%	90%	3.37	95%
COS-250	82%	0%	0%	0%	0%	0%	0%	18%	0%	0%	82%	82%	4.00	100%
Online	82%	0%	0%	0%	0%	0%	0%	18%	0%	0%	82%	82%	4.00	100%
COS-253	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-254	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Skincare Specialists

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	35	2.2%	12	2.2%	\$53,600
Lincoln	10	n/a	4	2.90%	\$53,500
*Charlotte	616	2.0%	231	3.0%	\$59,100

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	<p>Use the link below to review NC state data for Esthetics Technology jobs including Skincare Specialist. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Skincare%20Specialists&onetcode=39509400&location=Gaston,%20NC</p> <p>The Esthetics program offers three different enrollment sections, morning, afternoon, and evening, to meet the needs of adult and high school students. Over the next few years the industry is projected to grow 3-5%. With an average salary of \$50,000-\$60,000.</p>

	Explanation
<p>Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?</p>	<ul style="list-style-type: none"> • With 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. • Representatives from Dermalogica meet with the students to provide hands on education and product knowledge. • 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. <p>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 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.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<ul style="list-style-type: none"> • 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. <p>Marketing for the program has been successful through tours, career fairs, open houses, word of mouth, and social media.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<ul style="list-style-type: none"> • Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. • 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. • Other changes that will be implemented to improve enrollment and improve the program for the students will be to change the program from a 5-day week to a 4-day week. This will allow students more time for studying, family, and work

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<ul style="list-style-type: none"> • In 2022/2023 the program retention rate was 94%. <p>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 child care, lack of transportation, and family issues.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p>	<p>The Esthetics Program is a very diverse program based on demographic data. Based on the most recent demographic data, the student population is 32% Black/African American, 39% White, 4.35% American Indian/Alaska Native, 19% Hispanic/Latino, 0% Asian, and 7% Unknown. Females make up 100% of students enrolled in the program.</p> <p>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, DEI services, Counseling, peer tutoring, and the Writing Center.</p>

	Explanation
	<p>The Esthetics program will partner with the marketing dept. to help with the growth of the underserved and male populations.</p> <p>Cleveland CC had 22 (new recurring students for Spring 2023; however, 0 from Lincoln & 4 from Gaston students were <u>from our service area</u> have enrolled in the Esthetics program at CCC. $0 + 4 = 4$/Opportunity for program growth.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Esthetics program at CVCC. $0 + 0 = 0$/Opportunity for program growth.</p> <p>Central Piedmont CC had 0 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston totaling 0 students from our service area. Opportunity for program growth.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<ul style="list-style-type: none"> • Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. <p>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.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<ul style="list-style-type: none"> • 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. <p>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.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p>	<ul style="list-style-type: none"> • End-of-Course evaluations are overall very positive regarding the program and faculty instruction. <p>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</p>

	Explanation
Explain how the student feedback is being used to improve the course(s).	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

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • NA <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • NA <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • NA
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<ul style="list-style-type: none"> • In 2021 the awards to headcount ratio was 93% which far exceeds the goal. <p>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.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>With a 2-3% employment growth, 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 salon/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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The Esthetics Program is a very viable program at Gaston College. The Esthetics Program generated 134.7 FTE's in

	Explanation
	<p>22/23. 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 for 30 available spots and 70 applications in 2022. The Esthetics Program is only able to enroll a total of 30 students due to space limitations.</p> <p>In the Fall of 2023 the program will be able to enroll up to 45 students.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<ul style="list-style-type: none"> • 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. • Representatives from GC Small Business Dept. and Job Placement work with Cosmetology students to prepare them for the future.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A55230 Esthetics / C55270 Esthetics Instructor

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	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	D	D	I	D	D
COS 120		D		D	D
COS 125	M	M	M	M	M
COS 126		M		M	M

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

Program Learning Outcomes - A55230 Esthetics / C55270 Esthetics Instructor

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 2022 Mean: 88 Mean of Completers: 88 Range: 70-100 n:28 COS 125 Spring 2023 Mean:94 Mean of Completers:94 Range:50-100 n:28	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, facials, body treatments, hair removal, makeup applications, and color analysis	COS 120 Fall Semester COS 126 Spring Semester Assessment Means: 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	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	COS 120 Fall 2022 Mean: 86 Mean of Completers: 86 Range: 50-100 n:28 COS 126 Spring 2023 Mean:90 Mean of Completers:90 Range:65-100 n:28	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		
		mannequins, live models, and performing client services in the Student Salon. Students will be graded using performance rubrics.						
3.	Demonstrate knowledge of the following advanced esthetics concepts: nutrition, business management, makeup, and color analysis.	<p>COS 119 Fall Semester COS 125 Spring Semester</p> <p>Assessment Means: Students will be assessed on their knowledge of nutrition, business management, makeup, and color analysis as it relates to the practice of esthetics through unit exams and a final exam.</p>	. 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.	<p>COS 119 Fall 2022 Mean: 83 Mean of Completers: 83 Range: 0-100 n:28</p> <p>COS 125 Spring 2023 Mean:89 Mean of Completers:89 Range:50-100 n:28</p>	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
4.	Demonstrate safe and competent techniques for the following advanced procedures: machine facials, aromatherapy, skin manipulations, electricity and apparatus...	<p>COS 120 Fall Semester COS 126 Spring Semester</p> <p>Assessment Means: Students will demonstrate safe and competent techniques in performing machine facials, aromatherapy, skin manipulations, electricity and apparatus through hands on demonstrations on</p>	On average, students will earn a grade of at least 75% out of 100% on this performance measure.	<p>COS 120 Fall 2022 Mean: 82 Mean of Completers: 82 Range: 0-100 n:28</p> <p>COS 126 Spring 2023 Mean:88 Mean of Completers:88 Range:50-100 n:28</p>	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 scored 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		
		mannequins, live models, and client services in the Student Salon. Students will be graded using performance rubrics.						
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 2022 Mean: 85 Mean of Completers:85 Range: 0-100 n:28 COS 126 Spring 2023 Mean:94 Mean of Completers:94 Range:50-100 n:28	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

Program Review - A55240 Fire Protection Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair/Director: Josh Crisp

Program Code(s)/Name(s):

- A55240 Fire Protection Technology
- C55240 Fire Protection Technology – Industrial Fire Protection
- C52240P Fire Protection Technology (CCP)

SECTION I: 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? Include Personnel and Equipment Request

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 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 on-line 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

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A55240	C55240
American Indian/Alaska Native	0	0
Asian	0	0
Black	2	0
Hispanic	2	0
Non-U.S. Resident	0	0
Two or More Races	0	0
Unknown	4	0
White	36	1
Grand Total	44	1

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Fire Protection Technology (55240)	20.41	22.81	20.59	18.31	19.34

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A55240 Fire Protection Technology	A55240	0	5	1	6
A55240 Fire Protection Technology – Industrial Fire Protection	C55240	0	0	2	2
A55240 Fire Protection Technology (CCP)	C55240P	0	0	1	1
Grand Total		0	5	4	9

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A55240 Fire Protection Technology	A55240	10	7	8	6
A55240 Fire Protection Technology – Industrial Fire Protection	C55240	0	6	5	2
A55240 Fire Protection Technology (CCP)	C55240P	0	0	0	1
	Grand Total	10	13	13	9

Program Retention Data

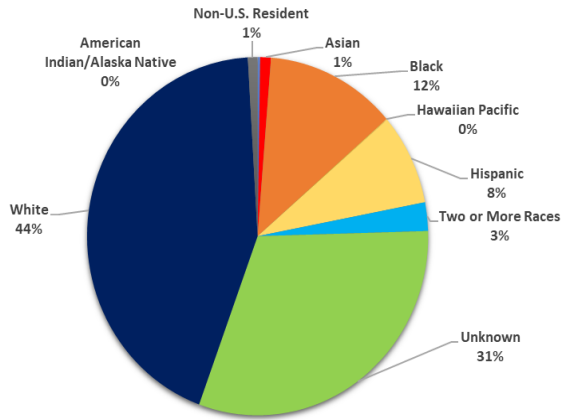
Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A55240 Fire Protection Technology	A55240	25%	100%	80%	33%
C55240 Fire Protection Technology – Industrial Fire Protection	C55240	DNA	DNA	100%	DNA
C55240P Fire Protection Technology (CCP)	C55240P	60%	0%	DNA	DNA

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Fire Protection	\$189,738.25	12.3	\$46,188.40	(\$143,549.85)	19.3	\$72,592.51	(\$117,145.74)

College Wide - Demographics

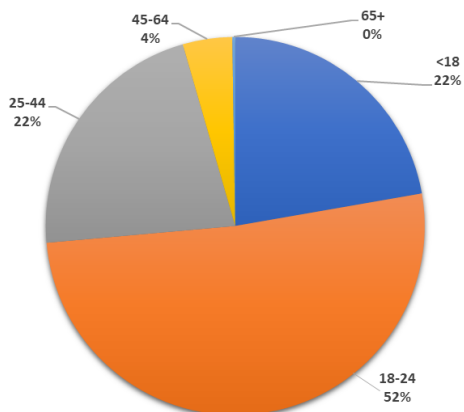
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

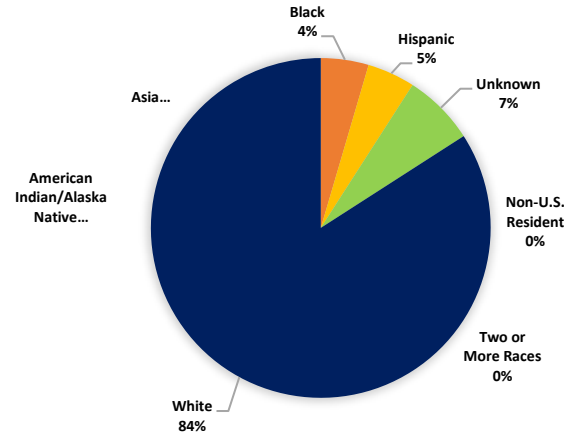


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

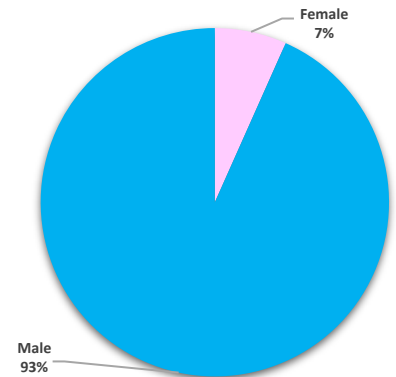


Program - Demographics

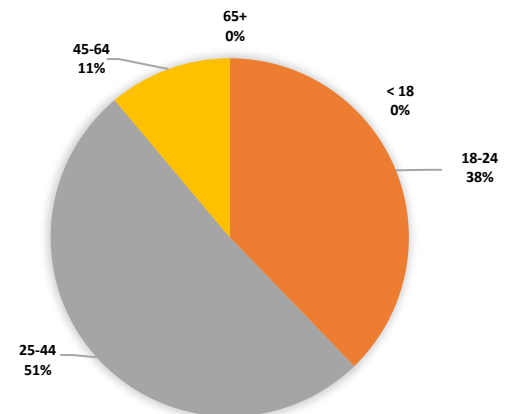
**A55240: Fire Protection Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A55240: Fire Protection Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A55240: Fire Protection Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Fire Protection	121	13	9.3	12.4	\$ 46,545.72
FIP-120	5	1	5.0	0.5	\$ 1,763.10
FIP-124	4	1	4.0	0.4	\$ 1,410.48
FIP-128	10	1	10.0	0.9	\$ 3,526.19
FIP-132	13	1	13.0	1.2	\$ 4,584.05
FIP-136	14	1	14.0	1.3	\$ 4,936.67
FIP-140	3	1	3.0	0.3	\$ 1,057.86
FIP-146	12	1	12.0	1.9	\$ 7,052.38
FIP-152	18	1	18.0	1.7	\$ 6,347.14
FIP-220	11	1	11.0	1.0	\$ 3,878.81
FIP-221	9	1	9.0	0.8	\$ 3,173.57
FIP-228	9	1	9.0	0.8	\$ 3,173.57
FIP-232	9	1	9.0	1.1	\$ 4,231.43
FIP-276	4	1	4.0	0.4	\$ 1,410.48

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
FIP-120	60%	0%	20%	0%	0%	0%	0%	20%	0%	0%	80%	80%	3.50	100%
Online	60%	0%	20%	0%	0%	0%	0%	20%	0%	0%	80%	80%	3.50	100%
FIP-124	75%	0%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Online	75%	0%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
FIP-128	90%	10%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
Online	90%	10%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
FIP-132	85%	0%	0%	8%	0%	0%	0%	8%	0%	0%	85%	92%	3.75	92%
Online	85%	0%	0%	8%	0%	0%	0%	8%	0%	0%	85%	92%	3.75	92%
FIP-136	29%	36%	14%	0%	21%	0%	0%	0%	0%	0%	79%	79%	2.50	79%
Online	29%	36%	14%	0%	21%	0%	0%	0%	0%	0%	79%	79%	2.50	79%
FIP-140	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
FIP-146	83%	8%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.91	100%
Online	83%	8%	0%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.91	100%
FIP-152	72%	11%	0%	0%	17%	0%	0%	0%	0%	0%	83%	83%	3.22	83%
Online	72%	11%	0%	0%	17%	0%	0%	0%	0%	0%	83%	83%	3.22	83%
FIP-220	64%	18%	9%	0%	9%	0%	0%	0%	0%	0%	91%	91%	3.27	91%
Online	64%	18%	9%	0%	9%	0%	0%	0%	0%	0%	91%	91%	3.27	91%
FIP-221	67%	22%	11%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
Online	67%	22%	11%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
FIP-228	89%	0%	0%	0%	11%	0%	0%	0%	0%	0%	89%	89%	3.56	89%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	89%	0%	0%	0%	11%	0%	0%	0%	0%	0%	89%	89%	3.56	89%
FIP-232	56%	44%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
Online	56%	44%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
FIP-276	25%	50%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Online	25%	50%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Firefighters

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	339	1.2%	63	1.0%	\$38,000
Lincoln	114	1.10%	24	1.70%	\$37,900
*Charlotte	3,253	1.2%	659	1.6%	\$40,900

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: First-Line Supervisors Firefighting and Prevention Workers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	69	1.6%	12	0.9%	\$70,100
Lincoln	23	n/a	4	1.60%	\$70,000
*Charlotte	656	1.6%	122	1.5%	\$75,300

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Fire Departments are struggling to find qualified candidates to fill open positions. This program is required for promotion and is seen as a commitment to the profession for those looking to fill open positions.</p>

	Explanation
<p>Community: How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The program is required for advancement to officer's positions at all full-time fire departments. Additionally, departments hiring new firefighters look to this degree as a commitment to the profession.</p> <p>Advisory Committee is happy with the structure and performance of the program.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>With the establishment of the Public Safety Administration degree, we are able to offer students two degrees by only taking three additional PSA classes.</p> <p>Marketing of the program has increased from and institutional prospective. Additional, 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.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Locally we have seen a steady uptick in enrollment over the last two semesters and is expected to continue with the switch to fully on line and the connection with Public Safety Administration. With no specific program entry point, tracking statistics is difficult.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p>	<p>Students who begin typically complete the program. Students do not complete in a "normal" timeframe. Work schedules tend to conflict with completing general education courses.</p>

	Explanation
<p>Consider course success/withdrawal data.</p>	<p>Our program allows students to enroll at any point and courses are offered on a two-year cycle. We do not begin a new two year cycle every academic year. This makes tracking retention and award goals difficult</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A55240 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Fire Protection Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Cleveland CC had 42 (new and recurring students for Spring 2023); however, 1 from Lincoln & 7 from Gaston students were <u>from our service area</u> have enrolled in the Fire Protection program at CCC. Having 8 students from our service areas enrolled at CCC in Fire Protection program, the program may have an opportunity for program growth</p> <p>Catawba Valley CC had 18 (new and recurring students for Spring 2023); however, 1 from Lincoln & 1 from Gaston students were <u>from our service area</u> have enrolled in the Fire Protection program at CVCC. Having 2 students enrolled in the Fire Protection program at CVCC represents a possible opportunity for program growth.</p> <p>Central Piedmont CC had 34 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston totaling 0 students from our service area.</p> <p>When reviewing this information, determine if the program has effectively marketed the Fire Protection program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Students have sufficient opportunities to complete their degree.</p> <p>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.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>The program can be completely in a fully on-line format. Students can take general education courses in a seated format if desired.</p>

	Explanation
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Course evaluations are positive. Concerns are addressed with faculty and staff as needed. Additionally, the advisory committee provides feedback, as necessary.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Most courses would be considered low enrollment by college standards. Withdrawal rates are low for the program. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • None <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • None
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Work schedules tend to interfere with completion of general education requirements</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program is not currently covering expenses. However, it is vital to the function of and promotional programs of local fire departments.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Continued calibration with agencies in our service area, associations, and professional organizations.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A55240 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			

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

Program Learning Outcomes - A55240 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.	2022-2023 Academic year 100% of students received a grade of 70% or higher	Majority of students are performing above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	Had a 25% increase on final exam score from previous year.	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	Students are required to examine various case studies in FIP 152. The case studies promote the student's ability to discuss laws,	On average the student earns at least 70% of the available points on their final exam as	2022-2023 Academic year 93% of students received a grade of 70% or higher 2022-2023 Academic year 93% of students	Majority of students are performing above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	I had a 2% decrease in the final exam but an 11% increase in students final grade project.	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		
	NFPA 1041 and 1021	codes, and ordinances as they relate to fire protection.	well as their graded final project.	received a grade of 70% or higher				
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 final grade	2022-2023 Academic year 100% of students received a grade of 70% or higher 2022-2023 Academic year 100% of students received a grade of 70% or higher	Students are performing above the success criteria	Continue to stay abreast of industry trends	Had an 11% increase in the final exam score from the previous year and maintained a 100% class pass rate.	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	Students are presented scenarios and provided strategies and tactics associated with fire ground	On average the student earns at least a 70% score of the available points on their final	2022-2023 Academic year 86% of students received a grade of 70% or higher 2022-2023 Academic year 99% of students	Students are performing above the success criteria	Work to ensure a larger percentage of students master the stated outcome for the final exam	We had a 3% decrease in students' grades for the final exam but an increase of 15% on students' grades for their final	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		
	standards and guidelines	operations during FIP 220, FIP 221 and in FIP 276. The scenarios, strategies, and tactics provide the student with the knowledge, skills, and abilities to function as a fire scene commander.	exam as well as their graded final research project.	received a grade of 70% or higher			project from the previous year	
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	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.	2022-2023 Academic year 73% of students received a grade of 70% or higher 2022-2023 Academic year 100% of students received a grade of 70% or higher	Majority of students are performing above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	We had an increase of 6% on students' final exam grades and a 17% increase on students' graded project from the previous year	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		
		development, and human resource management are presented and evaluated for proficiency.						
6	Demonstrate knowledge of an effective emergency management program to include applicable NFPA standards and guidelines.	Students are tested in emergency management operations in EPT 140, FIP 120, and FIP 276. The students are presented with modern fire service functions as an <i>all-hazard</i> organization focusing on the functions of prevention, preparedness, mitigation, response, and recovery.	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.	2022-2023 Academic year 87% of students received a grade of 70% or higher 2022-2023 Academic year 100% of students received a grade of 70% or higher	Majority of students are performing above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	We had an increase of 7% on students' final exam grade and an 18% increase on students' graded project from the previous year.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt.

Program Review - D30200 Gunsmithing - Diploma

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Josh Walker

Program Code(s)/Name(s):

- D30200 Gunsmithing - Diploma

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: Small class sizes allow for one-on-one time with each student
- Areas for Improvement: Program growth. This can be achieved through advertising. And Community outreach.
- Needs: Equipment/supplies (case hardening oven, Cerakote, chamber reamers, snap-caps, and bluing supplies), and FFL
- Actions: Work on advertising to grow the program through community outreach and acquire the proper equipment to grow the GSM program.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes such as the use of new equipment, processes, or applications to prepare current and future students for employment in the Gunsmithing sector.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	D30200
American Indian/Alaska Native	0
Asian	0
Black	2
Non-U.S. Resident	0
Hispanic	1
Two or More Races	0
Unknown	1
White	4
Grand Total	5

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Gunsmithing (30200)	DNA	DNA	DNA	DNA	4.38

**Limited Data Available; more information will be provided during the next program review cycle.*

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
D30200 Gunsmithing	D30200	DNA	DNA	DNA	DNA
Grand Total		DNA	DNA	DNA	DNA

**Limited Data Available; more information will be provided during the next program review cycle.*

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
D30200 Gunsmithing	D30200	DNA	DNA	DNA	DNA
	Grand Total	DNA	DNA	DNA	DNA

**Limited Data Available; more information will be provided during the next program review cycle.*

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Gunsmithing	DNA	DNA	DNA	DNA	0.5	\$2,172.30	\$2,172.30

**Limited Data Available; more information will be provided during the next program review cycle.*

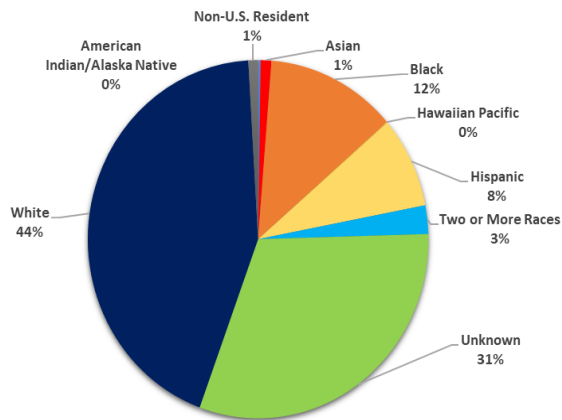
Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
D30200 Gunsmithing	D30200	DNA	DNA	DNA	DNA

**The program is a new program with limited data. Retention data will be available during the next academic year.*

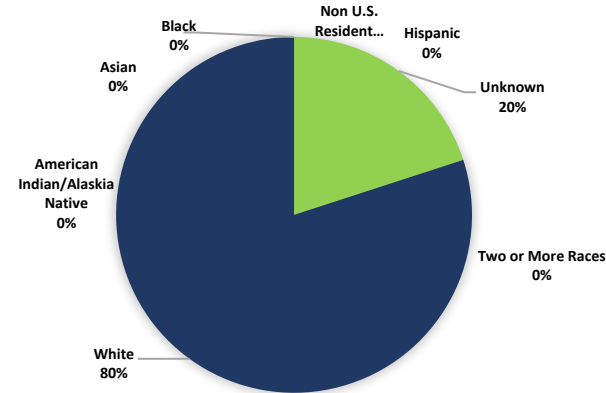
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Program - Demographics

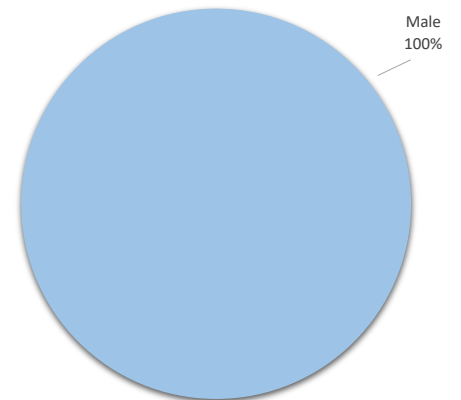
D30200: Gunsmithing Unduplicated Enrollment
Academic Year 2022-2023 - by Race



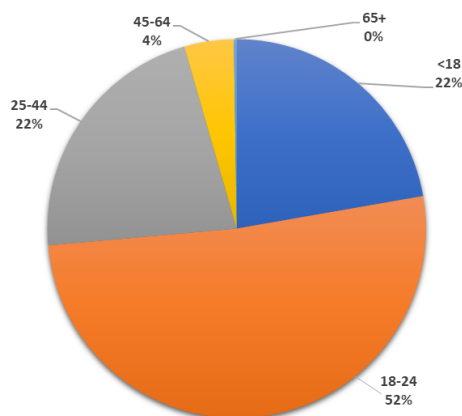
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



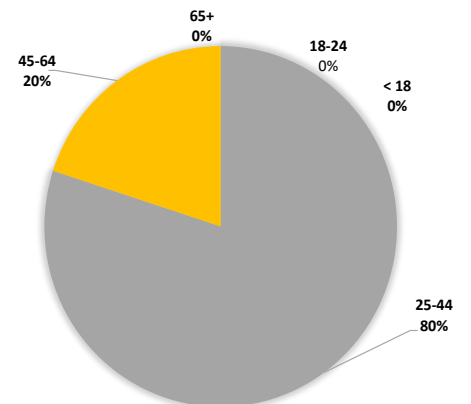
D30200: Gunsmithing Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



D30200: Gunsmithing Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Gunsmithing	6	2	3.0	2.6	\$ 11,354.33
GSM-111	4	1	4.0	1.8	\$ 7,569.56
GSM-120	2	1	2.0	0.9	\$ 3,784.78

**Limited Data Available; information will be provided during the next program review cycle.*

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
GSM-111	25%	0%	25%	50%	0%	0%	0%	0%	0%	0%	50%	100%	2.00	50%
Seated	25%	0%	25%	50%	0%	0%	0%	0%	0%	0%	50%	100%	2.00	50%
GSM-120	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Seated	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%

**Limited Data Available; information will be provided during the next program review cycle.*

Employment Data: Gunsmithing; Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	235	0.5%	58	1.2%	\$44,000
Lincoln	65	n/a	16	1.50%	\$43,900
*Charlotte	1,510	0.5%	386	1.5%	\$46,300

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	Use the link below to review NC state data for Gunsmithing jobs including Multiple Machine Tool Setters, Operators, Tenders, Metal and Plastic. You can compare data from Jobs EQ that is broken down by county and our local region. Occupation Profile for Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic CareerOneStop
Community:	Based on the Data above this field is in extremely high demand in our local community. When students graduate, they will be able to get jobs in the gunsmithing field.

	Explanation
How does this program lead to employment opportunities in the local community or prosperity zone?	The community has given great input into the program in the way of advice.
How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Have not had a formal meeting during this cycle
What is the advisory committee feedback?	
Uniqueness: What do we do that sets us apart from neighboring institutions?	No other institution offers a GSM program
How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	No data to reflect.

ENTRY

	Explanation
Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)	Not enough Data this cycle
Have Full-Time and Part-Time pathways have been updated/reviewed?	This program is new. Revision will be needed in the future.
In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?	No other neighboring institutions offer the program.
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Adventuring as well as community outreach.

PROGRESS

	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?	No data this cycle

	Explanation
<p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>No known barriers</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A40130 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Applied Engineering Technology program at GC? Identify strategies for enrollment growth. *With this program only being offered about five other community colleges in the state, the program should try to identify what other questions should be asked to help with program enrollment.</p>	<p>The program is offered at Davidson-Davie CC, Johnson CC, Mayland CC, Wilkes CC and Wilson CC. Cleveland CC had 0 (new recurring students for Spring 2023) The institution does not offer this program. Could there be an opportunity for program growth by reaching out to students in this county. Catawba Valley CC had 0 (new recurring students for Spring 2023) The institution does not offer this program. Could there be an opportunity for program growth by reaching out to students in this county. Central Piedmont CC had 0 (new recurring students for Spring 2023) The institution does not offer this program. Could there be an opportunity for program growth by reaching out to students in this county. If these institutions do not offer this program. Could there be an opportunity for program growth by reaching out to students in these counties? If yes, work with supervisors on specific strategies/actions. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>The GSM program is sequence in a way that makes sense. The rate is comparable. This being a new program we were aware that the enrollment would be low this cycle.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>Face-to-face learning is best</p>

	Explanation
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Great Instructor, No negative comments about the class.</p> <p>No negative feedback was given</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • This being a new program, there is not enough data <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • None <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • None
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>None were given, this program has not completed a full cycle.</p> <p>None</p> <p>None</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>None</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Not enough data this cycle

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	The GSM program has reached out to many gun shops as well as firearms manufacturers. The GSM program has also participated in many local events to share the new program.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	None

Curriculum Map - D30200 Gunsmithing

Course	PLO1	PLO2	PLO3	PLO4
	Read and work from blueprints using hand tools and make basic machine tool setups using manual lathes and milling machines.	Produce custom tooling and fixtures for use in gunsmithing type work.	Diagnose and correct basic malfunctions, produce and fix simple parts, choose, and install sights.	Perform barrel alterations such as custom-barreled actions, recoil pads, and choke tubes.
GSM-111	I	I		
MAC-141	D			
MAC-142	D			
GSM-120	M	D		I
GSM-127AA		D	I	D
GSM-127AB		D	D	D
GSM-125		M		M
GSM-247			M	

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

Program Learning Outcomes - D30200 Gunsmithing

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		
	Read and work from blueprints using hand tools and make basic machine tool setups using manual lathes and milling machines.	This will be assessed in GSM-120 Direct Measures include: • Exams/Quiz	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student demonstrates their ability to produce a complete part within specs on the Manual Lathe Machines.	Fall 2022 100% percent pass rate with an 80% or Better	What is working well and why? Newly created assignments are working well. Projects are being completed as intended.	What isn't working and why? Parts have been out of stock for students to complete some assemblies.	New Assessment	We can work on this by finding other vendor to source parts.

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		
	Produce custom tooling and fixtures for use in gunsmithing type work.	<p>This will be assessed in GSM-111</p> <p>Direct Measures include:</p> <ul style="list-style-type: none"> Completed projects 	<p>Students will perform ALL lab Assignments</p> <p>Students must complete 10 hands on Lab assignments in this class to pass this course</p>	<p>Spring 2023</p> <p>13 out of 15 passed the class with an average of 80% or better</p> <p>(1 student did not pass, and the other student dropped before the withdraw date)</p>	<p>Students are enjoying the concentrated assignments on a single kind of machine (manual Lathes parts allowing them to get more time on and in the concentration of equipment</p>	<p>We need more complex parts to keep the students busy. Students seem to have some “free time” between assignments</p>	<p>New Assessment</p>	<p>The department will be adding more assignments to the classes (starting Spring 2024) This will decrease the amount of down time between assignments.</p>

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		
	Diagnose and correct basic malfunctions, produce and fix simple parts, choose, and install sights.	This will be assessed in GSM-127AA and GSM-127AB This is a 2-part class (Students will not be given a grade until they complete GSM-124BB) <ul style="list-style-type: none"> Exams/Quiz 	Students will be given an inoperative firearm. They will then be given a set amount of time (Dependent on the model) to diagnose the problem. And they will have to write a work order for this problem with a description of how to fix it.	No Data	No Data	No Data	No Data	No Data
	Perform barrel alterations such as	GSM-125 Affected class Completed Custom Rifle	Students will perform ALL	Summer 2023 4 out of 5 passed the class	Newly created assignments are working well. Projects	Students are completing parts at a rapid rate. This is causing	New Assessment	While we want students to have some free machining time to

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		
	custom-barreled actions, recoil pads, and choke tubes.	barrel for their Firearm.	lab Assignment Students must complete their custom barrel for their rifle.	1 student did not pass due to not having the required components to finish their project	are being completed as intended.	some extra time for students to work on their own projects. This is a good and bad thing.		work on their own projects, we are seeing too much of it. We will be adding more projects to the required list.

Program Review - A45630 Health & Fitness Science

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Brett LaFemina

Program Code(s)/Name(s):

- A45630 Health & Fitness Science
- C45630A Health & Fitness Science – Group Exercise Instructor Certificate
- C45630 Health & Fitness Science – Health and Wellness Coach Certificate
- C45630B Health & Fitness Science – Foundations of Health & Fitness Science

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** The HFS program continues to prepare our students well for the American Council on Exercise's Certified Personal Trainer examination and work within the field. We also prepare our students well for being prepared for transfer into 4-year institutions to continue towards a bachelor's degree. We have four articulation agreements with state universities, including Appalachian State University, Gardner-Webb University, Lenoir-Rhyne University, and UNC Charlotte. Our FTE for our HEA and PED courses remains high, and the courses do well in student evaluations.
- **Areas for Improvement:** We need to increase enrollment for our first-year cohorts and retention into the second year. We are actively recruiting through several events and should begin seeing benefits from having cohorts from the CaroMont Health Academy beginning to graduate from the program at East Gaston High School. Our first-year cohorts are beginning to trend upwards.
- **Needs:** We need our college recruiting staff to help increase awareness of the program within our community's high schools. This will help increase our enrollment to our goal of 20. We also need advising to ensure students stay on track with the curriculum, as missing an HFS course in any semester will delay completion.
- **Actions:** We will continue to have recruiting events every semester to increase awareness of the HFS program, ensure our students are on track to graduate on time, and improve our courses by following distance education's recommendations in delivery valuations and feedback.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes to improve safety and operations after the recent pandemic. How will the Health & Fitness Science program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A45630	C45630A	C45630B	C45630C	C45630P
American Indian/Alaska Native	1	0	0	0	0
Asian	1	0	2	0	0
Black	12	0	0	0	2
Hispanic	5	0	2	0	1
Non-U.S. Resident	2	0	0	0	0
Two or More Races	2	1	0	0	0
Unknown	4	0	29	0	21
White	15	0	8	1	3
Grand Total	42	1	41	1	27

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Health & Fitness Science (45630)	22.98	22.41	24.72	30.66	30.81

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45630 Health & Fitness Science	A45630	0	1	3	4
C45630 Health & Fitness Science – Health and Wellness Coach Certificate	C45630	0	3	1	4
C45630A Health & Fitness Science – Group Exercise Instructor Certificate	C45630A	0	0	5	5
C45630B Health & Fitness Science – Foundations of Health & Fitness Science	C45630B	4	3	25	32
C45630C Health & Fitness Science – Foundations of Health & Fitness Science	C45630C	0	0	1	1
C45630P Health & Fitness Science – Foundations of Health & Fitness Science	C45630P	0	0	8	8
Grand Total		4	7	43	54

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45630 Health & Fitness Science	A45630	3	3	7	4
C45630 Health & Fitness Science – Health and Wellness Coach Certificate	C45630	5	5	9	4
C45630A Health & Fitness Science – Group Exercise Instructor Certificate	C45630A	1	7	1	5
C45630B Health & Fitness Science – Foundations of Health & Fitness Science	C45630B	0	2	5	32
C45630C Health & Fitness Science – Foundations of Health & Fitness Science	C45630C	0	0	10	1
C45630P Health & Fitness Science – Foundations of Health & Fitness Science	C45630P	0	0	2	8
Grand Total		9	17	34	38

Program Financial Viability

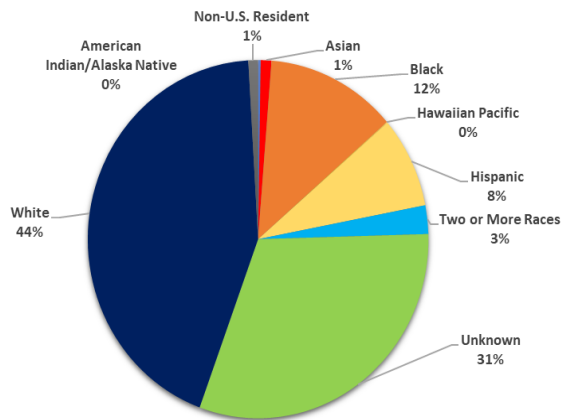
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Health & Fitness Science (A45630)	\$184,210.21	61.7	\$231,919.91	\$47,709.70	54.9	\$206,493.72	\$22,283.51

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A45630 Health & Fitness Science	A45630	DNA	100%	40%	60%
C45630 Health & Fitness Science – Health and Wellness Coach Certificate	C45630	0%	0%	0%	DNA
C45630A Health & Fitness Science – Group Exercise Instructor Certificate	C45630A	0%	DNA	DNA	DNA
C45630B Health & Fitness Science – Foundations of Health & Fitness Science	C45630B	50%	100%	DNA	DNA
C45630P Health & Fitness Science – Foundations of Health & Fitness Science	C45630P	DNA	DNA	DNA	DNA

College Wide - Demographics

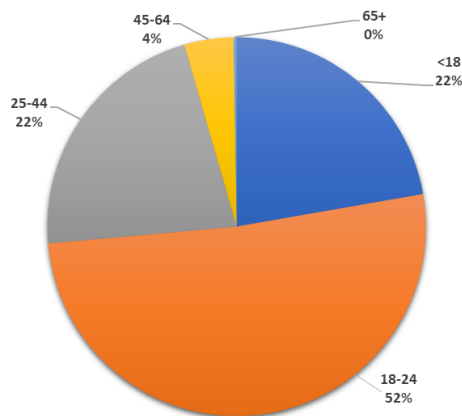
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

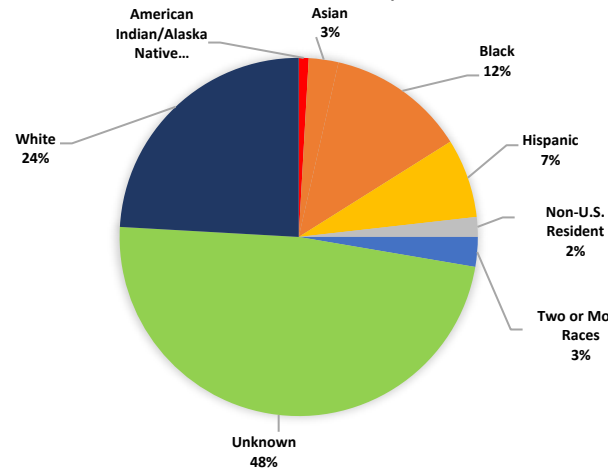


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

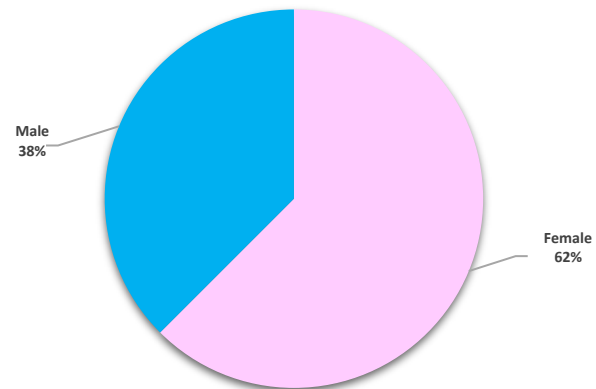


Program - Demographics

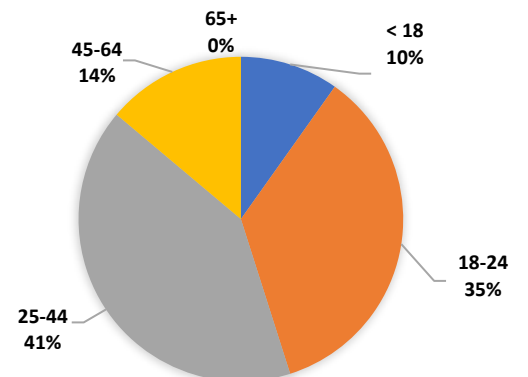
**A45630: Health & Fitness Science Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A45630: Health & Fitness Science Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A45630: Health & Fitness Science Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Health & Fitness	540	37	14.6	52.6	\$ 197,936.83
HEA-110	266	9	29.6	24.9	\$ 93,796.67
HEA-112	20	3	6.7	1.9	\$ 7,052.38
HFS-110	19	2	9.5	2.4	\$ 8,933.02
HFS-111	7	1	7.0	1.1	\$ 4,113.89
HFS-116	17	2	8.5	2.1	\$ 7,992.70
HFS-118	8	1	8.0	1.0	\$ 3,761.27
HFS-120	4	1	4.0	0.5	\$ 1,880.64
HFS-210	4	1	4.0	0.5	\$ 1,880.64
HFS-212	8	1	8.0	1.0	\$ 3,761.27
HFS-218	4	1	4.0	0.6	\$ 2,350.79
PED-110	126	7	18.0	11.8	\$ 44,430.00
PED-117	19	3	6.3	1.8	\$ 6,699.76
PED-121	20	3	6.7	1.9	\$ 7,052.38
PED-122	18	2	9.0	1.1	\$ 4,231.43

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
HEA-110	54%	27%	8%	3%	5%	0%	0%	3%	0%	0%	89%	92%	3.25	92%
Online	49%	28%	7%	3%	9%	0%	0%	4%	0%	0%	84%	87%	3.11	88%
Seated	62%	26%	8%	4%	0%	0%	0%	0%	0%	0%	96%	100%	3.46	96%
HEA-112	35%	25%	15%	10%	5%	0%	0%	10%	0%	0%	75%	85%	2.83	83%
Hybrid	28%	28%	17%	11%	6%	0%	0%	11%	0%	0%	72%	83%	2.69	81%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
HFS-110	58%	15%	21%	0%	0%	0%	0%	5%	0%	5%	95%	95%	3.39	95%
Seated	58%	15%	21%	0%	0%	0%	0%	5%	0%	5%	95%	95%	3.39	95%
HFS-111	29%	29%	29%	0%	14%	0%	0%	0%	0%	0%	86%	86%	2.57	86%
Seated	29%	29%	29%	0%	14%	0%	0%	0%	0%	0%	86%	86%	2.57	86%
HFS-116	65%	12%	6%	0%	6%	0%	0%	12%	0%	0%	82%	82%	3.47	93%
Hybrid	60%	0%	10%	0%	10%	0%	0%	20%	0%	0%	70%	70%	3.25	88%
Seated	71%	29%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.71	100%
HFS-118	75%	13%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.86	100%
Online	75%	13%	0%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.86	100%
HFS-120	50%	25%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.67	100%
Seated	50%	25%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.67	100%
HFS-210	50%	25%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.67	100%
Seated	50%	25%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.67	100%
HFS-212	50%	25%	13%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.43	100%
Seated	50%	25%	13%	0%	0%	0%	0%	13%	0%	0%	88%	88%	3.43	100%
HFS-218	25%	50%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Seated	25%	50%	25%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
PED-110	71%	17%	7%	0%	1%	0%	0%	4%	0%	0%	95%	95%	3.64	99%
Online	59%	22%	10%	0%	1%	0%	0%	7%	0%	0%	91%	91%	3.48	98%
Seated	84%	12%	4%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.81	100%
PED-117	79%	5%	5%	0%	5%	0%	0%	5%	0%	5%	89%	89%	3.61	89%
Seated	79%	5%	5%	0%	5%	0%	0%	5%	0%	5%	89%	89%	3.61	89%
PED-121	55%	25%	5%	0%	15%	0%	0%	0%	0%	0%	85%	85%	3.05	85%

Online	53%	26%	5%	0%	16%	0%	0%	0%	0%	0%	84%	84%	3.00	84%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
PED-122	67%	11%	0%	0%	0%	0%	0%	6%	17%	0%	93%	93%	3.86	100%
Seated	67%	11%	0%	0%	0%	0%	0%	6%	17%	0%	93%	93%	3.86	100%
PED-110	71%	17%	7%	0%	1%	0%	0%	4%	0%	0%	95%	95%	3.64	99%
												83%		88%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%		3.09	

Employment Data: Exercise Trainers and Group Fitness Instructors

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	187	0.8%	80	2.1%	\$45,300
Lincoln	95	1.90%	43	2.60%	\$45,200
*Charlotte	3,397	2.3%	1,533	2.7%	\$49,700

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Use the link below to review NC state data for Health & Fitness Science jobs including Exercise Trainers and Group Fitness. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>Occupation Profile for Exercise Trainers and Group Fitness Instructors CareerOneStop</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p>	<p>The Health and Fitness Science program gives students hands-on experience with needed skills for the fitness/wellness field. This helps set them apart from other potential candidates since many certifications only require a passing score on a written test with no skills assessment. The employers know Gaston College students have skillsets beyond these individuals, and our WBLP sites often hire students to help build networking relationships for potential positions.</p>
<p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p>	<p>We have many WBLP sites where our students go to and continue to build more. Several of these site supervisors come in as guest speakers to our courses in HFS. Also, the annual Health Fair continues to establish connections with</p>

	Explanation
What is the advisory committee feedback?	<p>local health and wellness organizations and businesses. Lastly, our articulation agreements with state universities allow our students to further their education and establish relationships with these institutions whose department leaders serve on our advisory board.</p> <p>Our advisory board said that our program prepares our students well and provides some education that the universities do not, such as fitness facility management. They advised that we emphasize that we use agreements and the ability to further education</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Our Health and Fitness Science program provides hands-on training and preparation for the ACE (American Council on Exercise) Personal Training certification within two years. This is attractive to students who may want to enter the workforce sooner than a university would allow and at a lower cost. We also have numerous community partnerships which provide students with potential employment opportunities. CCCC runs its program through continuing education and follows WITS (World Instructor Training Schools), which is not as recognized as ACE in the industry. Also, it appears Cleveland CC may be sunsetting their program, which can potentially increase our enrollment.</p> <p>We have had several recruiting events at Crowders Mountain State Park this past academic year, which provided great visibility, increased awareness of the program, and invited people to inquire about the program. Also, our HFS students have led the warm-up at the Stampede for Student Success for three years, helping increase awareness as well.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p>	<p>Our current recommended curriculum and the times we offer health and physical education courses are good. We made modifications over the past several years and have found a schedule which addressed students' feedback and college needs.</p> <p>Yes.</p> <p>Our program is equal to most of the HFS programs in the state, which is around 65-66 credits. The majority</p>

<p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>decreased their curriculum to be as minimal as possible to abide by Guided Pathways to Success.</p> <p>We have several recruiting events each academic year and have been increasing awareness of the program through participation in the Stampede, athletics events, and the health fair.</p>
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PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>Retention went down this past academic year. Two students transferred to 4-year institutions before graduation, and two others decided to change career paths. We also had three athletes move to arts and sciences, presumably due to being advised that the AS degree would more easily transfer for them to continue their athletic career at a 4-year institution.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A45630 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Health & Fitness Science program at GC? Identify strategies for enrollment growth.</p>	<p>Our program has seen an increase in diversity in the past few cohorts. Our faculty advises all students during their curriculum and is cognizant of the challenges different demographics face.</p> <p>Cleveland CC had 2 (new recurring students for Spring 2023. however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Health & Fitness Science program at CCC. The program may want to contact to the institution and get permission to share information about the program with residence/perspective students.</p> <p>Catawba Valley CC had 25 (new and recurring students for Spring 2023); however, 2 from Lincoln & 1 from Gaston students were <u>from our service area</u> have enrolled in the Health & Fitness Science program at CVCC. The program may want to contact to the institution and get permission to share information about the program with residence/perspective students.</p> <p>Central Piedmont CC had 0 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston totaling 0 students from our service area. $0 + 0 = 0$/Opportunity for program growth</p> <p>The program may want to contact to the institution and get permission to share information about the program with residence/perspective students.</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Health & Fitness Science program to students in and around our service area counties.</p>

	Explanation
	The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes. We revised the curriculum a few years ago to have the fewest semesters possible and to have the courses in the most logical and effective sequence.</p> <p>Most of our courses have high success rates, and only a few have success rates of C or higher in the 80% range. None are in the 70% range.</p> <p>Our HEA and PED courses most often have good enrollment levels, and HEA 110 and PED 110 are often full. We have been canceling courses prior to their start date with low enrollment and inviting students to register for other sections, many times beyond cap. Our HFS courses in the second year tend to have enrollment below 10. We are focusing on increasing first-year cohorts to 16 and retaining all.</p>
<p>Modality:</p> <p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Our current delivery formats are based on what has been most successful, as well as requested by educational partnerships.</p> <p>We are working towards having HEA 110 QM certified by next semester. We will then focus on certifying PED 110.</p>
<p>Evaluation:</p> <p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>The positive statements are usually that they enjoyed the course, and that the instructor was great. Some negative comments that may be frequent are that the instructor took time to reply to messages and emails, or that the schedule was confusing.</p> <p>I print out and meet with each instructor at the end of each academic year to go over their evaluations from both fall and spring semesters. I highlight the feedback sections needing to be addressed and discuss strategies to improve them. We also go over the comments and discuss.</p>

COMPLETION

	Explanation
<p>Student Achievement:</p> <p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> HFS 210, HFS 212. We are working on improving retention from 1st to 2nd year. This past academic year

	Explanation
	<p>saw some students deciding to transfer to university or being advised to move to arts and sciences.</p> <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • PED 121, HEA 112 (hybrid). These courses often have some students miss due dates, bringing their grades down. We have been adding more frequent announcements and utilizing alerts to improve their participation and submissions. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • HEA 112 and 110 have some students withdraw due to lack of participation or low grade by the deadline. Alerts and announcements are being utilized to help address this.
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>We had 7 AAS graduates in 2022 and 4 in 2023. Our certificate program with the early college had a high amount this past year, with 32. Our other certificates continue to see increasing interest.</p> <p>Money has sometimes been mentioned as an issue for students, who usually take the curriculum a la carte. I advise students so they are aware it will take longer to complete the program, and also refer them to the resources available to them on campus, such as assistance program and scholarships.</p> <p>When registration opens, we advise our students in class on what courses to take for the following semester. The HFS 210 and WBLP courses help give students the experience needed for their careers.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Most of our students enter the workforce upon graduation, while a small percentage attend 4-year institutions. We have seen an increase in students transferring as we have been recommending this pathway to improve their overall income and job prospects in the future.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Our department as a whole has very good FTE numbers, as our HEA and PED courses are available to most majors as electives across campus.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Our WBLP sites, advisory board with both local business leaders and state college leaders as members are great partnerships we have. Our annual health fair and participation in the Stampede are our main outreach events.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Our program has seen more interest lately as our recruiting events and increasing alumni population are informing the community of our program. We have great success in preparing our students for both the certification exam and skills for working within the fitness and wellness field.

Curriculum Map - A45630 Health & Fitness Science

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Demonstrate competency and knowledge of kinesiology and exercise physiology.	Demonstrate, instruct, and administer proper exercise testing methods.	Design, plan, and lead individual and group exercise programs.	Demonstrate competency in the knowledge, skills, and abilities to be a successful and proficient personal trainer.	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

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

Program Learning Outcomes - A45630 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 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 2022 Mean: 83% Range: 70 - 98% n: 11	We saw an increase in enrollment this academic year. This course covers foundational knowledge and prepares the students for the remaining program courses.	Attendance was an issue this semester, and the penalties reduced the overall grades for a few students, resulting in both the minimum grade and the overall average decreasing. Alerts on attendance will be utilized more rather than speaking with the students about their attendance.	The new textbook edition's material was continued to be assessed and implemented into the course, along with modifications to the schedule based on notes from the previous academic year.	We have added the study companion to the textbook as required material and as homework. This change will have the students utilize the companion throughout the program rather than only during the second year in preparation for the certification exam. We also have been using item analysis on the previous semester's quiz attempts and quizzing the students at the end of each lecture 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			
								questions found difficult by the previous cohort.	
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 2023 Mean: 100% Range: 100-100% n: 6	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 strength, and flexibility).	Now that the implemented changes have resulted in great outcomes, we plan to make the assessment days a mock scenario, requiring the students to treat their fellow peer as a true client, including greeting, review and discussion of forms, and discussion of follow-up meeting at the end.	The extra day of planning assessments and practicing has truly helped students prepare and excel.	We will continue to designate a day to prepare and practice the assessment assignment and give tips based on previous semesters. We will also implement the mock scenario environment for the assessment grading days.	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	Design, plan, and lead individual and group exercise programs.	<p>Students will be evaluated in HFS 210 – Personal Training on their performance training their client in the lab.</p> <p>Students will design and lead a timed group exercise class sequence in HFS 120 – Group Exercise Instruction.</p>	<p>On average, students will earn at least 90% on this assignment.</p> <p>On average, students will earn at least 90% on this assignment.</p>	<p>Spring 2023 Mean: 93 Range: 85-98% n: 3</p> <p>Spring 2023 Mean: 93 Range: 91 – 95% n: 3</p>	<p>The 90% goal was met.</p> <p>The 90% goal was met.</p>	<p>Adding more session times will increase availability for faculty and staff to participate. This is an excellent course. We prepare students as personal trainers, and it prepares the student for the ACE (American Council on Exercise) Certification Exam.</p> <p>We will invite more guest instructors with experience in varied modalities. This</p>	<p>This past year, we had lab training involving the instructor and faculty/staff the next. The students had the instructor go through the planned workout for the faculty/staff member to provide feedback prior to training them. This helped prepare students for their client.</p> <p>We modified the PowerPoint</p>	<p>We will continue offering multiple training session times to improve employee utilization of the clinic and provide students with more clients.</p> <p>We will continue to look for and invite more guest aerobics instructors.</p>	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			
						is another strong course. We should continue to implement the protocols from Spring 2022.	presentation requirements to improve the students' presentations.		
4	Demonstrate competency in the knowledge, skills, and abilities to be a successful and proficient personal trainer.	Students will successfully pass the American Council on Exercise's Certified Personal Trainer Examination (CPT).	All students will pass this examination, with at least 85% doing so on their first attempt.	Spring 2023 75% pass rate 75% first-time pass rate n: 4	The three students who took HFS 210 in the spring passed the ACE-CPT exam on the first try, following the trend of 1 st time pass rates for the course.	One of our students took the curriculum out of sequence and tried the CPT exam this spring but failed. They have yet to take the reattempt.	We increased emphasis on using the companion manual for preparation.	We have requested a curriculum change for the next academic year that will require students to take the HFS courses in curriculum order to help improve outcomes on the CPT exam.	3
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 2023 Mean: 93 Range: 80 – 98% n: 7	The 85% goal was met. This course develops a critical skill set to increase students' chances of	The online delivery has been good. We would like to visit a different site next time as the previous one had	The new textbook continues to be a better option for the course and aligns well with a typical	We will look to going to a different site next time as a class trip, modify the resume assignment to be stronger, 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			
					higher-level employment and advancement.	a niche focus. A general fitness center will benefit more students.	16-week semester. Also, the switch to online delivery was a welcome change for students and improved their grades across all assignments.	potentially pair students with similar career interests on assignments.	

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 2022 Mean: 87.37% n: 144 Spring 2023 Mean: 86.41% n: 101	The 80% goal was met.	We will increase the number of attempts on quizzes to two to help the students increase their averages.	We updated several discussion and activity assignment questions and engaged in more regular and substantive interaction within our online sections.	We will update the Blackboard shell with the new textbook edition's content and increase attempts on quizzes.	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 2022 Mean: 97.89% n: 143 Spring 2023 Mean: 97.85% n: 88	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.	The increased use of announcements with weekly tasks and general feedback helped keep students on track and reminded them	We will move the goal to 90%.	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			
							of the assignment.		
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 2022 Mean: 91.52% n: 41 Spring 2023 Mean: 94.41% n: 79	The 90% goal was met.	We will add videos of the instructor detailing assignment directions.	We encouraged students to perform additional circumference measures for the assessment.	We will seek to have the course QM (Quality Matters) certified.	4
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 2022 Mean: 89.9% n: 41 Spring 2023 Mean: 89.4% n: 79	The 80% goal was met.	Feedback for this course is excellent. Scores on the final exam are typically very good.	The Blackboard shell was updated with the new textbook edition's material, strengthening the course with updated information.	We will continue to utilize feedback on evaluations to strengthen the course.	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			
5	Develop individual lifelong health and wellness programs that meet the health needs, abilities, and interests of clients.	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 2022 Mean: 80.3% n: 41 Spring 2023 Mean: 87% n:79	The students who completed the assignment did very well.	Several students in each section failed to submit the assignment, bringing the average down.	We increased emphasis on both cardiorespiratory and muscular strength plan assignment formatting.	Alerts will be utilized more for students who fail to complete assignments throughout the semester to improve overall performance.	3

Program Review - A45360 Health Information Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Lythia Bynum

Program Code(s)/Name(s):

- A45360 Health Information Technology

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** Offered online with in-person clinicals.
- **Areas for Improvement:** marketing to educate the community and employers. Need full-time qualified faculty
- **Needs:** additional community and employer awareness of the program and recognition of the need for specifically trained HIT students.
- **Actions:** For the 2022-2023 the program is completing the Teach-Out this Spring 2024. The program has been partnered with Davidson Community to provide access to the AHIMA accredited program with qualified faculty and courses to allow eligible students to participate in the RHIT certification and BS progression option.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes such as the use of AI to improve safety services in the Health Information Technology sector. How will the program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A55480	A55480CR
American Indian/Alaska Native	0	0
Asian	0	0
Black	0	0
Hispanic	1	0
Non-U.S. Resident	0	0
Two or More Races	0	0
Unknown	0	0
White	2	1
Grand Total	3	1

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Health Information Technology (45360)	DNA	DNA	DNA	2.91	5.97

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45360 Health Information Technology	A45360	0	0	0	0
Grand Total		0	0	0	0

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45360 Health Information Technology	A45360	0	0	0	0
Grand Total		0	0	0	0

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A45360 Health Information Technology	A45360	DNA	100%	0%	25%

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Health Information Technology (A45360)	DNA	3.0	\$12,976.38	\$12,976.38	6	\$25,952.76	\$25,952.76

Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Health Info Tech	22	6	3.7	2.7	\$ 11,759.84
HIT-110	6	1	6.0	0.6	\$ 2,433.07
HIT-112	3	1	3.0	0.3	\$ 1,216.54
HIT-114	6	1	6.0	0.9	\$ 4,055.12
HIT-211	2	1	2.0	0.3	\$ 1,351.71
HIT-213	2	1	2.0	0.3	\$ 1,081.37
HIT-215	3	1	3.0	0.4	\$ 1,622.05

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
HIT-110	50%	17%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	3.75	100%
Online	50%	17%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	3.75	100%
HIT-112	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Online	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
HIT-114	33%	33%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	3.50	100%
Online	33%	33%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	3.50	100%
HIT-211	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Online	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
HIT-213	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Online	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
HIT-215	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Online	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Health Information Technologists and Medical Registrars

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	10	n/a	2	1.1%	\$49,000
Lincoln	2	n/a	0	1.50%	\$48,900
*Charlotte	181	1.9%	30	1.6%	\$54,200

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Use the link below to review NC state data for Health Information Technology jobs including Health Information Technologist and Medical Registrars. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>Click to review NC employment data for Health Information Technology</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<ol style="list-style-type: none"> 1. This program offers hospital specific coding and information handling focused on ambulatory and hospital responsibilities. 2. The local hospitals are accepting clinical externship students and considering starting apprenticeships for health information and medical billing and coding positions for future candidates. 3. Did not have a formal advisory committee due to the program phasing out as of Spring 2024 due to lack of faculty. Upon further investigation with the local community hospitals, the RHIT credential is not a required credential for entry-level positions. The RHIT credential is required for management positions and limited positions available.
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<ol style="list-style-type: none"> 1. The HIT program is structured to meet accrediting body guidelines. We have partnered with Davidson Community to take transfer students with Gen. Ed courses at GC before transferring for HIT courses. 2. Lack of student interest and community knowledge of the HIT program coupled with lack qualified faculty interests the program is phasing out. The AHIMA accrediting body requires the program to be accredited before students are eligible to sit for the RHIT credential. These requirements limited the faculty candidates eligible to teach the courses.

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes</p>	<ol style="list-style-type: none"> 1. Yes 2. Yes

	Explanation
<p>sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<ol style="list-style-type: none"> 3. In comparison our program hours are average toward the lower number required to meet the accrediting body requirements. 4. The program is being phased out and promoted as a partnership with Davidson Community for students to take Gen Ed courses with GC then transfer or dual enroll with Davidson Community College to continue taking HIT courses to be eligible to sit for the RHIT exam upon completion of the program.

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<ol style="list-style-type: none"> 1. The initial start-up of the program began with only 5, but 2 joined in the following fall semester. At the start of the Fall 2022 semester, only 3 students remained. Students withdrew from the program due to a lack of financial aid, work conflicts, and relocation. 2. 33% of enrolled students withdrew within the first semester of the program. 3. 67% of the students who remained completed the online courses with C+ or better.
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A45360 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Health Information Technology program at GC? Identify strategies for enrollment growth.</p>	<ul style="list-style-type: none"> • The demand for RHIT credentials employees in the communities is low. Many facilities require coding credentials at most. The management positions require the RHIA credential which is a bachelor's degree and few of these positions exist in the community facilities due to most healthcare facilities doing central billing or subcontracting billing to outside agencies. • Certification for the RHIT exam requires students to complete an accredited program. AHIMA accreditation is very costly and requires two full-time RHIT credential faculty members before the accreditation application will be considered.

	Explanation
	<ul style="list-style-type: none"> CVCC is an accredited program allowing students to complete all classes online and complete their clinicals at a facility local to them. <p>Cleveland CC had 0 (new and recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the HIT program at CCC. With the no students enrolled at CCC in HIT, the program may have an opportunity for program growth. The program should consider contacting the institution to request permission to provide program information to local residents.</p> <p>Catawba Valley CC had 22 (new and recurring students for Spring 2023); however, 0 from Lincoln & 5 from Gaston students were <u>from our service area</u> have enrolled in the HIT program at CVCC. Having 5 students for our service area enrolled in HIT at CVCC represents a possible opportunity for program growth.</p> <p>Central Piedmont CC had 0 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston. Having no students enrolled in HIT at CPCC, the program may have an opportunity for program growth.</p> <p>When reviewing this information, determine if the program has effectively marketed the Health Information Technology program to students in and around our service area counties. The program should consider contacting the institution to request permission to providing program information to local residents.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate?</p>	<ul style="list-style-type: none"> Yes, the courses are sequenced in order according to the suggested AHIMA accrediting body's suggestion. Course Success Rates are 100% but this is the first time running the courses and program. The enrollment requirements have never met the minimum requirements. All HIT courses have seen an enrollment of 5 students or less.

	Explanation
Do the courses that are being offered for the program meet enrollment needs? Share/Identify courses that have low enrollment.	
Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here	<ul style="list-style-type: none"> I believe the best method of delivery has been utilized, however, students have mentioned they would have liked the option of a seated course. The Quality Matters guidelines were utilized throughout the course development and set-up.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	<p>The faculty was very supportive, great in responding and eager to help with understanding grading and feedback. Some students felt grading, and feedback could have been timelier.</p> <p>The slow turnaround time for grading and responses was due to lack of faculty staff. After several attempts to recruit more faculty, the program is being phased out.</p>

COMPLETION

	Explanation
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> Apprenticeship pathways and high school pathways were explored. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> Did not have courses with low success rates. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> There was not a specific course with high withdrawal rates. The withdrawals were from the program as a whole due to life circumstances and students' financial changes.
Graduation: Discuss the program's actual awards/headcount percentage data? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	<p>This is the first cohort of the program. Due to the inability to meet AHIMA accreditation requirements and low interests the program is phasing out. The one of the two remaining students will complete the program with an AAS in HIT and will be eligible to sit for the Certified Coding Specialist Exam upon graduation in 5/2024.</p> <p>The other student opted not to complete the AAS path and prep for the CCS exam only. She is due to complete Fall 2023.</p> <p>The students who withdrew from the program in Spring 2023 were due to major changes, loss of financial aid and job changes. More community education and outreach to</p>

	Explanation
	<p>provide potential students with a better understanding of the HIT field and responsibilities may result in less direction changes after beginning the program.</p> <p>Some courses were reduced to 8-week durations to allow the student to complete the necessary courses earlier and reduce the amount of time to complete the employers' requirements.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Students are anticipated to graduate in Spring 2024.</p> <p>The remaining two students are seeking employment with the local medical billing facilities after completion of clinical hours and certification in Spring 2024</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>due to the low enrollment numbers, the viability of the program is low. The program is phasing out and is currently in the Teachout phase due to a lack of interest and enrollment due to the lack of accreditation required for students to sit for the RHIT certification and/or transfer to a university.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>Caromont is looking to determine the need for apprenticeship. The Caromont Health billing department has partnered with the program to accept our current students for their practicum with potential coding positions upon successful completion of their certification for coding specialist.</p>

SECTION VI: ADDITIONAL INFORMATION

	Comments
<p>Please include any additional data and/or information related to program-level accreditation.</p>	<p>The AHIMA RHIT credential is only available to accredited college programs. To meet accrediting requirements the program must have two full-time credentialed faculty members to begin the application process. Multiple attempts to seek credentialed and qualified faculty members. The applications received were not seeking to</p>

	leave their current full-time positions due to salary differences and seeking only part-time assistance.
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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		D	D	
HIT 226	D				D	
HIT 211	D	D		D	I	
HIT 213	D	D		D	D	
HIT 214	D			D	D	
HIT 215	D		D	D	D	
HIT 124	D	D	D	D	D	D
HIT 217	D		D	D	D	
HIT 216	D	D	D	D	D	
HIT 218	D	D	D	D	D	
HIT 222	M	M	M	M	M	M
HIT 280	M	M	M	M	M	M

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

Program 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
				Results	Strengths	Areas for Improvement		
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 Classes are still in progress	Will not teach until Fall 2023 Classes are still in progress	Will not teach until Fall 2023 Classes are still in progress	Will not teach until Fall 2023 Classes are still in progress

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
2	Use and apply critical thinking skills and basic health information management principles to recognize, analyze, and solve problems.	<p>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.</p> <ul style="list-style-type: none"> Faculty will assess students' competency by grading performance and problem-solving skills for accuracy using an answer key/rubric. 	<p>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.</p>	<p>Fall 2022 Mean: 98.75% Mean of Completers: 97.75 Range: 0-100% n: 5</p>	<p>Real Life Case Studies were presented providing scenarios of documentation issues the students were required to review and provide suggested corrections, identify possible risks in compliance with the EHR layout designs and data collected in the scenario.</p>	<p>Having more real-world images of EHR systems to analyze may help but EHR systems vary. The Case Studies workbooks provided a diverse option for practice in different areas of Data Systems and Standards</p>	<p>This was the first time teaching this course. Would like to find more digital activities since HIT is more technology based than paper.</p>	<p>This program is being phased out due to lack of interest and faculty to teach it.</p>

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3	Perform and interpret math calculations related to descriptive healthcare statistics.	HIT 217 – Quality & Data Analysis students will perform and interpret math calculations on a given scenario project. Faculty will assess students' knowledge by grading performance and interpretation 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 2023 Mean: 0 Mean of Completers: 0 Range: 0-100 n:	Will not teach until Fall 2023 Classes are still in progress	Will not teach until Fall 2023 Classes are still in progress	Will not teach until Fall 2023 Classes are still in progress	Will not teach until Fall 2023 Classes are still in progress
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	On average, students will earn at least 80% on this artifact. OR On average,	Fall 2023 Mean: 94 Mean of Completers: 94 Range: 0-100 n:2	Utilized online Cengage MindTap to provide online assignments, videos, flashcards. Students did well in all assignments. Offered in-person and ZOOM tutoring and feedback.	Feedback to students was difficult to explain in emails and Blackboard. Students often did not review feedback.	Did not implement changes from previous offering due to it was only the first time offered.	Program is being phased out. However, I would recommend any medical coding classes to include some form of Peer Review to help students stay accountable and retain coding

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		complete a cumulative project using an answer key and rubric.	students will earn at least 80 out of 100 on this artifact.			Unable to always determine if coding answers were Googled	Unfortunately, only one student enrolled in Fall 2023 course and Peer Review was not an option and student did not review feedback concerning tips for improving.	guidelines required for certification.
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	Spring 2024 Mean: 0 Mean of Completers: 0 Range: 0-100 n: 1	Classes are still in progress	Classes are still in progress	Classes are still in progress	Classes are still in progress

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

Program Review - A45380 Human Services Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Dana Rudisill

Program Code(s)/Name(s):

- A45380 Human Services Technology
- A4538E Human Services Technology – Addiction and Recovery Studies
- D45380 Human Services Technology – Diploma
- C45380A Human Services Technology – At-Risk Youth Certificate
- C45380C Human Services Technology – Gerontology Certificate
- C45380 Human Services Technology – Certificate

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths:

- Continue the Scholarship Committee for the *Remembering Austin Memorial Annual Scholarship* and select two (2) award recipients during the summer for the upcoming academic year (2023-2024).
- Gaston College ranks 8th out of 38 Community Colleges offering the Human Services Technology program.

Areas for Improvement:

- 39% of the students enrolled are taking less than 6 credit hours. CCP students are enrolled
- 34% of the students enrolled are taking 6 to 11 credit hours. Encourage students to take one additional class to receive full-time status.
- 24% of the students enrolled are taking 12 to 16 credit hours.
- 3% of the students enrolled are taking more than 16 credit hours.
- The program is serving students who are taking a variety of credit hours. We need to evaluate the current curriculum offerings and consider how to align the courses to increase student enrollment. We need more stable students with full-time credit hours.
- North Carolina Community College System has approved Human Services for an alignment project for the 2023-2024 fiscal year.
- Continue articulation agreements and propose articulation agreements with the University of North Carolina System.
- Continue existing stakeholder collaboration and increase stakeholders with universities, the Department of Human and Health Services (DHHS), Mental Health agencies, Addiction and Recovery service providers, the North Carolina Addiction Specialist Professional Practice Board (NCASPPB), and the North Carolina Association of County Departments of Social Services (NCACDSS).
- Explore apprenticeship opportunities.
- Explore CCP programs.
- Converted two hybrid courses, HSE 123 and HSE 225 to fully online classes to provide students with more flexibility with their schedules.
- Faculty preparing to transition HSE 110 to a Certified Quality Matters course to enhance student learning.
- Adjunct instructors to complete BaAT Training to enhance student learning.

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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?

Needs:

- **Additional Faculty:** Due to the needs of students and to meet the evolving needs of the Human Services program, add another full-time faculty member. This would provide a stronger educational experience for students. Additional faculty with program expertise means a well-staffed program can attract more students and potentially lead to positive word-of-mouth referrals. This would provide students with more guidance, mentorship, and the expansion of course offerings.

Actions:

- Monitor Student Evaluation of Faculty to determine further online improvements.
- Continue to monitor the trend and curriculum program enrollment.
- Actively participate and partner with the State Team to ensure the success of the Human Services Realignment Project.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes to improve safety and operations with the increased use of AI across multiple industries. How will the Human Services Technology program attempt to address this change to prepare current and future students for employment in this section of the discipline.

- We will address the issue of AI with college and multiple industries to create a policy to add to the syllabus to cover the use of AI. Created assignments for students not using technology, make assignments specific to the student’s personal experiences, opinion, emotions, ideas, thoughts, and choices.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A45380	A4538E	D45380	C45380	C45380BP
American Indian/Alaska Native	0	0	0	0	0
Asian	0	0	0	0	1
Black	22	4	0	0	3
Hispanic	8	2	0	0	3
Non-U.S. Resident	0	0	0	0	0
Two or More Races	3	2	0	0	0
Unknown	15	0	0	0	39
White	17	14	2	1	20
Grand Total	65	22	2	1	66

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Human Services Technology (45380)	42.17	39.34	33.63	34.88	34.63

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A4538E Human Services Technology – Addiction and Recovery Studies	A4538E	2	0	0	2
A45380 Human Services Technology	A45380	1	5	4	10
D45380 Human Services Technology – Diploma	D45380	0	0	1	1
C45380A Human Services Technology – At-Risk Youth Certificate	C45380A	1	6	1	8
C45380C Human Services Technology – Gerontology Certificate	C45380C	0	0	0	0
C45380 Human Services Technology – Certificate	C45380	1	5	1	7
Grand Total		5	16	7	28

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A4538A Human Services Technology – Developmental Disabilities	A4538A	1	1	0	0
A4538E Human Services Technology – Addiction and Recovery Studies	A4538E	4	4	4	2
A45380 Human Services Technology	A45380	5	9	7	10
D45380 Human Services Technology – Diploma	D45380	0	0	0	1
C45380A Human Services Technology – At-Risk Youth Certificate	C45380A	7	3	9	8
C45380C Human Services Technology – Gerontology Certificate	C45380C	0	7	2	0
C45380BP Human Services Technology	C45380BP	0	1	0	0
C45380 Human Services Technology – Certificate	C45380	8	6	7	7
Grand Total		25	31	33	28

Program Financial Viability

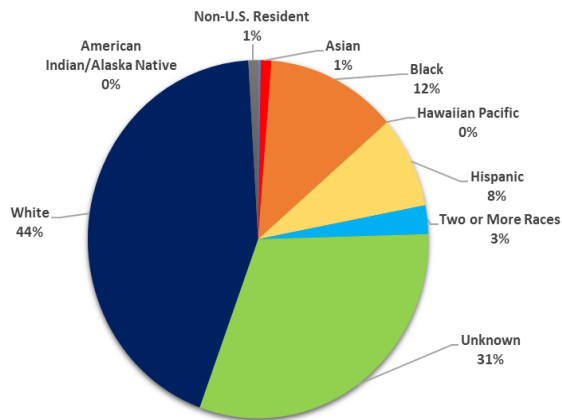
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Human Services Technology (A45380)	\$19,027.78	35.4	\$133,186.57	\$114,158.79	43.3	\$162,862.99	\$143,835.21

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A4538E Human Services Technology – Addiction and Recovery Studies	A45780	33%%	50%	50%	75%
A45380 Human Services Technology	C45780	25%	83%	58%	60%
D45380 Human Services Technology – Diploma	D45780	DNA	DNA	DNA	DNA
C45380A Human Services Technology – At-Risk Youth Certificate	C45380A	0%	DNA	DNA	DNA
C45380C Human Services Technology – Gerontology Certificate	C45380C	DNA	DNA	DNA	DNA
C45380 Human Services Technology – Certificate	C45380	0%	0%	33%	DNA
C45380BP Human Services Technology – Certificate	C45380BP	17%	50%	DNA	DNA

College Wide - Demographics

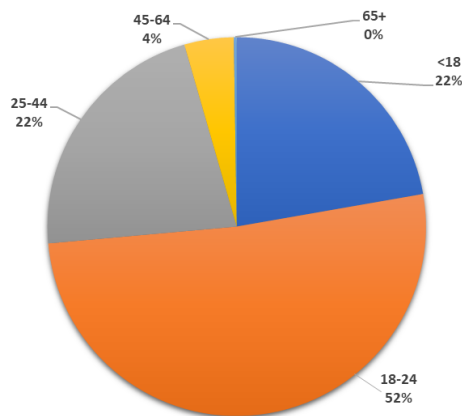
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

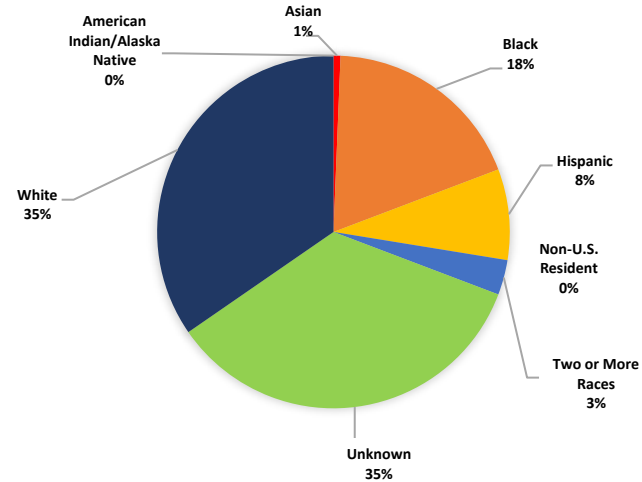


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

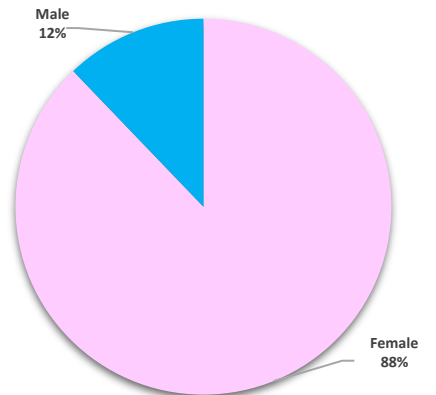


Program - Demographics

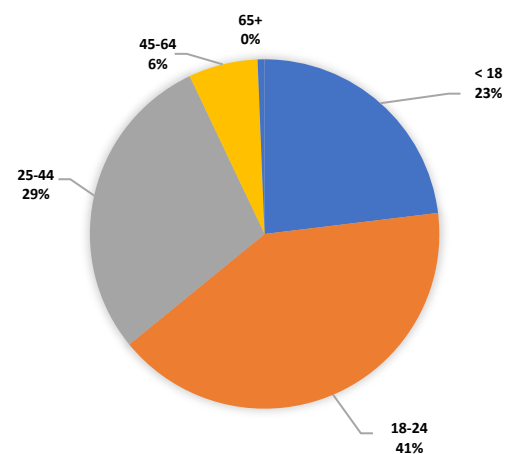
**A45380: Human Services Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A45380: Human Services Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A45380: Human Services Tech Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Human Services	214	17	12.6	23.1	\$86,744.29
DDT-110	13	1	13.0	1.2	\$ 4,584.05
GRO-120	10	1	10.0	0.9	\$ 3,526.19
HSE-110	56	2	28.0	7.0	\$ 26,328.89
HSE-112	17	1	17.0	1.6	\$ 5,994.52
HSE-123	10	1	10.0	1.3	\$ 4,701.59
HSE-125	23	1	23.0	2.9	\$ 10,813.65
HSE-210	10	1	10.0	0.6	\$ 2,350.79
HSE-212	12	1	12.0	1.1	\$ 4,231.43
HSE-220	10	1	10.0	1.3	\$ 4,701.59
HSE-225	10	1	10.0	0.9	\$ 3,526.19
HSE-227	12	1	12.0	1.1	\$ 4,231.43
SAB-110	6	1	6.0	0.6	\$ 2,115.71
SAB-120	5	1	5.0	0.5	\$ 1,763.10
SAB-125	2	1	2.0	0.3	\$ 940.32
SAB-135	13	1	13.0	1.2	\$ 4,584.05
SAB-210	5	1	5.0	0.6	\$ 2,350.79

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
DDT-110	15%	54%	23%	0%	8%	0%	0%	0%	0%	0%	92%	92%	2.69	92%
Online	15%	54%	23%	0%	8%	0%	0%	0%	0%	0%	92%	92%	2.69	92%
GRO-120	30%	40%	30%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Online	30%	40%	30%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
HSE-110	25%	26%	18%	5%	2%	0%	0%	23%	0%	4%	70%	75%	2.88	87%
Online	25%	26%	18%	5%	2%	0%	0%	23%	0%	4%	70%	75%	2.88	87%
HSE-112	53%	17%	6%	0%	12%	0%	0%	12%	0%	6%	76%	76%	3.13	81%
Seated	53%	17%	6%	0%	12%	0%	0%	12%	0%	6%	76%	76%	3.13	81%
HSE-123	30%	0%	40%	0%	10%	0%	0%	20%	0%	10%	70%	70%	2.50	78%
Hybrid	30%	0%	40%	0%	10%	0%	0%	20%	0%	10%	70%	70%	2.50	78%
HSE-125	43%	13%	9%	4%	4%	0%	0%	26%	0%	0%	65%	70%	3.18	88%
Online	43%	13%	9%	4%	4%	0%	0%	26%	0%	0%	65%	70%	3.18	88%
HSE-210	30%	30%	10%	20%	0%	0%	0%	10%	0%	0%	70%	90%	2.78	78%
Online	30%	30%	10%	20%	0%	0%	0%	10%	0%	0%	70%	90%	2.78	78%
HSE-212	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Seated	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
HSE-220	10%	40%	20%	10%	0%	0%	0%	20%	0%	0%	70%	80%	2.63	88%
Online	10%	40%	20%	10%	0%	0%	0%	20%	0%	0%	70%	80%	2.63	88%
HSE-225	40%	9%	30%	0%	0%	0%	0%	20%	0%	10%	80%	80%	3.13	89%
Hybrid	40%	9%	30%	0%	0%	0%	0%	20%	0%	10%	80%	80%	3.13	89%
HSE-227	25%	33%	8%	0%	8%	0%	0%	25%	0%	0%	67%	67%	2.89	89%
Online	25%	33%	8%	0%	8%	0%	0%	25%	0%	0%	67%	67%	2.89	89%
SAB-110	0%	67%	17%	0%	17%	0%	0%	0%	0%	0%	83%	83%	2.33	83%
Online	0%	67%	17%	0%	17%	0%	0%	0%	0%	0%	83%	83%	2.33	83%
SAB-120	40%	40%	0%	0%	20%	0%	0%	0%	0%	0%	80%	80%	2.80	80%
Online	40%	40%	0%	0%	20%	0%	0%	0%	0%	0%	80%	80%	2.80	80%
SAB-125	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Online	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
SAB-135	38%	38%	0%	0%	8%	0%	0%	15%	0%	0%	77%	77%	3.18	91%
Online	38%	38%	0%	0%	8%	0%	0%	15%	0%	0%	77%	77%	3.18	91%
SAB-210	40%	20%	0%	0%	0%	0%	0%	40%	0%	0%	60%	60%	3.67	100%
Online	40%	20%	0%	0%	0%	0%	0%	40%	0%	0%	60%	60%	3.67	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Educational, Guidance, and Career Counselors and Advisors

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	220	0.9%	58	2.9%	\$51,200
Lincoln	38	1.60%	8	1.40%	\$53,000
*Charlotte	1,830	1.7%	385	1.8%	\$57,300

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Use the link below to review NC state data for Human Services Technology jobs including Educational, Guidance, and Career Counselors and Advisors. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>Occupation Profile for Educational, Guidance, and Career Counselors and Advisors CareerOneStop</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<ul style="list-style-type: none"> • According to JobsEQ 2023 annual growth rate is 2.9% for Gaston County, 1.8% for Charlotte, and 1.4% for Lincoln County, which Lincoln County is a smaller county. New job opportunities are very likely in the future and are expected to grow much faster than average. • To effectively tackle the opioid epidemic and address the social service assistance needs in Gaston and Lincoln Counties, it is important to partner with <i>Gaston Together, Partners Behavioral Health, Gaston Controlled Substance Coalition, and Remembering Austin.</i> • By working together collaboratively, we can create customized training programs that meet the specific needs of the human services industry. Additionally, this collaboration opens up new marketing opportunities that can help drive enrollment and growth. • The advisory committee is driven to empower students by offering new and valuable training opportunities that can significantly enhance their employability.

	Explanation
<p>Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<ul style="list-style-type: none"> • GC offers three Certificates (At-Risk Youth, Gerontology, and Human Services technology) and a diploma program for Early College students. • GC offers students two program-specific scholarships. • Courses are offered online except for two hybrid courses (HSE 112, HSE 212) and one web-blended course (SAB 220). Our top priority is to guarantee that the program's educational goals are aligned with the needs of our students, thereby ensuring seamless continuity.

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) Have Full-Time and Part-Time pathways have been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<ul style="list-style-type: none"> • Yes, English is sequenced for the second semester, within the first year, and no math courses are included in the program. The Human Services programs across the State are planning to realign the courses in the program to meet the needs of the stakeholders, universities, community, and students. • The Human Services program is committed to providing the best possible education and experience for our students. Through continuous review and evaluation, we are working to ensure that our full-time pathway is better aligned to meet the needs of our students. We recognize that there is currently no part-time pathway available, but we remain dedicated to exploring new opportunities and possibilities for the future. • In comparison to neighboring institutions, Gaston College program hours are less. Courses are similar, but the other institutions provide students with course options. GC students take biology instead of math, office applications instead of computers, and other programs complete two additional courses in sociology compared to GC. There will be changes as the State meets to realign courses. • Gaston College offers an Open House and various marketing strategies through its in-house Marketing Department. • To attract more adult and nontraditional learners seeking flexibility in their education, it's essential to expand recruitment strategies to include online events. These events can help to create awareness

	Explanation
	<p>about the availability of online courses and degree/certificate programs and encourage more learners to enroll.</p> <ul style="list-style-type: none"> • Promote the Human Services programs on the college website as a convenient alternative to in-person programs. • We consistently monitor and evaluate the program courses to ensure they effectively and efficiently meet the needs of our students.

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p> <p>Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<ul style="list-style-type: none"> • Success C+ of completers for HSE and SAB courses are at 78% and above. • The Human Services Technology program has increased retention from 58% in 2021-2022 to 60% in the 2022-2023 academic year. • The HST – Addiction and Recovery Studies program has increased retention from 50% in 2021-2022 to 75% in 2022-2023. • Educating non-traditional and Early College students presents challenges that can impact enrollment consistency. • Watermark documentation clearly indicates that student withdrawals are primarily caused by various personal crises, health issues, as well as financial or employment problems. • College Student Success Coach actively engages with students by prompt contact for retention purposes. • Our courses are continuously assessed and refined to ensure they align perfectly with their objectives, instilling confidence in our students and facilitating their educational goals seamlessly and effectively.
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • College support services provided to students include Student Ambassadors, Student Government Association (SGA) programs, Community Resource Finder, Counseling and Career Services, Emergency Assistance Funding, Food Bank,

	Explanation
<p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A45380 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Human Services Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Men of Excellence, Student Outreach Services (SOS), Success Coaches, TRiO, and Upward Bound.</p> <ul style="list-style-type: none"> The Gaston College library has many electronic and print resources available for students to be able to adequately research and learn for their online courses. Program retention outreach includes face-to-face, telephone, and email contacts through Watermark. <p>Cleveland CC had 0 (new recurring students for Spring 2023) in Human Services Technology. 0 students from Lincoln & 0 students from Gaston. With the CCC having no students enrolled in the Human Services Technology program. Could there be an opportunity for program growth by reaching out to students in this county? If yes, work with supervisors on specific strategies/actions.</p> <p>Catawba Valley CC had 22 (new and recurring students for Spring 2023) in Human Services Technology; only 2 students are from Lincoln & 0 students are from Gaston $2 + 0 = 2$. With only 2 students from Lincoln county, the program should continue to try to identify avenues for program growth.</p> <p>Central Piedmont CC had 100 (new and recurring students Spring 2023); only 1 student is from Lincoln & 2 students are from Gaston $1 + 2 = 3$. With only 2 students from Lincoln county, the program should continue to try to identify avenues for program growth.</p> <p>When reviewing this information, determine if the program has effectively marketed the Human Services Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs?</p> <p>Share/Identify courses that have low enrollment.</p>	<ul style="list-style-type: none"> The State will be meeting to optimize the learning experience of students. It is highly recommended to thoroughly review and analyze the sequencing of the course content. This will involve ensuring that the order of topics and concepts is logically structured to provide a clear and comprehensive understanding of the subject matter. By doing so, students can better retain the information and apply it in real-world scenarios. A well-structured course sequence can improve the overall quality of education, lead to better academic performance, and provide a seamless transition to the State universities.

	Explanation
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<ul style="list-style-type: none"> • It is important to note that the majority of courses are offered online, with only three courses being offered as either hybrid or web-assisted. Offering more online courses with limited availability of hybrid and web-assisted courses aims to reduce personal scheduling conflicts, transportation, and childcare issues for nontraditional students, making their education more accessible and convenient. • The Program Lead is confidently pursuing the Quality Matters certification for HSE 110 through rigorous coursework. This course is expected to receive QM certification by the 2023-2024 academic year.
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).</p>	<ul style="list-style-type: none"> • HSE 110 Fall 2022 semester statements from students: • Positive statement from students: <ul style="list-style-type: none"> • Professor Rudisill is a great professor who truly seems to care about her students and their education and remind her students of upcoming assignments that are due. She also responds to emails within one business day or less and is truly available to any of her students who need help with her assignments. She also responds to emails within one business day or less and is truly available to any of her students who need help with her assignments. • Replies quickly and looks out for individual assignment success in a very timely and efficient manner. • The instructor responds back in a timely manner when needed and answers all questions. • Negative statements from students: <ul style="list-style-type: none"> • Not explaining instructions of an assignment. Just emails the instructions back to students that the student did not understand the first time they read them • She does not respond to my emails. • HSE 110 Spring 2023 semester statements from students: • Positive statement from students: <ul style="list-style-type: none"> • Ms Rudisill models a person who desires to not only see a person succeed but also makes herself available to help a person succeed. She has went above to help me in many areas in my enrollment to help me meet what is required and she has been amazing with her encouragement. She knows her students well enough that when something seems to be different she sends an email to check on them. • Negative statements from students: <ul style="list-style-type: none"> • The weaknesses of this instructor would be communicating. • Our assignments will be detailed with precise instructions to ensure that students have a clear understanding of what is expected of them. Any confusion regarding assignments will be eliminated with the detailed explanation provided.

	Explanation
	<ul style="list-style-type: none"> Confidently review student feedback during evaluations to identify any potential concerns or issues. Then, take decisive action by determining immediate steps to address them and ensure a positive learning experience for all students.

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> The Human Services Technology program should prioritize adult learners, including young adults who are starting to pursue their academic and career goals, and middle-aged to older adults who are looking to advance in their chosen careers, change their career goals completely, or pursue an academic goal that was postponed due to life's challenges and obligations. Recruitment and marketing campaigns should focus on non-traditional students to encourage their participation in the programs. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> It is important to ensure that course assignments are aligned with course objectives and that they do not become an excessive workload for students. By anticipating potential challenges and proactively addressing them, we can create a more positive, efficient, and effective learning experience for all. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> Adult learners and nontraditional students often face challenges such as balancing work and school, managing multiple roles, and financial constraints. These obstacles can result in inconsistent enrollment and attendance, leading to course withdrawals. Therefore, as we look towards the future, it will be increasingly important for course assignments to align with course objectives and not create unnecessary workload for students. With the ever-changing landscape of education and technology, it's important that we anticipate the needs of our students and ensure that their learning experience is both meaningful and manageable.
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p>	<ul style="list-style-type: none"> For the 2022-2023 year, the Human Services Technology program had the majority of the credentials awarded in the fall 2022 semester. Out of 28 total credentials awarded, 16 credentials were awarded in 2022FA 16/28 = 57%. When reviewing data of credentials awarded for the past five academic years, the associate degree for A45380, Human Services Technology program, has had the most graduates

	Explanation
<p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>while the students have not been graduating with A4538E, HST – Addiction and Recovery Studies, AAS program.</p> <ul style="list-style-type: none"> • The HST diploma program was designed specifically for Gaston College Early College students. The program began in Fall 2022, so it may take a few years to collect and analyze data. • The HST – Addiction and Recovery Studies program needs to be evaluated and reviewed due to low enrollment. • The State is working to realign courses in the HST and HST – Addiction and Recovery Studies programs. Realignment of courses may make program completion more feasible. • The Human Services programs have open enrollment. <p>Barriers:</p> <ul style="list-style-type: none"> • Collaborating with the Academic Advising Director to improve tracking of program enrollment numbers through Pipelines since open enrollment poses challenges. • We need to create a part-time program that caters to the needs of non-traditional students and helps them succeed. This program would be designed to accommodate students who have other commitments outside of school, such as jobs, families, or other responsibilities. By providing a flexible schedule and support services, the program aims to help non-traditional students succeed in their academic pursuits. • As students encounter various obstacles, the significance of attending college tends to diminish. • Instructors work with students and, in addition, provide students with resources to assist with challenges to ensure completion, such as SOS and tutoring services from the Learning and Writing Centers. • The Human Services program provides students with the valuable opportunity to gain practical work experience from their WBL, which has often resulted in employment offers. Students have consistently received outstanding performance evaluations and high commendations from their supervisors. They are well-equipped with the necessary skills and knowledge to succeed in the job market, and the job outlook is promising. • Implementing a credentialing exam before graduation could encourage students to graduate and create more job opportunities.

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<ul style="list-style-type: none"> • Despite our best efforts, we did not receive any responses to the survey we sent out to graduates regarding their job placement or transfer. • According to the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (2022), Employment of social and human service assistants is projected to grow 12 percent from 2021 to 2031, much faster than the average for all occupations.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<ul style="list-style-type: none"> • The Human Services Technology Program is a viable program as indicated by a steady rate in FTE (FTE 33.63 in 2021; 34.88 in 2022; 34.63 in 2023). According to the Program's Financial Viability - the program's FTE values compared to the revenue cost is \$19,027.78 which indicates that the program is viable. The Program Course Information indicates FTE is 23.1, with an FTE value of \$86,744.29.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<ul style="list-style-type: none"> • The Human Services Technology Program has formal articulation agreements with Gardner-Webb University and Lees-McRae College. • The Human Services programs participate in the Gaston College Annual Faculty Benefits Fair in September and the Annual Health Fair in April.

SECTION VI: ADDITIONAL INFORMATION

	Comments
<p>Please include any additional data and/or information related to program-level accreditation.</p>	<ul style="list-style-type: none"> • The Human Services Technology and HST – Addiction and Recovery Studies programs do not have accreditation. • The Human Services Technology program is a member of the Council for Standards in Human Service Education (CSHSE). • The Human Services Technology program prepares students for the Human Services-Board Certified Practitioner (HS-BCP) credentialing exam. However, students do not complete the credentialing exam for HS-

	Comments
	<p data-bbox="808 239 1421 310">BCP. Evaluate options for students to complete the credentialing exam prior to graduation.</p> <ul data-bbox="764 323 1497 516" style="list-style-type: none"><li data-bbox="764 323 1497 516">• The Human Services Technology 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.

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	

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

Program 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.	<p>Direct Measure:</p> <ul style="list-style-type: none"> Students will complete a Term Project in HSE 110 to gain knowledge and skills in the human services profession 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.	<p>Spring 2023</p> <p>Mean: 77%</p> <p>Mean of Completers: 23/23 = 100%</p> <p>Range: 40 to 94</p> <p>n: 23</p>	<p>Assessment results demonstrated:</p> <p>a.) Comprehension of the roles and functions of the human services profession.</p>	a). Benchmark was achieved.	<p>a). A new assessment tool was implemented because students could not successfully complete the identification assignment.</p>	<p>The identification assignment was divided into sections – students could not complete it. This assessment was null and voided, and another assessment was used. The Term Project includes students volunteering to assist someone in need or at an agency/organization that provides services to people in need.</p> <p>• Future actions to be implemented will be determined by</p>

								the State Alignment as the program has been revised.
2	Analyze experiential learning in small groups and identify and explain the interactions of group members in group settings.	Direct Measure: Students will complete a Term Project in HSE 112 that requires an analysis of small-group experiential learning and a comparison of the group interactions with Yalom's Stages of Group Dynamics and Therapeutic Factors.	On average, students will earn at least 80% on this artifact.	Fall 2022 Mean: 91.4% Mean of Completers: 12/13 = 92.3% Range: 0 to 125 n: 13	Assessment results demonstrated: a.) Benchmark met and exceeded by 11.4%. b.) Comprehension of leadership skills in group interaction: 92.6% achievement. c.) Comprehension of Yalom's Stages: 86.2% achievement.	a.) Benchmark was achieved.	a). Data needs to be re-evaluated. b). However, the assessment toll needs to be changed to effectively measure the learning outcomes.	The adjunct instructor did not complete the grading rubric to assess Yalom's 5 Stages of Group Dynamics. Future actions to be implemented will be determined by the State Alignment as the program has been revised.
3	Perform basic interviewing skills needed to function in a helping relationship using the	Direct Measure: Students will conduct an interviewing role-play (Term Project) incorporating the HSE 123 microskills	On average, students will earn at least 85% on this artifact.	Fall 2022 Mean: 90.3% Mean of Completers: 7/7 = 100% Range: 59 to 100	Assessment results demonstrated: a). Comprehension of paraphrase	Areas for improvement needed: a.) Encouragers: 83% rating c.) Self-disclosure: Two	a.) No changes are recommended.	Continue to focus on the role play practice sessions on the more challenging microskills including

	Microskills Model.	of attending behavior: open and closed questions; encouraging; paraphrasing and summarizing; reflection of feeling; the five-stage interview structure; confrontation; focusing and influencing skills and strategies.		n: 7	skills: 100% excellent rating b.) Benchmark was achieved 5.3% above the benchmark.	students did not complete it.		encourager, and self-disclosure, during the next assessment cycle. Future actions to be implemented will be determined by the State Alignment as the program has been revised.
4	Demonstrate performance of counseling techniques.	Direct Measure: Students will complete an attending skills role play (Term Project) in HSE 125 , incorporating listening skills, exploration skills, and action skills.	On average, students will earn at least 80% on this artifact.	Spring 2023 Mean: 86.375% Mean of Completers: 15/16 = 93.75% Range: 0 - 100 n: 16	Assessment results demonstrated: a.) Benchmark achieved 6.375% above the benchmark b.) Comprehension of Listening skills: 85% achievement by completers. c.) Comprehension of explorations skills: 84% achievement by completers.	a.) No improvement is needed.	a.) No changes are recommended.	No changes are to be implemented this academic cycle. Future actions to be implemented will be determined by the State Alignment as the program has been revised.

					d.) Comprehension of action skills: 91% achievement by completers.			
5	Demonstrate an integration of the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.	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 topics with relevance to special issues in a multi-faceted field.	On average, students will earn at least 80% on this artifact.	Spring 2023 Mean: 74.4%% Mean of Completers: 8/9 = 88.9% Range: 0 to 92 n: 9	Assessment results demonstrated: a.) Benchmark was not achieved by 5.6%% b.) Comprehension includes: Fact Sheets - 94.4% Brochure - 68.9% Legislative - 66.7% Reflection – 86.7% Achieved excellent to good ratings; however, two students scored average on the brochure	a.) Benchmark met.	a). No changes are recommended.	No changes are to be implemented this academic cycle. Future actions to be implemented will be determined by the State Alignment as the program has been revised.

					section, and one student did not complete it. In the legislative section, all students scored excellent; however, two students did not complete it.			
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 2022 Mean: 88.8% Mean of Completers: 8/8 = 100% Range: 60 to 100 n: 8	Assessment results demonstrated: a.) Benchmark was achieved by 8.8%	a.) Benchmark met.	a). Assessment tool needs to be revised. b). However, the assessment toll needs to be changed to effectively measure the learning outcomes.	The direct measure for this learning outcome needs to be reclarified and reevaluated. The direct measure from Fall 2021 was not implemented. Therefore, another artifact will be identified to continue assessing this outcome and improving student performance.

								Future actions to be implemented will be determined by the State Alignment as the program has been revised.
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 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	On average, students will earn at least a 3 on the 4-point scale on the WBL 111 final semester grade and an average of 3 on the 4-point scale for each work trait.	Spring 2023 Mean: 100% Mean of Completers: 1/1 = 100% Range: 100% n: 1	Assessment results demonstrated: a.) Benchmark met. b.) Benchmark met and/or exceeded on 12 traits: Relationship with others = 4 Judgment = 3; Ability to learn = 4; Communication skills = 4; Teamwork = 3; Dependability = 4; Quality of work = 3; Leadership ability=4; Attitude = 4; Punctuality = 4;	a.). Benchmark met	a.) No changes are recommended.	No changes are to be implemented this academic cycle. Future actions to be implemented will be determined by the State Alignment as the program has been revised.

					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 2023 Mean: 92.2% Mean of Completers: 16/16 = 100% Range: 71.41 to 98.57 n: 16	Assessment results demonstrated: a.) Benchmark met and exceeded by 12.2% b.) Comprehension of counselor preparation to work with a diverse population regarding cultural context, oppression, cultural self-identity, and adapting skills: 93.75% achievement.	a) Benchmark met.	a.) Re-evaluate for a new assessment tool to assess students' comprehension. b.) However, the assessment toll needs to be changed to effectively measure the learning outcomes.	Change assessment tool to improve comprehension in counseling to provide students the opportunity to work with a diverse client population. Future actions to be implemented will be determined by the State Alignment as the program has been revised.

Program Learning Outcomes - A4538E Human Services Tech – Addiction & Recovery Studies

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: <ul style="list-style-type: none"> 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 2022 Mean: Mean of Completers: Range: n: This class was canceled due to low student enrollment.	Assessment results demonstrated : a.) Benchmark met and exceeded by %. b.) Comprehension of leadership tasks with handling conflict and during the closing stage % achievement.	Need to improve comprehension of Yalom’s Therapeutic Factors met at_% - 4 out of the five students achieved at 100%	No change was recommended during the previous cycle.	This course was canceled during this academic cycle year due to low enrollment. <ul style="list-style-type: none"> Future actions to be implemented will be determined by the State Alignment as the program has been revised.
2	Perform basic interviewing skills needed to function in a helping relationship	Direct Measure: Students will conduct an interviewing role-play	On average, students will earn at least 85% on this artifact.	Fall 2022 Mean: 90.3% Mean of Completers: 7/7 = 100%	Assessment results demonstrated :	Areas for improvement needed: a.) Encouragers: 83% rating	a.) No changes recommended.	Continue to focus on the role play practice sessions on the more challenging

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		
	using the Microskills Model.	(Term Project) incorporating the HSE 123 microskills of attending behavior: open and closed questions; encouraging; paraphrasing and summarizing; reflection of feeling; the five-stage interview structure; confrontation; focusing and influencing skills and strategies.		Range: 59 to 100 n: 7	a.) Comprehension of paraphrase skills: 100% excellent rating b.) Benchmark was achieved 5.3% above the benchmark.	c.) Self-disclosure: Two students did not complete it.		microskills including encourager, and self-disclosure, during the next assessment cycle. Future actions to be implemented will be determined by the State Alignment as the program has been revised.
3	Demonstrate performance of counseling techniques.	Direct Measure: Students will complete an attending skills role play	On average, students will earn at least 80% on this artifact.	Spring 2023 Mean: 86.375% Mean of Completers:	Assessment results demonstrated :	a.) No improvement is needed.	a.) No changes recommended.	No changes are to be implemented this academic cycle.

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		
		(Term Project) in HSE 125, incorporating listening skills, exploration skills, and action skills.		15/16 = 93.75% Range: 0 - 100 n: 16	<p>a.) Benchmark achieved 6.375% above the benchmark</p> <p>b.) Comprehension of Listening skills: 85% achievement by completers.</p> <p>c.) Comprehension of explorations skills: 84% achievement by completers.</p> <p>d.) Comprehension of action</p>		Future actions to be implemented will be determined by the State Alignment as the program has been revised.	

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: 91% 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 and differential techniques for intervening in	On average, students will earn at least 80% on this artifact.	Fall 2022 Mean: 88.8% Mean of Completers: 8/8 = 100% Range: 60% to 100% n: 8	Assessment results demonstrated : a.) Benchmark was achieved at 8.88% above the benchmark.	a). Benchmark met.	a). Assessment tool needs to be revised. b). Benchmark met. However, need to change the assessment tool to a better measure of learning outcomes.	The direct measure for this learning outcome needs to be reclarified and reevaluated. The direct measure from Fall 2021 was not implemented. Therefore, another artifact will be identified to continue assessing this outcome and improving student performance. Future actions to be implemented will be determined by the State

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		
		various crisis situations.						Alignment as the program has been revised.
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.	<p>Fall 2022 Mean: Mean of Completers: Range: n:</p> <p>This class was canceled due to low student enrollment.</p>	<p>Assessment results demonstrated :</p> <p>a.) Benchmark met and exceeded by _%.</p> <p>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 _%</p>	<p>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)</p> <p>b). Need to improve citing</p>	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.	<p>This course was canceled during this academic cycle year due to low student enrollment.</p> <p>Future actions to be implemented will be determined by the State</p> <p>Alignment as the program has been revised.</p>

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 ___%: Hispanic ___% 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 2022 Mean: Mean of Completers: Range: n: This class was canceled due to low student enrollment.	Assessment results demonstrated : a.) Benchmark met and exceeded by ___%. b.) Comprehension of acting in the best interest of the client: ___%	a). Need to improve comprehension of affirming. Although exceeded the benchmark, identification of "affirming" was less than ___%: affirming ___% correctly identified.	Comprehension of the public health perspective improved: a ___% increase.	This course was canceled during this academic cycle year due to low student enrollment. Future actions to be implemented will be determined by the State Alignment as the program has been revised.

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		
					achieved in the areas of “least intensive and intrusive level of care” item; “delivery” item; “autonomy” item, and “justice” item.	b) Need to clarify the 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	Direct Measure: Students will complete a comprehensive SAB 120 Term Project that covers the following core functions: screening, intake, assessment, treatment planning,	On average, students will earn at least 80% on this artifact.	Spring 2023 Mean: 81% Mean of Completers: 4/4 = 100% Range: 50 to 100 n: 4	Assessment results demonstrated : a.) Benchmark met 1% above the benchmark b). Comprehension of length and mechanics and oral presentation	a) Although the mean was 81% each direct measure was not met – improvement areas are: assessment tools = 50%, treatment planning = 50%, diagnosis = 75%, and treatment = approach 50%.	Assessment tools need to be revised.	The direct measure for this learning outcome needs to be reclarified and reevaluated. Another artifact will be identified to continue assessing this outcome and improving student performance. Future actions to be implemented will be determined

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		
	<p><i>Management</i></p> <ul style="list-style-type: none"> - Crisis <p><i>Intervention,</i></p> <ul style="list-style-type: none"> - Client Education, - Referrals, - Report and Record Keeping, - Consultation with Other Professionals. 	<p><i>referral process, report, and record keeping</i></p> <p>Direct Measure: Students will complete a comprehensive SAB 210 Term Project 1 that covers the following core functions: <i>orientation and counseling.</i></p>	<p>On average, students will earn at least 80% on this artifact.</p>	<p>Spring 2023 Mean: 98% Mean of Completers: 100% Range: 93.6 to 100 n: 3</p>	<p>were met at 100%</p> <p>Assessment results demonstrated :</p> <ul style="list-style-type: none"> a.) Benchmark met b.) Comprehension of motivational skills “affirmations, advice/feedback, normalizing, open-ended questions, reflective listening, supporting 	<ul style="list-style-type: none"> a) Comprehension of motivational skill change talk, pros and cons of change, readiness to change, paradoxical statement, columbo approached and identify skills completed at 100%. 	<p>Assessment tools need to be revised.</p>	<p>by the State Alignment as the program has been revised.</p> <p>The direct measure for this learning outcome needs to be reclarified and reevaluated.</p> <p>Another artifact will be identified to continue assessing this outcome and improving student performance.</p>

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 consultation vignette assessment in SAB 210 that covers the following core function: <i>consultation with other professionals.</i>	<p>On average, students will earn at least 80% on this artifact.</p> <p>On average, students will earn at least 80% on this artifact.</p>	<p>Spring 2023 Mean: Mean of Completers: Range: n: This direct measure was not assessed.</p> <p>Spring 2023 Mean:98% Mean of Completers: 100% Range: 97.20 to 99.20</p>	<p>confidence to change: 66% achievement (unacceptable to excellent). Unacceptable because the student did not incorporate the advice feedback for the term project.)</p> <p>Assessment results demonstrated : a.)</p>	<p>a) Assessment tool needs to be changed.</p> <p>a). No improvement</p>	<p>Assessment tools need to be revised.</p> <p>Assessment tools need to be revised.</p>	<p>The direct measure for this learning outcome needs to be reclarified and reevaluated.</p> <p>Another artifact will be identified to continue assessing this outcome and improving student performance.</p> <p>The direct measure for this learning outcome needs to</p>

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		
		<p>Direct Measure: Students will complete a comprehensive SAB 125 Term Project that covers the following core function: <i>case management</i>.</p> <p>Direct Measure: Students will complete a comprehensive SAB 110 Term Project that covers the following core function:</p>	<p>On average, students will earn at least 80% on this artifact.</p>	<p>n: 2</p> <p>Spring 2023 Mean: 92 Mean of Completers: 100 Range: 84.67% to 100% n: 5</p>	<p>Assessment results demonstrated a.) Benchmark met</p> <p>Assessment results demonstrated : a.) Benchmark met</p>	<p>this academic cycle.</p> <p>a) No improvement this academic cycle.</p>	<p>Assessment tools need to be revised.</p>	<p>be reclarified and reevaluated.</p> <p>Another artifact will be identified to continue assessing this outcome and improving student performance.</p> <p>The direct measure for this learning outcome needs to be reclarified and reevaluated.</p> <p>Another artifact will be identified to continue assessing this outcome and improving student performance.</p>

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		
		<i>client education.</i>						

Program Review - A25590 Information Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Kelly Hinson

Program Code(s)/Name(s):

- A25590 Information Technology
- 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
- C25590AP Information Technology (CCP)

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

The mission of the 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 entry-level 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. This degree is terminating this year and will not be available starting Fall 2024.
- 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. (This will change starting Fall 2024. As some of the core courses will be offered outside of the first semester to allow students to take math and English the first semester.)

The Information Technology department employs faculty with a diverse range of technical skills. Students are able to work with experts in their chosen major.

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. New cyber security labs will be available on all campuses starting in the spring of 2024. These labs will have the latest in equipment and software for students to use.

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
- Program tracks will be updated starting in Fall 2024 to reflect current trends in IT.
- Making student connections throughout the courses we teach to improve retention.
- Improving online courses to help retain students.

Needs

1. We need another full-time instructor with the required master's degree in Instructional Technology and with 18 hours in Computer Science, and with CISCO credentials, and with the flexibility to teach in different modalities.
2. We need to offer lead instructors some release-time (or paid-time in the summer) to fully develop the changing curriculum for Fall 2024. These instructors need time and resources to develop the program plan, to research credentials and industry certifications for students, to take some of the industry certifications, to document textbooks and align program outcomes with the curriculum. This is imperative for us to have strong programs going forward.
3. Lead instructors need one course release each fall to evaluate their program, make recommendations, update curriculum, etc.
4. We need retraining for some updated programs. This would probably be in the form of an online class that would enhance instructor knowledge and skills for new and updated courses.
5. Instructors need access to ACUE courses which train instructors to be better online instructors. All online instructors need ACUE training to remain effective online instructors.

6. Instructors need updated laptops with the latest software to support them in remote work.
7. All instructors need Adobe for editing PDF documents on office computers and laptops used for remote work.
8. We need someone to take over the Certiport testing so that instructors do not have to take time away from teaching to proctor these industry recognized certifications.
9. Starting in March 2024, our program information on the Gaston College website needs updating to reflect the changes going into effect Fall 2024.

Actions

- Work with the marketing department to promote all Information Technology tracks, and to update the website to reflect changes in tracks and new or updated courses being offered starting in Fall 2024.
- 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.
- Coordination with Continuing Education to offer seats in curriculum courses to increase enrollment and to encourage students to complete other courses within Information Technology.
- Designate lead instructors for each track who can co-ordinate the courses, textbooks, and software, and take ownership so that each program will have a champion and someone accountable.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A25590AD	A25590DA	A25590DM	A25590IS	A25590NS	C25590A	C25590AP - CPP
American Indian/Alaska Native	1	0	0	0	0	0	0
Asian	2	1	0	0	1	0	0
Black	5	5	3	5	10	0	3
Hispanic	0	0	2	3	7	0	6
Non-U.S. Resident	1	2	0	2	1	0	0
Two or More Races	2	1	1	1	2	0	1
Unknown	0	2	2	4	14	1	38
White	27	12	10	12	35	2	32
Grand Total	38	23	18	27	70	3	80

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Information Technology (25590)	124.45	141.88	124.50	99.27	135.59

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25590 Information Technology	A25590	0	0	0	0
A25590AD IT – Applications Development	A25590AD	2	0	2	4
A25590DA IT – Data Analytics and Database Management	A25590DA	1	0	1	2
A25590DM IT – Digital Media	A25590DM	0	0	3	3
A25590IS IT – Information Systems Support	A25590IS	0	1	3	4
A25590NS IT – Networking and Cyber Defense	A25590NS	0	0	3	3
C25590A IT – Information Systems Support Core	C25590A	0	22	17	39
C25590AP IT – Information Technology	C25590AP	0	0	2	2
Grand Total		3	23	31	57

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25590 Information Technology	A25590	0	0	0	0
A25590AD IT – Applications Development	A25590AD	4	5	6	4
A25590DA IT – Data Analytics and Database Management – No longer offered starting Fall 2024	A25590DA	2	2	0	2

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25590DM IT – Digital Media	A25590DM	2	2	2	3
A25590IS IT – Information Systems Support	A25590IS	4	4	5	4
A25590NS IT – Networking and Cyber Defense	A25590NS	5	6	8	3
C25590A IT – Information Systems Support Core	C25590A	35	0	22	39
C25590AP IT – CPP	C25590AP	1	0	0	2+
	Grand Total	54	21	43	57

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Information Technology	\$755,337.27	193.3	\$778,650.55	\$23,313.28	136.1	\$588,695.11	(\$166,642.16)

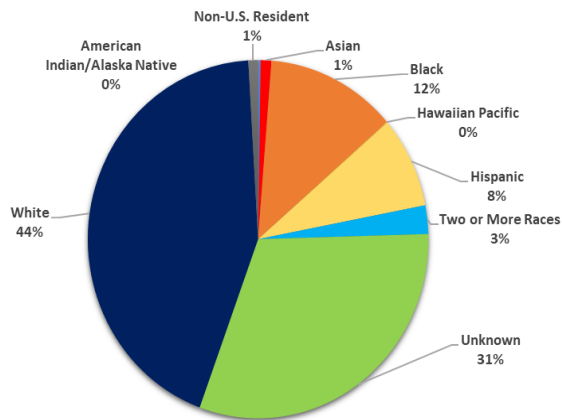
Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25590 Information Technology	A25590	DNA	DNA	DNA	DNA
A25590AD IT – Applications Development – This will become Application and Web Development	A25590AD	25%	0%	50%	85%
A25590DA IT – Data Analytics and Database Management – This program will no longer be offered starting Fall 2024.	A25590DA	DNA	DNA	0%	40%
A25590DM IT – Digital Media – This program	A25590DM	0%	50%	0%	50%

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
will become Web Administration and Design.					
A25590IS IT – Information Systems Support	A25590IS	0%	100%	40%	80%
A25590NS IT – Networking and Cyber Defense	A25590NS	67%	25%	45%	67%
C25590A IT – Information Systems Support Core	C25590A	0%	100%	0%	50%
C25590AP IT – Information Technology	C25590AP	50%	79%	DNA	DNA

College Wide - Demographics

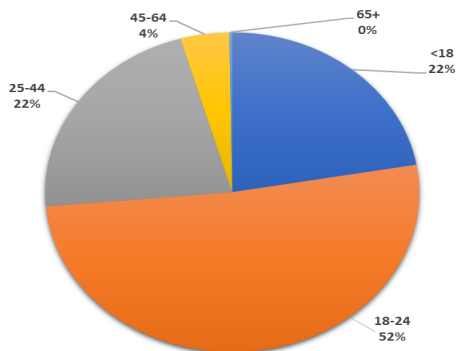
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

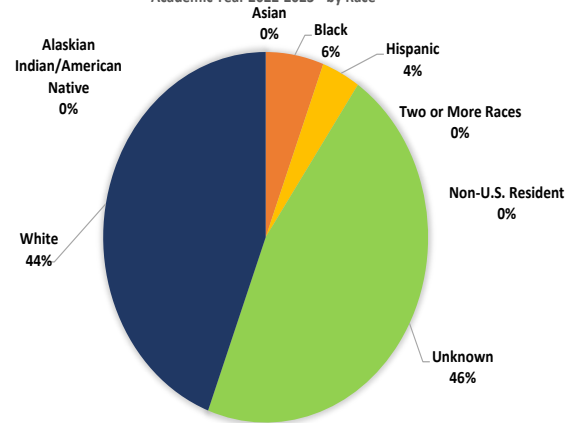


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

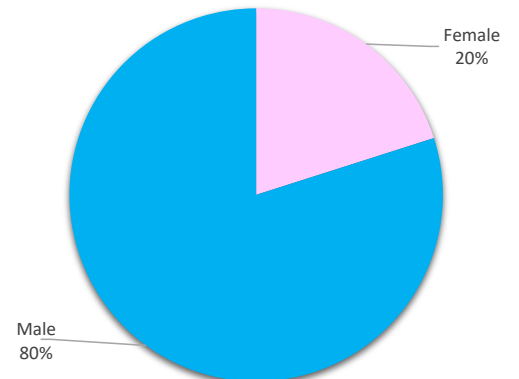


Program - Demographics

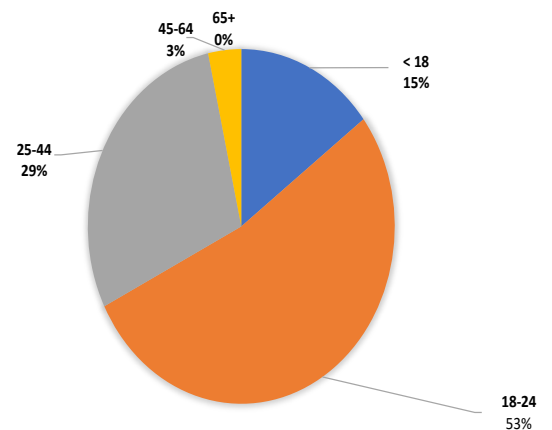
**A25590: Information Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A25590: Information Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A25590: Information Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Info Tech	1166	63	8.4	153.59	\$617,994.25
BAS-120	15	1	15.0	2.3	\$8,815.48
CIS-110	414	15	27.6	51.8	\$194,645.72
CIS-115	92	4	23.0	14.4	\$54,068.26
CSC-151	74	2	37.0	11.6	\$50,013.13
CSC-289	2	1	2.0	0.3	\$1,351.71
CTI-110	91	3	30.3	11.4	\$49,202.11
CTI-120	104	3	34.7	13.0	\$56,230.98
CTI-140	26	1	26.0	4.1	\$17,572.18
CTS-115	92	3	30.7	8.6	\$37,307.09
CTS-120	12	2	6.0	1.9	\$8,110.24
CTS-130	41	3	13.7	5.1	\$22,167.98
CTS-230	13	1	13.0	1.6	\$7,028.87
CTS-250	2	1	2.0	0.3	\$1,081.37
CTS-288	33	2	16.5	4.1	\$17,842.52
CTS-289	3	1	3.0	0.5	\$2,027.56
DBA-110	58	3	19.3	9.1	\$34,086.51
DBA-120	5	1	5.0	0.6	\$2,350.79
DBA-221	6	1	6.0	0.8	\$2,820.95
DBA-285	6	1	6.0	0.9	\$3,526.19
DBA-289	5	1	5.0	0.8	\$2,938.49
NET-125	30	1	30.0	4.7	\$20,275.59
NET-225	7	1	7.0	1.1	\$4,730.97
NET-289	7	1	7.0	1.1	\$4,730.97
NOS-230	10	2	5.0	1.3	\$5,406.83
SEC-210	7	1	7.0	0.9	\$3,784.78
WEB-111	1	1	1.0	0.1	\$470.16
WEB-120	1	1	1.0	0.1	\$470.16
WEB-151	1	1	1.0	0.2	\$587.70
WEB-211	2	1	2.0	0.3	\$940.32
WEB-214	4	1	4.0	0.6	\$2,350.79
WEB-220	1	1	1.0	0.1	\$470.16
WEB-289	1	1	1.0	0.2	\$587.70

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BAS-120	80%	6%	7%	0%	0%	0%	0%	7%	0%	7%	93%	93%	3.79	93%
Online	80%	6%	7%	0%	0%	0%	0%	7%	0%	7%	93%	93%	3.79	93%
CIS-110	42%	16%	11%	5%	7%	0%	0%	20%	0%	3%	69%	73%	3.02	83%
Online	42%	16%	11%	5%	7%	0%	0%	20%	0%	3%	69%	73%	3.02	83%
CIS-115	52%	11%	9%	11%	4%	0%	0%	13%	0%	1%	72%	83%	3.10	81%
Online	52%	11%	9%	11%	4%	0%	0%	13%	0%	1%	72%	83%	3.10	81%
CSC-151	55%	14%	5%	1%	0%	0%	0%	24%	0%	0%	74%	76%	3.63	98%
Online	55%	14%	5%	1%	0%	0%	0%	24%	0%	0%	74%	76%	3.63	98%
CSC-289	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
CTI-110	31%	26%	12%	3%	10%	0%	0%	18%	0%	1%	69%	73%	2.79	83%
Online	31%	26%	12%	3%	10%	0%	0%	18%	0%	1%	69%	73%	2.79	83%
CTI-120	59%	20%	7%	5%	2%	0%	0%	8%	0%	2%	86%	90%	3.40	91%
Online	59%	20%	7%	5%	2%	0%	0%	8%	0%	2%	86%	90%	3.40	91%
CTI-140	73%	12%	4%	4%	0%	0%	0%	8%	0%	0%	88%	92%	3.67	96%
Online	73%	12%	4%	4%	0%	0%	0%	8%	0%	0%	88%	92%	3.67	96%
CTS-115	43%	23%	13%	5%	9%	0%	0%	7%	0%	1%	79%	85%	2.93	84%
Online	43%	23%	13%	5%	9%	0%	0%	7%	0%	1%	79%	85%	2.93	84%
CTS-120	75%	17%	8%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
Hybrid	75%	17%	8%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
CTS-130	44%	24%	12%	5%	2%	0%	0%	12%	0%	2%	80%	85%	3.17	89%
Online	44%	24%	12%	5%	2%	0%	0%	12%	0%	2%	80%	85%	3.17	89%
CTS-230	54%	8%	31%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.25	100%
Online	54%	8%	31%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.25	100%
CTS-250	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Online	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
CTS-288	33%	30%	9%	3%	12%	0%	0%	12%	0%	0%	73%	76%	2.79	83%
Online	33%	30%	9%	3%	12%	0%	0%	12%	0%	0%	73%	76%	2.79	83%
CTS-289	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
Online	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
DBA-110	50%	20%	2%	2%	3%	0%	0%	22%	0%	3%	72%	74%	3.44	89%
Online	50%	20%	2%	2%	3%	0%	0%	22%	0%	3%	72%	74%	3.44	89%
DBA-120	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.60	100%
Online	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.60	100%
DBA-221	33%	33%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	3.50	100%
Online	33%	33%	0%	0%	0%	0%	0%	33%	0%	0%	67%	67%	3.50	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
DBA-285	67%	17%	0%	17%	0%	0%	0%	0%	0%	0%	83%	100%	3.33	83%
Online	67%	17%	0%	17%	0%	0%	0%	0%	0%	0%	83%	100%	3.33	83%
DBA-289	20%	0%	0%	0%	0%	0%	0%	80%	0%	0%	20%	20%	4.00	100%
Online	50%	20%	2%	2%	3%	0%	0%	22%	0%	3%	72%	74%	3.44	89%
NET-125	67%	10%	7%	10%	0%	0%	0%	7%	0%	0%	83%	93%	3.43	89%
Online	67%	10%	7%	10%	0%	0%	0%	7%	0%	0%	83%	93%	3.43	89%
NET-225	71%	14%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.83	100%
Hybrid	71%	14%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.83	100%
NET-289	86%	0%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	4.00	100%
Hybrid	86%	0%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	4.00	100%
NOS-230	60%	10%	20%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.44	100%
Online	60%	10%	20%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.44	100%
SEC-210	43%	43%	14%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.29	100%
Online	43%	43%	14%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.29	100%
WEB-111	75%	0%	13%	0%	0%	0%	0%	13%	0%	13%	88%	88%	3.71	88%
Online	75%	0%	13%	0%	0%	0%	0%	13%	0%	13%	88%	88%	3.71	88%
WEB-120	50%	8%	17%	0%	0%	0%	0%	25%	0%	8%	75%	75%	3.44	90%
Online	50%	8%	17%	0%	0%	0%	0%	25%	0%	8%	75%	75%	3.44	90%
WEB-151	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
WEB-211	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
WEB-214	65%	21%	0%	0%	0%	0%	0%	12%	0%	12%	88%	88%	3.73	88%
Online	65%	21%	0%	0%	0%	0%	0%	12%	0%	12%	88%	88%	3.73	88%
WEB-220	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
WEB-289	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Software/Application Development; Software Developers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	386	1.3%	70	2.0%	\$118,600
Lincoln	196	1.00%	39	2.50%	\$118,500
*Charlotte	17,253	1.3%	3,668	3.1%	\$133,600

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Networking and Security; Computer Network Support Specialist

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	44	2.4%	8	0.09%	\$72,800
Lincoln	17	n/a	3	1.50%	\$72,700
*Charlotte	1,509	2.4%	301	1.7%	\$81,300

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Digital Media; Web and Digital Interface Designers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	33	2.8%	6	0.09%	\$71,600
Lincoln	14	n/a	3	1.50%	\$71,500
*Charlotte	1,054	2.8%	227	1.8%	\$80,500

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Systems Support; Computer Systems Analysts

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage

JobsEQ 2023 Q1					
Gaston	171	1.9%	27	0.6%	\$100,700
Lincoln	65	1.50%	11	1.20%	\$100,600
*Charlotte	7,222	1.9%	1,298	1.5%	\$113,000

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p> <p>Click to review NC employment data for Information Technology.</p>	<p>Our programs provide students with entry-level job opportunities throughout Gaston and Lincoln counties. According to Forbes Advisor, the following are the jobs and projected growth rates nationwide through 2023:</p> <p>Web Developer – 13%, medium salary \$77,200 Network Administrator – 5%, medium salary \$80,600 Information Security Engineer – 33%, medium salary \$102,600 Software Developers – 22%, medium salary \$110,140</p> <p>While many of these jobs require a four-year degree, entry-level positions do not. With the exception of Networking and Cyber Defense, our degrees can be completed fully online which means our students do not have to be in Gaston and Lincoln counties. In addition, lots of computer-related jobs offer remote work opportunities.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>All IT majors prepare students for entry-level jobs in the IT industry.</p> <p>Our partnerships in the community are currently only tied to our advisory committee members. This is an area that we need to work on once our new programs start in the Fall of 2024.</p> <p>A new advisory committee has been formed for IT with some younger members of the community along with those who have lots more experience in the industry. All members currently work in the IT field. Advisory members have suggested that we teach less programming languages and focus more on the depth of learning and less on the broadness. We will also be tying courses to industry recognized certifications which the advisory board has recommended.</p>

	Explanation
<p>Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Going forward, we will be tying courses directly to industry certifications. We believe this is more beneficial to students than offering them a GC certificate that is not recognized in the IT industry. Other community colleges offer a variety of certificates which do not have any real validity in the industry.</p> <p>Unfortunately, GC tends to market the College over the programs. While this might be effective for those students who plan to transfer to a university, it does not work well for those who need specific job training. As a community college, we need to market our programs and the jobs that might be available to students once they complete an AAS degree. Working with Apprenticeship 321 and WBL will help make our students more visible in the community.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) Have Full-Time and Part-Time pathways have been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Starting in Fall 2024, course sequencing will be updated to reflect new courses. All first semester courses will remain the same for all tracks. However, English and Math requirements will be added to the first semester. Two of the previous core courses will be moved: CIS 115 Intro to Programming will move to the second semester so that students can meet the Math requirement for the course in the first semester. A second core course will be moved to the summer session to attract students from other colleges who might take the course to transfer to their home university.</p> <p>Full-time pathways have been created for the new tracks starting Fall 2024. Part-time pathways are currently being developed by CTE advisors.</p> <p>Program hours will remain at 68 for completion for the AAS degree.</p> <p>CPCC – Software Development is 69 hours. CPCC P – Cybersecurity is 68 hours Cleveland CC - Cybersecurity is 65 hours Cleveland CC – Networking is 67 hours CVCC – Cybersecurity is 72 hours CVCC – Programming and App development is 67 hours</p> <p>Most CC in NC have the same or a slight variation of the core courses for IT. The state-wide goal has been to give students a taste of everything in the first semester so that students can easily move to another major within IT without losing time.</p>

	Explanation
	<p>Starting in Fall 2024, new courses will be offered within each track, and we will be sunsetting the Database Management and Data Analytics track. Track changes will reflect current trends in technology.</p> <p>We will also be working to align courses with industry recognized certifications.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	<p>See other files within the folder for this.</p>
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Generally, fall to spring retention is much stronger than fall to fall retention. Some of this is due to graduation or working situations. Sometimes students just need one or two courses to prepare them for work. Not all CTE students need to complete a degree to be successful. We need to look at how the students define success instead of using what the institution defines as success.</p> <p>While several courses have high withdrawal rates, those students who remain in the course are highly successful. Our courses have very high success rates which are at or above the College's determine success rate.</p> <p>We need to keep in mind the IT requires very specific skill sets. While we accept all students who are admitted to the College, not all those who enter an IT program are qualified to do so. This is one reason that some of our first semester courses have high withdrawal rates.</p> <p>For example, CIS 115 – 13%, CTI 110 – 18%, CIS 110 – 20%. All three of these courses are taught in the first semester. These courses use the latest textbooks and technologies. The workload can be challenging. Since students move into more advanced courses from these, we cannot afford to reduce content. A better approach might be for advisors to tell students that the IT programs have significant work and high expectations. Students should be advised to put the coursework first and not try to wait until the weekend to complete everything. We are also looking at offering some of these courses in a hybrid setting or offering in-person workshops throughout the semester to help students who need some in-person guidance.</p>

	Explanation
	<p>Of the following courses with high withdrawal rates, the following actions will be taken:</p> <ol style="list-style-type: none"> 1. CSC 151 Java (24%) - currently has new curriculum and a new instructor 2. DBA 110 (22%) - this course is being revamped to align with new track changes. 3. DBA 221 and DBA 289 – will no longer be offered after the teach-out year for Database next year. 4. WEB 120 (25%) - this course is being revamped to align with track changes
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A25590 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the IT program at GC? Identify strategies for enrollment growth.</p>	<p>The departmental demographics for the previous 2022-23 academic year are as follows:</p> <ul style="list-style-type: none"> • Percent Female 26% • Percent Male 74% • Percent White 44% • Percent Black 6% • Percent Hispanic 4% • Percent Unknown 46% • Percent Age < 18 15% • Percent Age 18-24 53% • Percent Age 25-44 29% <p>The demographics for the college as a whole for 2022-2023 are as follows:</p> <ul style="list-style-type: none"> • Percent Female 20% • Percent Male 80% • Percent White 44% • Percent Non-White 25% • Percent Unknown 31% • Percent Age < 18 22% • Percent Age 18-24 52% • Percent Age 25-44 22% <p>According to the National Center for Women in Information Technology (NCWIT), in 2022, 27% of the computing workforce were women. The percentage of women in the Information Technology programs (26%) is in line with the national average.</p> <p>According to the U.S. Bureau of Labor Statistics, in early 2023,</p>

	Explanation
	<p>different computer-related jobs had various non-white percentages. Various jobs included: computer programmers (45%), computer support specialists (30%), network and computer systems administrators (25%), and web developers (20%). With the non-white student population being 56%, the department is well above the average currently in industry in similar IT functions.</p> <p>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.</p> <p>Cleveland CC had 71 (new recurring students for Spring 2023); however, 0 from Lincoln & 4 from Gaston students were <u>from our service area</u> have enrolled in the IT program at CVCC. $0 + 4 = 4$/Opportunity for program growth.</p> <p>Catawba Valley CC had 125 (new and recurring students for Spring 2023); however, 7 from Lincoln & 1 from Gaston students were <u>from our service area</u> have enrolled in the IT program at CVCC. $7 + 1 = 8$/Opportunity for program growth</p> <p>Central Piedmont CC had 623 (new and recurring students Spring 2023); however, 5 from Lincoln & 20 from Gaston totaling 25 students from our service area. $5 + 20 = 25$/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Information Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC. They do? How will they do this?</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p>	<p>Course sequencing in the Information Technology programs has to be carefully considered. Many of the courses in this program have state prerequisites that must be met to progress in each program.</p> <p>Students have a good balance of the general education courses in addition to the courses part of their major. The</p>

	Explanation
<p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>department strives to have consistency with the first fall semester to allow for students to change their track if they choose to do so.</p> <p>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).</p> <p>Instructors are encouraged to submit alerts in Watermark once they determine a student needs some intervention.</p> <p>Our course success meets or exceeds the College's in every course offered.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>As of this report all courses were offered online except the Networking Capstone course (NET 289) which was only offered as a hybrid.</p> <p>After all students who need to be withdrawn have withdrawn, all courses have a high success rate. Most of our programs are all online because we market them as "able to be completed online". We are interested in offering in-person help sessions for some courses. I already have an instructor doing this for CTI 110 with positive responses.</p> <p>Our department currently has 6 instructors, including the department chair. Of the 6, only 2 have ACUE training and QM training for teaching online. I would like to see the remaining instructors take courses in online teaching; however, until our course loads can be reduced, no one has time to do this.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<ol style="list-style-type: none"> 1. Students like a correct and detailed schedule from the start of the semester. 2. Online students want instructional videos and video feedback. 3. Students want responsive instructors. 4. Using the feedback below, we will start working on our core courses to make sure we are providing what students need.

	Explanation
	<p>Here are the Spring 2023 evaluations by question. Overall response rate for IT was 73.96% or 409/553 students. The scale is 7 = Agree Strongly to 1 Disagree Strongly; 4 is neutral</p> <ol style="list-style-type: none"> 1. The course provided an opportunity for student interaction (online or in person) with the instructor. Mean is 6.01 <ol style="list-style-type: none"> a. Weekly reflections to give feedback b. Video responses from instructor was extremely helpful c. Course was easy to navigate d. Never had an email response 2. In your opinion, to what degree would remote office hours provided by faculty allow you to be successful in your course? 22% say they would be more successful, 20% said that would be just as successful, 6% said I would be successful, but to a less extent than in-person office hours, 44% said it makes no difference in my success, 4% said I would prefer at least some in-person office hours to be successful 3. This course motivated me to understand and apply the course material. Mean is 6.08 <ol style="list-style-type: none"> a. Learned Microsoft Office much better 4. This course provided information that will help me to be successful in my life/career. Mean is 6.25 <ol style="list-style-type: none"> a. Good foundation course b. Invaluable information and practice 5. Love the MOS Certifications 6. The assignments were clearly related to the course content. Mean is 6.33 <ol style="list-style-type: none"> a. Global assignments were not related. b. Due dates out of order and confusing course layout 7. I was given constructive feedback in a timely manner to allow for improvement in later assignments in this course. Mean is 6.05 <ol style="list-style-type: none"> a. Took a month to get feedback b. Excellent on giving constructive feedback c. Hard to know when assignments were due 8. The grading criteria was clear. Mean is 6.26 <ol style="list-style-type: none"> a. Needed clear rubrics b. Grading was fair c. Instructor NEVER responded 9. Course materials and online content provided information needed for my success. Mean is 6.26

	Explanation
	<p>a. Class needs more than a textbook. It needs instructor content.</p> <p>10. The organization and schedule of this course provided a reasonable opportunity to complete the course requirements. Mean is 6.24</p> <p>a. Due dates are consistent with time to complete assignments</p> <p>b. Needed to be a full semester course</p> <p>c. Too much content – not enough time to learn</p> <p>d. Thankful for not having assignments due on breaks</p> <p>11. Taking this course helped me improve my thinking skills. Mean is 6.07</p> <p>12. Overall, the instructor did an effective job in teaching/facilitating this course. Mean is 6.15</p> <p>a. Had great communication</p> <p>b. Fair, on-time</p> <p>c. Gave tips on careers</p> <p>Strengths of Instructor</p> <ol style="list-style-type: none"> 1. Communication and organization 2. Videos 3. Course material for learning was available 4. Discussion board for helping each other 5. Providing all the information needed 6. Clear directions 7. Always helped me

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Low enrollment can only be corrected by enrolling more students. We need marketing to do that. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • All our courses have high success rates. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • While several courses have high withdrawal rates, those students who remain in the course are highly successful. Our courses have very high success rates which are at or above the College’s determine success rate. • We need to keep in mind the IT requires very specific skill sets. While we accept all students who are admitted to the College, not all those who enter an IT program are qualified to do so. This is one reason that

	Explanation
	<p>some of our first semester courses have high withdrawal rates.</p> <ul style="list-style-type: none"> • For example, CIS 115 – 13%, CTI 110 – 18%, CIS 110 – 20%. All three of these courses are taught in the first semester. These courses use the latest textbooks and technologies. The workload can be challenging. Since students move into more advanced courses from these, we cannot afford to reduce content. A better approach might be for advisors to tell students that the IT programs have significant work and high expectations. Students should be advised to put the coursework first and not try to wait until the weekend to complete everything. We are also looking at offering some of these courses in a hybrid setting or offering in-person workshops throughout the semester to help students who need some in-person guidance. • Of the following courses with high withdrawal rates, the following actions will be taken: <ul style="list-style-type: none"> ○ CSC 151 Java (24%) - currently has new curriculum and a new instructor ○ DBA 110 (22%) - this course is being revamped to align with new track changes. ○ DBA 221 and DBA 289 – will no longer be offered after the teach-out year for Database next year. ○ WEB 120 (25%) - this course is being revamped to align with track changes
<p>Graduation: Discuss the program’s actual awards/headcount percentage data? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The headcount in all Information Technology tracks was 135.59. The total number of awards was 57 with 2023 at the highest level. This yields an award to headcount ratio of 23%. There is no stated awards to headcount ratio goal for the college during the 2021-2022 academic year.</p> <p>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 advises</p>

	Explanation
	<p>students to continue their education and stay as current as possible.</p> <p>Due to the ever-changing personal situations of the students, it is often difficult for students to complete in a timely manner. However, many student-centered programs at Gaston College are in place to assistance students financially and personally.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>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.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>The following FTE data for the Information Technology Department is from the Gaston College Fact Book and represents curriculum FTE’s by students’ primary major.</p> <ul style="list-style-type: none"> • FTE 2020-2021 is 124.50 • FTE 2021-2022 is 99.27 * • FTE 2022- 2023 135.59 * <p>* Note that this particular data from the Gaston College Fact Book does not take into account FTE’s being generated by classes being taken by non-IT majors. Therefore, the FTE numbers are considerably higher if all departmental earned FTE’s are reflected. If you take all of the individual prefixes making up classes taught within the department, the FTE’s generated were 153.59. Enrollment in all IT programs is up significantly this year.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	We use our advisory committee to guide our courses and programs. These are community members and/or people who work in the IT industry.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	All tracks were evaluated over the summer of 2023. One track will be sunsetted – Database Management and Data Analytics – due to low enrollment. The remaining tracks have been revamped to include updated courses which will align to industry standards. Courses are in the process of being aligned to industry certifications, some of which we offer at Gaston College. Lead program faculty will begin working with completion and course data to see if we can develop any strategies for retaining students and promoting our programs. This will be an ongoing process over the next two years.

Curriculum Map - A25590AD Information Technology – Applications Development

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Demonstrate the proper use of terminology in relation to applications development.	Identify legal, ethical, social, and security issues related to computer applications development.	Demonstrate the ability to design, code, implement, and test computer applications using multiple programming languages.	Create effective application development documentation.	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 mastery level appropriate for graduation

Program 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
				Results	Strengths	Areas for Improvement		
PLO 1	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.	<p>Spring 2020 100%</p> <p>Spring 2021 98%</p> <p>Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4</p> <p>Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2</p>	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.	<p>The learning objective will stay the same and students will continue to be challenged through changes in technology.</p> <p>Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT.</p> <p>This track will become Software and Web Development.</p>

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		
PLO 2	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 94% Spring 2021 97% Spring 2022 Mean of Completers: 96%	Students continue to do very well on this learning objective as indicated by scores the past several years.	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	The learning objective will stay the same and students will continue to be challenged through outside influences on applications.

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		
				Range: 95-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2	There is a level of consistency.		across multiple cycles. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Software and Web Development.	
PLO 3	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 97% Spring 2021 96% Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4 Spring 2023 Mean of Completers: 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.	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. Beginning Fall 2024, the program outcomes may change based on

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		
				Range: 100-100 n: 2				the updated tracks for IT. This track will become Software and Web Development.
PLO 4	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 93% Spring 2021 97% Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2	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. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Software

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 Web Development.
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 97% Spring 2021 96% Spring 2022 Mean of Completers: 99% Range: 95-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2	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 due to the importance of creating effective documentation within application code. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Software and Web Development.

Curriculum Map - A25590DA Data Analytics and Management

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Demonstrate the proper use of terminology in relation to data analytics and database management.	Identify legal, ethical, social, and security issues related to data analytics and database management.	Demonstrate the ability to design, manage, and maintain database systems.	Utilize database systems to analyze, process, manage, synthesize, and communicate information.	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

Program Learning Outcomes - A25590DA Data Analytics and Management

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		
PLO 1	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 outcome, where students use the software development life cycle and the database life cycle to solve a database concern within a company. Students’ work	On average, students will earn at least 80% on this artifact.	<p>Spring 2020 80%</p> <p><i>NOTE: Outcomes impacted by COVID-19</i></p> <p>Spring 2021 75%</p> <p>Spring 2022 Mean of Completers:60%</p> <p>Range: 60-60 n: 1</p> <p>Spring 2023 Mean of Completers: 100%</p> <p>Range: 100-100 n: 1</p>	The strength of assessing "Proper Use of Terminology" in a DBA (Doctor of Business Administration) capstone course depends on the specific objectives and outcomes of the course. Here are some considerations:	A DBA capstone course, like any educational program, can benefit from specific and detailed program outcomes to ensure clarity, relevance, and effective learning. In this case, you've identified some areas that could be improved:	This program is being discontinued due to low enrollment.	This program is will no longer be offered starting Fall 2024.

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		
		is submitted at milestone phases, with the result being a fully functional database with all support documentation .		<p>ensuring that students have a strong understanding of business and database management terminology, then assessing "Proper Use of Terminology" is highly relevant and valuable.</p> <p>2. Real-world Relevance: Business and database management often involve specialized terminology. Assessing students' ability to use terminology correctly can</p>	<p>platforms like MySQL, Oracle, MongoDB) can provide students with a clear focus for their learning. This helps ensure that students have practical experience with the types of databases they may encounter in their careers.</p> <p>2. GUI Requirements: Defining GUI (Graphical User Interface) requirements can help students understand the importance of user-friendly interfaces in</p>			

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		
					<p>be a valuable skill in professional practice. It ensures that students can communicate effectively with colleagues, clients, and other stakeholders.</p> <p>3. Communication Skills: The use of proper terminology is essential for clear and effective communication. This assessment can help students develop strong communication</p>	<p>database systems. Clear guidance on the design, usability, and functionality of the GUI can enhance the overall learning experience.</p> <p>3. Programming Language: Specifying the programming language to be used in the project can give students a clear technical direction. It can be based on the industry's standard choices or align with the specific database management</p>		

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		
					<p>n skills, which are crucial in the business world.</p> <p>4. Critical Thinking: Proper use of terminology also requires a deep understanding of the concepts associated with that terminology. It can encourage critical thinking and analytical skills in students.</p> <p>5. Objective Evaluation: Assessing terminology use can be relatively</p>	<p>systems being taught.</p> <p>4. Database Specifications: Outlining minimum requirements and specifications for database tables, queries, reports, relationships, etc., can help students understand the expectations of the project. It also ensures that the projects are comprehensive and that students gain experience in the critical aspects of database design</p>		

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		
					<p>objective. Grading can be based on correct usage, reducing the subjectivity often associated with some other assessment criteria.</p> <p>6. Transferable Skill: Proficiency in using proper terminology is a skill that students can carry into their professional careers, making it a valuable assessment for future success.</p>	<p>and management.</p> <p>5. Alignment with Industry Standards: Ensuring that the capstone project aligns with industry best practices and standards can provide students with a more realistic and applicable learning experience. This includes adhering to data modeling standards, SQL best practices, and relevant security and compliance guidelines.</p>		

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		
					<p>7. Clear Assessment Criteria: To ensure the assessment's strength, it's important to have clear assessment criteria, rubrics, or guidelines to evaluate students consistently.</p> <p>8. Formative and Summative Assessment: Proper use of terminology can be assessed through various activities, such as class</p>	<p>6. Clear Evaluation Criteria: The assessment criteria and rubrics should be explicit and well-defined to ensure that students know what is expected of them. This includes grading criteria for the database design, GUI, programming, and other project components.</p> <p>7. Practical Experience: The capstone project should strive to offer practical experience and problem-solving</p>		

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		
					<p>discussions, presentations, written assignments, and exams. Both formative and summative assessments can be used to reinforce and evaluate students' understanding of terminology.</p> <p>In summary, assessing the "Proper Use of Terminology" in a DBA capstone course can be a strong assessment if it aligns with the course objectives, promotes real-</p>	<p>opportunities. Real-world scenarios, case studies, or industry partnerships can enhance the practicality and relevance of the projects.</p> <p>8. Feedback Mechanisms: Implement a feedback mechanism that allows students to receive guidance and feedback on their projects throughout the course. This can help students improve their work and align</p>		

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		
					<p>world skills, and helps students develop effective communication and critical thinking abilities. It's important to have clear criteria and a variety of assessment methods to strengthen the overall evaluation process.</p>	<p>with the desired outcomes.</p> <p>9. Flexibility: While some specifics are valuable, also allow room for creativity and adaptation. Different students may have varied backgrounds and preferences, so striking a balance between structure and flexibility is important.</p> <p>10. Ethical Considerations: Emphasize the importance of ethical considerations in database design</p>		

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		
						<p>and management. Ensure that students are aware of the ethical implications related to data privacy, security, and legal compliance.</p> <p>By addressing these areas of improvement, the DBA 110 capstone course can become more comprehensive, aligned with industry standards, and focused on practical, relevant, and ethical database management</p>		

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, preparing students more effectively for their future careers.		
PLO 2	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 70% <i>NOTE: Outcomes impacted by COVID-19</i> Spring 2021 90% Spring 2022 Mean of Completers: 60% Range: 60-60 n: 1 Spring 2023 Mean of Completers: 100% Range: 100-	Assessing students' ability to "Identify Legal, Ethical, Social, and Security Issues" in a DBA capstone course is a strong and valuable assessment for several reasons: 1. Real-world Relevance: Identifying legal, ethical, social, and security issues is highly	Although previous data points had wide ranges, the lower end of each range was consistently below the desired target (with the exception of Spring 2021).	The single value in the most recent data point is comparable to the low range value from previous data points. This program is being discontinued due to low enrollment.	This program will no longer be offered starting Fall 2024.

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		
				100 n: 1	<p>relevant in the business world, especially in the context of database management. It prepares students to deal with real challenges they may encounter in their careers.</p> <p>2. Application of Knowledge: This assessment requires students to apply their knowledge of legal and ethical principles, as well as their understanding</p>			

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		
					<p>of the social and security implications of their decisions. It encourages the practical application of theoretical knowledge.</p> <p>3. Critical Thinking: Identifying these issues necessitates critical thinking and analysis. Students need to evaluate the potential consequences and implications of their actions, which enhances their</p>			

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		
					<p>critical thinking skills.</p> <p>4. Decision-making Skills: Recognizing legal, ethical, social, and security issues is an essential step in making informed and responsible decisions in the business world. This assessment helps develop students' decision-making skills.</p> <p>5. Ethical Considerations : It emphasizes the importance of ethical decision-</p>			

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		
					<p>making in business, which is crucial for responsible corporate citizenship and compliance with legal standards.</p> <p>6. Risk Management: Identifying security issues is critical in risk management. It ensures that students can recognize vulnerabilities and threats to data and information, which is crucial for protecting an</p>			

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		
					<p>organization's assets.</p> <p>7. Multi-faceted Assessment: This assessment covers a wide range of aspects, making it comprehensive . It incorporates legal, ethical, social, and security dimensions, offering a holistic evaluation of students' awareness and competence.</p> <p>8. Transferable Skills: The</p>			

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		
					<p>ability to identify these issues is transferable to various professional settings. Students can apply these skills not only in database management but also in other areas of business and management.</p> <p>9. Current Relevance: In an era of increasing data privacy concerns and evolving legal and ethical standards, the ability to identify these</p>			

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		
					<p>issues is more important than ever.</p> <p>10. Ethical Leadership: Preparing students to recognize ethical issues can help in grooming ethical leaders who prioritize values and integrity in their decision-making.</p> <p>In summary, assessing students' ability to "Identify Legal, Ethical, Social, and Security Issues" is a strong</p>			

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		
					assessment in a DBA capstone course because it aligns with real-world challenges, promotes critical thinking and ethical decision-making, and helps students develop essential skills for their future careers. It is a comprehensive assessment that is highly relevant and valuable in the context of database management and business administration.			

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		
PLO 3	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.	<p>Spring 2020 79% <i>NOTE: Outcomes impacted by COVID-19</i></p> <p>Spring 2021 76.5%</p> <p>Spring 2022 Mean of Completers: 80% Range: 80-80 n: 1</p> <p>Spring 2023 Mean of Completers: 100% Range: 100-100 n: 1</p>	<p>The assessment of the "Ability to Design, Manage, and Maintain Database Systems" in a DBA capstone course is a strong and essential component for several reasons:</p> <p>1. Practical Application: It focuses on practical skills and abilities that are directly relevant to the field of database management. The design,</p>	<p>Although previous data points had wide ranges, the lower end of each range was consistently below the desired target.</p>	<p>The single value in the most recent data point meets the target value. This program is being discontinued due to low enrollment.</p>	<p>This program will no longer be offered starting Fall 2024.</p>

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		
					<p>management, and maintenance of database systems are fundamental aspects of the DBA profession.</p> <p>2. Alignment with Program Goals: This assessment aligns well with the broader program goals of a DBA, which often emphasize preparing students for high-level positions in management and leadership within organizations</p>			

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		
					<p>that rely on data-driven decision-making.</p> <p>3. Industry Relevance: The ability to design and maintain database systems is highly relevant to various industries, given the increasing reliance on data for strategic decision-making.</p> <p>4. Real-world Skills: The assessment emphasizes real-world</p>			

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		
					<p>skills that students can immediately apply in their careers. It prepares them for the challenges they will face as professionals.</p> <p>5. Integration of Knowledge: Designing and managing database systems require the integration of various technical, managerial, and strategic concepts. It encourages students to bring together</p>			

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		
					<p>their knowledge from different areas.</p> <p>6. Problem-Solving and Decision-Making: The assessment encourages students to develop strong problem-solving and decision-making skills. They must address issues related to database design, optimization, security, and scalability.</p> <p>7. Continuous Learning: The</p>			

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		
					<p>field of database management is dynamic, and technology evolves rapidly. Assessing students' ability to manage and maintain database systems encourages a mindset of continuous learning and adaptability.</p> <p>8. Evaluation of Technical Competence: The assessment allows for the evaluation of technical</p>			

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		
					<p>competence, which is essential for a DBA's role. It ensures that students have the skills and knowledge required to succeed in their careers.</p> <p>9. Comprehensive: Designing, managing, and maintaining database systems encompass a wide range of competencies, covering aspects from conceptual design to implementation,</p>			

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		
					<p>optimization, and security. This provides a holistic evaluation of students' abilities.</p> <p>10. Demonstrates Mastery: Successfully completing this assessment demonstrates that students have mastered core skills necessary for their future roles in database management.</p> <p>In summary, assessing the "Ability to Design,</p>			

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		
					<p>Manage, and Maintain Database Systems" is a strong assessment in a DBA capstone course because it aligns with program goals, focuses on practical and relevant skills, and prepares students for the complexities of managing data in a business context. It is a fundamental and comprehensive assessment that ensures students are</p>			

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		
					well-prepared for their future careers in database management and business administration.			
PLO 4	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.	<p>Spring 2020 34% <i>NOTE: Outcomes impacted by COVID-19</i></p> <p>Spring 2021 73.5%</p> <p>Spring 2022 Mean of Completers: 48% Range: 48-48 n: 1</p> <p>Spring 2023 Mean of Completers: 100%</p>	The assessment of the "Ability to Design, Manage, and Maintain Database Systems" in a DBA capstone course is a strong and essential component for several reasons:	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. This program is being discontinued due to low enrollment.	This program will no longer be offered starting Fall 2024.

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		
				Range: 100-100 n: 1	<p>practical skills and abilities that are directly relevant to the field of database management. The design, management, and maintenance of database systems are fundamental aspects of the DBA profession.</p> <p>2. Alignment with Program Goals: This assessment aligns well with the broader program goals of a DBA, which often</p>			

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		
					<p>emphasize preparing students for high-level positions in management and leadership within organizations that rely on data-driven decision-making.</p> <p>3. Industry Relevance: The ability to design and maintain database systems is highly relevant to various industries, given the increasing reliance on data for</p>			

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		
					<p>strategic decision-making.</p> <p>4. Real-world Skills: The assessment emphasizes real-world skills that students can immediately apply in their careers. It prepares them for the challenges they will face as professionals.</p> <p>5. Integration of Knowledge: Designing and managing database systems require the</p>			

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		
					<p>integration of various technical, managerial, and strategic concepts. It encourages students to bring together their knowledge from different areas.</p> <p>6. Problem-Solving and Decision-Making: The assessment encourages students to develop strong problem-solving and decision-making skills. They must address issues</p>			

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		
					<p>related to database design, optimization, security, and scalability.</p> <p>7. Continuous Learning: The field of database management is dynamic, and technology evolves rapidly. Assessing students' ability to manage and maintain database systems encourages a mindset of continuous</p>			

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		
					<p>learning and adaptability.</p> <p>8. Evaluation of Technical Competence: The assessment allows for the evaluation of technical competence, which is essential for a DBA's role. It ensures that students have the skills and knowledge required to succeed in their careers.</p> <p>9. Comprehensive: Designing, managing, and maintaining</p>			

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		
					<p>database systems encompass a wide range of competencies, covering aspects from conceptual design to implementation, optimization, and security. This provides a holistic evaluation of students' abilities.</p> <p>10. Demonstrates Mastery: Successfully completing this assessment demonstrates that students have mastered</p>			

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		
					<p>core skills necessary for their future roles in database management.</p> <p>In summary, assessing the "Ability to Design, Manage, and Maintain Database Systems" is a strong assessment in a DBA capstone course because it aligns with program goals, focuses on practical and relevant skills, and prepares students for the</p>			

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		
					complexities of managing data in a business context. It is a fundamental and comprehensive assessment that ensures students are well-prepared for their future careers in database management and business administration.			
PLO 5	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 79% <i>NOTE: Outcomes impacted by COVID-19</i> Spring 2021 81.5%	Practical Application: This assessment focuses on the practical application of data analytics and database	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. This program is being discontinued	This program will no longer be offered starting Fall 2024.

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		
				<p>Spring 2022 Mean of Completers: 100% Range: 100-100 n: 1</p> <p>Spring 2023 Mean of Completers: 100% Range: 100-100 n: 1</p>	<p>management skills, which are essential for decision-making in contemporary business environments.</p> <p>2. Alignment with Program Objectives: It aligns with the broader program objectives of a DBA, which often emphasize preparing students for leadership roles where data-driven decision-making is crucial.</p>		due to low enrollment.	

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		
					<p>3. Industry Relevance: The ability to create effective data analytics and manage databases is highly relevant in a data-driven business world. Organizations rely on data to gain insights and make informed decisions.</p> <p>4. Comprehensive Skills: The assessment encompasses a range of skills, including data collection, analysis,</p>			

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		
					<p>database design, optimization, and management, providing a holistic evaluation of students' abilities.</p> <p>5. Critical Thinking: Creating effective data analytics and managing databases require critical thinking skills to develop and implement data-driven strategies and solutions.</p> <p>6. Problem-Solving:</p>			

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		
					<p>Students must solve practical, real-world problems related to data analysis and database management, enhancing their problem-solving abilities.</p> <p>7. Decision-Making: This assessment encourages students to make data-driven decisions, which is vital for organizational success.</p> <p>8. Communicatio</p>			

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		
					<p>n Skills: Effective data analytics often involve presenting findings to stakeholders, and good database management requires clear communication. This assessment can improve students' communication skills.</p> <p>9. Relevance to Contemporary Business: In an era of big data, business intelligence, and data-driven decision-</p>			

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		
					<p>making, this assessment prepares students to meet the current and future needs of organizations.</p> <p>10. Innovation: Creating effective data analytics often requires innovative thinking and the development of new methods and tools to extract meaningful insights from data.</p> <p>11. Application of Theoretical Knowledge: It</p>			

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		
					<p>provides an opportunity for students to apply theoretical knowledge in a practical context, reinforcing their understanding of data analytics and database management.</p> <p>12. Competitive Advantage: Graduates with strong data analytics and database management skills have a competitive advantage in the job market,</p>			

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		
					<p>making this assessment particularly valuable.</p> <p>In summary, assessing the "Create Effective Data Analytics and Database Management" is a strong assessment in a DBA capstone course because it aligns with program objectives, emphasizes practical and relevant skills, and prepares students to excel in data-driven decision-</p>			

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		
					making roles. It is a comprehensive assessment that ensures students are well-prepared for their future careers in database management and business administration, with an emphasis on data analytics.			

Curriculum Map - A25590NS Networking and Cyber Defense

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Demonstrate the proper use of terminology in relation to networking and cyber defense.	Identify legal, ethical, social, and security issues related to networking and cyber defense.	Install, management, and maintain workstation and server operating system software.	Create plans for intrusion detection solutions and identify best practices for the defense of systems.	Setup and install the hardware for a computer network.	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 mastery level appropriate for graduation

Program Learning Outcomes - A25590NS Networking and Cyber Defense

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		
PLO 1	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	On average, students will earn at least 80% on this artifact.	Spring 2020 98% Spring 2021 89% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 6	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. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT.

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		
		machines). Through the environment progression VLANs, VPNs, and Cloud services are added.						
PLO 2	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 100% Spring 2021 89% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 98.5% Range: 91-100 n: 6	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. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT.

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		
PLO 3	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 100% Spring 2021 100% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 6	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. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT.
PLO 4	Create plans for intrusion detection solutions and identify best practices for	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 95% Spring 2022 Mean of Completers: 91%	Students continue to do very well on this learning objective as indicated by scores the past several years.	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
				Results	Strengths	Areas for Improvement		
	the defense of systems.			Range:74-100 n: 7 Spring 2023 Mean of Completers: 97% Range: 94-100 n: 6	There is a level of consistency.		across multiple cycles.	Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT.
PLO 5	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 100% Spring 2021 100% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 6	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. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT.

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		
PLO 6	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 93% Spring 2021 89% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 97% Range: 94-100 n: 6	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.

Curriculum Map – A02290DM Digital Media

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Demonstrate the proper use of terminology in relation to digital media.	Identify legal, ethical, social, and security issues related to digital media.	Demonstrate the ability to utilize proper design techniques for digital media development.	Demonstrate the ability to utilize appropriate tools for digital media development.	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 mastery level appropriate for graduation

Program Learning Outcomes – A02290DM Digital Media

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		
PLO 1	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	On average, students will earn at least 80% on this artifact.	<p>Spring 2020 90%</p> <p>Spring 2021 88%</p> <p>Spring 2022 Mean of Completers: 87% Range: 85-90 n: 3</p> <p>Spring 2023 Mean of Completers: 95% Range: 95-95 n: 2</p>	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. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Web Administration and Design.

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		
		as well as web-based content.						
PLO 2	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 85% Spring 2021 88% Spring 2022 Mean of Completers: 80% Range: 75-85 n: 3 Spring 2023 Mean of Completers: 92.5% Range: 90-95 n: 2	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.	<p>The learning objective will stay the same and students will continue to be challenged through outside influences on digital media.</p> <p>Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Web Administration and Design.</p>
PLO 3	Utilize proper design techniques for digital media	WEB 289 - Internet Technologies Final Project	On average, students will earn at least	Spring 2020 88% Spring 2021 93%	Students continue to do very well on this learning	1. The course/project will be identified by	No changes have been made 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
				Results	Strengths	Areas for Improvement		
		(See description above.)	80% on this artifact.	<p>Spring 2022 Mean of Completers: 90% Range: 90-90 n: 3</p> <p>Spring 2023 Mean of Completers: 92.5% Range: 90-95 n: 2</p>	objective as indicated by scores the past several years. There is a level of consistency.	<p>the instructor.</p> <p>2. The project will be evaluating web development in the workplace.</p> <p>3. The course will have weekly deliverables on the project.</p>	Scores indicated objective met. Very consistent across multiple cycles.	continue to be challenged through updates in design techniques. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Web Administration and Design.
PLO 4	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.	<p>Spring 2020 93%</p> <p>Spring 2021 100%</p> <p>Spring 2022 Mean of Completers: 93% Range: 90-95 n: 3</p>	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	<p>1. The course/project will be identified by the instructor.</p> <p>2. The project will be evaluating web development in the workplace.</p>	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. Beginning Fall 2024, the program outcomes may change based on

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		
				Spring 2023 Mean of Completers: 95% Range: 95-95 n: 2		3. The course will have weekly deliverables on the project.		the updated tracks for IT. This track will become Web Administration and Design.
PLO 5	Integrate various tools and concepts to produce comprehensive digital media content	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 88% Spring 2022 Mean of Completers: 93% Range: 90-95 n: 3 Spring 2023 Mean of Completers: 92.5% Range: 90-95 n: 2	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	1. The course/project will be identified by the instructor. 2. The project will be evaluating web development in the workplace. 3. The course will have weekly deliverables on the project.	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.

Curriculum Map – A25590IS Information Systems Support

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Demonstrate the proper use of terminology in relation to information systems support.	Identify legal, ethical, social, and security issues related to information systems support.	Ability to communicate technical issues related to information systems support.	Utilize current application packages and operating systems.	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 mastery level appropriate for graduation

Program Learning Outcomes – A25590IS 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
				Results	Strengths	Areas for Improvement		
PLO 1	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 an information systems support project from design to implementation.	On average, students will earn at least 80% on this artifact.	<p>Spring 2020 93%</p> <p>Spring 2021 97%</p> <p>Spring 2022 Mean of Completers: 96% Range: 80-100 n: 5</p> <p>Spring 2023 Mean of Completers: 92% Range: 75-100 n: 3</p>	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. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.
PLO 2	Identify legal, ethical, social, and security issues related	CTS 289 System Support Project	On average, students will earn at least	<p>Spring 2020 100%</p>	Students are struggling to identify legal,	Students need more examples. The instructor	Scores indicated objective met. No changes	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
				Results	Strengths	Areas for Improvement		
	to information systems support.	(See description above.)	80% on this artifact.	<p>Spring 2021 75%</p> <p>Spring 2022 Mean of Completers: 95% Range: 75-100 n: 5</p> <p>Spring 2023 Mean of Completers: 73% Range: 60-100 n: 3</p>	ethical, social and security issues related to IT and to their project.	will provide more examples for students to follow.	were implemented from the previous cycle.	continue to be challenged through changes in technology. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.
PLO 3	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.	<p>Spring 2020 83%</p> <p>Spring 2021 79%</p> <p>Spring 2022 Mean of Completers: 84%</p>	Students are challenged through this learning objective but with instructor coaching to well communicate technical issues.	The importance of communication of technical issues should continually be stressed. Instructor coaching should be maintained as shown by the	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. The learning outcomes for 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		
				Range: 60-100 n: 5 Spring 2023 Mean of Completers: 90% Range: 70-100 n: 3		increase in the grades this past year.		track may change as the course selection is updated beginning in Fall of 2024.
PLO 4	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 100% Spring 2021 100% Spring 2022 Mean of Completers: 100% Range: 100-100 n: 5 Spring 2023 Mean of Completers: 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.	Using application packages as being aware of the operating system they run on should be stressed every semester.	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. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.

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		
				Range: 100-100 n: 3				
PLO 5	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 81% Spring 2021 84% Spring 2022 Mean of Completers: 80% Range: 0-100 n: 5 Spring 2023 Mean of Completers: 60% Range: 60-60 n: 3	Students are challenged through this learning objective.	Continued focus will be placed upon this learning objective. Students have more trouble connecting to the interrelationship because of the Internet. More examples will be provided for students.	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. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.

Program Review - A40320 Mechanical Engineering Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Scotty Brooks/Thomas Nortey

Program Code(s)/Name(s):

- A40320 Mechanical Engineering Technology
- C40320 Mechanical Engineering Technology Certificate

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** The Mechanical Engineering Technology program at Gaston College serves the Gaston and Lincoln counties of North Carolina. Students from the program are highly trained in practical, analytical and problem-solving skills in engineering technology. The program's courses are taught by highly qualified instructors and students at higher end of application of math and physics in solving engineering technology problems. The program's laboratories are well equipped, and students participate in well-designed hands-on laboratory activities that enhance their understanding of the principles and applications taught. The industries in and around Gaston and Lincoln counties that hire graduates from the MET program rank our graduates remarkably high compared to other graduates hired from similar programs from other institutions in the state. Graduates from the program that transfer to North Carolina universities also do very well in the continuation of their education at those universities. A good percentage of the graduates continue their education after Gaston college or plan to continue their education while working.
- **Areas for Improvement:** This fall semester shows a good improvement in enrollment, but there is a need for improvement in the program's enrollment. Recruitment efforts have shown much success from last year, but still more improvement is needed in recruiting. More visits were made to feeder high schools in the counties we serve to relate the engineering technology programs to them. Improvement can still be made in relationships with Lincoln counties high schools and with the industries in the counties mentioned need improvement. Efforts and methods in retaining enrolled students until graduation need improvement. Since the effects of COVID 19 showed signs of reducing enrollment, more of the program courses have more seated hours which have worked better for most of the students. Methods of delivery of online instructions of sections of program courses need improvement. Active participation of students in lab experiment activities in program courses that require labs need improvement. New and modern methods of teaching and learning, like "Artificial Intelligence" need to be explored and adapted in teaching some of the program courses.
- **Needs:** The program needs the institution to help more with effective marketing and recruitment. The institution could help with recruitment by assigning recruiters specific to the 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.
 2. Mitigate situations that cause some of program students to transfer out of the program without completing it.

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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?

3. Devise ways to improve and increase completion rate of students in the program
4. Increase interactive activities with our sources of students.
5. Improve the methods of having students to actively participate in lab experiment activities
6. Improve representations of program courses in online activities.
7. The idea and concept of artificial intelligence is being explored to be adapted as part of instructional approach in some of the program's courses where appropriate.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A40320	C40320
American Indian/Alaska Native	0	0
Asian	1	0
Black	4	0
Hispanic	2	1
Non-U.S. Resident	2	0
Two or More Races	0	0
Unknown	3	1
White	23	2
Grand Total	35	4

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Mechanical Engineering Technology (40320)	17.67	15.28	14.41	11.56	10.16

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A40320 Mechanical Engineering Technology	A40320	1	0	2	3
C40320 Mechanical Engineering Technology Certificate	C40320	0	1	2	3
Grand Total		1	1	4	6

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A40320 Mechanical Engineering Technology	A40320	5	4	3	3
C40320 Mechanical Engineering Technology Certificate	C40320	0	4	1	3
	Grand Total	5	8	4	6

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Mechanical Engineering Technology	\$136,042.48	3.2	\$15,451.29	(\$120,591.19)	31.8	\$155,490.87	\$19,448.39

* Costs cannot be separated easily between programs

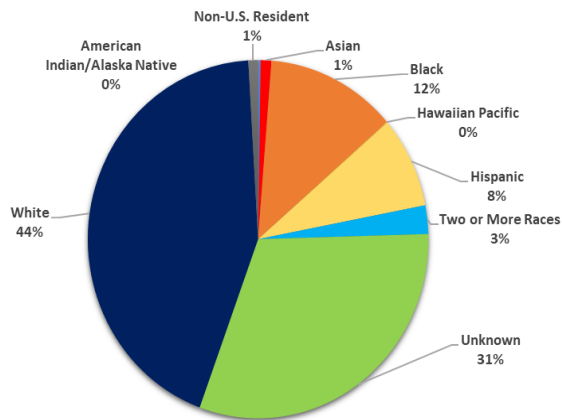
† Some additional prefixes are shared among several ET programs

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A40320 Mechanical Engineering Technology	A40320	33%	0%	40%	44%
C40320 Mechanical Engineering Technology Certificate	C40320	DNA	100%	0%	0%

College Wide - Demographics

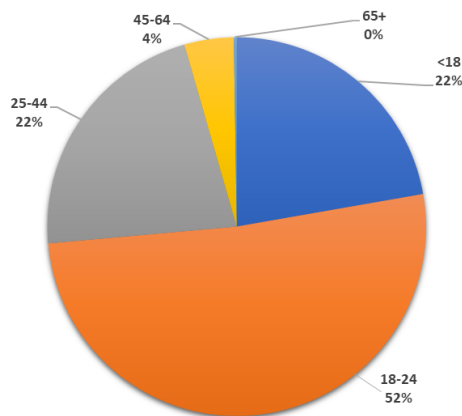
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

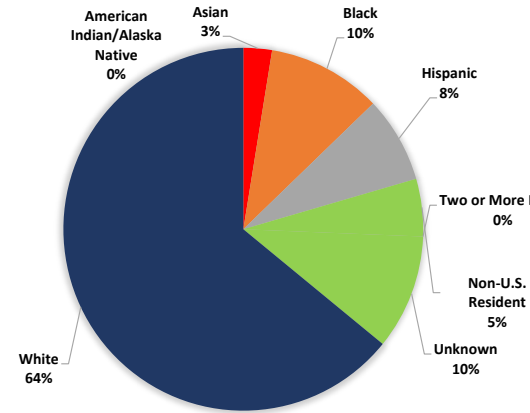


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

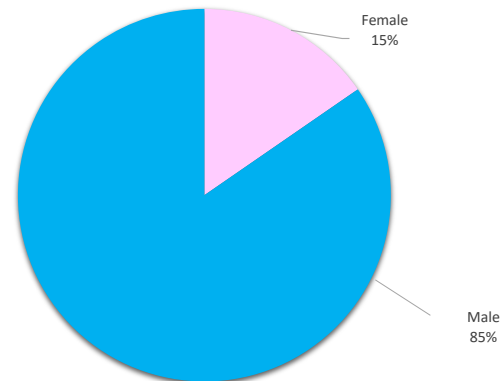


Program - Demographics

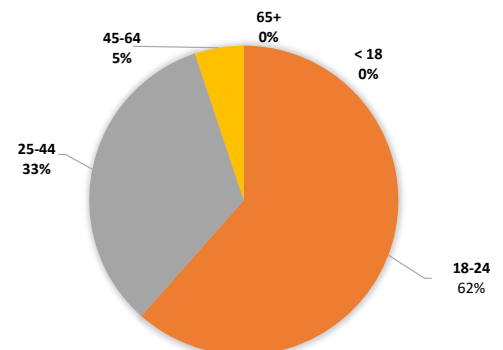
**A40320: Mechanical Engineering Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A40320: Mechanical Engineering Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A40320: Mechanical Engineering Technology
Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Mechanical ET	103	13	7.9	13.8	\$ 67,232.69
ATR-112	16	2	8.0	2.5	\$ 12,224.13
ATR-211	10	2	5.0	1.6	\$ 7,640.08
DFT-119	5	1	5.0	0.5	\$ 2,292.02
DFT-153	6	1	6.0	0.9	\$ 4,584.05
DFT-170	44	3	14.7	5.5	\$ 26,893.08
MEC-161	8	1	8.0	0.8	\$ 3,667.24
MEC-180	9	1	9.0	1.4	\$ 6,876.07
MEC-265	3	1	3.0	0.4	\$ 1,833.62
MEC-275	2	1	2.0	0.3	\$ 1,222.41

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
ATR-112	13%	31%	44%	6%	6%	0%	0%	0%	0%	0%	88%	94%	2.38	88%
Seated	13%	31%	44%	6%	6%	0%	0%	0%	0%	0%	88%	94%	2.38	88%
ATR-211	40%	40%	10%	10%	0%	0%	0%	0%	0%	0%	90%	100%	3.10	90%
Seated	40%	40%	10%	10%	0%	0%	0%	0%	0%	0%	90%	100%	3.10	90%
DFT-119	40%	60%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
Seated	40%	60%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
DFT-153	67%	17%	0%	17%	0%	0%	0%	0%	0%	0%	83%	100%	3.33	83%
Seated	67%	17%	0%	17%	0%	0%	0%	0%	0%	0%	83%	100%	3.33	83%
DFT-170	61%	15%	0%	7%	9%	0%	0%	7%	0%	5%	77%	84%	3.22	79%
Seated	61%	15%	0%	7%	9%	0%	0%	7%	0%	5%	77%	84%	3.22	79%
MEC-161	50%	25%	0%	13%	0%	0%	0%	13%	0%	0%	75%	88%	3.29	86%
Online	50%	25%	0%	13%	0%	0%	0%	13%	0%	0%	75%	88%	3.29	86%
MEC-180	33%	56%	11%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.22	100%
Hybrid	33%	56%	11%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.22	100%
MEC-265	33%	33%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Seated	33%	33%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
MEC-275	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Mechanical Engineering Technologists and Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	17	n/a	4	0.8%	\$54,500
Lincoln	6	n/a	1	1.20%	\$54,400
*Charlotte	232	0.9%	53	1.3%	\$59,300

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The MET program is very valuable to the Gaston and Lincoln counties communities. The program is where the industries and companies in Gaston and Lincoln counties requiring graduates with Associate of Applied Science in Mechanical Engineering Technology get most of their graduates from. We receive email and phone calls from companies from these constituents requiring graduates with mechanical engineering technology expertise and can't provide enough to meet their needs. Almost all our graduates are hired or admitted into university programs to continue their education.</p> <p>Referencing the provided link of the North Carolina Commerce data, manufacturing companies in the state have high need for employees with technical skills. More than fifty percent of applicants for vacant positions lack the expected technical skills and employability qualities.</p> <p>The MET program at Gaston College equips our graduates with excellent technical skills that are expected from an associated degree graduate and makes them highly employable at entry-level assistant engineer or technician.</p> <p>The MET program is being terminated due to low enrollment over semesters. The current students already enrolled in the program are on a teach-out schedule. There will be no new enrollment in the program. Therefore, comment on this question is not currently applicable to the MET program.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Over ninety percent of program graduates are working or have worked in mechanical engineering technology. A few have branched out into other career areas after having worked in the engineering technology field for a while. The industries that hire our graduates have been very much impressed by their performance, so they often contact the employment office or program chair to fill in new positions.</p> <p>We have benefitted from partnering with the community. Several industries in Gaston and Lincoln counties participate in Apprentice</p>

	Explanation
	<p>321. They send their employees to enroll in program classes related to their work area. Credits from these courses also count towards a degree in the program, either an associate or a certificate, if they choose to continue later to complete it.</p> <p>The program has led to many employment opportunities in the local community and outside the communities we serve, but unfortunately it is being terminated due to low enrollment. The MET program is being terminated due to low enrollment over semesters. The current students already enrolled in the program are on a teach-out schedule. There will be no new enrollment in the program. Therefore, comment on this question is not currently applicable to the MET program.</p> <p>Further comments on employment opportunities for the local community are also not warranted.</p> <p>The Advisory committee's feedback has been great. They tell us how community industries see the performance of our graduates and community needs related to our program.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>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 rate. The MET program has benefited from being part of this. The CTE division has 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 division's programs are presented to them. This exposes the middle and high school students to the programs of the division. These ways of marketing the programs help with the recruiting of potential new students into the programs.</p> <p>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 relate 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.</p>

	Explanation
	<p>Graduates from Gaston College MET program are rated very highly by the employers who hire them and by the university programs where they transfer to continue their education.</p> <p>The MET program is being terminated due to low enrollment over semesters. The current students already enrolled in the program are on a teach-out schedule. There will be no new enrollment in the program. Therefore, comment on this question is not currently applicable to the MET program.</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>The sequencing of the courses in the program makes sense. The sequence is such that the newly enrolled could take their general education courses in the fall and spring semesters of their first year. Some of the general education courses are prerequisites to the core courses of the MET program which they could mostly take in the second year.</p> <p>Full-Time and Part-Time pathways are updated yearly</p> <p>The Gaston College MET program requires sixty-seven credit hours to complete the associate degree. Similar programs in neighboring 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 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 content and how it's being delivered to the students. The program courses at Gaston College are taught at a significantly higher level compared to the neighboring institution. This is evidenced in the performances of graduates from the program at their newly hired jobs or programs they transferred to in the universities.</p> <p>Many methods of marketing and recruitment have been tried but have shown slow increases in enrollment. New methods are always being explored.</p> <p>The recruitment activities to promote the program include follow-up emails and phone calls to prospective students and involvement in open houses and expos. Many program courses have online options. These enable working students to enroll in program courses.</p> <p>Further comments on these questions are not applicable since the program is being discontinued.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Retention has been good.</p>
<p>Demographics: Share the strategies used to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A40320 at other institutions in our neighboring counties. Key Question: Why are some students in Lincoln and Gaston counties not enrolling in the Mechanical Engineering Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Demographics Academic Year 2022-2023 By Race Asian :3% Black: 10% Hispanic: 8% Non-US Residents: 5% White:64%</p> <p>Academic Year 2022-2023 By Gender Female: 15% Male: 85%</p> <p>Academic Year 2022-2023 By Age 18-24:62% 25-44: 33% 45-64: 5%</p> <p>Cleveland CC does not offer the MET program. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. Catawba Valley CC had 26 (new and recurring students for Spring 2023); however, 4 from Lincoln & 1 from Gaston students were from our service area have enrolled in the MEC program at CVCC. 5 students demonstrate a small opportunity for program growth. Central Piedmont CC had 46 (new and recurring students Spring 2023); however, 1 from Lincoln & 0 from Gaston totaling just 1 student from our service area. When reviewing these numbers, determine if the program has effectively marketed the Mechanical Engineering Technology program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC. Due to program termination, students desiring MET degrees will have to go to other institutions.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p>	<p>The program is scheduled for termination so further consideration of sequencing and scheduling is not applicable.</p>

	Explanation
<p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Most of the program courses are delivered as hybrid. Classes that are highly math and physics related are delivered as seated classes with about an hour online component for course information, announcements, and assignments.</p> <p>The seated sections are used for teaching principles and applications, problem solving and lab activities. In this approach, students get a good amount of time to interact with the instructor and other students to get a good understanding of the principles and ask questions that clarify any misunderstanding.</p> <p>Delivery methods include a lot of problem solving in the class, examples of practical applications of principles and these improve the understanding of the students. Also, the hands-on lab work gives them more understanding. All these methods of teaching facilitate learning.</p> <p>This produces good student performance.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Students have indicated in their course evaluations how the instructor's method of teaching has made them more interested in the course and how well they have understood and feel confident about what they have learned in the course. They have also indicated that the instructor has shown much enthusiasm in teaching the course and that the instructor has returned graded assignments on time. They finally indicate that the class has benefitted them overall.</p> <p>In the evaluation feedback, subject areas where students have indicated lack of clarity and understanding are noted by the instructor and better delivery methods and applications are improved the next time the class is offered.</p> <p>This will not be applicable anymore in this program as the program is being terminated.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • <p>Courses with High Withdrawal Rates</p>

	Explanation
	<ul style="list-style-type: none"> • Not applicable due to program termination.
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The awards/headcount percentage ratio for the MET program has increased from last year. Due to the pandemic seeming over, a number of students have returned to the program to complete their education. Also, since the program is being planned to be terminated many of the students already enrolled are trying to finish; hence we have seen an increase in enrollment in the program classes, especially the core second year classes.</p> <p>The barriers to timely completion of the A40320 program by students include:</p> <p>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 a full load each semester to allow them to complete the program in a timely manner.</p> <p>Those who take a full load in addition to their work schedule do not do very well in some of the classes and may have to repeat some of them.</p> <p>Teach out strategies have been implemented to improve time to degree completion because the program is being terminated. Current students are on track to finish taking their remaining courses by Spring 2025 to complete the program.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>The unemployment rate among MET program graduates in 2023 has been negligible. The demand for mechanical engineering technologists in Lincoln and Gaston counties has been remarkably high. All graduates from the program in Lincoln and Gaston counties were employed after completing the program. Those from companies participating in Apprenticeship 321 continued in their employment and got promoted after completing their required courses. Other graduates also got employed outside Gaston and Lincoln counties, especially in Charlotte and other neighboring cities.</p> <p>About 30 % of them transfer to universities to continue their education. Most of them transfer to the University of North</p>

	Explanation
	Carolina Charlotte to attain a four-year degree in engineering technology. A few of them get jobs after graduation while continuing their education at the university part time.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>It is difficult to give a straightforward answer to this financial viability question. Students from other disciplines take the general education classes with our students. Even some of the technical core courses are shared with students from other disciplines. From the given data of program financial viability, the FTEs last year were low compared to the FTE by program of study from NCCCS data. The FTEs values by cost is also high. The FTEs have increased this year and I believe it would continue to increase but the program is scheduled for termination.</p> <p>The program is valuable to the community as there are always demands for MET graduates in industries in Gaston and Lincoln counties and surrounding counties.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<p>Community partnership with the program include festivities such SCIFEST activities, classes being offered at participating high schools, visits from middle and high schools in groups to tour program facilities and be informed about the various division programs.</p> <p>This is no longer applicable as the program is being terminated.</p>

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The program will be accredited by ABET through September 2024.

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 or PHY 152	D		D	D	D
ATR 211	D	D		D	D
DFT 153		D	D		
DFT 170		D	D		
EGR 250	D	D			D
ELC 131	I	D		I	D
MEC 161			D		I
MEC 180		I	I	D	D
MEC 265	D			M	D
MEC 270	D	D	D		D
MEC 275	M	M	M		M

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

Program 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 applying continuity equation and Bernoulli's principle to determine velocities and pressures within specified locations within the flow of the fluid system. Indirect measures on this outcome	<p>Direct On average students completing the artifact will earn at least 85%.</p> <p>Indirect On average students are expected to score at least 85% on the questions in the questionnaire.</p>	<p>Fall 2022</p> <p>Direct Mean:85% MEC265 test mean: 85% n:6</p> <p>Indirect Questionnaire mean: 84% Students rated 84 out of 100.</p>	<p>Students showed strengths in interpreting the problems and choosing the appropriate formula to use.</p> <p>Students also showed strength in the application of the law of conservation of mass and conservation principles to determine velocities and pressures within flow.</p>	<p>There were some weaknesses shown in applying the appropriate physics principles and in interpreting results obtained.</p>	<p>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.</p>	<p>Continue to review related physics principles applied to determining fluid flow parameters. More examples to be done in class as time permits. Assessment needs to be changed.</p>

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, interpreting the problems, and 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	On average students completing the test in MEC 275 will earn at least 80%. On average students are expected to score at least 80% on the questions.	Spring 2023 Direct Mean:85% Mean of Completers:85% Range:78% n:6 Indirect Mean:85% Mean of Completers:81% Range: n:6	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 and velocities of points of	Some weaknesses were shown in the application of appropriate math principles in determining velocities of specified points. Interpretation of results obtained also needs improvement.	Trigonometry principles were reviewed before teaching in depth the mechanism principles relating to topic covered. Improvements were 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	Continue to review related math and CAD principles applied to determining displacements and velocities of points of interest. More examples to be done in class on determining velocities 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		
		mechanism and a crank-rocker mechanism. Indirect measures on this outcome include answering questions relating to understanding and interpreting the problems and knowing the principles to apply in solving them.			interest on links of mechanisms.		showed a weakness in the previous cycle.	
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 design work 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	<p>Direct On average students completing the test in MEC 270 will earn at least 78%.</p> <p>Indirect On average students are expected to score at least 78% on the</p>	<p>Spring 2023 Direct Mean 76% Mean of Completers: 78% Range: 65% - 100% n: 5</p> <p>Indirect Mean: 80% Mean of Completers: 81% Range: 65% - 100%</p>	Students showed strength in the application of graphical communication in writing reports. Oral communication in the presentation of reports was also strong.	Written communications and the use of appropriate technical literature needs some improvement. Applications of strength of materials and statics principles need improvement	The points awarded to areas that showed improvements in the 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	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		
		written and graphical communication and justification of quantities obtained. Also included is a presentation of the project report. Indirect measures on this outcome include answering questions relating to understanding, research sources, conclusion and discussions and results interpretation.	questionnaire.	n:5			project report. The improvements were not that significant. More work still needs to be done in these areas and in areas of application of appropriate strength of material principles in solving machine design problems.	Instructor will have more practice on application of strength of materials principles in solving machine design problems with students.
4	Ability to conduct standard tests, measurements, and experiments and to analyze	This learning outcome is assessed by an organized lab assignment in MEC 180 Engineering Materials during	Direct On average students completing the lab in MEC 180 will earn at least 85%.	Spring 2023 Direct Mean: 85% Mean of Completers: 90% Range: 70% - 100%	Students showed strength in setting up, conducting the experiment, taking measurements,	Some weaknesses were shown in analyzing and interpreting results and discussions of results.	Points awarded to analysis of data, interpretation of results and relating conclusion to objectives were increased relative to	Instructor will give more examples on analyzing data and how to interpret results obtained from the experiment's outcome and

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 interpret the results.	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, and analyzing the results in discussions and conclusions of the experiment Indirect measures on this outcome include discussions of results and drawing conclusions from the results obtained.	Indirect On average students are expected to score at least 85% on the questionnaire.	n: 8 Indirect Mean: 90% Mean of Completers: 92% Range: 70%-100% n: 8	and writing and presentation of results		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 need improvement.	meaningful discussion relating to the results obtained. 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		
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 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	<p>Direct On average students completing the lab in MEC 180 will earn at least 80%.</p> <p>Indirect On average students are expected to score at least 80% on the questionnaire.</p>	<p>Spring 2023</p> <p>Direct Mean: 85% Mean of Completers: 90% Range: 70% - 100% n: 8</p> <p>Indirect Mean: 83% Mean of Completers: 82% Range: 65%-100% n: 8</p>	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 the 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 section topic discussions.	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		
		problems encountered in working in the teams. Also discussed are the advantages and disadvantages of working in teams.						

Program Review - A45400 Medical Assisting

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Melody Gibson

Program Code(s)/Name(s):

- **A45400 Medical Assisting**
- **D45400 Medical Assisting - Diploma**
- **C45400P Medical Assisting – Foundations of Medical Assisting**

SECTION I: 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? Include Personnel and Equipment Request

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 five years.
- **Quality Instruction:** The Medical Assisting Program has a reputation for providing quality instruction. Students are placed in jobs after graduation, with some being hired prior to graduation. The demand for Medical Assistants within the local healthcare organizations is very 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:** Blackboard and Accessibility Training (BAAT) was completed by all faculty. Adjunct faculty will participate in BAAT training in Spring 2024. 2 full-time faculty members hold the ACUE certificate for Effective Online College Instruction, and 1 faculty member achieved the Quality Matters Online Teaching Certificate and successfully made MED 121 a QM certified course. 4 faculty members have completed EDU 243 – Learning Theory
- **Apprenticeship cohort** underway with excellent scores and feedback from Caromont.
- **East Gaston Health Academy** continuing and students coming to Gaston College MA after high school graduation to complete MA diploma.
- **Competed in Skills USA** and brought home state and national awards. Planning for Skills USA 2024 state competition for Spring 2024.

Areas for Improvement:

- Increase offerings for structured simulations. Look at course calendar and make it part of the curriculum
- Encourage medical assisting students to utilize tutoring with Biology and Medical Assisting topics

Needs:

- Continued marketing and recruitment for medical assisting students to meet community demands
- Training new adjunct faculty for practicum visits and classroom skills lab
- Continued professional development for distance education and classroom management

Actions:

- Work with the Marketing department to maximize exposure of the demand of medical assistants in our community
- Work closely with faculty members to make sure MAERB competencies are being met in the classroom effectively.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes to improve safety and operations after the recent pandemic. How will the Medical Assisting program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A45400	D45400	C45400P
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black	6	5	0
Hispanic	4	2	0
Non-U.S. Resident	2	0	0
Two or More Races	1	0	1
Unknown	3	1	6
White	16	3	2
Grand Total	32	11	9

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Medical Assisting (45400)	35.69	46.62	25.91	22.19	38.56

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45400 Medical Assisting	A45400	0	2	2	4
D45400 Medical Assisting - Diploma	D45400	10	0	0	10
C45400P Medical Assisting – Foundations of Medical Assisting	C45630	0	0	2	2
Grand Total		10	2	4	16

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45400 Medical Assisting	A45400	8	13	6	4
D45400 Medical Assisting - Diploma	D45400	0	14	14	10
C45400P Medical Assisting – Foundations of Medical Assisting	C45630	0	0	3	2
Grand Total		8	27	23	16

Program Financial Viability

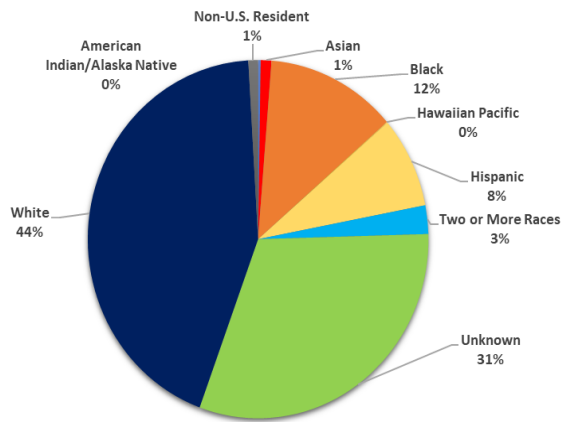
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Medical Assisting & Phlebotomy	\$310,785.42	47.3	\$204,377.99	(\$106,407.44)	38.8	\$167,827.85	(\$142,957.57)

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A45400 Medical Assisting	A45400	DNA	DNA	DNA	DNA
D45400 Medical Assisting - Diploma	D45400	DNA	100%	100%	88%
C45400P Medical Assisting – Foundations of Medical Assisting	C45400P	DNA	100%	DNA	DNA

College Wide - Demographics

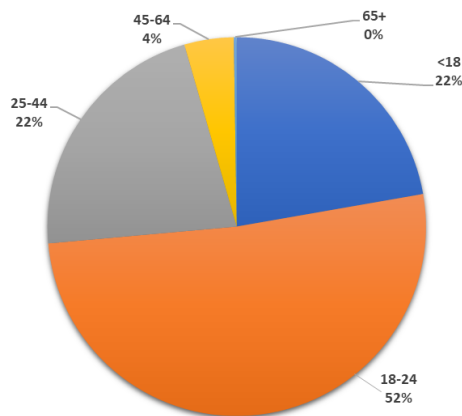
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

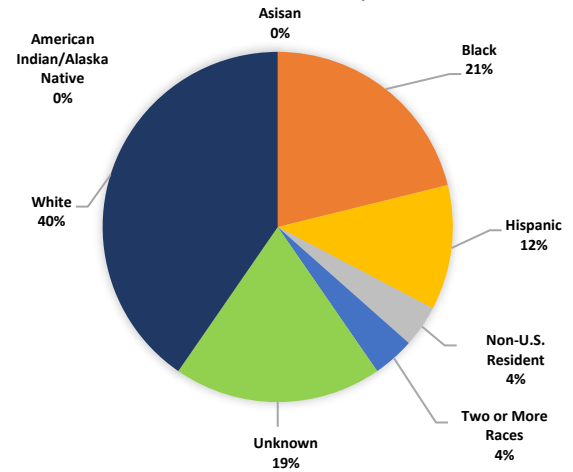


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

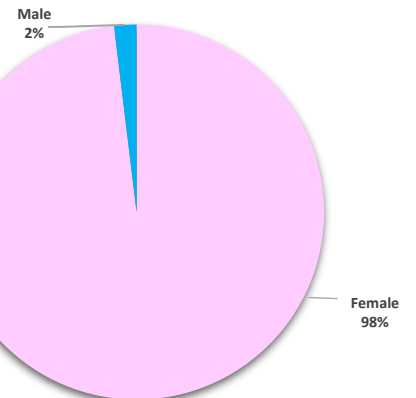


Program - Demographics

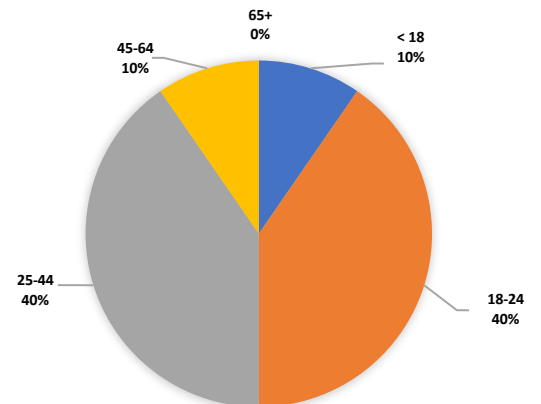
**A45400: Medical Assisting Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A45400: Medical Assisting Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A45400: Medical Assisting Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Medical Assisting	359	21	17.1	39.3	\$ 169,774.31
MED-110	39	3	13.0	1.2	\$ 5,271.65
MED-118	19	1	19.0	1.2	\$ 5,136.48
MED-121	115	5	23.0	10.8	\$ 46,633.87
MED-122	51	3	17.0	4.8	\$ 20,681.11
MED-130	19	1	19.0	1.8	\$ 7,704.73
MED-131	20	1	20.0	1.9	\$ 8,110.24
MED-140	26	2	13.0	5.7	\$ 24,601.05
MED-150	23	2	11.5	5.0	\$ 21,762.47
MED-240	20	1	20.0	4.4	\$ 18,923.89
MED-272	20	1	20.0	1.9	\$ 8,110.24
MED-276	7	1	7.0	0.7	\$ 2,838.58

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
MED-110	64%	28%	5%	0%	3%	0%	0%	0%	0%	3%	97%	97%	3.51	95%
Online	61%	30%	6%	0%	3%	0%	0%	0%	0%	3%	97%	97%	3.47	95%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MED-118	95%	5%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.95	100%
Online	95%	5%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.95	100%
MED-121	74%	9%	2%	1%	1%	0%	0%	14%	0%	0%	84%	85%	3.79	98%
Online	73%	9%	2%	1%	1%	0%	0%	14%	0%	0%	84%	85%	3.78	98%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MED-122	80%	12%	0%	0%	0%	0%	0%	8%	0%	2%	92%	92%	3.87	98%
Online	79%	12%	0%	0%	0%	0%	0%	8%	0%	2%	92%	92%	3.86	98%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MED-130	74%	26%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.74	100%
Seated	74%	26%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.74	100%
MED-131	90%	10%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
Seated	90%	10%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
MED-140	81%	8%	4%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.83	100%
Seated	81%	8%	4%	0%	0%	0%	0%	8%	0%	0%	92%	92%	3.83	100%
MED-150	87%	13%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.87	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	87%	13%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.87	100%
MED-240	90%	10%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
Seated	90%	10%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
MED-272	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.60	100%
Online	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.60	100%
MED-276	57%	29%	0%	0%	14%	0%	0%	0%	0%	0%	86%	86%	3.14	86%
Online	57%	29%	0%	0%	14%	0%	0%	0%	0%	0%	86%	86%	3.14	86%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Medical Assisting

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	530	2.8%	180	2.0%	\$37,600
Lincoln	88	2.50%	31	2.40%	\$37,600
*Charlotte	6,275	2.9%	2,237	2.5%	\$41,400

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Use the link below to review NC state data for Medical Assisting jobs including Medical Assistants. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>Click to review data on NC employment for Medical Assisting</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p>	<ul style="list-style-type: none"> The Gaston College Medical Assisting Program offers a diploma and an A.A.S. degree in medical assisting to ensure students can be placed as a CMA in the medical office first while working on their AAS degree. 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

	Explanation
<p>What is the advisory committee feedback?</p>	<p>clinical 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.</p> <p>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.</p> <ul style="list-style-type: none"> The Medical Assisting Program meets with its advisory committee once a year in the spring semester. 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.
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<ul style="list-style-type: none"> Gaston College Medical Assisting graduates sit for the American Association of Medical Assistants (AAMA) certification exam, which is the gold standard in medical assisting certification. Program graduates have a 100% 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 2022 and 2023 diploma class was 100% compared to 58% 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 social media have been very effective in highlighting the quality of the program and graduates' accomplishments.

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<ul style="list-style-type: none"> In the first semester students take BIO and OST. The second semester they take ENG. All MED courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex <p>Full-Time pathways have been updated to a web-blended delivery for student convenience with work schedules and family friendly class hours.</p> <p>In comparison to neighboring institutions our program hours are consistent with other MA programs. The major difference would be our ability to have one on one instruction when needed due to the availability of faculty.</p> <p>We have increased social media presence for enrollment goals and network with our community healthcare organizations. This has allowed our program to have our first ever apprenticeship program through Caromont Health. We offer 2 cohorts per year in the summer and fall semesters. We will also offer an evening cohort starting Fall 2024.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	see attached
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>The Medical Assisting Program's Retention Goal is 49%.</p> <ul style="list-style-type: none"> The program met and exceeded its retention goal for the 2022-2023 academic year. The retention rate for 2022-2023 was 80%. Of the 2022 diploma class, 9 of the 10 students have successfully passed the CMA (AAMA) exam. The remaining student did not take the exam and decided to continue her career as a Home Health CNA. Of the 2023 Diploma class, all 22 of the 22 students successfully passed the CMA (AAMA) exam. The barriers to retention are

	Explanation
	<p>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.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A45400 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Medical Assisting program at GC? Identify strategies for enrollment growth.</p>	<p>The college has many programs for its students but those in particular that would support underserved populations include college scholarships, financial aid, and TRIO, WIOA, and NexGen. Strategies for academic support, include TRIO/Student Support Services, peer tutoring, Men of Excellence (male mentoring program), the Writing Center, and the Learning Center.</p> <p>Cleveland CC had 12 (new recurring students for Spring 2023. however, 0 from Lincoln & 1 from Gaston students were <u>from our service area</u> have enrolled in the Medical Assisting program at CCC. $0 + 1 = 1$/Opportunity for program growth.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Medical Assisting program at CVCC. $0 + 0 = 0$/Opportunity for program growth.</p> <p>Central Piedmont CC had 45 (new and recurring students Spring 2023); however, 0 from Lincoln & 2 from Gaston totaling 2 students from our service area. Opportunity for program growth.</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Medical Assisting program to students in and around our service area counties. The program should discuss contacting these institutions to request permissions to share information about the program.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<ul style="list-style-type: none"> • Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. • Course success rates are above the mean for the program. Courses that students are unsuccessful in are the GenEd courses that are required for the Diploma program. • As of 2022-2023 our enrollment needs are exceeding past years enrollment and expectations. The community demands for medical assistants are huge and the job outlook in way above average for the next 10 years.

	Explanation
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<ul style="list-style-type: none"> • Because we have changed our delivery to online and web-blended courses, this has allowed our enrollment to increase significantly. Our Medical Terminology classes are offered campus wide and our enrollment has tripled. • 2 of our faculty are ACUE certified in Online Teaching with the ACUE Online Teaching Certificate. 1 Faculty member has taken QM courses and 1 faculty member is QM certified in Effective Online Teaching. • Our MED 121 – Medical Terminology 1 class is QM certified.
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<ul style="list-style-type: none"> • End-of-Course evaluations are positive and provide excellent comments from students and practicum partnerships. 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

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>We do not have any courses with particularly low enrollment, due to the sequencing of our program curriculum. Our program overall during the pandemic has seen low enrollment due to vaccine requirements. Our success rate in the program is 99% and we have a 2% withdrawal rate due to outside factors such as family matters, job matters, or health matters.</p> <p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • MED 276 – students continuing for AAS degree <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • none <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • none
<p>Graduation: Discuss the program’s actual awards/headcount percentage data?</p>	<p>The Medical Assisting Program’s Awards/Headcount Goal is 59%.</p>

	Explanation
<p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The awards/headcount percentage for the Medical Assisting Program in 2021 was 90%, which is well 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.</p> <p>We continue to encourage communication between faculty and students in all courses they take. Watermark alerts are a great way for communication across campus to ensure successful students that lead to graduation completion.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<ul style="list-style-type: none"> Diploma Graduates are typically employed or continuing their education by September after graduating in August. <p>In 2022, 9 of the 10 diploma graduates, who passed the certification exam, were employed full-time as medical assistants immediately upon completing the program. The remaining student stayed in her current role as a home health CNA.</p> <p>In 2023, 22 of the 22 diploma graduates, who passed the certification exam, were employed full-time as CMA (AAMA). All students are continuing to excel in their career.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>Due to the increase in enrollment and restructuring of faculty roles, the program is very viable and needed to meet the demands of producing medical assistants for the community. A new hospital and outpatient physician pavilion is being built in our area and the need is growing daily.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>The Medical Assisting Program partners with Caromont, Atrium, Novant and private outpatient offices for practicum externship. We have outpatient managers and providers reach out to the program director and specifically request GC MA students.</p> <p>We also have an apprenticeship through Caromont Health with 8 students in the evening.</p>

	We meet with our MA Advisory Board that includes community partners once a year in the Spring.
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SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	An Annual Report Form (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 2022 and was accepted with no errors.

Curriculum Map - A45400 and D45400 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 eight Program Learning Outcomes are for the D45400 curriculum that transfers into the Associate Degree.

Course	PLO1	PLO2	PLO3	PLO4
	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. n, develop, and conduct patient education activities.	Perform clinical competencies related to the practice of medical assisting.	Perform laboratory procedures related to the physician's office laboratory.
MED 110				
MED 121			I	I
MED 122	I	I	I	I
MED 140			D	
MED 130	D	D		
MED 131			D	D
MED 150	D	D	D	D
MED 240		D		
MED 118			D	D
MED 272	D	D		D
MED 262			D	
MED 264		D		
MED 260	D	D	D	D

Course	PLO5	PLO6	PLO7	PLO8
	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				
MED 121		I		
MED 122		D		
MED 140	D	D		
MED 130	D	D		
MED 131	D	D	I, D	
MED 150	D	D		
MED 240	D	D		
MED 118	I			
MED 272		D		
MED 262	D			
MED 264	D	D		
MED 260	M	M	M	I, D, M

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

Program Learning Outcomes - A45400 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.	Students will create a group presentation to work together as a healthcare team to determine the best resources for their given patient scenario	Fall 2022 Mean: 85.75% Mean of Completers:85.75 % Range 80-100% N: 9	Benchmark met and exceeded	No areas for improvement indicated.	No changes are needed.	Continue to research community resources for student awareness.
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.	Fall 2022 Mean 90% Mean of completers: 90% Range 80-100% N: 9	Benchmark met and exceeded	Faculty will create more patient education scenarios for real-life practice	No changes are needed.	Continue to research community resources for student awareness.
3.	Function in the role of patient advocate to assist patients, survivors, and caregivers within the	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.	Fall 2022 Mean: 90% Mean of Completers: 90% Range 80-100% N:9	Benchmark met and exceeded	Faculty will create more patient education scenarios for real-life practice	No changes are needed.	Continue to research community resources for student awareness.

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		
	health care system.							
4.	Participate in and coordinate networking opportunities within the health care community.	Faculty will observe and grade students networking within the health care community.	On average, students will earn at least 85% on this artifact.	Fall 2022 Mean: 85% Mean of Completers: 85% Range: 80-100% N: 9	Benchmark met and exceeded	Faculty will create more patient education scenarios for real-life practice	No changes are needed.	Continue to research community resources for student awareness.

Program 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 2023 Diploma Mean:100% Mean of Completers: 100% Range: 80%-100% n: 20	Students were able to achieve 100% on this outcome Currant scenarios are proven successful and will be used for evaluations	No changes at this time.	Scores increased from the previous year.	Continue to create environments and lab learning activities that provide opportunities for students to engage in critical thinking. Provide a risk-free environment to improve patient safety and student awareness
2.	Perform administrative competencies related to the practice of medical assisting utilizing	Faculty will observe and grade students on administrative competencies by using a rubric for role play project in MED 130 which	On average, students will earn at least 80% on this artifact.	Spring 2023 diploma Mean: 95.8% Mean of Completers: 95.8% Range: 89.6% - 100% n: 22	Students were able to achieve 95.4.3% or greater on this outcome Simulation with part	More simulation activities were introduced and students had a better understanding of topics with	Administrative instructor working with other faculty in HHS division to develop telephone scenarios for student real life experience	Continue with simulation and hands on skills with EHR playground. Research other EHR training software to

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		
	necessary computer applications when applicable.	incorporates manual and computer applications.			manual application and part computer application. Based on rubric grading	hands on approach.		ensure best training for students for clinical externship.
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 2023 Diploma Mean: 99% Mean of Completers: 99% Range: 94%-100% n: 22	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 continue to exceed expectations and average mean.	Continue to provide quality training to keep this outcome above average standards.
4.	Perform laboratory procedures related to the physician's office laboratory.	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 2023 Diploma Mean: 96% Mean of Completers: 96% Range: 90%-100% n: 22	Students were able to achieve 95% or higher on this venipuncture outcome No change at this time.	No change at this time.	Purchased new simulation venipuncture arms for a more real-life experience	Partner students for peer to peer review before the instructor performs the skill evaluation.

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.	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.	Fall 2022 Diploma Mean: 97% Mean of Completers: 97% Range:70%-100% n: 22	Students were able to achieve 96% 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 of case studies for class involvement.
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 2022 Diploma Mean: 89.1% Mean of Completers: 89.1% Range: 69%-100% n: 22	Students were able to achieve 90.1% or greater on this outcome for the MED 122 Unit Exam	Encourage students to use the Learning Center on campus for tutoring and make study groups with peers	Scores increased from previous year.	Have students submit more detailed research on their pathophysiology assignments to ensure retainment and research of topic.
7.	Demonstrate knowledge of management skills relevant to the medical office setting.	Faculty will assess students' knowledge through the use of project simulation in completing an incident report based on a scenario in MED 131.	Student will achieve at least an 85% on class project, incident report utilizing scenario.	Spring 2023 Diploma Mean: 91.6% Mean of Completers: 98% Range: 0%-100% n: 22	. Students were able to achieve 92.3% or greater on this outcome for knowledge of management skill	No change at this time.	More real-world simulation trainings implemented.	Continue to assess class average and achievement of this benchmark and provide continuous real-life scenarios for practice and proficiency.
8.	Apply clinical, administrative	Faculty and clinical practice	Student will achieve at	Summer 2022 Diploma	Students exceeded	Keep clear communication	Adequate training of preceptors in the	Program Coordinator will

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 laboratory skills in the office setting and function as an entry-level health care professional.	staff will work to assess student's ability to function at entry level.	least an 90% on their practicum evaluation in MED 260	Mean:96.5% Mean of Completers: 96.5% Range: 89%-99% n:10	entry level expectations in performing medical assisting skills in the clinical/administrative areas of the medical office.	with office staff to assure that practicum evaluations are accurately reflecting the student's externship performance in the clinical setting.	office to provide honest feedback will allow for student to grow in ability	continue to provide a practicum orientation to each office manager/preceptor or participating in clinical practicum to ensure that practicum evaluations are accurately reflecting the student's performance in clinical externship.

Program Review - A25310 Medical Office Administration

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Dr. Donne Sue Shellman

Program Code(s)/Name(s):

- A25310 Medical Office Administration
- A25310GE Medical Office Administration-General
- A25310MC Medical Office Administration-Billing and Coding
- D25310GE Medical Office Administration-General
- D25310MC Medical Office Administration-Billing and Coding
- C25310GE Medical Office Administration-General
- C25310MC Medical Office Administration-Billing and Coding

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Strengths

The Medical Office Administration Program courses provide students with strong foundations in medical terminology foundation; medical legal issues; medical insurance, coding, and billing concepts; and electronic health records information pertinent to medical office professional roles. The office administration courses provide students with strong foundations for completing administrative tasks performed in a medical facility. The Medical Office Administration Program faculty maintains a strong working relationship with the Office of Work-Based Learning & Placement. Many students utilize work-based learning credits while enrolled in their programs of study. These work-based opportunities allow students to merge their academic knowledge with work-based skills; additionally, many work-based experiences lead students into full-time administrative positions within medical facilities.

Areas of Improvement

Some areas of improvement include:

- Increasing program recruitment efforts
- Increasing graduate survey response rates
- Tracking students' post-graduate employment activity
- Gathering Advisory Board member feedback to evaluate program course content relevance to medical environments
- Strengthening medical employer relationships to evaluate program course content relevance to medical environments

Needs

Targeted marketing is necessary to promote each track within the Medical Office Administration Program. Continuous updating of campus computer laboratories is required as technological advances occur frequently. Post-COVID-19, the Career and Technical Division faculty are exploring opportunities for online testing leading to Microsoft Office Specialist certification. Faculty must have opportunities to attend professional development sessions and/or conferences to remain abreast of technological changes impacting medical environments, as well as peer networking opportunities to remain abreast of best educational practices and higher education trends.

Actions

- Work with the Office of Work-Based Learning & Placement to assist in monitoring student employment trends
- Work with the Marketing Department to promote the Medical Office Administration program tracks
- Work with Technology Services Department to ensure computer laboratories contain updated technology and software
- Promote and offer Microsoft Office Specialist certification testing
- Reactivate the Medical Office Administration-General Certificate (C25310GE) in Fall 2025 due to internal institutional request to increase institutional student certificate completion rates

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A25310	A25310GE	A25310MC	D25310DS	D25310GE	D25310MC	C25310GE	C25310MC
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black	0	14	15	0	2	3	1	3
Hispanic	0	2	3	0	0	2	1	1
Non-U.S. Resident	0	2	0	0	0	1	0	1
Two or More Races	0	1	2	0	1	1	0	0
Unknown	0	3	6	0	0	1	0	0
White	1	31	39	1	3	8	2	3
Grand Total	1	53	65	1	6	16	4	8

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Medical Office Administration (25310)	117.40	118.81	121.63	100.28	73.97

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25310 Medical Office Administration	A25310	0	0	1	1
A25310DS Medical Office Administration-Document Specialist	A25310DS	1	0	0	1
A25310GE Medical Office Administration-General	A25310GE	2	3	8	13
A25310MC Medical Office Administration-Billing and Coding	A25310MC	0	9	5	14
D25310DS Business Administration-Small Business Management	D25310DS	0	0	0	0
D25310GE Medical Office Administration-	D25310GE	0	4	1	5
D25310MC Medical Office Administration-Billing and Coding	D25310MC	1	0	6	7
C25310GE Medical Office Administration-General	C25310GE	6	0	0	6
C25310MC Medical Office Administration-Billing and Coding	C25310MC	3	0	2	5
Grand Total		13	16	23	52

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25310 Medical Office Administration	A25310	8	4	0	1
A25310DS Medical Office Administration-Document Specialist	A25310DS	2	5	5	1
A25310GE Medical Office Administration-General	A25310GE	7	7	19	13
A25310MC Medical Office Administration-Billing and Coding	A25310MC	11	9	2	14
D25310DS Business Administration-Small Business Management	D25310DS	0	1	0	0
D25310GE Medical Office Administration-	D25310GE	0	3	2	5
D25310MC Medical Office Administration-Billing and Coding	D25310MC	0	2	4	7
C25310DS Medical Office Administration-Document Specialist	C25310DS	37	34	0	0
C25310GE Medical Office Administration-General	C25310GE	35	41	42	6
C25310MC Medical Office Administration-Billing and Coding	C25310MC	11	32	19	5
Grand Total		111	138	93	52

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Office Administration/ Medical Office Administration	\$488,821.83	93.7	\$352,506.22	(\$136,315.61)	96.3	\$362,210.30	(\$126,611.53)

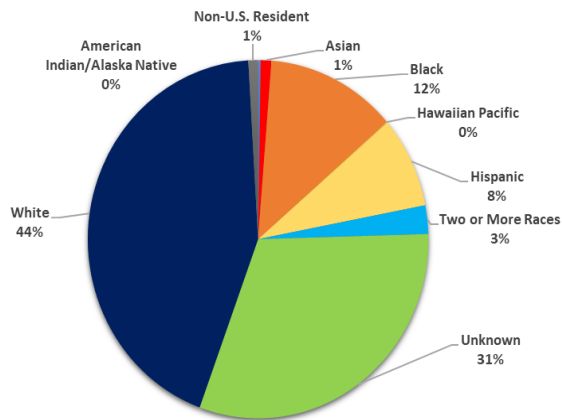
*Cost cannot be separated easily between programs

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25310 Medical Office Administration	A25310	DNA	DNA	DNA	DNA
A25310DS Medical Office Administration-Document Specialist	A25310DS	0%	DNA	0%	DNA
A25310GE Medical Office Administration-General	A25310GE	60%	67%	25%	33%
A25310MC Medical Office Administration-Billing and Coding	A25310MC	33%	67%	44%	63%
D25310DS Business Administration-Small Business Management	D25310DS	DNA	DNA	DNA	DNA
D25310GE Medical Office Administration-	D25310GE	0%	DNA	DNA	DNA
D25310MC Medical Office Administration-Billing and Coding	D25310MC	DNA	0%	DNA	DNA
C25310GE Medical Office Administration-General	C25310GE	0%	DNA	0%	0%
C25310MC Medical Office Administration-Billing and Coding	C25310MC	0%	50%	0%	DNA

College Wide - Demographics

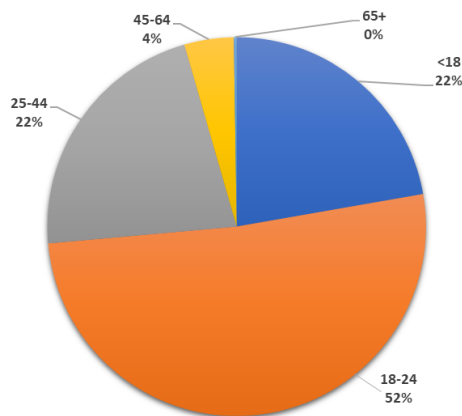
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

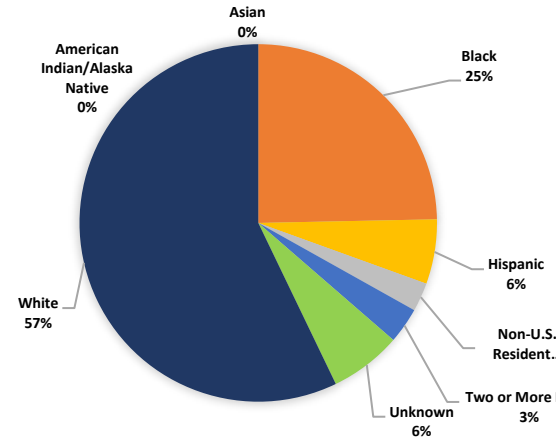


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

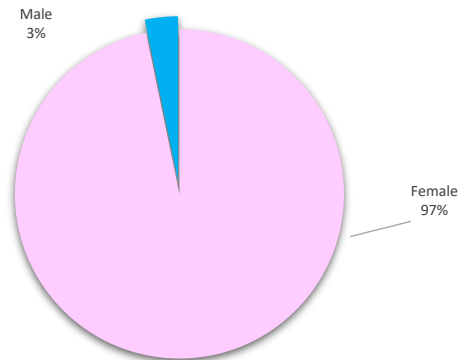


Program - Demographics

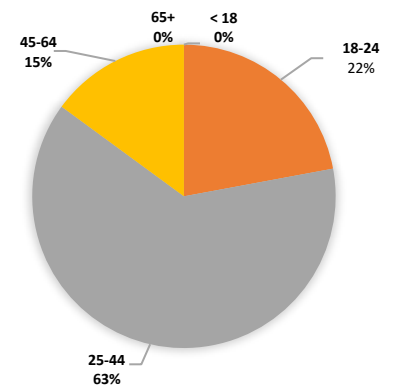
**A25310: Medical Office Administration Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A25310: Medical Office Administration
Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A25310: Medical Office Administration Unduplicated
Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Office Systems	642	40	16.1	74.5	\$ 280,097.08
OST-122	11	1	11.0	1.4	\$ 5,171.75
OST-130	81	3	27.0	10.1	\$ 38,082.86
OST-134	25	1	25.0	3.1	\$ 11,753.97
OST-135	18	2	9.0	2.3	\$ 8,462.86
OST-136	26	2	13.0	3.3	\$ 12,224.13
OST-137	96	4	24.0	12.0	\$ 45,135.24
OST-138	12	2	6.0	1.5	\$ 5,641.91
OST-140	22	2	11.0	2.1	\$ 7,757.62
OST-145	10	1	10.0	1.3	\$ 4,701.59
OST-148	46	2	23.0	4.3	\$ 16,220.48
OST-149	23	2	11.5	2.2	\$ 8,110.24
OST-153	39	2	19.5	4.9	\$ 18,336.19
OST-164	30	2	15.0	2.8	\$ 10,578.57
OST-184	9	1	9.0	1.1	\$ 4,231.43
OST-233	9	1	9.0	1.1	\$ 4,231.43
OST-238	8	1	8.0	1.0	\$ 3,761.27
OST-241	15	2	7.5	1.9	\$ 7,052.38
OST-243	16	1	16.0	2.0	\$ 7,522.54
OST-247	10	1	10.0	1.3	\$ 4,701.59
OST-248	12	1	12.0	1.5	\$ 5,641.91
OST-264	23	1	23.0	2.2	\$ 8,110.24
OST-280	34	1	34.0	4.3	\$ 15,985.40
OST-286	41	2	20.5	3.8	\$ 14,457.38
OST-289	26	2	13.0	3.3	\$ 12,224.13

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
OST-122	27%	27%	18%	0%	9%	0%	0%	18%	0%	0%	73%	73%	2.78	89%
Online	27%	27%	18%	0%	9%	0%	0%	18%	0%	0%	73%	73%	2.78	89%
OST-130	47%	20%	7%	0%	5%	0%	0%	20%	0%	4%	75%	75%	3.31	90%
Online	47%	20%	7%	0%	5%	0%	0%	20%	0%	4%	75%	75%	3.31	90%
OST-134	44%	20%	4%	0%	16%	0%	0%	16%	0%	0%	68%	68%	2.90	81%
Online	44%	20%	4%	0%	16%	0%	0%	16%	0%	0%	68%	68%	2.90	81%
OST-135	39%	22%	28%	6%	0%	0%	0%	6%	0%	0%	89%	94%	3.00	94%
Online	39%	22%	28%	6%	0%	0%	0%	6%	0%	0%	89%	94%	3.00	94%
OST-136	38%	19%	12%	0%	12%	0%	0%	19%	0%	0%	69%	69%	2.90	86%
Online	38%	19%	12%	0%	12%	0%	0%	19%	0%	0%	69%	69%	2.90	86%
OST-137	32%	16%	11%	2%	10%	0%	0%	27%	0%	4%	60%	63%	2.80	78%
Online	32%	16%	11%	2%	10%	0%	0%	27%	0%	4%	60%	63%	2.80	78%
OST-138	50%	17%	17%	8%	0%	0%	0%	8%	0%	0%	83%	92%	3.18	91%
Online	50%	17%	17%	8%	0%	0%	0%	8%	0%	0%	83%	92%	3.18	91%
OST-140	59%	18%	5%	9%	0%	0%	0%	9%	0%	0%	82%	91%	3.40	90%
Online	59%	18%	5%	9%	0%	0%	0%	9%	0%	0%	82%	91%	3.40	90%
OST-145	80%	0%	10%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.78	100%
Online	80%	0%	10%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.78	100%
OST-148	30%	20%	7%	9%	9%	0%	0%	26%	0%	0%	57%	65%	2.74	76%
Online	30%	20%	7%	9%	9%	0%	0%	26%	0%	0%	57%	65%	2.74	76%
OST-149	22%	26%	13%	13%	9%	0%	0%	17%	0%	0%	61%	74%	2.47	74%
Online	22%	26%	13%	13%	9%	0%	0%	17%	0%	0%	61%	74%	2.47	74%
OST-153	64%	8%	8%	5%	3%	0%	0%	13%	0%	0%	79%	85%	3.44	91%
Online	64%	8%	8%	5%	3%	0%	0%	13%	0%	0%	79%	85%	3.44	91%
OST-164	30%	23%	13%	13%	0%	0%	0%	20%	0%	0%	67%	80%	2.88	83%
Online	30%	23%	13%	13%	0%	0%	0%	20%	0%	0%	67%	80%	2.88	83%
OST-184	56%	33%	0%	11%	0%	0%	0%	0%	0%	0%	89%	100%	3.33	89%
Online	56%	33%	0%	11%	0%	0%	0%	0%	0%	0%	89%	100%	3.33	89%
OST-233	33%	11%	33%	22%	0%	0%	0%	0%	0%	0%	78%	100%	2.56	78%
Online	33%	11%	33%	22%	0%	0%	0%	0%	0%	0%	78%	100%	2.56	78%
OST-238	50%	0%	25%	13%	13%	0%	0%	0%	0%	0%	75%	88%	2.63	75%
Online	50%	0%	25%	13%	13%	0%	0%	0%	0%	0%	75%	88%	2.63	75%
OST-241	67%	7%	7%	7%	7%	0%	0%	7%	0%	0%	80%	87%	3.29	86%
Online	67%	7%	7%	7%	7%	0%	0%	7%	0%	0%	80%	87%	3.29	86%
OST-243	31%	19%	25%	19%	0%	0%	0%	6%	0%	0%	75%	94%	2.67	80%
Online	31%	19%	25%	19%	0%	0%	0%	6%	0%	0%	75%	94%	2.67	80%
OST-247	20%	50%	30%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.90	100%
Online	20%	50%	30%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.90	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
OST-248	25%	33%	8%	33%	0%	0%	0%	0%	0%	0%	67%	100%	2.50	67%
Online	25%	33%	8%	33%	0%	0%	0%	0%	0%	0%	67%	100%	2.50	67%
OST-264	39%	35%	22%	4%	0%	0%	0%	0%	0%	0%	96%	100%	3.09	96%
Online	39%	35%	22%	4%	0%	0%	0%	0%	0%	0%	96%	100%	3.09	96%
OST-280	82%	6%	0%	6%	3%	0%	0%	3%	0%	0%	88%	94%	3.64	91%
Online	82%	6%	0%	6%	3%	0%	0%	3%	0%	0%	88%	94%	3.64	91%
OST-286	56%	17%	10%	10%	0%	0%	0%	7%	0%	0%	83%	93%	3.29	89%
Online	56%	17%	10%	10%	0%	0%	0%	7%	0%	0%	83%	93%	3.29	89%
OST-289	42%	12%	8%	8%	23%	0%	0%	8%	0%	0%	62%	69%	2.46	67%
Online	42%	12%	8%	8%	23%	0%	0%	8%	0%	0%	62%	69%	2.46	67%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Medical Secretaries and Administrative Assistants

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	373	1.2%	100	1.2%	\$37,800
Lincoln	84	1.10%	24	1.70%	\$37,700
*Charlotte	4,908	1.2%	1,385	1.7%	\$41,500

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	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. 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.
Community:	Beginning Fall 2025, the Medical Office Administrative-General Certificate (C25310GE) will be reactivated due to an internal request to increase institutional student certificate completion rates. The Career and Technical Division (parent division of MOA programs) holds bi-annual Advisory Board meetings. The Advisory

	Explanation
<p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Board is comprised of community professionals who hold positions in the medical field that our students would pursue and hiring manager positions. During the meetings, members discuss the needs of their companies, evaluate sequencing, and offer suggestions to improve the programs. Our Advisory Board has shared support for Medical Office Administration programs. Many Advisory Board members state having medical office administration course knowledge benefits students during initial hiring as well as strengthening students' future career options compared to applicants without higher education credentials.</p> <p>The Medical Office Administration program is fortunate to have a great working relationship with the Office of Work-Based Learning & Placement. Each semester, we have students working in the field as they earn major hour elective credit while gaining valuable hands-on work experience. The work-based experiences are overall positive for both the students and the employers.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>The Medical Office Administration Program courses are offered online due to student demand as most students have various personal, professional, and/or family responsibilities. The Medical Office Administration-General Programs allow 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 Programs further expand students' knowledge of medical coding used in various medical facilities. After obtaining a degree and work experience, students are eligible to seek national administrative and coding certifications.</p> <p>Through the Office of Work-Based Learning & Placement, students gain valuable skills and work experience in Gaston and Lincoln counties. Many Medical Office Administration students have been hired full-time after their work-based learning experiences.</p> <p>Marketing efforts need continual improvement and consistent outreach to employers within the surrounding counties that highlight the unique vision of Medical Office Administration Programs and for attracting students.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Medical Office Administration Program courses are sequenced along with general education courses. Students take the same Medical Office Administration Program courses during the freshman year, allowing students to choose between General or Billing and Coding pathways without losing course credit and allowing students to remain on track to graduation.</p> <p>Academic Advisors provide students with full-time and part-time pathways for completing Medical Office Administration Programs.</p> <p>Total degree program hours were reduced as required by institutional participation in Guided Pathway initiatives. All degree program hours remain less than 70 total hours to complete (listed at 69 total degree hours). In comparison, some neighboring institutions require less than 70 total hours for degree completion. Both Cleveland Community College (AAS 25310_ and Central Piedmont Community College (A25310M) require 64 total degree program hours.</p> <p>Marketing Department and Student Services Department efforts are utilized to improve enrollment goals. Advisory Board feedback is utilized to improve the Medical Office Administration Program, as well as to improve courses. Student feedback is utilized to improve course offerings.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>The Medical Office Administration Program had a 67% retention rate from Fall 2021 to Spring 2022.</p> <p>In addition to academic advisors' student success coaching, Medical Office Administration faculty promote student participation, completion and remaining on track to graduation. Through Spring 2023, Watermark (formerly Aviso) and student email alerts were utilized for institutional communications to students.</p> <p>Many students majoring in Medical Office Administration Programs have various nonacademic (personal, professional, and family) responsibilities that distract students and create academic challenges for students, particularly for students with full-time</p>

	Explanation
	course loads. Thus, many Medical Office Administration Program students take reduced courseloads.
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A25310 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Medical Office Administration program at GC? Identify strategies for enrollment growth.</p>	<p>Institutional data revealed that 57% of Medical Office Administration Program students identified as White, while 25% of students identified as Black. Smaller percentages of Medical Office Administration Program students identified as Asian, Hispanic, Non-US resident, Two or More Races, and Unknown. More data is necessary to determine what percentage of underserved students reside in Gaston and Lincoln Counties, as well as online students who may live outside of the institution's service area. Collaboration with the Offices of Student Services, Admissions, and Marketing is necessary to support underserved populations.</p> <p>While quantitative data reveals that some Gaston and Lincoln County residents are enrolling at other North Carolina community colleges, qualitative data may reveal reasons for students' enrollment decisions. Such decisions may include workplace location, childcare location, travel distances, and/or relocation after enrollment.</p> <p>Cleveland CC had 48 (new recurring students for Spring 2023); however, 6 from Lincoln, but 2 from Gaston students were <u>from our service area</u> have enrolled in the Medical Off Admin program at CCC. 8 students demonstrate an opportunity for program growth</p> <p>Catawba Valley CC had 45 (new and recurring students for Spring 2023); however, 2 from Lincoln & 2 from Gaston students were <u>from our service area</u> have enrolled in the Medical Off Admin program at CVCC. 4 students demonstrate an opportunity for program growth</p> <p>Central Piedmont CC had 105 (new and recurring students Spring 2023); however, 1 from Lincoln & 5 from Gaston totaling 6 students from our service area. 1 + 5 = 6/Opportunity for program growth</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Medical Office Administration program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p>	<p>All course sequencing is carefully considered and based upon North Carolina Community College Program Standards for the Medical Office Administration Programs. Many of the courses</p>

	Explanation
<p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>require state prerequisites to be completed prior to enrollment in subsequent courses.</p> <p>Students' balance of general education courses and major courses must follow North Carolina Community College Program Standards for the Medical Office Administration Programs. The department strives to have consistency with the first fall semester in each track, allowing students the opportunity to change tracks without losing credit for completed coursework. Academic Advisors and faculty members advise students throughout the program to keep them on track and ensure all state prerequisites are completed prior to enrollment in advanced courses.</p> <p>The Medical Office Administration Department strives to offer various courses in various modalities (online, seated, and hybrid) to accommodate the student preference. Course demand and historical enrollment trends are used to create schedules for each semester.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>The Medical Office Administration Department offers courses online, seated, and hybrid formats. Most hybrid classes are offered during the day and seem to suit student needs. The Medical Office Administration Department offers all courses online to market it as a completely online program, as online courses tend to be the most popular modality for MOA students. In Fall 2022, institutional enrollment increases by 0.5%, suggested that course offerings met students' needs.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>The institution conducts course evaluations in all Career and Technical Education courses during the fall and spring semesters. During the summer semester, the institution conducts course evaluations only for courses offered during the summer semester. Overall, course evaluations indicated positive feedback. All Medical Office Administration Program faculty members and program chairs review course evaluation data and utilize the feedback to determine what course or program changes are necessary and beneficial for students' optimal academic success.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment,</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> Encourage students to follow programs of study (semester course lists) to regulate enrollment

	Explanation
<p>low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> Encourage students to start strong, participate weekly, and seek support services (academic and nonacademic) during times of suboptimal performance <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> Encourage students to remain on track to graduation by completing courses based on programs of study (semester course lists) Encourage students to assess their academic and nonacademic responsibilities per semester to avoid withdrawals <p>Student completion is a top priority for Medical Office Administration Program faculty and Academic Advisors.</p>
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The Medical Office Administration program had an awards/headcount ratio of 37%.</p> <p>The headcount in the Medical Office Administration program was 249. The total number of awards was 92, with 25 at the highest level. This yields an awards/headcount ratio of 37%. There is no stated awards/headcount ratio goal for the College during the 2021-2022 academic year.</p> <p>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.</p> <p>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.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>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 incredibly low at 1.9%</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>The Medical Office Administration Program had an FTE count of 100.28 for Fall 2022. Medical Office Administration is a viable program for Gaston College and other institutional programs.</p> <p>The Medical Office Administration 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.</p> <p>Many area medical facilities require employees to obtain associate degrees either for employment or career advancement, making our Medical Office Administration Programs vital to Gaston and Lincoln County residents.</p> <p>Beginning Fall 2025, the Medical Office Administrative-General Certificate (C25310GE) will be reactivated due to an internal request to increase institutional student certificate completion rates. Many certificate and diploma students complete and then seek a degree.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<p>In coordination with the Office of Work-Based Learning & Placement, the Medical Office Administration Program faculty collaborate with area employers for securing internships and for placing students into medical positions. Additionally, Medical Office Administration Program faculty collaborate with Advisory Board members as well for student internships and medical positions.</p>

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	<p>The Medical Office Administration Programs meet the National Healthcareer Association (NHA) program guidelines. Medical Office Administration Program students qualify to seek NHA's certified medical administration assistant (CMAA) certification. According to the 2020 Industry Outlook, 75% of employers require or encourage certification for medical administrative assistants.</p> <p>Recommendations</p>

	Comments
	<ul style="list-style-type: none"><li data-bbox="743 243 1365 310">• Achieve Medical Office Administration Programs accreditation from NHA.<li data-bbox="743 323 1349 352">• Promote NHA's CMAA certification to students.

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	

Curriculum Map - A25310MC Medical Office Administration – Billing and Coding

Course	PLO1	PLO1	PLO2
	Demonstrate proper use of medical terminology and abbreviations used in medical offices and medical information management systems.	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.
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	

Course	PLO1	PLO1	PLO2
	Demonstrate proper use of medical terminology and abbreviations used in medical offices and medical information management systems.	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.
OST 134		D	
OST 164		I	
OST 264	D		
OST 280	D		
OST 149	D		
OST 153		I	
OST 286		M	
OST 289		M	
OST 130		I	
OST 137		I	
OST 141	I		

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

Program 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
				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.	<p>Spring 2019 Mean of Completers: 91% Range: 74-100 n:22</p> <p>Spring 2020 Mean of Completers: 94% Range: 78-100 n:26</p> <p>Spring 2021 Mean of Completers: 95% Range: 78-100 n:19</p> <p>Spring 2022 Mean of Completers: 93% Range:72-100 n:22</p>	<p>As a continuation course, reinforcement of medical terminology and anatomy and physiology provides a basis for the MOA degrees.</p> <p>With each chapter, students are introduced to new terminology and A&P terminology is reinforced throughout the semester.</p>	<p>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. When students are having issues with particular</p>	<p>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.</p> <p>In addition to using online resources, instructors encourage students to use the Learning Center for more assistance.</p>	<p>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</p>

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		
				<p>Spring 2023 Began using MED 122 instead of OST 142 Mean of Completers: 91% Range: 73-99 n:14</p>		<p>words, faculty assist students virtually.</p>		<p>has been removed and MED 122 will be used for measurement. The MOA Department continues to use the same instructional materials and Blackboard course content for MED 122 (and MED 121, the initial course) that was used in both OST 141 and OST 142 (previous courses). Rationale: The instructional materials are highly effective in teaching students the language-structure approach for learning medical terminology. Additional rationale includes that the Blackboard assignments,</p>

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		
								activities, and instructions follow sound educational practices for effective college instruction. Both instructional materials and Blackboard course content contain multiple measures of student knowledge and offer opportunities for student growth and academic success.
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	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	Throughout the semester, students complete various office-related documents and receive feedback to edit them before 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	Faculty continued to assist students and helped them in improving their office-related documents. Based on Fall 2020 data, with encouragement to make	This outcome will change and the course that is measured will change: Demonstrate, identify and assess appropriate procedures for entering payroll information 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		
		<p>career information interview, telephone techniques, a resume, a netiquette flyer, a sales invoice, an agenda, an itinerary, and travel etiquette.</p> <p>A standardized rubric is utilized for grading.</p>		<p>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 Spring 2023 Mean of Completers: 88%</p>		<p>take the time to correct the errors, but some do not, whether it is punctuation or formatting issues.</p>	<p>corrections, most students took advantage of the option, resulting in a high completer percentage.</p> <p>Based on Spring 2021 data, two students did not take advantage of the option with grades of 30 and 45 that caused the overall class average to drop.</p> <p>The faculty encouraged students to utilize CET 107 (open computer lab), the Writing center, and the Learning Center for assistance.</p>	<p>tax and withholding information and processing and creating payroll checks in an office environment.</p> <p>The course measured will be OST 153 Office Finance Solutions, and we will use the Payroll Report.</p>

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		
				Range: 10-100 n:10 Measured in spring only				
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, and is graded on rubric.	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 n:8 Spring 2022 Mean of Completers: 87.75% Range: 73-98 n:16	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 documents correct and ensure students can correctly format documents required in the workplace.	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 documents to correct/revise and learn proper formatting of documents

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		
				Spring 2023 Mean of Completers: 81% Range: 68-98 n:10				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 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% Range: 88-98 n:4	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
				Results	Strengths	Areas for Improvement		
				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	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%	As a continuation course, reinforcement of coding, along with OST 248, provides a basis of coding	To better prepare for the final exam, students will evaluate coding assignments and test feedback, reflecting upon what is learned and how to apply	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 mastery to determine if the outcome is met.

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		
		that requires students to properly identify procedures and diagnoses.		<p>Range: 48-96 n:21 Spring 2021 Mean of Completers: 86%</p> <p>Range: 70-99 n:24 Spring 2022 Mean of Completers: 91%</p> <p>Range: 78-98 n:25 Spring 2023 Mean of Completers: 88%</p> <p>Range: 78-98 n:10</p>	<p>for the MOA degree.</p> <p>Practical application of coding in the workplace is needed.</p> <p>Students receive many opportunities to look up and code the diagnosis throughout the semester to ensure knowledge of the process.</p>	<p>what was learned in subsequent chapters and in a professional position within a medical setting. This should improve success on the final exam.</p>	<p>Instructors will use virtual consultations to help students understand material as needed.</p> <p>The faculty will continue to provide feedback for students to reflect on the correct coding processes.</p> <p>The MOA Department continues to use the same instructional materials and Blackboard course content Rationale: The instructional materials are highly effective in teaching students the medical coding, as well as providing</p>	

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		
								<p>immediate feedback which creates a highly effective learning environment for students. Additional rationale includes that the Blackboard assignments, activities, and instructions follow sound educational practices for effective college instruction. Both instructional materials and Blackboard course content contain multiple measures of student knowledge and offer opportunities for student growth and academic success.</p>

Program Review - A45110 Associate Degree Nursing

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Cheryl Logan

Program Code(s)/Name(s):

- **A45110 Associate Degree Nursing**
- **A45110PN Associate Degree Nursing**
- **A45110RN Associate Degree Nursing**
- **C45110A Associate Degree Nursing**
- **C45110B Associate Degree Nursing**

SECTION I: 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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?
<ul style="list-style-type: none"> • Strengths: Strong administrative and community support. Strong NCLEX pass rate. 3 -year average for 2020-2022 is 93%. 2023 pass rate is 100% for ADN class of 2023. • Areas for Improvement: Increase retention of students who begin each ADN class in fall semester. Increase number of students accepted into each ADN class in fall semester. Succession plan for full-time faculty. Retention of full-time faculty. Had 5 full-time faculty leave during this review period. New Director of Nursing • Needs: Increase number of full-time faculty. Increase salary to be competitive with RN salaries in the area. Still need Compliance Specialist and Clinical Scheduling Specialist. Also, need to review student success coaching for nurse educators. • Actions: Review current pay for full-time faculty. Review student evaluations. Review faculty evaluations. Comprehensive review of ADN nursing programs with subcommittees will begin in January, 2024 in preparation for ACEN onsite visit in October, 2024. Gaston College ADN programs are seeking 4th accreditation.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A45110	A45110PN	A45110RN	C45110A	C45110B	A45110
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black	0	11	12	1	0	0
Hispanic	2	1	4	0	0	2
Two or More Races	0	3	2	0	0	0
Non-U.S. Resident	0	2	1	0	0	0
Unknown	0	2	12	0		0
White	5	27	57	1	1	5
Grand Total	7	46	88	2	1	7

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Associate Degree Nursing (A45110)	163.66	165.26	153.94	161.13	149.16

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45110 Associate Degree Nursing	A45110	0	0	2	2
A45110PN Associate Degree Nursing	A45110PN	0	0	26	26
A45110RN Associate Degree Nursing	A45110RN	0	0	23	23
C45110A Associate Degree Nursing	C45110A	6	0	82	88
C45110B Associate Degree Nursing	C45110B	6	0	87	93
Grand Total		12	0	220	232

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45110 Associate Degree Nursing	A45110	77	30	39	2
A45110PN Associate Degree Nursing	A45110PN	0	41	36	26
A45110RN Associate Degree Nursing	A45110RN	0	0	0	23
C45110A Associate Degree Nursing	C45110A	0	211	171	88
C45110B Associate Degree Nursing	C45110B	0	204	141	93
Grand Total		77	486	387	232

Program Financial Viability

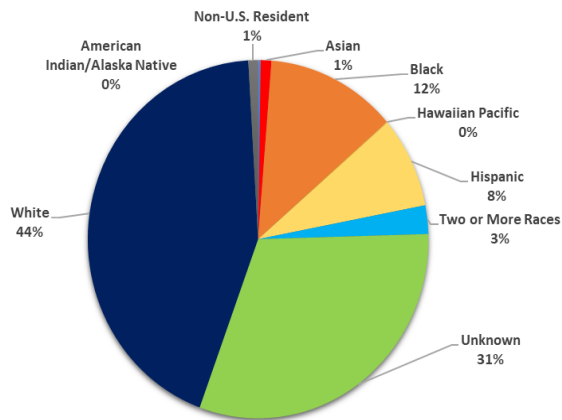
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Associate Degree Nursing	\$1,241,369.62	259.4	\$1,268,570.80	\$27,201.18	261.3	\$1,277,665.55	\$36,295.93

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A45110 Associate Degree Nursing	A45110	DNA	DNA	DNA	DNA
A45110PN Associate Degree Nursing	A45110PN	DNA	DNA	DNA	DNA
A45110RN Associate Degree Nursing	A45110RN	DNA	DNA	83%	88%
C45110A Associate Degree Nursing	C45110A	DNA	DNA	0%	0%
C45110B Associate Degree Nursing	C45110B	DNA	DNA	0%	0%

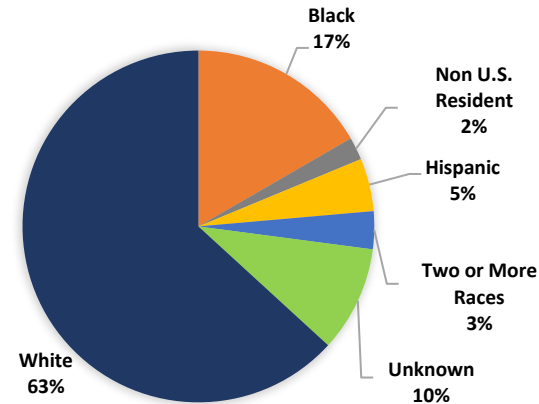
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



Program - Demographics

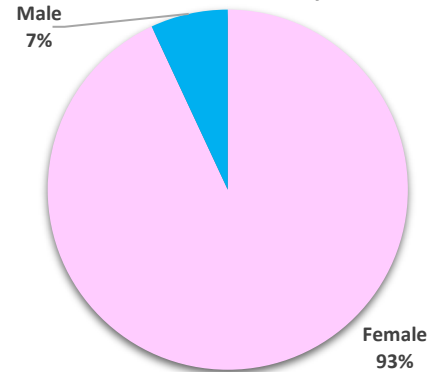
**A45110: Nursing(ADN/LPN-RN) Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



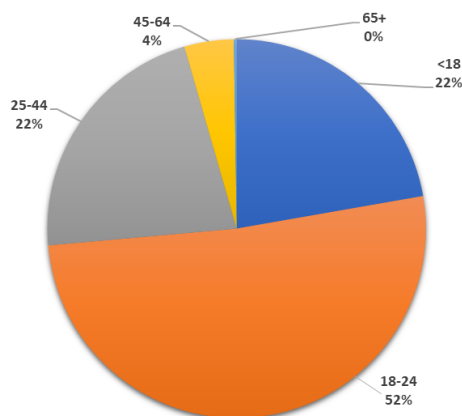
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



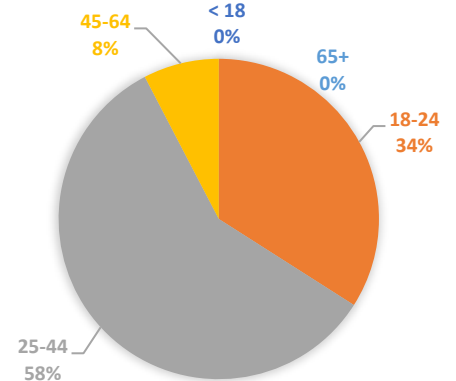
**A45110: Nursing(ADN/LPN-RN) Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A45110: NURSING(ADN/LPN-RN) Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Nursing	479	14	34.2	216.2	\$ 1,057,234.01
NUR-101	96	3	32.0	57.0	\$ 278,710.05
NUR-102	65	3	21.7	32.5	\$ 158,913.63
NUR-111	62	1	62.0	31.0	\$ 151,579.15
NUR-112	46	1	46.0	12.9	\$ 63,259.85
NUR-113	35	1	35.0	9.8	\$ 48,132.49
NUR-211	45	1	45.0	12.7	\$ 61,884.63
NUR-212	35	1	35.0	9.8	\$ 48,132.49
NUR-213	27	1	27.0	18.6	\$ 90,764.13
NUR-221	39	1	39.0	18.3	\$ 89,388.91
NUR-223	29	1	29.0	13.6	\$ 66,468.68

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
NUR-101	4%	63%	21%	1%	4%	0%	0%	7%	0%	0%	88%	89%	2.66	94%
Seated	4%	63%	21%	1%	4%	0%	0%	7%	0%	0%	88%	89%	2.66	94%
NUR-102	0%	83%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.83	100%
Seated	0%	83%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.83	100%
NUR-111	5%	69%	13%	2%	0%	0%	0%	11%	0%	0%	87%	89%	2.87	98%
Seated	5%	69%	13%	2%	0%	0%	0%	11%	0%	0%	87%	89%	2.87	98%
NUR-112	15%	83%	2%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.13	100%
Seated	15%	83%	2%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.13	100%
NUR-113	0%	83%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.83	100%
Seated	0%	83%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.83	100%
NUR-211	4%	93%	2%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.02	100%
Seated	4%	93%	2%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.02	100%
NUR-212	0%	91%	9%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.91	100%
Seated	0%	91%	9%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.91	100%
NUR-213	0%	93%	7%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.93	100%
Seated	0%	93%	7%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.93	100%
NUR-221	3%	67%	15%	0%	0%	0%	0%	10%	5%	0%	89%	89%	2.85	100%
Hybrid	3%	67%	15%	0%	0%	0%	0%	10%	5%	0%	89%	89%	2.85	100%
NUR-223	0%	90%	10%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.90	100%
Hybrid	0%	90%	10%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.90	100%

Employment Data: Registered Nursing

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	1,706	1.4%	240	1.1%	\$75,000
Lincoln	367	1.30%	55	1.40%	\$74,900
*Charlotte	22,800	1.4%	3,440	1.5%	\$82,700

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: Nursing Assistants

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	995	3.7%	331	1.0%	\$31,300
Lincoln	263	3.30%	91	1.40%	\$31,200
*Charlotte	11,459	3.8%	3,976	1.4%	\$34,300

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>This program is an integral part to the Gaston county community and the surrounding areas. The average age of the entering nursing student is 25-44 years, which could indicate second career choices. Providing a diverse nursing workforce is also important to this community. Studies show that people living in a community are more likely to visit healthcare providers who are representative of their race, ethnicity, and gender.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Healthcare systems, including CaroMont Health and Atrium Health depend on qualified ADN graduates to enter the nursing workforce as experienced nurses are retiring and leaving the workforce. Nursing employment opportunities are expected to continue to grow.</p> <p>Partnerships with CaroMont Health and Atrium Health have provided more resources not only to nursing students but other health sciences programs, such as Nurse Aide (NA) and Surgical Technology.</p>

	Explanation
	Advisory committee feedback includes researching how to provide a smoother pathway for Gaston Early Medical College students. Next Advisory committee meeting to be held 1/25/24.
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Enthusiastic, nurse educators dedicated to development of great nurses.</p> <p>Excellent facilities for classroom, lab, and simulation lab experiences for students, utilizing several low, medium, and high-fidelity simulators. Committed faculty who spend considerable amount of time reaching out to students to assist in their success.</p> <p>The nursing department holds informational sessions throughout the year to gauge interest in the nursing programs. The nursing program benefits from experienced advisors and recruiters who may be the first contact for students.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals?</p> <p>Improve the program for our students? Improve course offerings?</p>	<p>Courses are selected and sequenced in a way that makes sense so that pre-requisites and co-requisites occur prior to the course or concurrently. The curriculum committee reviews and makes recommendations to the nursing programs director.</p> <p>Full-time and Part-time pathways are updated and reviewed throughout the curriculum year. Currently reviewing pathways with partnerships.</p> <p>In comparison to Catawba Valley Community College, our program hours are 71 compared to 70 for theirs. The one-hour difference is that our program includes ACA 122 College Transfer Success.</p> <p>In comparison to Cleveland Community College, our program hours are 71 compared to 70 or 71 hours for theirs (which depends on whether a student takes General Microbiology for 3 credits or Microbiology for 4 credits).</p> <p>Gaston College Admissions coordinate tours of the nursing program areas so that prospective high school students can see what we offer to our community. Nursing program information sessions are available to middle schools and high schools.</p> <p>The nursing programs review current nursing education literature and NC Board of Nursing recommendations to ensure our program is second to none. The nursing programs also rely on input from advisory committee members, clinical partners, and students.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	Attached below.
<p>Retention and Progression: How does program retention compare to the retention goal? Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>The program retention goal is 60%.</p> <p>The total number of students who started our last graduating cohort was 109. Of those, 25 (23%) withdrew, 51 (47%) students graduated and 12 (11%) who did not graduate are still actively pursuing coursework. Considering the 51 students who were enrolled in the last course of the program all were retained (100%).</p> <p>Some barriers to student progress are not being able to devote enough off-campus time to study, unsuccessful dosage calculation exam results, financial (working too many hours), inadequate support (childcare), and transportation.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A45110 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the ACC program at GC? Identify strategies for enrollment growth.</p>	<p>Faculty enter a notification in Aviso when made aware of student needs. Faculty meet with students who are unsuccessful on at least one of the first two exams of the course. Success plans are developed with student and notification entered in Aviso.</p> <p>Cleveland CC had 99 (new recurring students for Spring 2023); however, 1 from Lincoln & 16 from Gaston students were <u>from our service area</u> have enrolled in the NUR program at CVCC. $1 + 16 = 17$/Opportunity for program growth</p> <p>Catawba Valley CC had 99 (new and recurring students for Spring 2023); however, 2 from Lincoln & 12 from Gaston students were <u>from our service area</u> have enrolled in the NUR program at CVCC. $2 + 12 = 14$/Opportunity for program growth</p> <p>Central Piedmont CC had 189 (new and recurring students Spring 2023); however, 2 from Lincoln & 7 from Gaston totaling 9 students from our service area. $2 + 7 = 9$/Opportunity for program growth</p> <p>Consider that Gaston College usually has an admission list of 120-180 students waiting to be selected for the fall semester cohort. If students have taken a pre-requisite during the summer and are awaiting a grade, we need to delay those selection letters in order to select the best qualified candidates. Also, some may not have taken TEAS exam until later or a 2nd attempt in order to improve overall ranking for selection.</p> <p>Some of the students that are not selected for Gaston College may become the new and recurring students for CCC, CVCC and CPCC. NCBON has given approval for 140 students in the ADN programs. This number includes entering students in fall, continuing students</p>

	Explanation
	<p>and PN to ADN students. More qualified faculty will ensure that more students can enter the fall start.</p> <p>Have identified Gaston College Early Medical College to provide pathway to nursing programs. Also, nearby charter schools have been identified to develop nursing aide programs which could recruit and increase enrollment.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Some of the general education and elective courses should be evaluated and sequenced in a way that aligns with the nursing programs admission selections process. Nursing program allows for concurrent courses during the program progression, however, have identified that this may be a barrier to progression.</p> <p>Course success rates of 80% have been obtained when faculty and students meet and develop plans of success.</p> <p>Courses are reviewed and identified during curriculum review committee meetings.</p>
<p>Modality:</p> <p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Traditional ADN is seated. LPN to ADN is evening hybrid cohort. Both programs graduate together in Spring.</p> <p>Faculty have completed online training to ensure that each course has met the minimum standards for quality online courses based on Quality Matters (QM), a national research-based rubric designed to evaluate the quality on online instruction. All new faculty are required to complete Blackboard and Accessibility Training (BAAT) during their first semester of teaching.</p>
<p>Evaluation:</p> <p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p>	<p>Positive statements by students: "Today for the first time I actually saw myself in the role of a nurse. Although there is so much that I need to learn I felt joy and confidence that I had knowledge that gave me an idea of what a good nurse should do. I appreciate all the instructors." 1st year 1st semester ADN student after Simulation Lab.</p>

	Explanation
<p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Negative statements by students: "From a grade point stance- I am currently passing so I am not sure if that is why they aren't taking me seriously? Either way, I am very concerned about student success in this program. I am worried that proper actions aren't being taken to show us students that there are instructors and faculty that care enough to provide guidance and support to alleviate our stress and anxiety as well as resources to ensure confidence in our careers as students and nurses. I would like to meet with you in person or via zoom at some point to see what I can possibly do to make a change in the program." 2nd semester LPN to ADN student at week 11.</p> <p>Currently, we review student feedback during the semester and if applicable can improve during the delivery of the course. At other times, it may be more beneficial to review comments, meet with course instructor and/or include in faculty meetings to improve the entire program.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • The ADN nursing programs have a history of qualified students and a wait list. Low enrollment is not applicable. • Continue to offer tours to middle schools and high schools in the community to showcase our programs. <p>Courses with Low Success Rate</p> <ul style="list-style-type: none"> • Review course structure with faculty along with survey results from students. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • Review Information Sessions to ensure that rigor of program is explained along with the support Gaston College has available. • Review Orientation Sessions to ensure that the rigor of program is explained along with the support Gaston College has available. • Director of Nursing to meet with student who withdraw to discuss readmission process.
<p>Graduation: How does the actual awards/headcount percentage compare to the awards/headcount goal?</p>	<p>The rigor of nursing programs is well known. Those who maintain a 'B' average throughout their nursing courses also, have higher GPA and therefore receive distinction upon graduation.</p> <p>This has been addressed in section Student Progress.</p>

	Explanation
Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	All of the ADN students received job offers prior to or during their final nursing course in Spring 2023. They all complete a minimum of 120 hours of Preceptorship, also known as Focused Client Care Experience by the NCBON during the Spring semester in order to assist them for entry level nursing upon successful passing of the NCLEX.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Nursing programs have historically cost more than other programs due to equipment and supplies in order to provide real-life experiences for students in a safe environment. The nursing program strives to utilize cost-saving practices.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Atrium Health and CaroMont are two apprenticeship programs currently, the nursing program has articulation agreements with several nearby colleges in order for ADN program graduates to continue nursing education to complete Bachelor's degree, etc. namely, Lenoir-Rhyne College, Gardner-Webb University, etc.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The ADN program is seeking 4 th accreditation from the Accrediting Commission for Education in Nursing in 2024.

Curriculum Map - A45110 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 mastery level appropriate for graduation

Program 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 NCBN RN Scope of Practice on the clinical evaluation tool.	On average, students will earn at least an evaluation of satisfactory on this artifact.	100%	Nursing skills, communication, safety, prioritization	Time management	Began integrating NurseThink resource throughout the curriculum beginning Fall 2022	Attend workshops conducted by NurseThink leadership
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.	100% assessed during clinical experience by clinical instructor	One-on-one feedback with clinical instructor in clinical setting	Develop grading rubric that is not subjective.	Will continue to evaluate and re-evaluate	Review at end-of-course meeting and develop a measurable assessment.

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	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 have rubric ahead of check-off in order to practice and understand how they will be assessed.	Continue to review at end-of-course meetings.
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.	Will continue to evaluate and re-evaluate	Continue to review at end-of-course meetings.
5	Implement caring interventions incorporating documented best practices for individuals	Direct Measure: All NUR 212 students will be evaluated on their ability to plan and implement a teaching project on	On average, students will earn at least 80% on this artifact.	100%	Opportunity for students to participate in evidence-based practice initiatives on	Grading rubric is subjective. Need to review using objective grading scale.	Will continue to evaluate and re-evaluate.	Continue to 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		
	in diverse settings.	a regional, state or national health/wellness and illness initiative be graded on a faculty developed rubric.			local, state, or national level.			
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.	100%	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.	Will continue to evaluate and re-evaluate.	Continue to review at end-of-course meetings.
7	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes	Direct Measure: NUR 112 students will be required to round with other disciplines such as PT, RT and social work and present one plan that could be collaborated with the interdisciplinary	On average, students will earn at least 80% on this artifact.	100%	Opportunity for nursing students to collaborate with other interdisciplinary team members.	Grading rubric is subjective. Need to review using objective grading scale. Include students from Respiratory Therapy,	Will continue to evaluate and re-evaluate	Continue to 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		
		healthcare team to increase organizational outcomes. Each student's presentation will be evaluated by a faculty developed rubric.				Surgical Tech, Medical Assisting, NA and Pharmacy tech programs		
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.	100%	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.	Will continue to evaluate and re-evaluate	Continue to review at end-of-course meetings
9	Prioritize assessments and client-centered nursing interventions relevant to	Direct Measure: NUR 212 students will be evaluated on their ability to satisfactorily complete a discussion board	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.	Will continue to evaluate and re-evaluate	Continue to 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		
	clinical decision making.	assignment on prioritization of care utilizing a faculty developed rubric.						

Program Review - D45660 Practical Nursing

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Cheryl Logan

Program Code(s)/Name(s):

- **D45660 Practical Nursing (Diploma Only)**

SECTION I: 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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** Strong administrative and community support. Strong NCLEX pass rate. 3 -year average for 2020-2022 is 99%. 2023 pass rate is 98.15% for PN class of 2023.
- **Areas for Improvement:** Increase retention of students who begin each PN cohort in fall semester. Increase number of students accepted into each PN cohort in fall semester. Succession plan for full-time faculty. Retention of full-time faculty. Had 2 full-time faculty leave during this review period. New Director of Nursing.
- **Needs:** Increase number of full-time faculty. Increase salary to be competitive with LPN salaries in the area. Still need Compliance Specialist and Clinical Scheduling Specialist. Also need to review student success coaching for nurse educators.
- **Actions:** Review current pay for full-time faculty. Review student evaluations. Review faculty evaluations. Comprehensive review of PN nursing program with subcommittees will begin in January, 2024 in preparation for ACEN onsite visit in October, 2024. Gaston College PN program is seeking 4th accreditation.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	D45660 (Diploma Only)
American Indian/Alaska Native	0
Asian	1
Black	31
Hispanic	17
Two or More Races	9
Non-U.S. Resident	4
Unknown	10
White	69
Grand Total	141

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Practical Nursing (D45660)	94.66	96.38	98.97	94.22	112.16

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
D45660 Practical Nursing	D45660	47	1	DNA	48
Grand Total		47	1	DNA	48

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
D45660 Practical Nursing	D45660	49	54	44	48
Grand Total		49	54	44	48

Program Financial Viability

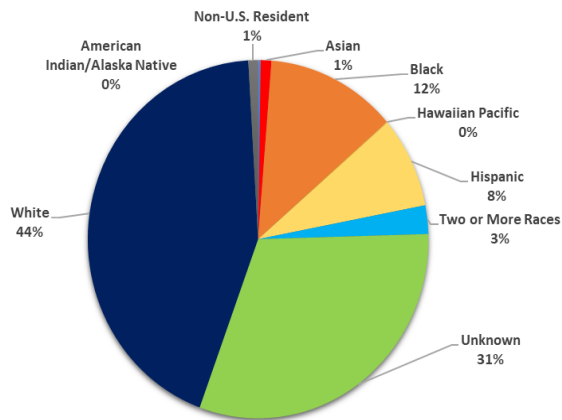
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Associate Degree Nursing (Including D45660)	\$1,241,369.62	259.4	\$1,268,570.80	\$27,201.18	261.3	\$1,277,665.55	\$36,295.93

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
D45660 Practical Nursing	D45660	0%	DNA	0%	61%

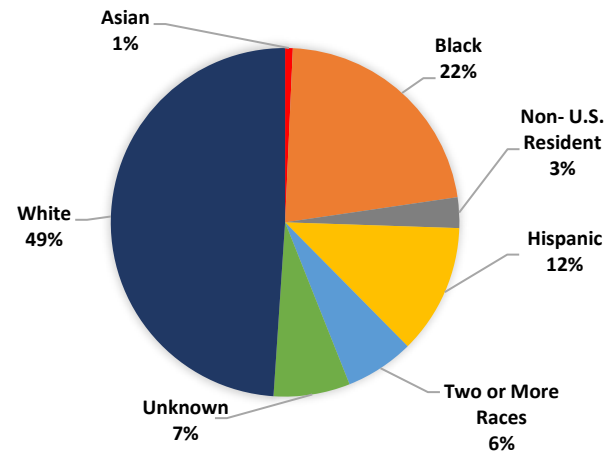
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Program - Demographics

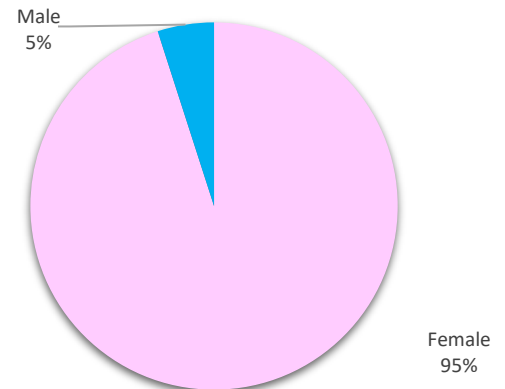
D45660: Practical Nursing Unduplicated Enrollment
Academic Year 2022-2023 - by Race



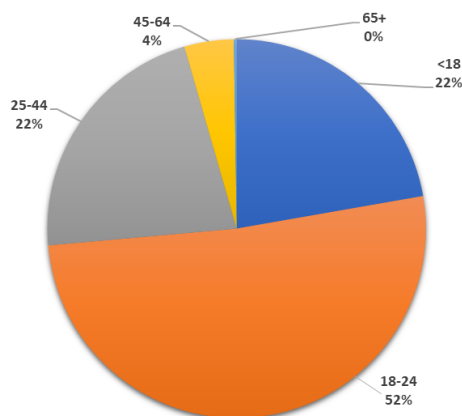
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



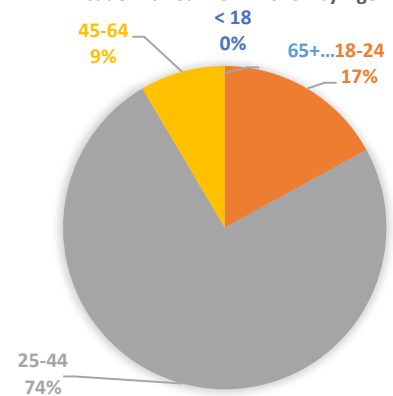
D45660 Practical Nursing Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



D45660 Practical Nursing Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Nursing	479	14	34.2	216.2	\$ 1,057,234.01
NUR-101	96	3	32.0	57.0	\$ 278,710.05
NUR-102	65	3	21.7	32.5	\$ 158,913.63

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
NUR-101	4%	63%	21%	1%	4%	0%	0%	7%	0%	0%	88%	89%	2.66	94%
Seated	4%	63%	21%	1%	4%	0%	0%	7%	0%	0%	88%	89%	2.66	94%
NUR-102	0%	83%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.83	100%
Seated	0%	83%	17%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.83	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Nursing Assistants

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	995	3.7%	331	1.0%	\$31,300
Lincoln	263	3.30%	91	1.40%	\$31,200
*Charlotte	11,459	3.8%	3,976	1.4%	\$34,300

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Registered Nursing

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	1,706	1.4%	240	1.1%	\$75,000
Lincoln	367	1.30%	55	1.40%	\$74,900
*Charlotte	22,800	1.4%	3,440	1.5%	\$82,700

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405</p> <p>https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>This program is an integral part to the Gaston county community and the surrounding areas. The average age of the entering nursing student is 34 years, which could indicate second career choices. Providing a diverse nursing workforce is also important to this community. Studies show that people living in a community are more likely to visit healthcare providers who are representative of their race, ethnicity, and gender.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>Healthcare systems, including CaroMont Health and Atrium Health depend on qualified PN graduates to enter the nursing workforce as experienced nurses are retiring and leaving the workforce. Nursing employment opportunities are expected to continue to grow.</p> <p>Partnerships with CaroMont Health and Atrium Health have provided more resources not only to nursing students but other health sciences programs, such as Nurse Aide (NA) and Surgical Technology.</p> <p>Advisory committee feedback includes researching how to provide a smoother pathway for high school and early college students. Next Advisory committee meeting to be held 1/25/24.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Enthusiastic, nurse educators dedicated to development of great nurses.</p> <p>Excellent facilities for classroom, lab, and simulation lab experiences for students, utilizing several low, medium, and high-fidelity simulators. Committed faculty who spend considerable amount of time reaching out to students to assist in their success. Gaston College nursing students participate in many community service initiatives such as Relay for Life, Lincoln Apple Festival, and Breast Cancer Awareness.</p> <p>The nursing department holds informational sessions throughout the year to gauge interest in the nursing programs. The nursing program benefits from experienced advisors and recruiters who may be the first contact for students.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Courses are selected and sequenced in a way that makes sense so that pre-requisites and co-requisites occur prior to the course or concurrently. The curriculum committee reviews and makes recommendations to the nursing programs director.</p> <p>Full-time and Part-time pathways are updated and reviewed throughout the curriculum year. Currently reviewing pathways with partnerships.</p> <p>Catawba Valley Community College does not have a practical nursing program. In comparison to Cleveland Community College, our program hours are 44 compared to 44 for theirs. In comparison to Central Piedmont Community College, our program hours are 44 compared to 44 or theirs.</p> <p>Gaston College Admissions coordinate tours of the nursing program areas so that prospective high school students can see what we offer to our community. Nursing program information sessions are available to middle schools and high schools.</p> <p>The nursing programs review current nursing education literature and NC Board of Nursing recommendations to ensure our program is second to none. The nursing programs also rely on input from advisory committee members, clinical partners, and students.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	See attached
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>The program retention goal is 60%.</p> <p>The total number of students who started our last graduating cohort was 98. Of those, 34 (35%) withdrew, 54 (59%) students graduated and 10 (9%) who did not graduate are still actively pursuing coursework. Considering the 54 students who were enrolled in the last course of the program all were retained (100%).</p>

	Explanation
	Some barriers to student progress are not being able to devote enough off-campus time to study, unsuccessful dosage calculation exam results, financial (working too many hours), inadequate support (childcare), and transportation.
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for D45660 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the PN program at GC? Identify strategies for enrollment growth.</p>	<p>Faculty enter a notification in Aviso when made aware of student needs. Faculty meet with students who are unsuccessful on at least one of the first two exams of the course. Success plans are developed with student and notification entered in Aviso.</p> <p>Cleveland CC had 30 (new recurring students for Spring 2023); however, 2 from Lincoln & 7 from Gaston students were <u>from our service area</u> have enrolled in the Practical Nursing program at Cleveland CC. $2 + 7 = 9$/Opportunity for program growth</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023); The program may want to contact CVCC to request permission to send out information about the Practical Nursing program to Catawba county residents for potential program growth. Currently, no practical nursing program.</p> <p>Central Piedmont CC had 33 recurring students Spring 2023); however, 1 from Lincoln & 1 from Gaston totaling 2 students from our service area. $1 + 1 = 2$/Opportunity for program growth</p> <p>Consider that Gaston College usually has an admission list of 120-180 students waiting to be selected for the fall semester cohort. If students have taken a pre-requisite during the summer and are awaiting a grade, we need to delay those selection letters in order to select the best qualified candidates. Also, some may not have taken TEAS exam until later or a 2nd attempt in order to improve overall ranking for selection.</p> <p>Some of the students that are not selected for Gaston College may become the new and recurring students for CCC, CVCC and CPCC. NCBON has given approval for 170 students in the PN program. More qualified faculty will ensure that more students can enter the fall start.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p>	Some of the general education and elective courses should be evaluated and sequenced in a way that aligns with the nursing programs admission selections process. Nursing program allows for

	Explanation
<p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>concurrent courses during the program progression, however, have identified that this may be a barrier to progression.</p> <p>Course success rates of 80% have been obtained when faculty and students meet and develop plans of success.</p> <p>Courses are reviewed and identified during curriculum review committee meetings.</p>
<p>Modality:</p> <p>Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Day Traditional PN program (seated)-29 students passed the final course and graduated in July, 2023.</p> <p>Evening Web-Blended program-24 students passed the final course and graduated in July, 2023.</p> <p>Faculty have completed online training to ensure that each course has met the minimum standards for quality online courses based on Quality Matters (QM), a national research-based rubric designed to evaluate the quality on online instruction. All new faculty are required to complete Blackboard and Accessibility Training (BAAT) during their first semester of teaching.</p>
<p>Evaluation:</p> <p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Currently, we review student feedback during the semester and if applicable can improve during the delivery of the course. At other times, it may be more beneficial to review comments, meet with course instructor and/or include in faculty meetings to improve the entire program.</p>

COMPLETION

	Explanation
<p>Student Achievement:</p> <p>What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> The PN nursing program has a history of qualified students and a wait list. Low enrollment is not applicable. Continue to offer tours to middle schools and high schools in the community to showcase our programs. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> Review course structure with faculty along with survey results from students. <p>Courses with High Withdrawal Rates</p>

	Explanation
	<ul style="list-style-type: none"> Review Information Sessions to ensure that rigor of program is explained along with the support Gaston College has available. Review Orientation Sessions to ensure that the rigor of program is explained along with the support Gaston College has available. Director of Nursing to meet with student(s) who withdraw to discuss readmission process.
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The rigor of nursing programs is well known. Those who maintain a 'B' average throughout their nursing courses also, have higher GPA and therefore receive distinction upon graduation.</p> <p>This has been addressed in section Student Progress.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>All of the PN students received job offers prior to or during their final nursing course in Summer 2023. They all complete a minimum of 90 hours of Preceptorship, also known as Focused Client Care Experience by the NCBON during the Spring semester in order to assist them for entry level nursing upon successful passing of the PN-NCLEX.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>Nursing programs have historically cost more than other programs due to equipment and supplies in order to provide real-life experiences for students in a safe environment. The PN program and ADN programs share classrooms, labs, and simulation teaching/practice areas. The nursing programs strives to utilize cost-saving practices</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<p>Atrium Health and CaroMont are two apprenticeship programs currently. The nursing faculty encourage the graduates to continue</p>

	Explanation
	their education, with many enrolling the following summer into the PN to RN bridge program.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The PN program is seeking 4 th accreditation from the Accrediting Commission for Education in Nursing in 2024.

Curriculum Map - D45660 Practical Nursing

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
	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 101	I	I	I	I	I	I	I	I	I
NUR 102	D	D	D	D	D	D	D	D	D
NUR 103	M	M	M	M	M	M	M	M	M

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

Program 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	<p>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.</p> <p>Indirect Measures: Each student will complete a self-reflection of the care they provided to a postpartum client including all holistic concepts.</p>	On average, students will earn at least 80% on this artifact.	100 % of graduates	Student reflection of care provided along with faculty feedback.	Review grading rubric for objective grading scale.	Began integrating NurseThink resource throughout the curriculum beginning Fall 2022.	<p>Attend workshops conducted by NurseThink leadership</p> <p>Continue to review at end-of-course meetings.</p>
2	Practice professional nursing behaviors,	Direct Measure: Clinical faculty will evaluate all students in NUR	On average, students will earn at least an	100% of graduates	Nursing behaviors, communication , safety	Time management	Will continue to evaluate and re-evaluate.	Continue to 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		
	within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence.	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"	evaluation of satisfactory on this artifact.					
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,	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.	Will continue to evaluate and re-evaluate.	Continue to 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		
	while assisting them to attain their highest level of wellness.							
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.	Will continue to evaluate and re-evaluate.	Continue to review at end-of-course meetings.
5	Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured	Direct Measure: All NUR 101 students will successfully complete a Prep Plan II by the end of the fall semester as assessed by the faculty developed	On average, students will earn at least 80% (satisfactory) on this artifact.	100% of graduates	Supervised implementation of individualized plan of care for assigned clients.	Review grading rubric for objective grading scale.	Will continue to evaluate and re-evaluate.	Continue to 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		
	setting under supervision.	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.						
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.	Will continue to evaluate and re-evaluate.	Continue to review at end-of-course meetings.
7	Participate in Quality Improvement (QI) by identifying hazards and errors and by suggesting to	Direct Measure: Each NUR 103 student will attend a Quality Improvement meeting at their assigned clinical facility and present	On average, students will earn at least a satisfactory on this artifact.	100% of graduates	Evidence-based practice, quality improvement measures, project presentation	Review grading rubric for objective grading scale.	Will continue to evaluate and re-evaluate.	Continue to 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		
	the RN, changes to improve the client process.	to their group areas they have identified as hazards/errors and suggestions for improvement.						
8	Utilize informatics to access, manage, and communicate client information.	Direct Measure: Each NUR 101 student will submit documentation in the EHR (DocuCare) without errors by the end of NUR 101.	On average, students will earn at least 100% on this artifact.	100% of graduates	Students have opportunity to use EHR (DocuCare) for clinical and simulation assignments.	Review grading rubric for objective grading scale.	Will continue to evaluate and re-evaluate.	Continue to review at end-of-course meetings.
9	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-	Direct Measure: All NUR 103 students will be assigned to round with other disciplines at their assigned clinical facility and present examples of interdisciplinary care utilized during their day to their clinical group.	On average, students will earn at least 100% on this artifact.	100% of graduates	Opportunity for students to demonstrate critical thinking during rounds at clinical facility	Review grading rubric for objective grading scale.	Will continue to evaluate and re-evaluate.	Continue to 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		
	effective manner.							

Program Review - A25370 Office Administration

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Dr. Donna Sue Shellman

Program Code(s)/Name(s):

- A25370 Office Administration
- D25370 Office Administration-Diploma
- C25370GE Office Administration-General Certificate

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** This program is one that has seen many changes over the years. Many of the duties for Office Administrators have changed. Where there used to be many administrative employees, now, in many cases there is only one that will handle the entire office. Due to this, during the 2024-2025 school year, we will go through an Office Administration Alignment that will include a possible name change and course updates.
- **Areas for Improvement:** Each of the instructors needs to continue to be trained in improving online learning. Since almost all of our classes are online, it is vital that our online classes continue to improve. We also need to continue to work on retaining our students and marketing for new students. With the possible name change, we are hopeful it will lead to higher enrollment once the new name is provided by the state.
- **Needs:** Instructors will need additional training on technology changes, including AI, as this will have an impact on our students and how we teach. Per the need for remaining current with technology, we will need to continue to fund NCCIA as it is a very economical way for the instructors to stay abreast of the changes in technology. Through Perkins money, we hope to be able to attend the NBEA Conference and SITE Conference. These are two conferences that are held where instructors can gain insights and collaborate with others across the United States not just North Carolina.
- **Actions:** Request funding for future conferences through Perkins for the SITE Conference and the NBEA Conference and continue the funding for NCCIA. Once the alignment project is completed, we will need to work closely to market the program. In the interim, it is recommended to change the Office Administration-General Track to Office Administration-Office Management and go ahead and review the courses that will be sequenced in the course to not only help build the program, but help our students be better suited for the ever-changing office environment.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A25370	A25370FI	A25370GE	D25370GE	C25370CS	C25370GE	C25370R
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black	0	14	15	0	2	3	1
Hispanic	0	2	3	0	0	2	1
Non-U.S. Resident	0	2	0	0	0	1	0
Two or More Races	0	1	2	0	1	1	0
Unknown	0	3	6	0	0	1	0
White	1	31	39	1	3	8	2
Grand Total	1	53	65	1	6	16	4

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Office Administration (25370)	23.10	27.47	31.06	25.56	22.31

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25370 Office Administration	A25370	0	1	1	2
A25370FI Office Administration – Office Finance	A25370FI	0	0	2	2
A25370GE Office Administration - General	A25370GE	1	4	0	5
D25370 Office Administration-Diploma	D25370	0	2	3	5
D25370GE Office Administration-General Diploma	D25370GE	1	0	0	1
C25370CS Office Administration-Customer Service	C25370CS	0	3	1	4
C25370GE Office Administration-General Certificate	C25370GE	12	6	14	32
Grand Total		14	16	21	51

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25370 Office Administration	A25370	8	1	0	2
A25370FI Office Administration – Office Finance	A25370FI	2	1	0	2
A25370GE Office Administration - General	A25370GE	7	2	4	5
A25370SW Office Administration – Office Software Specialist	A25370SW	0	1	0	0
D25370 Office Administration-Diploma	D25370	0	0	2	5
D25370GE Office Administration-General Diploma	D25370GE	0	0	1	1
C25370CS Office Administration-Customer Service	C25370CS	0	0	5	4
C25370FI Office Administration-Office Finance Certificate	C25370FI	0	5	0	0
C25370GE Office Administration-General Certificate	C25370GE	18	104	47	32
C25370LX Office Administration-Legal Office Certificate	C25370LX	0	1	0	0
C25370R Office Administration Receptionist	C25370R	16	11	0	0
C25370SW Office Administration-Office Software Specialist Certificate	C25370SW	3	13	0	0
Grand Total		54	139	59	51

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Office Administration/ Medical Office Administration	\$488,821.83	93.7	\$352,506.22	(\$136,315.61)	96.3	\$362,210.30	(\$126,611.53)

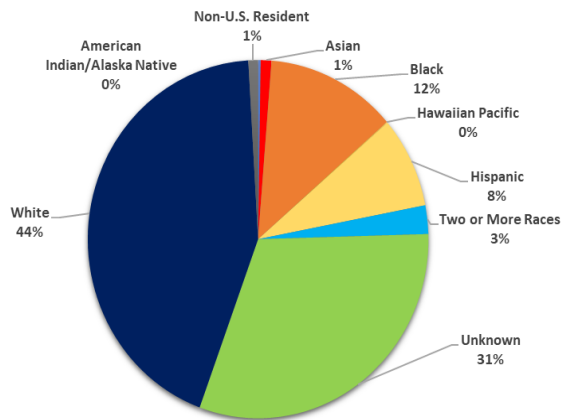
*Cost cannot be separated easily between programs

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25370 Office Administration – General Certificate	A25310GE	100%	100%	50%	DNA
D25370DS Office Administration-Diploma	D25370DS	DNA	DNA	DNA	DNA
C25370GE Office Administration-General Certificate	C25370GE	0%	DNA	DNA	0%

College Wide - Demographics

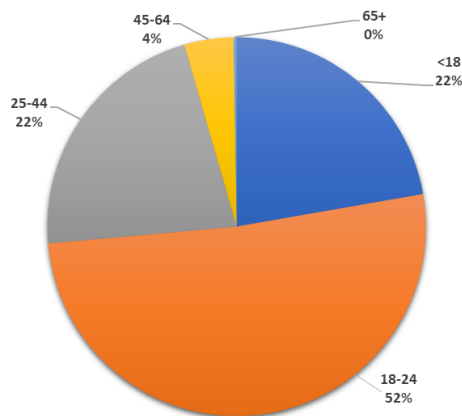
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

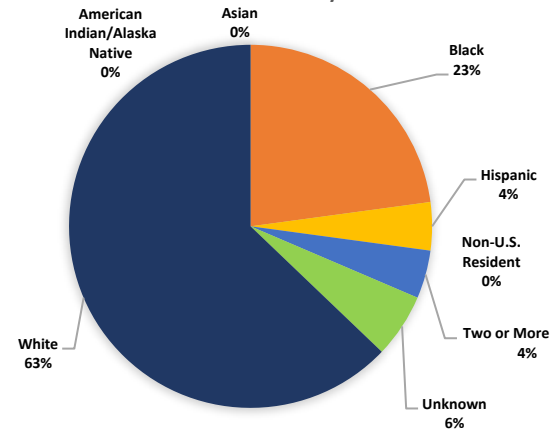


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

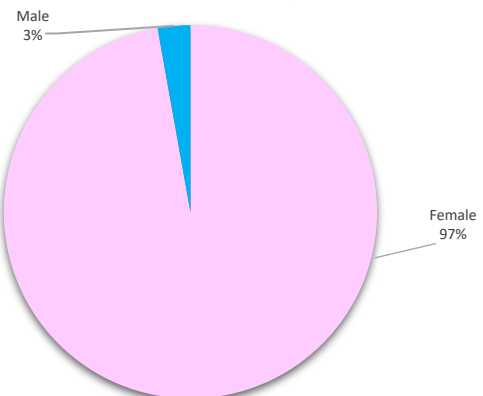


Program - Demographics

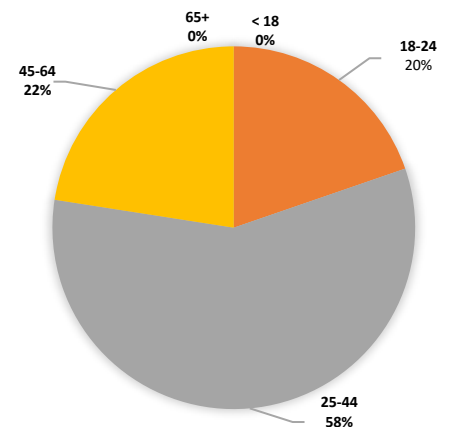
**A25370:Office Administration Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A25370: Office Administration Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A25370: Office Administration Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Office Systems	642	40	16.1	74.5	\$ 280,097.08
OST-122	11	1	11.0	1.4	\$ 5,171.75
OST-130	81	3	27.0	10.1	\$ 38,082.86
OST-134	25	1	25.0	3.1	\$ 11,753.97
OST-135	18	2	9.0	2.3	\$ 8,462.86
OST-136	26	2	13.0	3.3	\$ 12,224.13
OST-137	96	4	24.0	12.0	\$ 45,135.24
OST-138	12	2	6.0	1.5	\$ 5,641.91
OST-140	22	2	11.0	2.1	\$ 7,757.62
OST-145	10	1	10.0	1.3	\$ 4,701.59
OST-148	46	2	23.0	4.3	\$ 16,220.48
OST-149	23	2	11.5	2.2	\$ 8,110.24
OST-153	39	2	19.5	4.9	\$ 18,336.19
OST-164	30	2	15.0	2.8	\$ 10,578.57
OST-184	9	1	9.0	1.1	\$ 4,231.43
OST-233	9	1	9.0	1.1	\$ 4,231.43
OST-238	8	1	8.0	1.0	\$ 3,761.27
OST-241	15	2	7.5	1.9	\$ 7,052.38
OST-243	16	1	16.0	2.0	\$ 7,522.54
OST-247	10	1	10.0	1.3	\$ 4,701.59
OST-248	12	1	12.0	1.5	\$ 5,641.91
OST-264	23	1	23.0	2.2	\$ 8,110.24
OST-280	34	1	34.0	4.3	\$ 15,985.40
OST-286	41	2	20.5	3.8	\$ 14,457.38
OST-289	26	2	13.0	3.3	\$ 12,224.13

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
OST-122	27%	27%	18%	0%	9%	0%	0%	18%	0%	0%	73%	73%	2.78	89%
Online	27%	27%	18%	0%	9%	0%	0%	18%	0%	0%	73%	73%	2.78	89%
OST-130	47%	20%	7%	0%	5%	0%	0%	20%	0%	4%	75%	75%	3.31	90%
Online	47%	20%	7%	0%	5%	0%	0%	20%	0%	4%	75%	75%	3.31	90%
OST-134	44%	20%	4%	0%	16%	0%	0%	16%	0%	0%	68%	68%	2.90	81%
Online	44%	20%	4%	0%	16%	0%	0%	16%	0%	0%	68%	68%	2.90	81%
OST-135	39%	22%	28%	6%	0%	0%	0%	6%	0%	0%	89%	94%	3.00	94%
Online	39%	22%	28%	6%	0%	0%	0%	6%	0%	0%	89%	94%	3.00	94%
OST-136	38%	19%	12%	0%	12%	0%	0%	19%	0%	0%	69%	69%	2.90	86%
Online	38%	19%	12%	0%	12%	0%	0%	19%	0%	0%	69%	69%	2.90	86%
OST-137	32%	16%	11%	2%	10%	0%	0%	27%	0%	4%	60%	63%	2.80	78%
Online	32%	16%	11%	2%	10%	0%	0%	27%	0%	4%	60%	63%	2.80	78%
OST-138	50%	17%	17%	8%	0%	0%	0%	8%	0%	0%	83%	92%	3.18	91%
Online	50%	17%	17%	8%	0%	0%	0%	8%	0%	0%	83%	92%	3.18	91%
OST-140	59%	18%	5%	9%	0%	0%	0%	9%	0%	0%	82%	91%	3.40	90%
Online	59%	18%	5%	9%	0%	0%	0%	9%	0%	0%	82%	91%	3.40	90%
OST-145	80%	0%	10%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.78	100%
Online	80%	0%	10%	0%	0%	0%	0%	10%	0%	0%	90%	90%	3.78	100%
OST-148	30%	20%	7%	9%	9%	0%	0%	26%	0%	0%	57%	65%	2.74	76%
Online	30%	20%	7%	9%	9%	0%	0%	26%	0%	0%	57%	65%	2.74	76%
OST-149	22%	26%	13%	13%	9%	0%	0%	17%	0%	0%	61%	74%	2.47	74%
Online	22%	26%	13%	13%	9%	0%	0%	17%	0%	0%	61%	74%	2.47	74%
OST-153	64%	8%	8%	5%	3%	0%	0%	13%	0%	0%	79%	85%	3.44	91%
Online	64%	8%	8%	5%	3%	0%	0%	13%	0%	0%	79%	85%	3.44	91%
OST-164	30%	23%	13%	13%	0%	0%	0%	20%	0%	0%	67%	80%	2.88	83%
Online	30%	23%	13%	13%	0%	0%	0%	20%	0%	0%	67%	80%	2.88	83%
OST-184	56%	33%	0%	11%	0%	0%	0%	0%	0%	0%	89%	100%	3.33	89%
Online	56%	33%	0%	11%	0%	0%	0%	0%	0%	0%	89%	100%	3.33	89%
OST-233	33%	11%	33%	22%	0%	0%	0%	0%	0%	0%	78%	100%	2.56	78%
Online	33%	11%	33%	22%	0%	0%	0%	0%	0%	0%	78%	100%	2.56	78%
OST-238	50%	0%	25%	13%	13%	0%	0%	0%	0%	0%	75%	88%	2.63	75%
Online	50%	0%	25%	13%	13%	0%	0%	0%	0%	0%	75%	88%	2.63	75%
OST-241	67%	7%	7%	7%	7%	0%	0%	7%	0%	0%	80%	87%	3.29	86%
Online	67%	7%	7%	7%	7%	0%	0%	7%	0%	0%	80%	87%	3.29	86%
OST-243	31%	19%	25%	19%	0%	0%	0%	6%	0%	0%	75%	94%	2.67	80%
Online	31%	19%	25%	19%	0%	0%	0%	6%	0%	0%	75%	94%	2.67	80%
OST-247	20%	50%	30%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.90	100%
Online	20%	50%	30%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.90	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
OST-248	25%	33%	8%	33%	0%	0%	0%	0%	0%	0%	67%	100%	2.50	67%
Online	25%	33%	8%	33%	0%	0%	0%	0%	0%	0%	67%	100%	2.50	67%
OST-264	39%	35%	22%	4%	0%	0%	0%	0%	0%	0%	96%	100%	3.09	96%
Online	39%	35%	22%	4%	0%	0%	0%	0%	0%	0%	96%	100%	3.09	96%
OST-280	82%	6%	0%	6%	3%	0%	0%	3%	0%	0%	88%	94%	3.64	91%
Online	82%	6%	0%	6%	3%	0%	0%	3%	0%	0%	88%	94%	3.64	91%
OST-286	56%	17%	10%	10%	0%	0%	0%	7%	0%	0%	83%	93%	3.29	89%
Online	56%	17%	10%	10%	0%	0%	0%	7%	0%	0%	83%	93%	3.29	89%
OST-289	42%	12%	8%	8%	23%	0%	0%	8%	0%	0%	62%	69%	2.46	67%
Online	42%	12%	8%	8%	23%	0%	0%	8%	0%	0%	62%	69%	2.46	67%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	850	2.1%	189	-0.5%	\$39,700
Lincoln	303	1.80%	73	0.10%	\$39,700
*Charlotte	15,768	2.2%	3,781	0.1%	\$43,600

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: Executive Secretaries and Executive Administrative Assistants

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	116	2.5%	21	-1.7%	\$67,300
Lincoln	42	2.10%	8	-1.10%	\$67,300
*Charlotte	2,962	2.6%	593	-1.1%	\$74,600

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports,	Due to the changing office environment, there are no longer multiple administrative assistants in an office. Usually, there is only one which is why the growth is not as it has been in the past. However, the positions are very needed for the business to continue to run and flourish. The Office Administration program will be going

	Explanation
https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	through an Office Administration Alignment project through the state that will address the changes of the role and possibly a new name for the program.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	All office administration students are qualified for entry level positions in their field of choice. Office administration students may work in real estate businesses, general offices, independent businesses such as plumbing services, electrical services, and air conditioning/heating services, event planning businesses, manufacturing businesses in the office, etc. We have had many businesses over the years that have worked with our students through Work-based learning opportunities. Many of our students have been hired through these positions. We need to develop a more comprehensive advisory board, especially as we move through the new alignment project. Our current advisory board has been helpful in the past to help us make needed changes.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	As of Fall 2023, CPCC moved away from the Office Administration program as a two-year degree to several certificates. Isothermal CC has moved their Office Administration program under the Business Administration program requiring their students to take many classes that are not necessarily the ones that will help them be more successful in the office environment. Cleveland Community College still has many of the tracks for Office Administration such as Office Administration Customer Service, General, Finance, and Office Software. They also offer four certificates and one diploma. As far as the hours in comparison, we are in line with surrounding community colleges. We offer our entire program online. One of the things we try to offer students is the opportunity to gain their MOS certifications in Office. These certifications are globally recognized and can get the student's higher pay.

ENTRY

	Explanation
Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)	Gaston College 70 hours Catawba Valley Community College 64 hours CPCC only offers a certificate beginning Fall 2023 Cleveland Community College 65 hours

	Explanation
<p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>By offering our courses completely online, we are able to attract students. We are in line with others that are offering the program.</p> <p>All of this will change once we go through the Office Administration Alignment Project. The state is looking at updating the courses and making a change to the name to better suit the office environment.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>Having the CTE Advising Center has been very helpful in maintaining and retaining enrollment in the Office Administration program. Using programs such as Watermark to allow instructors to reach out to their students has helped in retention as well.</p> <p>OST 137 remains one of our highest withdrawals. This course is not easy. We made a change starting Fall 2023 that the course will be offered seated each fall and will be allowed to run for those students that cannot do the course online. It is encouraged by the CTE advisor to take the course seated if they are unsure about the online format.</p> <p>Overall, our course success rate is good. Our instructors work very hard to help ensure the students learn the material. They reach out to students when needed. They offer Zoom sessions and are willing to meet with students in person when needed to help with issues/concerns.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A25310 at other institutions in our neighboring counties.</p>	<p>Our program is primarily females. We have marketed the program to attract males and were successful when we had the Office Administration Office Finance track. With the possible new name and course changes coming from the Office Administration Alignment project, we are hopeful this will not only increase overall enrollment in the program but will change the dynamics of our program.</p>

	Explanation
<p>Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Office Administration program at GC? Identify strategies for enrollment growth.</p>	<p>Cleveland CC had 11 (new recurring students for Spring 2023); however, 0 from Lincoln, but 3 from Gaston students were <u>from our service area</u> have enrolled in the Off Admin program at CCC. 3 students from Gaston County demonstrate an opportunity for program growth</p> <p>Catawba Valley CC had 7 (new and recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Off Admin program at CVCC. With the limited number of students enrolled at in Office Administration, the program may have an opportunity for program growth</p> <p>Central Piedmont CC had 31 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston totaling 0 students from our service area. With the limited number of students enrolled in Office Administration, the program may have an opportunity for program growth.</p> <p>When reviewing these numbers, determine if the program has effectively marketed the Office Administration program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Our course sequence is set up to help students be successful. We offer courses to help students that may fall behind or start off-sequence to get back on track. When the Office Administration Alignment project is completed, we will need to ensure the sequence is set up in a way that is most beneficial to students no matter the start date.</p> <p>Overall, our course success rate is good. Our instructors work very hard to help ensure the students learn the material. They reach out to students when needed. They offer Zoom sessions and are willing to meet with students in person when needed to help with issues/concerns.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Currently, our program is offered 100% online. OST 137 remains one of most difficult courses for student success. We made a change starting Fall 2023 that the course will be offered seated each fall and will be allowed to run for those students that cannot do the course online. It is encouraged by the CTE advisor to take the course seated if they are unsure about the online format.</p> <p>We currently have four courses that are QM certified and one that will be submitted in Spring 2024.</p>
<p>Evaluation:</p>	<p>Again, we are hopeful to increase enrollment in the program once the Office Administration Alignment project is completed.</p>

	Explanation
<p>Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> We are hopeful with the Office Administration Alignment Project and a name change we will increase enrollment not only in the courses, but for the program overall. We will need assistance from marketing once this is completed. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> We are now offering OST 137 as a seated option in the fall semester. Our instructors offer Zoom sessions to students. We offer to meet students in person. We use Watermark to alert students when they have missed assignments. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> We are now offering OST 137 as a seated option in the fall semester. Our instructors offer Zoom sessions to students. We offer to meet students in person. We use Watermark to alert students when they have missed assignments.
<p>Graduation: Discuss the program's actual awards/headcount percentage data? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Again, we are hopeful to increase enrollment in the program once the Office Administration Alignment project is completed. Our faculty in Office Administration has student completion as a top concern/priority. Our program reduced hours many years ago when we went through a realignment with Guided Pathways.</p> <p>Many of our students have come back to school after being away for many years. Many of our students have children and work full-time jobs. Being a parent and also a student is not easy and provides challenges to complete in a timely manner.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p>	<p>Office Administration positions are still very needed in an office; however, the number of Office Administrators is not many as before. Where many administrative assistants worked to complete various tasks, one or two people complete those tasks now due to the changing environment of the office. There is still a need for this degree to help students succeed in their desire to work in an office.</p>

	Explanation
(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	This program is very intertwined with the Medical Office Administration program. It is hard to separate the cost out. The program is a viable program as many students in other programs take our courses as well.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Our advisory board helps us in making changes/additions/deletions in our program.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A25370 Office Administration

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

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

Program 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
				Results	Strengths	Areas for Improvement		
1	Demonstrate effective written communication techniques related to office administration .	OST 164 (Office Editing) Unit Test Chapters 10-12 This measurement tool is an objective 50-question test covering punctuation techniques related to office administration.	On average, students will earn at least 80% on this assessment.	Fall 2018 – OST 164 Final Exam 64% Fall 2019 Final Exam 81% Fall 2020 Mean of completers: 82% Range: 58-100 N: 21 Fall 2021 Mean of completers: 77.7% Range: 57-91 N: 12 New Measurement Tool Fall 2022 Unit Test Chapters 10-12 Mean of Completers: 69	The Unit Test for Chapters 10-12 is a comprehensive test that covers questions from each of the chapters covered that deals with correctly punctuating to demonstrate effective writing and communication . The students prepare for this exam through quizzes that are taken with each of the chapters.	Utilize the virtual Zoom sessions for student questions/answers to focus on how to correctly utilize a comma when dealing with direct quotes.	Students responded positively to the Virtual Zoom sessions and coming in when needing help.	The faculty will continue to provide communications options with students through in person, Zoom, email, and phone calls. More emphasis will be placed on helping students understand how to use commas with direct quotes.

				Range: 38-88 N: 11				
2	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 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% Range: 30-100 N: 10 Fall 2021 Mean of Completers: 84.88% Range: 50-99 N: 8 Spring 2022 Mean of	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.	This outcome is being removed since we discontinued the Office Administration Finance and Office Administration Software Specialist degrees.

				<p>Completers: 85% Range: 59-100 n:13 Spring 2023 Mean of Completers: 88% Range:10-100 n:10 Measured only in the spring</p>				
2	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.	<p>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 n:8</p>	Students grasp an understanding of office document formatting through mastery of 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	<p>Faculty continued to assist students with formatting documents and helped them master content through virtual Zoom sessions.</p> <p>The faculty encouraged students to use the writing center, open lab on campus and the learning center for assistance.</p>	<p>We will continue the Virtual Zoom sessions and the module wrap ups.</p> <p>A new measurement tool/grading rubric will be implemented beginning Fall 2022.</p>

				<p>Spring 2022 Mean of Completers: 87.75% Range: 73-98 n:16</p> <p>Spring 2023 Mean of Completers: 81% Range:68-97 n:10</p>		required in the workplace.		
3	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 153 (Office Finance Solutions) Payroll Report in The students set up QuickBooks for manual payroll processing and 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	On average, students will earn at least 80% on this artifact.	<p>Spring 2019 Mean of Completers: 96% (Some issues where students could not complete) Range: 91-100 n: 16</p> <p>Spring 2020 Mean of Completers: 97% Range:92-100 n:21</p> <p>Spring 2021 Mean of Completers: 99%</p>	Throughout the semester, students gain knowledge and skills, not only in payroll, but also in the QuickBooks program to use in an office environment.	<p>Moving to QuickBooks online has been a learning curve for both the students and the instructor.</p> <p>Virtual Zoom sessions will be utilized for students with questions.</p>	<p>The faculty encouraged students to use the writing center, open lab on campus and the learning center for assistance.</p> <p>Faculty assisted students with questions through emails, in person and phone calls.</p> <p>The course began utilizing a different</p>	<p>We will use Virtual Zoom sessions for student questions and to cover material.</p> <p>A new measurement tool (Chapter 11 Quiz) will be implemented beginning Fall 2022.</p>

		information, advanced earned income credit, federal and state unemployment, federal and state withholding, and Medicare for the company and the employee.		<p>Range:90-100 n:24 Spring 2022 Mean of Completers: 90% Range:100-0 n: 24 Spring 2023 Mean of Completers: 91% Range:100-83 n: 2</p>			textbook in Fall 2021.	
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4	Demonstrate, identify and assess appropriate procedures for creating and formatting mailable publications in an office environment	<p>OST 233 (Office Publications Design) Online Portfolio Project</p> <p>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.</p>	On average, students will earn at least 80% on this artifact.	<p>Spring 2019 Mean of Completers: 88% Range: 70-100 n: 6 Spring 2020 Mean of Completers: 98% Range: 93-100 n: 6 Spring 2021 Mean of Completers: 83%</p>	The project is an all-encompassing project. The students create their own business name and create documents to support the document. The project takes them through a review of all material taught.	The thing that was most difficult for students was the brochure for their company and then added to the Live Binder portfolio. More emphasis will be placed on helping students understand they must have content on both sides. When folded if they do	A new rubric was used for grading the portfolio and showed the students had more difficulty in correctly completing a portfolio. More emphasis will be placed on creating a brochure correctly.	The faculty encouraged students to use the writing center, open labs on campus and the learning center for assistance. More emphasis will be placed on creating a brochure. The faculty will continue to assist students with questions through emails, in person and phone calls and Zoom sessions
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				<p>Range:50-100 n: 7 Spring 2022 Mean of Completers: 95%</p> <p>Range: 84-100 n: 8 Spring 2023 Mean of Completers: 94%</p> <p>Range: 69-100 n: 8</p>		<p>not have data on both sides, the brochure is empty on the inside.</p>		
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Program Review - A25380 Paralegal Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Dr. Donna Sue Shellman

Program Code(s)/Name(s):

- A25380 Paralegal Technology
- C25380 Paralegal Technology – Paralegal Office Administration

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- Strengths: Strong faculty and adjuncts who are well-connected with the local legal community; NC State Bar Qualified Paralegal Program status; Work-Based learning opportunities can lead to employment.
- Areas for Improvement: More outreach to Lincoln and Cleveland County attorneys and prospective students. Publicize virtual “live” class meetings. Work on retention in second year of program.
- Needs: Additional faculty resources for program growth, course development, etc. Currently, the program has 1 full-time faculty member.
- Actions: Investigate more ways students can get more practical experience. Realign “live” class hours for predictability for students.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A25380	C25380
American Indian/Alaska Native	0	0
Asian	0	0
Black	11	0
Hispanic	4	0
Non-U.S. Resident	0	0
Two or More Races	2	0
Unknown	1	0
White	28	0
Grand Total	46	0

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Paralegal Technology (25380)	40.28	39.01	33.25	28.16	24.97

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25380 Paralegal Technology	A25380	1	1	2	4
C25380 Paralegal Technology – Paralegal Office Administration	C25380	0	4	1	5
Grand Total		1	5	3	9

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25380 Paralegal Technology	A25380	13	8	9	4
C25380 Paralegal Technology – Paralegal Office Administration	C25380	3	14	8	5
Grand Total		16	22	17	9

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Paralegal Technology	\$65,129.49	10.2	\$44,076.44	(\$21,053.05)	25	\$94,031.75	\$28,902.26

*Cost cannot be separated easily between programs

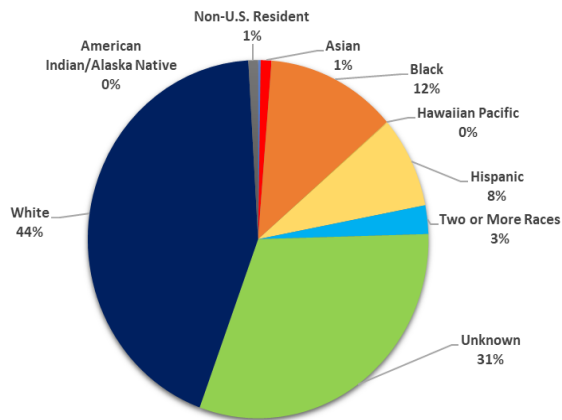
† Some additional prefixes are shared among several ET programs

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25380 Paralegal Technology	A25380	25%	100%	60%	56%
C25380 Paralegal Technology – Paralegal Office Administration	C25380	DNA	50%	0%	DNA

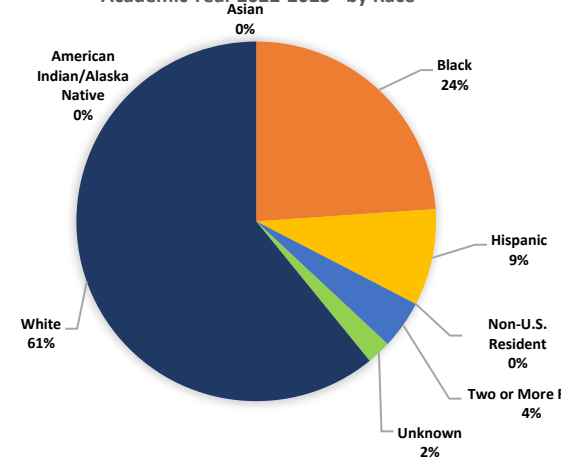
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**

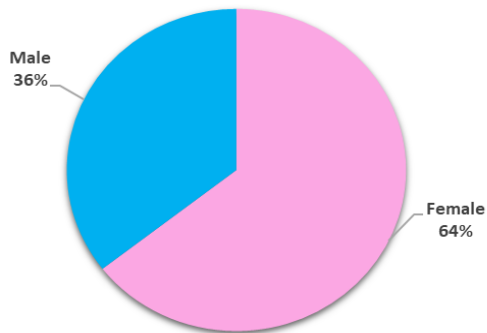


Program - Demographics

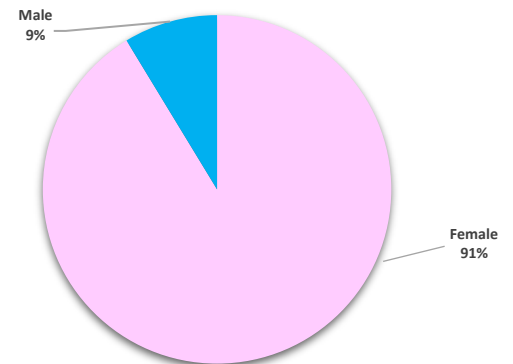
**A25380: Paralegal Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



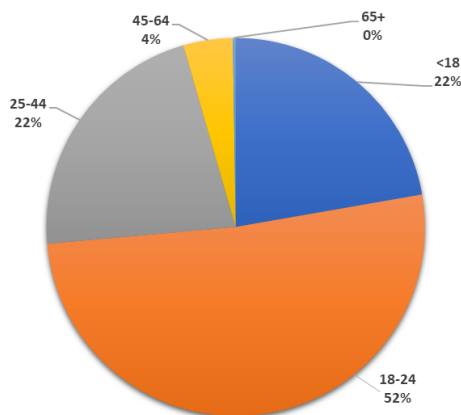
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



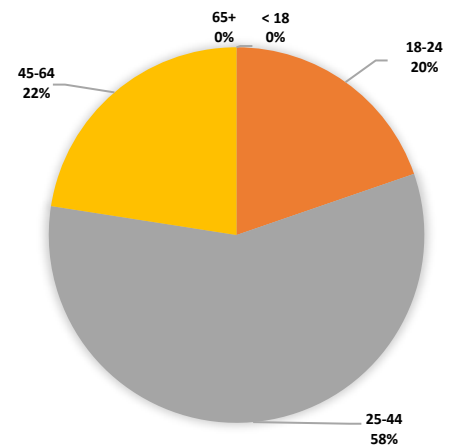
**A25380: Paralegal Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A25380: Paralegal Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Paralegal	153	14	10.9	14.0	\$ 52,775.32
LEX-110	16	1	16.0	1.0	\$ 3,761.27
LEX-120	12	1	12.0	1.5	\$ 5,641.91
LEX-121	5	1	5.0	0.6	\$ 2,350.79
LEX-130	18	1	18.0	1.7	\$ 6,347.14
LEX-140	22	1	22.0	2.1	\$ 7,757.62
LEX-141	16	1	16.0	2.0	\$ 7,522.54
LEX-150	6	1	6.0	0.8	\$ 2,820.95
LEX-170	18	1	18.0	1.1	\$ 4,231.43
LEX-210	10	1	10.0	0.9	\$ 3,526.19
LEX-220	4	1	4.0	0.3	\$ 940.32
LEX-240	4	1	4.0	0.4	\$ 1,410.48
LEX-250	3	1	3.0	0.4	\$ 1,410.48
LEX-270	5	1	5.0	0.5	\$ 1,763.10
LEX-280	14	1	14.0	0.9	\$ 3,291.11

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
LEX-110	44%	19%	6%	6%	13%	0%	0%	13%	0%	0%	69%	75%	2.86	79%
Virtual	44%	19%	6%	6%	13%	0%	0%	13%	0%	0%	69%	75%	2.86	79%
LEX-120	17%	33%	8%	0%	17%	0%	0%	25%	0%	0%	58%	58%	2.44	78%
Virtual	17%	33%	8%	0%	17%	0%	0%	25%	0%	0%	58%	58%	2.44	78%
LEX-121	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
Virtual	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
LEX-130	33%	28%	6%	0%	11%	0%	0%	22%	0%	0%	67%	67%	2.93	86%
Virtual	33%	28%	6%	0%	11%	0%	0%	22%	0%	0%	67%	67%	2.93	86%
LEX-140	18%	27%	14%	9%	9%	0%	0%	23%	0%	0%	59%	68%	2.47	76%
Virtual	18%	27%	14%	9%	9%	0%	0%	23%	0%	0%	59%	68%	2.47	76%
LEX-141	31%	38%	0%	6%	6%	0%	0%	19%	0%	0%	69%	75%	3.00	85%
Virtual	31%	38%	0%	6%	6%	0%	0%	19%	0%	0%	69%	75%	3.00	85%
LEX-150	33%	50%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.40	100%
Online	33%	50%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.40	100%
LEX-170	22%	17%	17%	6%	6%	0%	0%	33%	0%	0%	56%	61%	2.67	83%
Virtual	22%	17%	17%	6%	6%	0%	0%	33%	0%	0%	56%	61%	2.67	83%
LEX-210	80%	0%	0%	0%	10%	0%	0%	10%	0%	0%	80%	80%	3.56	89%
Virtual	80%	0%	0%	0%	10%	0%	0%	10%	0%	0%	80%	80%	3.56	89%
LEX-220	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
LEX-240	25%	25%	25%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.00	100%
Online	25%	25%	25%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.00	100%
LEX-250	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
Virtual	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
LEX-270	60%	0%	0%	0%	20%	0%	0%	20%	0%	0%	60%	60%	3.00	75%
Online	60%	0%	0%	0%	20%	0%	0%	20%	0%	0%	60%	60%	3.00	75%
LEX-280	36%	29%	7%	0%	14%	0%	0%	14%	0%	0%	71%	71%	2.83	83%
Online	36%	29%	7%	0%	14%	0%	0%	14%	0%	0%	71%	71%	2.83	83%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Paralegals and Legal Assistants

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	119	2.2%	32	1.8%	\$55,800
Lincoln	36	1.80%	10	2.40%	\$55,700
*Charlotte	3,842	2.2%	1,118	2.5%	\$62,700

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	Very valuable, always needed – law offices, government offices Employment opportunities seem readily available for graduates.
Community: How does this program lead to employment opportunities in the local community or prosperity zone?	Connections with local bar association lead to job postings and WBL opportunities for the program. Job opportunities come in frequently throughout the year and are advertised to students on the Paralegal Program Facebook page and through courses.

	Explanation
How have we benefitted from community partnerships and what other opportunities exist for collaboration?	There are opportunities for students to volunteer on local bar association projects and Mock Trials. Developing additional WBL sites and possibly an apprenticeship pathway could be beneficial to students.
What is the advisory committee feedback?	The Advisory Board was not well-attended in Spring 2023, so we are working on increasing the active members.
Uniqueness: What do we do that sets us apart from neighboring institutions?	We have live (virtual) lectures in the evening for many classes, making the program accessible for students. We have licensed NC attorneys teaching all LEX courses.
How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The LEX program was highlighted in a CTE Tuesday, but interest was low with high school population. We need to brainstorm how to attract more adult students. Ideas: <ul style="list-style-type: none"> • Attend bar meetings to promote WBL opportunities • Speak with local officials/employers • Plan more field trips/guest speakers • Get marketing that highlights our virtual, live courses

ENTRY

	Explanation
Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)	Yes; Curriculum changes beginning in Fall 2024 will lead to additional course efficiencies.
Have Full-Time and Part-Time pathways have been updated/reviewed?	Yes
In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?	We should investigate reaching out to neighboring CC's that don't offer LEX to see if we can advertise.
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Scheduling adjustments to have live lecture only one night a week.

PROGRESS

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See separate document
Retention and Progression:	

	Explanation
<p>Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>Personal issues seem to be the main barrier for students in the LEX program. Faculty are in close touch with students and try to work with them through these hardships, but the live-hour requirements make this more challenging. Fall 2024 curriculum changes will streamline virtual course times; this will hopefully help students to better plan the live hours each semester.</p> <p>Faculty are brainstorming ways to retain students from the 1st to the 2nd year. Many students get jobs and don't finish their courses.</p> <p>LEX 120 had a high withdrawal rate and failure rate last year. It is a difficult course and will be taught by a college staff member the next time (not an adjunct) since it needs updating and attention.</p>
<p>Demographics:</p> <p>Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A25380 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Paralegal Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Offering a flexible, mostly online program, with the remaining hours being virtual, allows for the non-traditional (older, working full-time jobs, parents) students an opportunity to enroll in and complete the program.</p> <p>The LEX program student is on average older than the college average, and usually has a full-time job and/or family.</p> <p>Should look into ways to market LEX to the male student; currently, LEX students are predominantly female.</p> <p>Cleveland CC does not offer the LEX program. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC does not offer the LEX program. The program should consider reaching out to CvCC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Central Piedmont CC had 116 (new and recurring students Spring 2023); however, 0 from Lincoln & 1 from Gaston. With the limited number of students enrolled in Paralegal Technology, the program may have an opportunity for program growth.</p>

	Explanation
	<p>When reviewing these numbers, determine if the program has effectively marketed the Paralegal Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes</p> <p>The success rates are lower in some of the more difficult LEX courses compared to the college success rate. In the remaining LEX courses, the success rates are similar to that of the college.</p> <p>Yes; many courses are offered online, with the remaining being virtual. Fall 2024 the virtual courses will be offered on set nights each semester so that students will be able to plan accordingly. Some of the second-year courses have lower enrollment possibly due to students leaving the program or getting off track and having to wait to take the course during a future semester. In addition, some students get jobs once they are in the program and don't return.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>Yes - must have live lecture per bar; currently offer as many online courses as we can.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).</p>	<p>Student course evaluations are consistently positive and reflect positive relationships and strong communication with faculty. Concerning student feedback is addressed with faculty individually, and a plan is developed to address.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> LEX 121, LEX 150, LEX 220, LEX 240, LEX 250, LEX 270 <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> LEX 140 and LEX 270 have the lowest success rates at 76% and 75% <p>Courses with High Withdrawal Rates</p>

	Explanation
	<ul style="list-style-type: none"> LEX 170 has the highest with 33%, LEX 120 and 240 are 25%, and LEX 140 is 23% <p>Faculty in the Paralegal program “know” their students well and many withdrawals/low success issues are due to life issues. Faculty will continue to utilize Watermark alerts and reach-out to students. Faculty will also brainstorm about course content related to withdrawal rates to make sure we are teaching what is vital to the workforce.</p> <p>Plans to reach out to other area community colleges that don’t offer a LEX program to increase student enrollment.</p> <p>Plans to have set nights for virtual classes in order for students to be able to better plan and schedule, hopefully allowing for better retention.</p>
<p>Graduation: Discuss the program’s actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>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.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>Paralegal/legal assistant jobs are projected to grow 4% from 2022-2032, per the Occupational Outlook Handbook. https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm</p> <p>In NC, the annual mean wage of paralegals/legal assistants is over \$56,000. https://www.bls.gov/oes/current/oes232011.htm#st</p> <p>A November 2023 Indeed search for “Paralegal” with Associate Degree education resulted in 38 available positions in close proximity to Gaston County.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>Our one FT faculty person in this program is also teaching numerous CJC courses. We also have made curriculum changes that employ cross-utilization of courses like BUS 115 (Business Law) and CJC 131 (Criminal Law).</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	WBL, job postings. We often serve as a resource for local law firms who need legal staff. Paralegal students are solicited for volunteer opportunities with the local bar association and mock trial association.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A25380 Paralegal Technology

Course	PLO1	PLO2	PLO3	PLO4
	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.	Perform basic research of defined legal questions by traditional and electronic means and properly cite legal authorities.	Describe legal ethics and use of the NC (North Carolina) rules of Professional Conduct.	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
LEX 110	M	I	I	I
LEX 120	I	D	D	D
LEX 121	D	M	D	D
LEX 130	M	I	I	D

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

Program 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
				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	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	Spring 2021 Final Exam 100% Project 85% AVG: 93% Fall 2021 Final Exam Mean of Completers: 83% 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	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	Without item analysis, the final exam may be too broad to measure this outcome effectively. The 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 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
				Results	Strengths	Areas for Improvement		
		outcome is assessed in a project in LEX 110 (Introduction to Legal Studies) where students interview a paralegal about his/her career and role in the legal system.	earn an average of at least 80% on the LEX 110 project, demonstrating their understanding of the role of the paralegal in our legal system.	Fall 2022 Final Exam Mean of Completers: 81% Range: 67-98 n: 12 Project Mean of Completers: 91% Range: 45-100 n: 9 AVG: 86% No Spring 2023 section Fall 2023 Final Exam Mean of Completers: 80.42% Range: 67-93 n: 6 Project Mean of	the paralegal's role in our legal system.			

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		
				Completers: 99% Range: 96-100 n: 4 AVG: 89.71%				
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 analysis, and prepare a legal memo to a supervisor. The assignment	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 citing legal authorities.	Spring 2021 Project Mean of Completers: 75% Range: 65,95 n: 5 Spring 2022 Project Mean of Completers: 88.5% Range: 70-100 n: 8 Spring 2023 Project Mean of Completers: 88% Range: 80-	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 environment. It uses a rubric which creates grading consistency.	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
				Results	Strengths	Areas for Improvement		
		utilizes a rubric for standardized grading.		93 n: 5				
3	Describe legal ethics and use of the NC (North Carolina) rules of Professional Conduct.	<p>Students are assessed on this outcome using two different measurement tools.</p> <p>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.</p> <p>Also, in LEX 280, students complete an</p>	<p>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.</p> <p>On average, students will earn at least 80% on the project,</p>	<p>Fall 2019 Final Exam 86% Project 88% AVG: 87% Fall 2020 Final Exam 89% Project 96% 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</p>	<p>Student scores are above average and consistent over the last three years on both of these measurement tools.</p> <p>The final exam utilizes objective questions and fact-based scenarios to assess student knowledge of</p>	<p>Item analysis (or question identification) should be considered for the final exam.</p> <p>Continue brainstorming ways to encourage students to complete the project.</p>	<p>Small group sharing of projects has been added as a blog grade.</p> <p>The faculty has added Zoom recorded videos for additional student engagement and feedback. A video will focus on the project.</p>	<p>Consider item analysis of final exam – or changing the measurement tool to a more focused tool.</p> <p>Gather data about whether students are watching the instructor videos in the course.</p>

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		
		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: 12 AVG: 87.9% Fall 2022 Final Exam Mean of Completers: 83% Range: 71-94 n: 9 Project Mean of Completers: 91% Range: 73-100 n: 9 AVG: 87%	the ethics rules. The project asks students to properly apply ethics rules to fact situations. NC ethics rules are a focus of both measurement tools.			
4	Describe the court system and the litigation process	Students are assessed on this outcome using two different measurement tools.	On average, students will earn at least 80% on the LEX 140 final	Fall 2019 Final Exam 89% Spring 2020 Portfolio 94%	Students surpass the goal of 80% on each tool. Students are getting actual	In Fall 2024, LEX 141 will no longer be in the program, and	Students are mastering this outcome; no changes have been made since the last review.	In Fall 2024, 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
				Results	Strengths	Areas for Improvement		
	and assist an attorney in the preparation and filing of legal documents.	<p>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.</p> <p>In LEX 141, students complete a portfolio with legal pleadings, illustrating the ability to assist an attorney with the preparation and filing of</p>	<p>exam, demonstrating they can describe the court system and the litigation process.</p> <p>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.</p>	<p>(Note: 8 students did not complete) AVG: 92% Fall 2020 Final Exam 88% Spring 2021 Portfolio 90%</p> <p>Fall 2021 Final Exam Mean of Completers: 79% Range: 17-100 n: 8</p> <p>Spring 2022 Portfolio Mean of Completers: 82% Range: 65-100 n: 5</p>	<p>paralegal experience with drafting legal documents and court forms.</p>	<p>this will be measured in LEX 140.</p>		

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		
		legal documents.		Final Exam Mean of Completers: 88% Range: 78-91.8 n: 6 Fall 2022 Final Exam Mean of Completers: 82 Range: 54-99 n: 15 Spring 2023 Project Mean of Completers: 86% Range: 65-100 n: 9				

Program Review - A45580 Pharmacy Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Sierra Calhoun

Program Code(s)/Name(s):

- A45580 Pharmacy Technology
- C45580P Pharmacy Technology (CCP)

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** Student Satisfaction and 100% pass rate thus far.
- **Areas of Improvement:** Staffing. I will need at least one to two more adjuncts to help run this program successfully as the program grows. Also, community outreach to continue to get our enrollment up.
- **Needs:** Community outreach specifically for Pharmacy Tech program and more marketing in the Spring/Summer to promote the program. Marketing for the program during Spring and Summer months.
- **Actions:** My next steps are to build relationships within the surrounding pharmacies in our community, with the goal in mind to build 321 apprenticeship partnerships, as well as clinical partners and to reach potential future students. I have planned to continue to do Virtual Information Sessions monthly starting in the Spring through August and promoting my program via social media platforms. I will also be shadowing with our clinical partners in the Spring to get a better idea of what they are looking for from my students so that I can better prepare students for their clinical experience.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A45580	C45580P
American Indian/Alaska Native	2	1
Asian	0	0
Black	2	1
Hispanic	1	0
Non-U.S. Resident	0	0
Two or More Races	1	0
Unknown	1	3
White	7	4
Grand Total	12	8

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Pharmacy Technology (45580)	DNA	DNA	DNA	5.69	12.72

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45580 Pharmacy Technology	A45580	0	0	2	2
C45580P Pharmacy Technology (CCP)	C45580P	0	2	0	2
Grand Total		0	2	2	4

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45580 Pharmacy Technology	A45580	0	0	0	2
C45580P Pharmacy Technology (CCP)	C45580P	0	0	0	2
Grand Total		0	0	0	4

Program Financial Viability

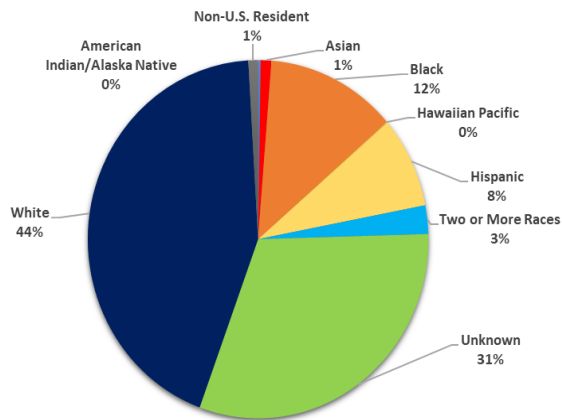
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Pharmacy Technology (45580)	\$88,374.60	10.2	\$44,076.44	(\$44,298.16)	12.7	\$54,933.34	(\$33,441.26)

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A45580 Pharmacy Technology	A45580	DNA	100%	50%	50%
C45580P Pharmacy Technology (CCP)	C45580P	DNA	100%	58%	60%

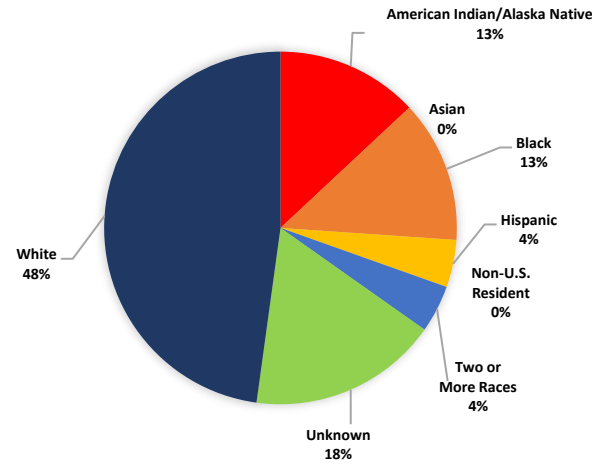
College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



Program - Demographics

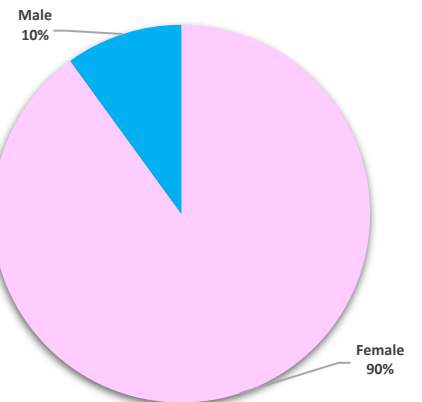
**A45580: Pharmacy Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



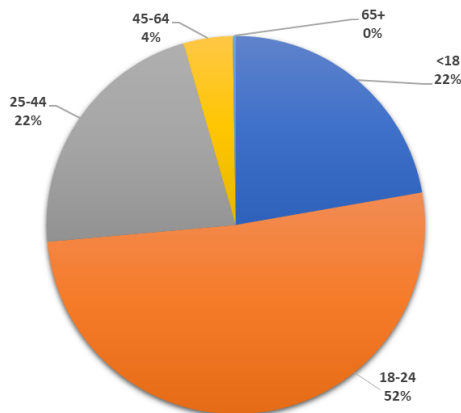
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



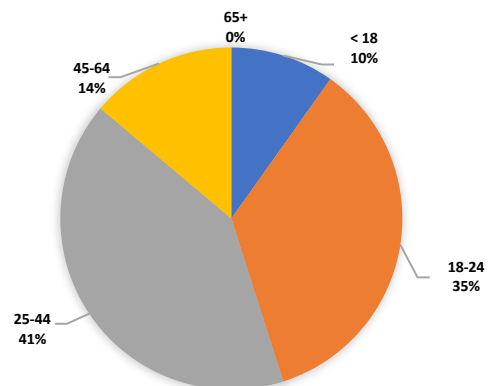
**A45580: Pharmacy Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A45580: Pharmacy Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Pharmacy Tech	65	17	3.8	8.9	\$ 38,388.46
PHM-110	10	2	5.0	0.9	\$ 4,055.12
PHM-111	9	2	4.5	1.7	\$ 7,299.21
PHM-115	10	2	5.0	0.9	\$ 4,055.12
PHM-115A	10	2	5.0	0.6	\$ 2,703.41
PHM-120	5	2	2.5	0.5	\$ 2,027.56
PHM-125	2	1	2.0	0.2	\$ 811.02
PHM-138	3	1	3.0	2.3	\$ 9,732.29
PHM-150	3	1	3.0	0.6	\$ 2,433.07
PHM-155	4	1	4.0	0.5	\$ 2,162.73
PHM-160	2	1	2.0	0.2	\$ 811.02
PHM-165	4	1	4.0	0.3	\$ 1,081.37
PHM-265	3	1	3.0	0.3	\$ 1,216.54

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
PHM-110	80%	10%	0%	0%	10%	0%	0%	0%	0%	0%	90%	90%	3.50	90%
Online	80%	10%	0%	0%	10%	0%	0%	0%	0%	0%	90%	90%	3.50	90%
PHM-111	44%	22%	11%	0%	11%	0%	0%	11%	0%	0%	78%	78%	3.00	88%
Seated	44%	22%	11%	0%	11%	0%	0%	11%	0%	0%	78%	78%	3.00	88%
PHM-115	30%	20%	0%	0%	40%	0%	0%	10%	0%	0%	50%	50%	2.00	56%
Online	30%	20%	0%	0%	40%	0%	0%	10%	0%	0%	50%	50%	2.00	56%
PHM-115A	0%	30%	20%	0%	40%	0%	0%	10%	0%	0%	50%	50%	1.44	56%
Online	0%	30%	20%	0%	40%	0%	0%	10%	0%	0%	50%	50%	1.44	56%
PHM-120	0%	67%	0%	0%	20%	0%	0%	0%	0%	20%	80%	80%	2.40	67%
Online	0%	67%	0%	0%	20%	0%	0%	0%	0%	20%	80%	80%	2.40	67%
PHM-125	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Seated	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
PHM-138	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
PHM-150	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
PHM-155	75%	0%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	4.00	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	75%	0%	0%	0%	0%	0%	0%	25%	0%	0%	75%	75%	4.00	100%
PHM-160	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0.00	0%
Online	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0.00	0%
PHM-165	50%	0%	25%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.33	100%
Online	50%	0%	25%	0%	0%	0%	0%	25%	0%	0%	75%	75%	3.33	100%
PHM-265	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
Online	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Pharmacy Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	290	3.2%	61	1.0%	\$37,000
Lincoln	101	2.90%	23	1.70%	\$37,000
*Charlotte	3,531	3.4%	797	1.6%	\$40,200

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Use the link below to review NC state data for Pharmacy Technology jobs including Pharmacy Technology. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>Occupation Profile for Pharmacy Technicians CareerOneStop</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p>	<p>We work closely with both CaroMont Health and Atrium Lincoln and they have expressed a great need for pharmacy technicians in our area for the hospital space. Based on community pharmacy's feedback in the area, there is also a great need for retail pharmacy technicians in both Gaston and Lincoln County.</p>

	Explanation
What is the advisory committee feedback?	<p>Students have been hired on to our partners' sites before completion of the program or immediately upon graduation. All graduated students are employed with Atrium or CaroMont.</p> <p>Advisory Committee feedback consists of expressing the interest in our students to become employed at their organizations, as well as more opportunity's to be created by Gaston for other Certificate opportunities which we are working on currently (CSPT Certification through PTCB.org).</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>We listen to the community's needs and do our best to be as flexible and open as we can be. We are creating certificate pathways based on the needs of CaroMont and what they have expressed interest in for further partnerships with them. We are flexible and listen to the needs of our community. Not only do we listen, but we act to fulfill those needs.</p> <p>We pride ourselves on the marketing efforts we provide in the pharmacy technology program. We hold monthly information sessions via Zoom, we market on all social media platforms, as well as hand delivering our marketing materials to local high schools, local pharmacies, etc. We do our best to make sure all local facilities are aware that we exist and are an option for all future students interested in a path in a pharmacy career.</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Yes</p> <p>Yes</p> <p>Our courses and hours are similar to neighboring institutions. There are few differences.</p> <p>Our marketing efforts have heightened and started earlier in the year for 2024 fall enrollment. Our first information session will be held via Zoom in March, and we are attending several career expos and presentations for high schools this spring. We will have an information session for the pharmacy technology program every single month up until July. Our promotion for the sessions are across every social media platform, as well as delivering pamphlets with information to</p>

	Explanation
	all local high school counselors, local pharmacies, local businesses, etc.

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data. Identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>We had 2 students withdraw in the fall semester, and their reasoning was that they were not exactly sure what pharmacy was and that it was different when they started the class. There was also a reasoning that the course work was hard to keep up with small children at home that were sick often, so it was deemed as personal home issues. That student plans to start back in the future when children are older. My goal as the program director is to promote the program to make it clear what pharmacy is and what that looks like in the classroom, so students are not surprised by the material when they arrive that first week. This will be added to the information sessions that students must attend before starting the program.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A45580 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Pharmacy Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Strategies utilized are outreach of social media via our marketing team, the CaroMont Health Science Academy at East Gaston High School that reaches all demographics in Gaston County that are Juniors and Seniors in High School, and word of mouth.</p> <p>Cleveland CC had 0 (new recurring students for Spring 2023) in Pharmacy Technology at CCC. With zero students enrolled in Pharmacy Technology at CCC, the program should consider contacting the institution and request permission to send program information to local residents/potential students.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023) in in Pharmacy Technology at CVCC. With zero students enrolled in Pharmacy Technology at CVCC, the program should consider contacting the institution and request permission to send program information to local residents/potential students.</p> <p>Central Piedmont CC had 13 (new and recurring students Spring 2023); only 0 students are from Lincoln & 0 students are from Gaston. With zero students from Lincoln or Gaston counties, the program should continue to try to identify avenues for program growth.</p>

	Explanation
	<p>When reviewing this information, determine if the program has effectively marketed the Pharmacy Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>Yes, the course sequence does make sense.</p> <p>Yes, the courses being offered are meeting enrollment needs, however, there is still plenty of room for the enrollment numbers to grow in the years to come.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Yes, we provide web-blended courses so there is in-person instruction and online instruction to offer flexibility.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Students are pleased with the open communication we have back and forth. Any questions they have are answered and explained promptly.</p> <p>All student feedback is considered, and changes are made when necessary to improve the program and student experience.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> All courses have same enrollment statistics at this time. Students are all taking the same courses as the course sequence suggests. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> N/A <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> PHM 110 Introduction to Pharmacy
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p>	<p>100% Graduation rate thus far.</p>

	Explanation
Identify any known barriers to timely student completion and how they can be addressed.	Keeping open and often communication helps timely student completion.
What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	More explanation on the program before students start the program so that they know exactly what they are signing up for and are prepared to begin. This keeps withdraw rates low and graduation rates high.

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	3 out of the 3 graduates that I have had thus far have started jobs in a pharmacy in the area. (CaroMont, Atrium and CVS).

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	See statistics attached for program financial viability and FTE.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	We have partnerships with CaroMont Regional Medical Center in-patient pharmacy staff.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A45580 Pharmacy Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Demonstrate the written and oral communication skills required for safe and legal practice in the role of pharmacy technician.	Demonstrate the critical thinking skills necessary for safe preparation and distribution of medication.	Demonstrate an understanding of policies and other print materials related to safe preparation and distribution of medication.	Perform mathematical calculations needed to safely prepare medications and solutions.	Use current technologies to prepare, store, inventory, and distribute medications.	Demonstrate the academic knowledge and technical skills necessary for safe preparation, storage, and distribution of medications.	Deal effectively with others by displaying a positive attitude, working as a team member, showing initiative and responsibility, and displaying sensitivity to cultural diversity.	Practice in a legal and ethical manner.
PHM-110	I	I	I	I	I	I	I	I
PHM-111	I	I	I	I	I	I	I	I
PHM-115	M	M	M	M	M	M	M	M
PHM-115A	M	M	M	M	M	M	M	M
PHM-120	D	D	D	D	D	D	D	D
PHM-125	I	I	I	I	I	I	I	I
PHM-138	D	D	D	D	D	D	D	D
PHM-150	I	I	I	I	I	I	I	I
PHM-155	D	D	D	D	D	D	D	D
PHM-160	M	M	M	M	M	M	M	M
PHM-165	D	D	D	D	D	D	D	D
PHM-265	M	M	M	M	M	M	M	M

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

Program Learning Outcomes - A45580 Pharmacy Technology

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
<p>Show the written and oral communication skills required for safe and legal practice as a pharmacy technician.</p>	<p><i>What assessment method is used to determine whether the learning outcome has been met? At least one direct measure must be utilized.</i></p> <p>Direct measures look at the learning itself whereas indirect measures look at the perception of learning.</p> <p>Direct Measures include:</p> <ul style="list-style-type: none"> • Assignments • Exams/Quizzes 	<p><i>How is successful performance measured? How will we know when the learning outcome has been met?</i></p> <p>On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.</p>	<p><i>What results were observed? List results and population size for each applicable semester within the cycle.</i></p> <p>Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p> <p>Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100%</p>	<p><i>What is working well and why?</i></p> <p>The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.</p>	<p><i>What isn't working and why?</i></p> <p>N/A</p>	<p><i>What changes were implemented since the previous cycle?</i></p> <p><i>How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results?</i></p> <p>Assignments have been added since the previous cycle to implement more focus on important topics for each course.</p>	<p><i>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.</i></p> <p><i>Actions might include:</i></p> <ul style="list-style-type: none"> • Curriculum changes (changes in pedagogy, courses, assignments, etc.) • Assessment changes (use different assessments, change the bar for acceptable performance, etc.) • PLO changes (the outcome itself needs to be revised) • No change needed (collect data for an additional cycle)

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
	<ul style="list-style-type: none"> • Presentations • Papers • Projects <p>Indirect Measures include:</p> <ul style="list-style-type: none"> • Self-reflections • Surveys 		<p>Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>				Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.
Demonstrate the critical thinking skills necessary for safe preparation and distribution of medication.	<p>Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects</p> <p>Indirect Measures include: Self-reflections Surveys</p>	<p>On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.</p>	<p>Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p> <p>Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students.,</p>	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
			Range: 1-100% Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%	course evaluations.			
Demonstrate an understanding of policies and other print materials related to safe preparation and distribution of medication.	Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects Indirect Measures include: Self-reflections Surveys	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100% Spring 2023 Mean: 3 students	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
			Mean of Completers: 3 students, 100% Range: 1-100%				
Perform mathematical calculations needed to safely prepare medications and solutions.	<p>Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects</p> <p>Indirect Measures include: Self-reflections Surveys</p>	<p>On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.</p>	<p>Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p> <p>Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100%</p> <p>Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
Use current technologies to prepare, store, inventory, and distribute medications.	<p>Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects</p> <p>Indirect Measures include: Self-reflections Surveys</p>	<p>On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.</p>	<p>Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p> <p>Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100%</p> <p>Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.
Demonstrate the academic knowledge and technical skills	<p>Direct Measures include: Assignments Exams/Quizzes</p>	<p>On average, students will earn at least</p>	<p>Summer 2023 Mean: 3 students</p>	The assigned assignments, exams, quizzes,	N/A	Assignments have been added since the previous cycle to implement	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
necessary for safe preparation, storage, and distribution of medications.	<p>Presentations Papers Projects</p> <p>Indirect Measures include: Self-reflections Surveys</p>	<p>100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.</p>	<p>Mean of Completers: 3 students, 100% Range: 1-100%</p> <p>Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100%</p> <p>Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>	<p>presentations , papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.</p>		<p>more focus on important topics for each course.</p>	<p>Technician Certification Exam). Assignments have been added in preparation of doing so.</p>
Deal effectively with others by displaying a positive attitude, working as a	<p>Direct Measures include: Assignments Exams/Quizzes Presentations Papers</p>	<p>On average, students will earn at least 100% on this assessment. OR</p>	<p>Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>	<p>The assigned assignments, exams, quizzes, presentations , papers, and</p>	N/A	<p>Assignments have been added since the previous cycle to implement more focus on</p>	<p>Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have</p>

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
team member, showing initiative and responsibility, and displaying sensitivity to cultural diversity.	Projects Indirect Measures include: Self-reflections Surveys	On average, students will earn at least 100 out of 100 on this assessment.	<p>Fall 2023 Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100%</p> <p>Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>	projects for each course have had great success rates with material learned and positive feedback in course evaluations.		important topics for each course.	been added in preparation of doing so.
Practice in a legal and ethical manner.	Students are assigned clinical sites to complete 24 hours of clinical on-site training per week for 16-weeks. We utilized CaroMont	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100	<p>Summer 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p> <p>Fall 2023 Mean Percentage: 83%</p>	The assigned assignments, exams, quizzes, presentations , papers, and projects for each course have had great success	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
	<p>Health hospital and Atrium Lincoln for our clinical sites for student training. Students were evaluated by their clinical preceptors as a way of assessment.</p> <p>Direct Measures include: On-Site Clinical Rotations Assignments Exams/Quizzes Presentations Papers Projects</p> <p>Indirect Measures include: Self-reflections Surveys</p>	on this assessment.	<p>Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100%</p> <p>Spring 2023 Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%</p>	rates with material learned and positive feedback in course evaluations.			

Program Review - A55480 Public Safety Administration

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair/Director: Josh Crisp

Program Code(s)/Name(s):

- A55480 Public Safety Administration
- A55480CR Public Safety Administration – Corrections Services
- A55480FP Public Safety Administration – Fire Protection Services
- A55480PM Public Safety Administration – EMS Management Services
- A55480LE Public Safety Administration – Law Enforcement Management Services

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** The program is robust in that it incorporates the major areas of Public Safety Administration with Corrections, EMS, Fire and Law Enforcement. In addition, the program is designed to be for those who have been working in these areas, as it allows for some of their professional training to be credited towards this degree.
- **Areas for Improvement:** The most obvious area for improvement to the program would be to increase the enrollment in the program. This is a fairly new program to Gaston College, and to that extent the enrollment has been low.
- **Needs:** This program is staffed well and has the necessary equipment to conduct the program. Marketing would be the most immediate need.
- **Actions:** Increase the marketing effort to the agencies / schools that we service.

In this opening section of the report. Provide information on program changes, needs, or concerns. For example, if the program recently identified industry changes such as the use of AI to improve fire and law enforcement services in the Public Safety Administration sector. How will the program attempt to address this change to prepare current and future students for employment in this section of the discipline.

SECTION II: PROGRAM DATA ANALYSIS
Program Enrollments

Academic Year 2022-2023 Unduplicated	A55480	A55480CR	A55480FP	A55480PM
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black	0	0	0	0
Hispanic	1	0	0	2
Non-U.S. Resident	0	0	0	0
Two or More Races	0	0	0	0
Unknown	0	0	0	0
White	2	1	5	2
Grand Total	3	1	5	4

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Public Safety Administration (55480)	DNA	DNA	DNA	1.41	1.63

**Limited Data Available; information will be provided during the next program review cycle.*

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total Unduplicated
A55480 Public Safety Administration	A55480	0	3	3	3
A55480CR Public Safety Administration – Corrections Services	A55480CR	0	1	0	1
A55480FP Public Safety Administration – Fire Protection Services	A55480FP	0	4	3	5
A55480PM Public Safety Administration – EMS Management Services	A55480PM	1	2	1	4
A55480LE Public Safety Administration – Law Enforcement Management Services	A55480LE	0	0	0	0
Grand Total		1	10	7	13

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A55480 Public Safety Administration	A55480	0	0	0	0
A55480CR Public Safety Administration – Corrections Services	A55480CR	0	0	0	1
A55480FP Public Safety Administration – Fire Protection Services	A55480FP	0	0	20	3
A55480PM Public Safety Administration – EMS Management Services	A55480PM	0	0	0	1
A55480LE Public Safety Administration – Law Enforcement Management Services	A55480LE	0	0	0	0
	Grand Total	0	0	20	5

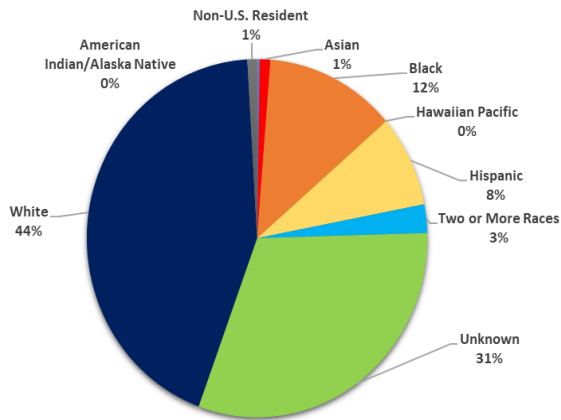
Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A55480 Public Safety Administration	A55480	DNA	DNA	100%	DNA
A55480CR Public Safety Administration – Corrections Services	A55480CR	DNA	DNA	DNA	DNA
A55480FP Public Safety Administration – Fire Protection Services	A55480FP	DNA	DNA	DNA	DNA
A55480PM Public Safety Administration – EMS Management Services	A55480PM	DNA	DNA	DNA	DNA
A55480PM Public Safety Admin Law Enforcement Management	A55480PM	DNA	DNA	DNA	DNA

**The program is a new program with limited data. Retention data will be available during the next academic year.*

College Wide - Demographics

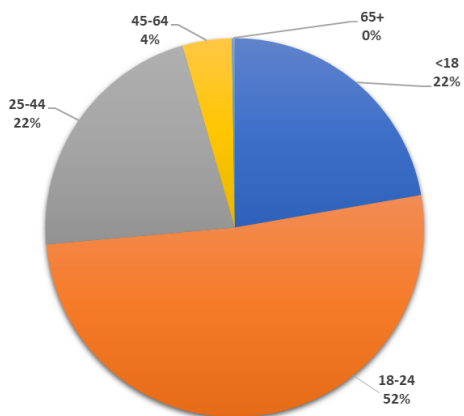
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**

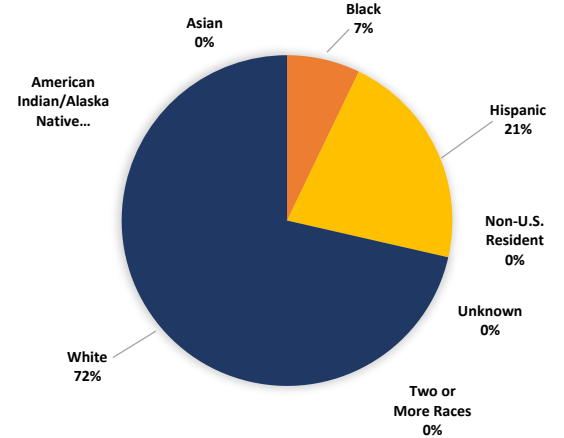


**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**

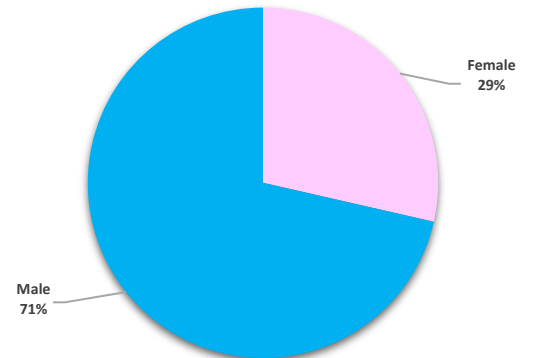


Program - Demographics

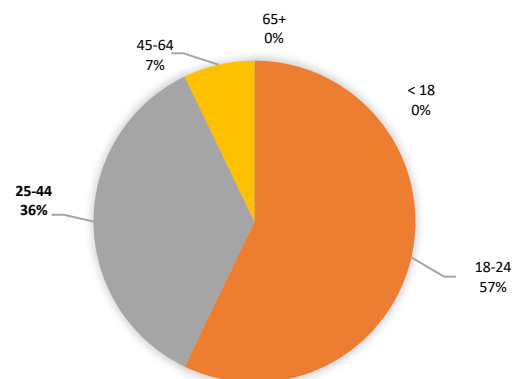
**A55480: Public Safety Admin Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A55480: Public Safety Admin Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**A55480: Public Safety Admin Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Public Safety Administration	DNA	DNA	DNA	DNA	DNA	DNA	DNA

**Limited Data Available; more information will be provided during the next program review cycle.*

Program Course Information (Data for PAD 151, PAD 252, PAD 254 will available next program review cycle).

Dept-Course	Students	Sections	FTE	FTE Value
Criminal Justice	1204	58	121.6	\$ 457,464.46
CJC-111	293	11	27.5	\$ 103,317.39
CJC-112	41	2	3.8	\$ 14,457.38
CJC-113	33	2	3.1	\$ 11,636.43
CJC-115	18	1	2.8	\$ 10,578.57
CJC-120	11	1	1.0	\$ 3,878.81
CJC-121	132	5	12.4	\$ 46,545.72
CJC-131	49	2	4.6	\$ 17,278.33
CJC-132	34	2	3.2	\$ 11,989.05
CJC-141	163	7	15.3	\$ 57,476.91
CJC-144	23	2	3.6	\$ 13,517.06
CJC-146	26	1	4.1	\$ 15,280.16
CJC-160	23	2	2.2	\$ 8,110.24
CJC-161	21	2	2.0	\$ 7,405.00
CJC-170	21	1	2.0	\$ 7,405.00
CJC-212	112	4	10.5	\$ 39,493.34
CJC-214	26	1	2.4	\$ 9,168.10
CJC-221	28	2	4.4	\$ 16,455.56
CJC-222	17	1	1.6	\$ 5,994.52
CJC-225	16	1	1.5	\$ 5,641.91
CJC-231	29	1	2.7	\$ 10,225.95
CJC-232	5	1	0.5	\$ 1,763.10
CJC-240	9	1	0.8	\$ 3,173.57
CJC-241	11	1	1.0	\$ 3,878.81
CJC-245	21	1	3.3	\$ 12,341.67
CJC-246	17	1	2.7	\$ 9,990.87

Dept-Course	Students	Sections	FTE	FTE Value
CJC-250	14	1	1.8	\$ 6,582.22
CJC-255	11	1	1.0	\$ 3,878.81
Emergency Mgt	26	4	2.4	\$ 9,168.10
EPT-140	15	2	1.4	\$ 5,289.29
EPT-150	11	2	1.0	\$ 3,878.81
EMS	80	14	17.1	\$ 73,938.33
EMS-110	15	2	7.0	\$ 30,413.39
EMS-122	6	1	0.6	\$ 2,433.07
EMS-130	8	1	1.5	\$ 6,488.19
EMS-131	6	1	0.6	\$ 2,433.07
EMS-160	6	1	0.9	\$ 4,055.12
EMS-210	7	1	0.9	\$ 3,784.78
EMS-231	4	1	1.1	\$ 4,866.14
EMS-235	8	1	0.5	\$ 2,162.73
EMS-241	4	1	1.5	\$ 6,488.19
EMS-250	4	1	0.8	\$ 3,244.10
EMS-260	4	1	0.5	\$ 2,162.73
EMS-270	4	1	0.8	\$ 3,244.10
EMS-285	4	1	0.5	\$ 2,162.73
Fire Protection	121	13	12.4	\$ 46,545.72
FIP-120	5	1	0.5	\$ 1,763.10
FIP-124	4	1	0.4	\$ 1,410.48
FIP-128	10	1	0.9	\$ 3,526.19
FIP-132	13	1	1.2	\$ 4,584.05
FIP-136	14	1	1.3	\$ 4,936.67
FIP-140	3	1	0.3	\$ 1,057.86
FIP-146	12	1	1.9	\$ 7,052.38
FIP-152	18	1	1.7	\$ 6,347.14
FIP-220	11	1	1.0	\$ 3,878.81
FIP-221	9	1	0.8	\$ 3,173.57
FIP-228	9	1	0.8	\$ 3,173.57
FIP-232	9	1	1.1	\$ 4,231.43
FIP-276	4	1	0.4	\$ 1,410.48

Grade Distribution by Course and Delivery Method (Data for PAD 151, PAD 252, PAD 254 will available next program review cycle).

Course by Delivery Method	%A	%B	%C	%D	%F	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
CJC-111	57%	18%	8%	4%	6%	6%	0%	2%	84%	88%	3.24	87%
Online	46%	22%	10%	6%	8%	8%	0%	3%	78%	84%	3.00	82%
Seated	85%	10%	4%	1%	0%	1%	0%	0%	98%	99%	3.80	99%
CJC-112	20%	21%	15%	10%	17%	17%	0%	2%	56%	66%	2.21	66%
Online	20%	21%	15%	10%	17%	17%	0%	2%	56%	66%	2.21	66%
CJC-113	70%	9%	9%	0%	3%	9%	0%	0%	88%	88%	3.57	97%
Online	70%	9%	9%	0%	3%	9%	0%	0%	88%	88%	3.57	97%
CJC-115	67%	22%	0%	0%	11%	0%	0%	0%	89%	89%	3.33	89%
Hybrid	67%	22%	0%	0%	11%	0%	0%	0%	89%	89%	3.33	89%
CJC-120	27%	36%	18%	9%	9%	0%	0%	0%	82%	91%	2.64	82%
Online	27%	36%	18%	9%	9%	0%	0%	0%	82%	91%	2.64	82%
CJC-121	44%	26%	10%	5%	5%	9%	0%	9%	82%	86%	3.13	82%
Online	39%	26%	10%	5%	5%	11%	0%	10%	78%	84%	3.02	79%
Seated	68%	22%	9%	0%	0%	0%	0%	5%	100%	100%	3.59	96%
CJC-131	43%	10%	14%	10%	12%	10%	0%	2%	67%	78%	2.68	73%
Online	43%	10%	14%	10%	12%	10%	0%	2%	67%	78%	2.68	73%
CJC-132	26%	22%	12%	6%	18%	15%	0%	6%	62%	68%	2.41	68%
Online	26%	22%	12%	6%	18%	15%	0%	6%	62%	68%	2.41	68%
CJC-141	58%	20%	5%	2%	6%	8%	0%	6%	84%	86%	3.33	86%
Online	53%	10%	4%	4%	11%	16%	0%	13%	68%	72%	3.09	71%
Seated	62%	31%	6%	0%	1%	0%	0%	0%	99%	99%	3.52	99%
CJC-144	87%	4%	4%	0%	0%	4%	0%	17%	96%	96%	3.86	85%
Hybrid	85%	4%	5%	0%	0%	5%	0%	20%	95%	95%	3.84	83%
Online	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
CJC-146	27%	23%	15%	15%	15%	4%	0%	0%	65%	81%	2.32	68%
Online	27%	23%	15%	15%	15%	4%	0%	0%	65%	81%	2.32	68%
CJC-160	43%	31%	9%	0%	9%	4%	0%	13%	87%	87%	3.09	80%
Online	43%	31%	9%	0%	9%	4%	0%	13%	87%	87%	3.09	80%
CJC-161	43%	27%	10%	0%	14%	0%	0%	24%	86%	86%	2.90	69%
Online	43%	27%	10%	0%	14%	0%	0%	24%	86%	86%	2.90	69%
CJC-170	57%	24%	14%	5%	0%	0%	0%	0%	95%	100%	3.33	95%
Online	57%	24%	14%	5%	0%	0%	0%	0%	95%	100%	3.33	95%
CJC-212	54%	22%	6%	4%	7%	4%	0%	4%	84%	88%	3.19	84%
Online	48%	25%	5%	5%	9%	5%	0%	5%	80%	86%	3.06	80%
Seated	81%	10%	10%	0%	0%	0%	0%	0%	100%	100%	3.71	100%
CJC-214	12%	42%	15%	19%	12%	0%	0%	0%	69%	88%	2.23	69%

Course by Delivery Method	%A	%B	%C	%D	%F	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	12%	42%	15%	19%	12%	0%	0%	0%	69%	88%	2.23	69%
CJC-221	32%	25%	18%	7%	14%	4%	0%	0%	75%	82%	2.56	78%
Online	32%	25%	18%	7%	14%	4%	0%	0%	75%	82%	2.56	78%
CJC-222	41%	8%	12%	6%	18%	12%	0%	41%	65%	71%	2.60	50%
Online	41%	8%	12%	6%	18%	12%	0%	41%	65%	71%	2.60	50%
CJC-225	38%	22%	19%	0%	19%	0%	0%	13%	81%	81%	2.63	72%
Online	38%	22%	19%	0%	19%	0%	0%	13%	81%	81%	2.63	72%
CJC-231	31%	20%	14%	3%	21%	10%	0%	3%	66%	69%	2.42	70%
Online	31%	20%	14%	3%	21%	10%	0%	3%	66%	69%	2.42	70%
CJC-232	60%	17%	20%	0%	0%	0%	0%	20%	100%	100%	3.40	83%
Online	60%	17%	20%	0%	0%	0%	0%	20%	100%	100%	3.40	83%
CJC-240	22%	33%	22%	22%	0%	0%	0%	0%	78%	100%	2.56	78%
Online	22%	33%	22%	22%	0%	0%	0%	0%	78%	100%	2.56	78%
CJC-241	73%	27%	0%	0%	0%	0%	0%	0%	100%	100%	3.73	100%
Online	73%	27%	0%	0%	0%	0%	0%	0%	100%	100%	3.73	100%
CJC-245	90%	0%	0%	0%	0%	10%	0%	5%	90%	90%	4.00	95%
Hybrid	90%	0%	0%	0%	0%	10%	0%	5%	90%	90%	4.00	95%
CJC-246	82%	6%	0%	0%	0%	12%	0%	0%	88%	88%	3.93	100%
Hybrid	82%	6%	0%	0%	0%	12%	0%	0%	88%	88%	3.93	100%
CJC-250	71%	7%	0%	0%	0%	21%	0%	0%	79%	79%	3.91	100%
Online	71%	7%	0%	0%	0%	21%	0%	0%	79%	79%	3.91	100%
CJC-255	45%	18%	0%	0%	18%	18%	0%	0%	64%	64%	2.89	78%
Online	45%	18%	0%	0%	18%	18%	0%	0%	64%	64%	2.89	78%
EMS-110	13%	53%	0%	0%	20%	13%	0%	0%	67%	67%	2.46	77%
Seated	13%	53%	0%	0%	20%	13%	0%	0%	67%	67%	2.46	77%
EMS-122	83%	14%	0%	0%	0%	0%	0%	17%	100%	100%	3.83	86%
Seated	83%	14%	0%	0%	0%	0%	0%	17%	100%	100%	3.83	86%
EMS-130	13%	38%	25%	13%	0%	13%	0%	0%	75%	88%	2.57	86%
Hybrid	13%	38%	25%	13%	0%	13%	0%	0%	75%	88%	2.57	86%
EMS-131	17%	71%	0%	0%	0%	0%	0%	17%	100%	100%	3.17	86%
Hybrid	17%	71%	0%	0%	0%	0%	0%	17%	100%	100%	3.17	86%
EMS-160	33%	67%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
Hybrid	33%	67%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
EMS-210	86%	14%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
Hybrid	86%	14%	0%	0%	0%	0%	0%	0%	100%	100%	3.86	100%
EMS-231	75%	25%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
Seated	75%	25%	0%	0%	0%	0%	0%	0%	100%	100%	3.75	100%
EMS-235	50%	38%	0%	0%	0%	13%	0%	0%	88%	88%	3.57	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	50%	38%	0%	0%	0%	13%	0%	0%	88%	88%	3.57	100%
EMS-241	75%	0%	0%	0%	0%	25%	0%	0%	75%	75%	4.00	100%
Seated	75%	0%	0%	0%	0%	25%	0%	0%	75%	75%	4.00	100%
EMS-250	25%	75%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
Seated	25%	75%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
EMS-260	25%	50%	25%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Seated	25%	50%	25%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
EMS-270	25%	75%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
Hybrid	25%	75%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
EMS-285	25%	50%	0%	0%	0%	25%	0%	0%	75%	75%	3.33	100%
Seated	25%	50%	0%	0%	0%	25%	0%	0%	75%	75%	3.33	100%
EPT-140	60%	7%	13%	0%	20%	0%	0%	0%	80%	80%	2.87	80%
Online	60%	7%	13%	0%	20%	0%	0%	0%	80%	80%	2.87	80%
EPT-150	27%	27%	18%	0%	27%	0%	0%	0%	73%	73%	2.27	73%
Online	27%	27%	18%	0%	27%	0%	0%	0%	73%	73%	2.27	73%
FIP-120	60%	0%	20%	0%	0%	20%	0%	0%	80%	80%	3.50	100%
Online	60%	0%	20%	0%	0%	20%	0%	0%	80%	80%	3.50	100%
FIP-124	75%	0%	25%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Online	75%	0%	25%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
FIP-128	90%	10%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
Online	90%	10%	0%	0%	0%	0%	0%	0%	100%	100%	3.90	100%
FIP-132	85%	0%	0%	8%	0%	8%	0%	0%	85%	92%	3.75	92%
Online	85%	0%	0%	8%	0%	8%	0%	0%	85%	92%	3.75	92%
FIP-136	29%	36%	14%	0%	21%	0%	0%	0%	79%	79%	2.50	79%
Online	29%	36%	14%	0%	21%	0%	0%	0%	79%	79%	2.50	79%
FIP-140	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
FIP-146	83%	8%	0%	0%	0%	8%	0%	0%	92%	92%	3.91	100%
Online	83%	8%	0%	0%	0%	8%	0%	0%	92%	92%	3.91	100%
FIP-152	72%	11%	0%	0%	17%	0%	0%	0%	83%	83%	3.22	83%
Online	72%	11%	0%	0%	17%	0%	0%	0%	83%	83%	3.22	83%
FIP-220	64%	18%	9%	0%	9%	0%	0%	0%	91%	91%	3.27	91%
Online	64%	18%	9%	0%	9%	0%	0%	0%	91%	91%	3.27	91%
FIP-221	67%	22%	11%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
Online	67%	22%	11%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
FIP-228	89%	0%	0%	0%	11%	0%	0%	0%	89%	89%	3.56	89%
Online	89%	0%	0%	0%	11%	0%	0%	0%	89%	89%	3.56	89%
FIP-232	56%	44%	0%	0%	0%	0%	0%	0%	100%	100%	3.56	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	56%	44%	0%	0%	0%	0%	0%	0%	100%	100%	3.56	100%
FIP-276	25%	50%	25%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Online	25%	50%	25%	0%	0%	0%	0%	0%	100%	100%	3.00	100%

Employment Data: Public Safety Telecommunicator (9-1-1 Dispatcher)

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	84	0.7%	20	0.9%	\$41,000
Lincoln	25	n/a	6	1.50%	\$41,000
*Charlotte	799	0.8%	199	1.4%	\$44,400

*Charlotte includes data from Charlotte/Concord/Gastonia

Employment Data: Emergency Management Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	102	1.7%	18	1.0%	\$36,700
Lincoln	29	1.70%	6	2.70%	\$36,600
*Charlotte	1,527	1.9%	292	1.6%	\$40,600

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>The Public Safety Administration degree program is designed basically for those already working in the field or for those who have long-range goals of attaining rank within their respective field. To be able to manage the critical needs of Public Safety within their community that they serve. This is an extremely important function within our society, so the value of the program in furthering the education of the leaders of Public Safety cannot be underestimated.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p>	<p>In reviewing the data from the STAR program from NC Careers.org, first line supervisors of law enforcement is one of the top ten careers with high wages and employment growth by education requirements, with an average wage of 92, 475 per year.</p>

	Explanation
<p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>We have benefitted from the offering the program in that we are providing education to the public safety departments within our service area. This creates a network of those working in the field with those who may be interested in the future.</p> <p>The advisory committee is supportive of the program.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>The only other Community Colleges that offers the Public Safety Administration degree is Central Piedmont Community College and Catawba Valley Community College. CPCC offers a Loss Prevention Track and do not offer a EMS track, which Gaston College offers.</p> <p>Catawba Valley Community College only offers the Emergency and Fire Track.</p> <p>Cleveland Community College, and Western Piedmont Community College do not offer the program.</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>Yes, the sequence is sensible and the Math and English requirements are suggested in the first year.</p> <p>Yes, this program can be complete as both full-time and part-time.</p> <p>The only other colleges that offers the Public Safety Administration degree is Central Piedmont Community College (CPCC), and Catawba Valley Community College (CVCC). For the Corrections track CPCC has 68 hours for the program, and Gaston College program it is 66-68 hours. For the Fire track, CPCC has 67 hours, and Gaston College is 65-66 hours. For the Law Enforcement track, CPCC has 69 hours and Gaston College has 64-65 hours.</p> <p>Catawba Valley Community College has the Emergency and Fire Management track and their program is 64-65 hours.</p> <p>To improve enrollment there would need to be a more robust marketing program. This may include fliers to be distributed to local public safety agencies.</p> <p>No improvement to the programs has been identified at this time.</p> <p>Course offerings are good with most of the program being conducted online.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	<p>Curriculum maps have been included, and the student in the program are performing above the 70% pass rate.</p>
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>This is a fairly new program so retention has not been a major factor. The only barriers to student success that has been identified is the motivation of the student. The program can be done online in many tracks, and is available in full-time and part-time capacity.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A55480 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Public Safety Administration program at GC? Identify strategies for enrollment growth. *With this program not being offered at Cleveland CC and Catawba Valley CC, the director should work with their supervisor and discuss getting permission to contact residents that could be potential students from Cleveland and Catawba counties.</p>	<p>No underserved populations of non-traditional enrollment issues have been identified, so there have not been any strategies utilized for this evaluation period.</p> <p>Cleveland CC had 0 (new and recurring students for Spring 2023). The institution does not offer this program. Could there be an opportunity for program growth by reaching out to students in this county.</p> <p>Not sure how we would reach out to these students with the exception of more marketing.</p> <p>Catawba Valley CC had 7 (new and recurring students for Spring 2023); however, 0 from Lincoln & 0 from Gaston students were <u>from our service area</u> have enrolled in the Public Safety Admin program at CVCC. Having only 7 students enrolled in PSA at CVCC represents a possible opportunity for program growth.</p> <p>This is a low number of students in the program, while this may indicate growth for Gaston College, knowing who to reach out to or what marketing would be available may be an issue.</p> <p>Central Piedmont CC had 1 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston totaling 0 students from our service area. Having one student enrolled in Public Safety Admin at CPCC, the program may have an opportunity for program growth at GC.</p>

	Explanation
	<p>CPCCC services Mecklenburg County (Charlotte), and with only one student enrolled, there could be some room for growth, but as previously mentioned earlier, marketing in that area would be the issue.</p> <p>The other issue is that this program is mostly set up for those working in the Public Safety field already, and looking for education in their field for possible promotion.</p> <p>If these institutions do not offer this program. Could there be an opportunity for program growth by reaching out to students in these counties? If yes, work with supervisors on specific strategies/actions. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p> <p>Which students would we reach out to? How could we selectively market one program in another service area without actually marketing GC? While the question is to reach out to students in these service areas, the only viable option that seems possible is to reach out the specific public safety agencies.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>Yes, the modality of the classes seems to be successful.</p> <p>The only course that is QM certified is the CJC 141 course.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>There was only one comment that was shared on the last course evaluation for the PAD classes and that was "He follows through on his word quickly."</p> <p>When evaluations are completed the instructor and chair reviews the evaluations to look at satisfaction of the student with the course and to make appropriate changes.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • With the exception of EMS 110 all EMS classes had less than 10 students. • FIP classes with less than 10 students, 120, 124, 140, 221, 222, 223, 276 • CJC classes with less than 10 students, 232, 240 <p>Courses with Low Success Rates</p>

	Explanation
	<ul style="list-style-type: none"> Only one class from the CJC, EMS or FIP had a less than 60% pass rate which was CJC 112. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> Withdrawal rates of higher than 15% were as follows; CJC 112, 141(online), 250(no longer offered), 255(no longer offered). EMS 241, 285, and FIP 120.
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>The program was first offered in 2019-2020 with no graduates until 2021-2022 with 20 graduates in the FIP track. In the last year 2022-2023 there was one graduate from the Corrections track, 3 from the Fire track, and 1 from the EMS track.</p> <p>There are no known barriers to student completion.</p> <p>No strategies are planned to be implemented to improve time to degree completion or for being career ready.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<p>No data is available that directly correlates this degree program to job placement. As for the transfer data, no data could be found directly correlating the Public Safety Administration degree to transfer.</p>

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<p>This is as very specific program that is primarily focused on those already working in the Public Safety Field. In general terms, the majority of classes that the student in this program must take are covered in the CJC, EMS and FIP curriculum with only 3 PAD classes required to complete the program. Therefore, while a small program it is viable to the institution to retain.</p>

Curriculum Map - A55480CR Public Safety Administration - Corrections Services

Course	PLO1	PLO2	PLO3	PLO4
	Analyze concepts and theories related to public safety administration.	Apply leadership traits that provide efficient group and task management.	Differentiate between public and private resources to effectively meet public safety goals.	Demonstrate knowledge of organizational dynamics through a correctional management perspective in real world situations.
CJC 131	I			
CJC 170		I		
CJC 212			D	D
FIP 152	I	I		
CJC 161		D		
CJC 231	D		D	D
PAD 151	I	I	I	I
PAD 252	D,M	D,M	D,M	D,M
PAD 254	D	D	D	D
CJC 141			I	I
CJC 214				D
CJC 225				D
CJC 240	D	D	D	D
FIP 228	D	D	D	D
CJC 120				I
CJC 221				D
CJC 232			D	D

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

Curriculum Map - A55480PM Public Safety Administration - EMS Management Services

Course	PLO1	PLO2	PLO3	PLO4
	Analyze concepts and theories related to public safety administration.	Apply leadership traits that provide efficient group and task management.	Differentiate between public and private resources to effectively meet public safety goals.	Identify characteristics of an effective leader in the emergency medical service industry.
EMS 110	I			
FIP 152	I	I		
EMS 122	I	I	I	I
EMS 130		I		
EMS 131		I		
EMS 160		I		
PAD 151	I	I	I	I
PAD 252	D,M	D,M	D,M	D,M
PAD 254	D	D	D	D
EMS 220		I		
EMS 270		I		
FIP 228	D	D	D	D
EPT 150	I	D	D	D
EMS 235	D	D	D	D

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

Curriculum Map - A55480FP Public Safety Administration – Fire Protection Services

Course	PLO1	PLO2	PLO3	PLO4
	Analyze concepts and theories related to the public safety	Discuss leadership traits that provide efficient group and task management.	Differentiate between public and private resources to effectively meet public safety goals.	Identify and describe key functions and competencies to be effective in today's public safety administration environment.
PAD-151			I	I
PAD-252	M	D		M
PAD-254			M	
FIP-120	I			I
FIP-124			I	
FIP-136			D	
FIP-152	I		D	
FIP-128	I			
FIP-132		D		
FIP-146			D	D
EPT-140	I			
EPT-150				D
FIP-220	M	D		D
FIP-228			M	
FIP-221	M	M		D
FIP-276	M	M		

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

Curriculum Map -A55480LE Public Safety Admin–Law Enforcement Management Services

Course	PLO1 Analyze concepts and theories related to public safety administration.	PLO2 Apply leadership traits that provide efficient group and task management.	PLO3 Differentiate between public and private resources to effectively meet public safety goals.	PLO4 Demonstrate knowledge of organizational dynamics through a law enforcement management perspective in real world situations.
CJC or PST Elective	I	I	I	I
CJC or PST Elective	I	I	I	I
FIP 152	I	I		
CJC 161		D		
CJC 231	D		D	D
CJC 225				D
PAD 151	I	I	I	I
PAD 252	D,M	D,M	D,M	D,M
PAD 254	D	D	D	D
CJC 240	D	D	D	D
FIP 228	D	D	D	D
CJC 221				D
CJC or PST Elective	I	I	I	I
CJC or PST Elective	I	I	I	I

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

Program Learning Outcomes - A55480 Public Safety Administration

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 concepts and theories related to the public safety	PAD 252 The students will create a “White paper” to develop mastery of concepts and theories related to public safety administration.	On average the student earns at least a 70% score of the available points on their research paper based on the rubric for the assignment.	2020-2021 Academic year 96% of students received a grade of 70% or higher 2021-2022 Academic year 100% of students who submitted the assignment received a grade of 70% or higher 2022-2023 Academic year 100% of students who submitted the assignment a grade of 70% or higher.	Majority of students are performing above the success criteria This assessment still contains the necessary qualities to remain in the course.	Work to ensure a higher percentage of on-line students achieve the stated goal. More outreach to students who are low performing within the class.	The impact for this outcome from 2020-2023 is that the assessment tool is still viable, however some students chose not to complete the assignment.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.
2	Discuss leadership	PAD 252	On average the student	2020-2021 Academic year	Majority of students are	Work to ensure a higher	In the academic years from	Use Gaston College services to

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		
	traits that provide efficient group and task management.	Chapter 4 Quiz will be used to measure this outcome.	earns at least a 70% score of the available points on their Chapter 4 Quiz.	<p>100% of students received a grade of 70% or higher</p> <p>2021-2022 Academic year 85% of students who took the quiz received a grade of 70% or higher.</p> <p>2022-2023 Academic year 100% of the students who took the quiz received a grade of 70% or higher.</p>	<p>performing above the success criteria</p> <p>In the year 2021-2022, there was only one (1) student who did not make above the 70% mark. Others chose not to take the quiz. This assessment still holds viability to the course and as a measurement tool.</p>	<p>percentage of on-line students achieve the stated goal.</p> <p>More outreach to students who are low performing within the class.</p>	2020-2023, only one (1) student took the test and did not meet the 70% mark. Others chose not to take the quiz.	encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.

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	Differentiate between public and private resources to effectively meet public safety goals.	PAD 254 The student is required to create a "Grant Package" in PAD 254 to demonstrate mastery of utilizing public and private resources.	On average the student earns at least a 70% score of the available points on the Grant Package based on the rubric for the assignment.	2020-2021 Academic year 100% of students received a grade of 70% or higher 2021-2022 Academic year 100% of students who submitted the assignment received a grade of 70% or higher. 2022-2023 Academic year 100% of students who submitted the assignment received a	Majority of students are performing above the success criteria This assessment still holds viability to the course and as a measurement tool.	Work to ensure a higher percentage of on-line students achieve the stated goal.	The impact for this outcome from 1020-2023 is that the assessment tool is still viable, however some students chose not to complete the assignment.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.

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		
				grade of 70% or higher.				
4	Identify and describe key functions and competencies to be effective in today's public safety administration environment.	PAD 151 The student is required to interview a public service leader and author a paper discussing the functions and competencies needed to be successful in today's public safety administration. This is to demonstrate mastery in PAD 151 and PAD 252	On average the student earns at least a 70% score of the available points on their public service leader paper based on the grading rubric for the assignment.	2020-2021 Academic year 100% of students received a grade of 70% or higher. 2021-2022 Academic year 100% of students who submitted the paper received a grade of 70% or higher. 2022-2023 Academic year 100% of students who submitted the	Majority of students are performing above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	The impact for this outcome from 1020-2023 is that the assessment tool is still viable, however some students chose not to complete the assignment.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.

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		
				paper received a grade of 70% or higher.				

Program Review - A25620 Supply Chain Management

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Jeremy Railton

Program Code(s)/Name(s):

- **A25620 Supply Chain Management**
- **C25620 Supply Chain Management**
- **C25620L Supply Chain Management – Leadership**
- **C25620LP Supply Chain Management – Leadership Pathway**

SECTION I: 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? Include Personnel and Equipment Request
Actions: What are our next steps? How will we make use of this program review for future improvement?
<ul style="list-style-type: none"> • Strengths: For the enrolled students, the program offers great training toward gainful employment as well as the opportunity to move up in their existing organizations. • Areas for Improvement: Enrollment has been chronically low for many years. The lack of a primary instructor to champion the program and develop content has proven fatal to its viability. • Needs: None at the time • Actions: The program will be discontinued for the time being, while leaving ourselves the option to reactivate it if conditions change in the future. For existing students, the program will be taught-out over the next year. Advisors have been encouraging students to take all of their LOG-prefixed courses as soon as they are available to facilitate the teach-out process.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A25620	C25620	C25620L	C25620LP
American Indian/Alaska Native	0	0	0	0
Asian	1	0	0	0
Black	8	0	0	0
Hispanic	1	0	0	0
Non-U.S. Resident	0	0	0	0
Two or More Races	1	0	0	0
Unknown	3	0	0	1
White	16	0	0	0
Grand Total	30	0	0	1

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Supply Chain Management (25620)	16.93	11.53	10.06	11.47	12.72

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A25620 Supply Chain Management	A25620	0	2	2	4
C25620 Supply Chain Management	C25620	0	1	1	2
C25620L Supply Chain Management – Leadership	C25620L	0	0	0	0
C25620LP Supply Chain Management – Leadership Pathway	C25620LP	0	0	0	0
Grand Total		0	3	3	6

Trend Data - Credential Earned

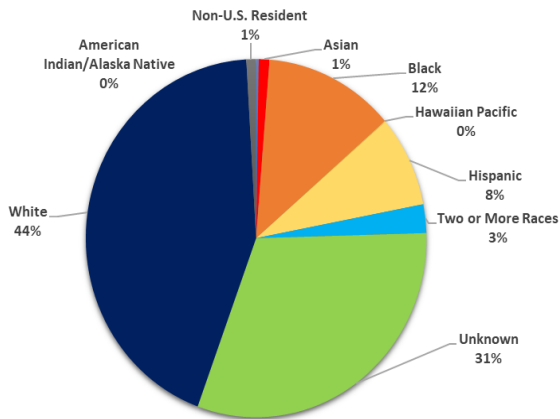
Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A25620 Supply Chain Management	A25620	4	2	4	4
C25620 Supply Chain Management	C25620	6	8	6	2
C25620L Supply Chain Management – Leadership	C25620L	0	0	0	0
C25620LP Supply Chain Management – Leadership Pathway	C25620LP	0	0	0	0
Grand Total		10	10	10	6

Program Retention Data

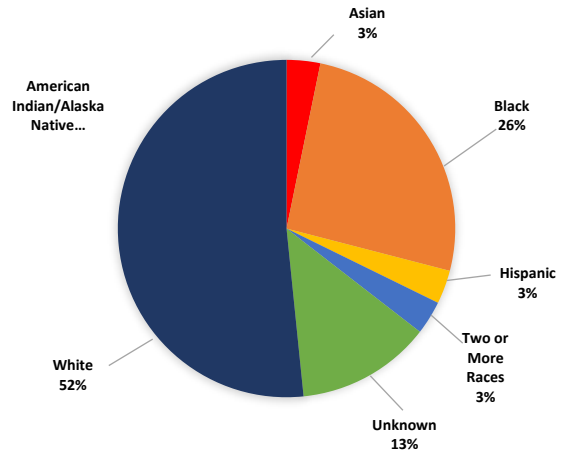
Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A25620 Supply Chain Management	A25620	100%	100%	80%	40%
C25620 Supply Chain Management – Certificate	C25620	DNA	DNA	DNA	DNA
C25620L Supply Chain Management - Leadership	C25620L	DNA	DNA	DNA	DNA
C25620LP Supply Chain Management – Leadership Pathway	C25620LP	DNA	0%	DNA	DNA

College Wide - Demographics

**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



**A25620: Supply Chain Mgmt Unduplicated Enrollment
Academic Year 2022-2023 - by Race**



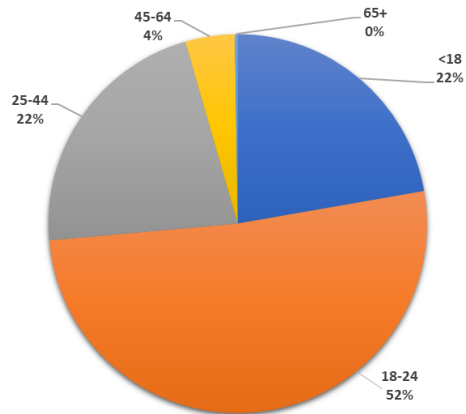
**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



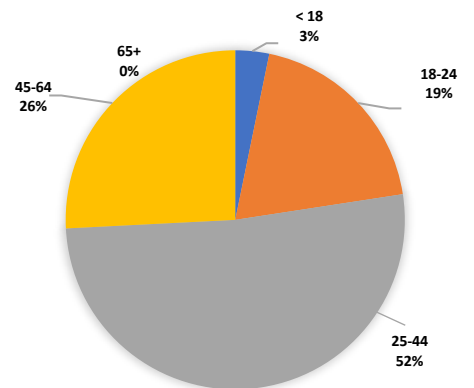
**A25620: Supply Chain Mgmt Unduplicated Enrollment
Academic Year 2022-2023 - by Gender**



**Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



**A25620: Supply Chain Mgmt Unduplicated Enrollment
Academic Year 2022-2023 - by Age**



Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Business Administration, Supply Chain, & Global Logistics	\$321,010.59	263.9	\$992,411.09	\$671,400.50	193.63	\$728,294.71	\$407,284.12

* Costs cannot be separated easily between programs

Program Course Information - Business Administration/Supply Chain/Global Logistics

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Bus Admin/Supply Chain	2474	101	24.5	234.1	\$ 880,607.34
BUS-110	508	19	26.7	47.6	\$ 179,130.48
BUS-115	249	8	31.1	23.3	\$ 87,802.15
BUS-116	65	3	21.7	6.1	\$ 22,920.24
BUS-125	69	3	23.0	6.5	\$ 24,330.72
BUS-137	184	6	30.7	17.3	\$ 64,881.91
BUS-217	66	2	33.0	6.2	\$ 23,272.86
BUS-225	65	3	21.7	8.1	\$ 30,560.32
BUS-230	56	3	18.7	5.3	\$ 19,746.67
BUS-234	23	1	23.0	2.2	\$ 8,110.24
BUS-239	35	2	17.5	3.3	\$ 12,341.67
BUS-256	18	1	18.0	1.7	\$ 6,347.14
BUS-258	15	1	15.0	1.4	\$ 5,289.29
BUS-259	11	1	11.0	1.0	\$ 3,878.81
BUS-260	14	1	14.0	1.3	\$ 4,936.67
ECO-251	590	22	26.8	55.3	\$ 208,045.25
ECO-252	266	11	24.2	24.9	\$ 93,796.67
INT-110	46	2	23.0	4.3	\$ 16,220.48
LOG-110	56	2	28.0	5.3	\$ 19,746.67
LOG-120	3	1	3.0	0.3	\$ 1,057.86
LOG-210	2	1	2.0	0.2	\$ 705.24
LOG-211	5	1	5.0	0.6	\$ 2,350.79
LOG-220	1	1	1.0	0.1	\$ 352.62
LOG-230	2	1	2.0	0.2	\$ 705.24
LOG-245	2	1	2.0	0.2	\$ 705.24
MKT-120	89	3	29.7	8.3	\$ 31,383.10
MKT-223	34	1	34.0	3.2	\$ 11,989.05

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BUS-110	47%	23%	11%	2%	8%	0%	0%	9%	0%	2%	81%	84%	3.10	88%
Online	50%	21%	11%	2%	7%	0%	0%	9%	0%	2%	83%	84%	3.17	89%
Seated	26%	34%	9%	8%	17%	0%	0%	6%	0%	0%	70%	77%	2.48	74%
LOG-110	29%	29%	20%	5%	5%	0%	0%	11%	0%	4%	79%	84%	2.80	85%
Online	29%	29%	20%	5%	5%	0%	0%	11%	0%	4%	79%	84%	2.80	85%
LOG-120	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
LOG-220	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
Online	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: First-Line Supervisors of Production and Operating Workers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	720	1.6%	163	0.7%	\$64,600
Lincoln	262	1.40%	64	1.30%	\$64,600
*Charlotte	6,128	1.6%	1,477	1.2%	\$69,000

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Industrial Production Managers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	214	0.9%	35	0.8%	\$109,300
Lincoln	79	0.70%	14	1.50%	\$109,200
*Charlotte	1,872	0.8%	332	1.3%	\$117,400

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>We have always considered the program valuable to the community. The main issue was enrollment. Students were not aware of the program and its benefits. Whatever marketing resources the school deployed were unable to help.</p> <p>Use the link below to review NC state data for Supply Chain Management jobs including Supply Chain Managers and other related jobs such as Industrial Production Managers. You can compare data from Jobs EQ that is broken down by county and our local region.</p> <p>https://www.careeronestop.org/Toolkit/Careers/Occupations/occupationprofile.aspx?keyword=Supply%20Chain%20Managers&onetcode=11-3071.04&location=Gaston,%20NC</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The demand for supply chain management jobs remains strong. Our graduates were well-qualified for entry-level positions as well as advancing within current employers. Students were able to leverage Work-Based Learning to boost employment experience and networking.</p> <p>The advisory committee emphasized the community need for supply chain management workers.</p>
<p>Uniqueness:</p> <p>What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Few institutions even offer the program, so ours was unique in its existence and history.</p>

ENTRY

	Explanation
<p>Enrollment Goals:</p> <p>Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p>	<p>The program is sequenced effectively.</p> <p>Program hours were reduced to minimum viable hours while maintaining program integrity.</p> <p>Past efforts to boost enrollment were ineffective. The program is being discontinued.</p>

	Explanation
<p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Retention has historically been quite high, though the number of students has been unsustainably low. No barriers to student progress identified, though we will have to work with existing students as we teach it out.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A25620 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Supply Chain Management program at GC? Identify strategies for enrollment growth. *With this program not being offered at Cleveland CC and Catawba Valley CC, the director should work with their supervisor and discuss getting permission to contact residents that could be potential students from Cleveland and Catawba counties.</p>	<p>The program trends much older and more male than the overall institution.</p> <p>Cleveland CC had 0 (new and recurring students for Spring 2023). The institution does not offer this program. Could there be an opportunity for program growth by reaching out to students in this county.</p> <p>Catawba Valley CC had 0 (new and recurring students for Spring 2023). The institution does not offer this program. Could there be an opportunity for program growth by reaching out to students in this county.</p> <p>Central Piedmont CC had 31 (new and recurring students Spring 2023); however, 0 from Lincoln & 0 from Gaston totaling 0 students from our service area. Having 0 students enrolled in Supply Chain Mgmt. at CPCC, the program may have an opportunity for program growth at GC.</p> <p>When reviewing this information, determine if the program has effectively marketed the Supply Chain Management program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>

	Explanation
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>The program is sequenced well.</p> <p>Success rates have historically been quite high.</p> <p>LOG 110 is required for Business Admin students. The remaining LOG-prefixed courses have suffered chronically low enrollment.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>All LOG-prefixed courses were offered fully online, asynchronous due to low enrollment and the fact that several students were working while attending school.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Student evaluations have been very positive. Evaluation data is shared to instructors and then discussed in the yearly instructor evaluation process.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> All LOG-prefixed courses aside from LOG 110 <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> n/a <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> n/a
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>Total awards are low, though the awards/headcount ratio would be high due to retention.</p> <p>No known barriers to student completion.</p> <p>No strategies will be deployed as the program is being discontinued.</p>

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	Students do well finding employment.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program is not viable. Separating out FTE data specifically for the supply chain program is difficult as noted in the 2023 Gaston College Fact Book's program viability report.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	Work-Based Learning

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A25260 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 Learning Outcomes - A25260 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 87% Fall 2021 Mean of Completers: 85% Range: 25-100 n: 224 Fall 2022 Mean of Completers: 88% Range: 13-100 n: 300	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.	Results have consistently been above benchmark for several years. Faculty feel it's time for a different outcome and measurement tool.	Elasticity was removed from the measurement tool for Fall 2020 with the prediction that it would help boost student performance. Data since then have been within normal ranges, so it isn't clear whether the change had any effect.	Starting with the next measurement cycle (Fall 2024), we will change the outcome description to "Demonstrate knowledge of economic concepts and trends and their impact on human societies." The measurement tool will change to the Final Exam. Item analyses will be performed to identify strengths and weaknesses in student learning, allowing us to adjust for improvement.	4
2	Analyze promotional strategies	MKT 120 (Prin of Marketing) Chapter 18 Exam	On average, students will earn at	Summer 2017 92% Spring 2018 94%	Students are performing very well, demonstrating	Student performance is strong, no areas for	The quiz was reworked by a faculty member to improve some ambiguous questions	The measurement tool should be changed to the Chapter 16 quiz (new book edition	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 various companies and products.	This is an objective measurement tool that tests students' analysis of promotional strategies.	least 80% on this artifact.	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 Spring 2023 Mean of Completers: 90% Range: 80-100 n: 40	that they can analyze promotional strategies for various companies and products.	improvement are identified at this time.	and adjust for an updated edition of the textbook. Performance is very high, indicating the new version is off to a good start.	shuffled chapters around). Monitor data for a few cycles to ensure results are consistently strong. After a few years, it will probably be time to define a new outcome and look for a new measurement tool.	
3	Identify offer, acceptance, and	BUS 115 (Business Law I) Chapter 10 Exam	On average, students will earn at	Fall 2016 79% Fall 2017 84% Fall 2018 88% Fall 2019 88%	Students are demonstrating success at identifying	No areas for improvement identified at this time. Students	No changes were made last year since the quiz was revised the previous year. Results so far	Monitor results for a few cycles to ensure results are consistently strong. After that, it	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			
	mutual assent as they relate to contracts.	This is an objective measurement tool that tests students' understanding of the following contract principles: offer, acceptance, mutual assent.	least 80% on this artifact.	Fall 2020 Mean of Completers: 92% Range: 47-100 n: 87 Fall 2021 Mean of Completers: 93% Range: 0-100 n: 100 Fall 2022 Mean of Completers: 91% Range: 10-100 n:118	these key elements of a contract. Performance is down slightly from last year but still above benchmark and within the normal range.	are performing far above benchmark.	indicate students are doing well. More data cycles should reveal the long-term impact of the changes.	will probably be time to choose a new outcome and measurement tool.	
4	Describe the dynamics of foreign exchange rates and their effect on	LOG 120 (Global Logistics) Module 2 Exam This is an objective measurement tool that tests students'	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:	No new data for 2022. The program is being discontinued.	Not applicable for reasons stated previously.	No changes were made in the previous cycle.	Enrollment difficulties have led to the program being discontinued for the time being.	

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			
	international shipping.	understanding of foreign exchange rates and their impact on international shipping.		87% Range: 65-100 N: 6 Fall 2021 Mean of Completers: 85% Range: 80-90 N: 2					

Program Review – A50500 Textile Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Jasmine Cox

Program Code(s)/Name(s):

- **A50500DE Textile Technology – Design, A.A.S.**
- **A50500GE Textile Technology – General, A.A.S.**
- **A50500MG Textile Technology – Textile Management, A.A.S.**
- **A50500TE Textile Technology – Textile Technician, A.A.S.**
- **C50500D Textile Technology – Fashion and Design Fundamentals, Certificate**
- **C50500 Textile Technology – Certificate, A.A.S.**

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

The Textile Technology Program strengths for 2022-2023 includes: increasing student awareness of the textile technology discipline, covering key terminology and increase awareness of career pathways.

Areas of improvement:

- Offering intro level courses in a hybrid format to provide flexibility for dual enrolled high school students but hands-on class experiences to increase overall student engagement and retention
- Sequencing to keep design students enrolled after first year. This will encourage completers towards the Fashion Fundamentals Certificate
- In need of small-scale lab equipment for student work

Action:

- Add small textile processing equipment to the classroom to mirror real world manufacturing principles
- Add sewing equipment for studio-based design classes
- Improve sequencing
- Recruit high school students through summer camp offerings and Sci Visit

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A50500DE	A50500GE	A50500MG	C50500DP
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black	1	0	0	0
Hispanic	0	0	0	0

Non-U.S. Resident	0	0	0	0
Two or More Races	0	0	0	0
Unknown	1	0	0	5
White	1	1	1	1
Grand Total	3	1	1	7

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Textile Technology (50500)	DNA	DNA	DNA	DNA	4.34

**Limited Data Available; information will be provided during the next program review cycle.*

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A50500DE Textile Technology – Design, A.A.S.	A50500DE	DNA	DNA	DNA	DNA
A50500GE Textile Technology – General, A.A.S.	A50500GE	DNA	DNA	DNA	DNA
A50500MG Textile Technology – Textile Management, A.A.S.	A50500MG	DNA	DNA	DNA	DNA
A50500TE Textile Technology – Textile Technician, A.A.S.	A50500TE	DNA	DNA	DNA	DNA
C50500D Textile Technology – Fashion and Design Fundamentals, Certificate	C50500D	DNA	DNA	DNA	DNA
C50500 Textile Technology – Certificate, A.A.S.	C50500	DNA	DNA	DNA	DNA
Grand Total		DNA	DNA	DNA	DNA

**Limited Data Available; information will be provided during the next program review cycle.*

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A50500DE Textile Technology – Design, A.A.S.	A50500DE	DNA	DNA	DNA	DNA
A50500GE Textile Technology – General, A.A.S.	A50500GE	DNA	DNA	DNA	DNA
A50500MG Textile Technology – Textile Management, A.A.S.	A50500MG	DNA	DNA	DNA	DNA
A50500TE Textile Technology – Textile Technician, A.A.S.	A50500TE	DNA	DNA	DNA	DNA

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
C50500D Textile Technology – Fashion and Design Fundamentals, Certificate	C50500D	DNA	DNA	DNA	DNA
C50500 Textile Technology – Certificate, A.A.S.	C50500	DNA	DNA	DNA	DNA
	Grand Total	DNA	DNA	DNA	DNA

**Limited Data Available; information will be provided during the next program review cycle.*

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Textile Technology	\$113,729.67	1.5	\$5,754.74	(\$107,974.93)	4.3	\$16,173.46	(\$97,556.21)

*** The coding of the faculty chair salary was assigned to the faculty budget and will be recoded for the 2023-2024 academic year.*

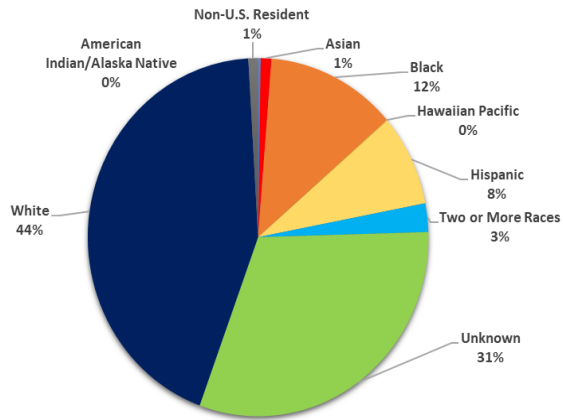
Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A50500DE Textile Technology – Design, A.A.S	A50500DE	DNA	DNA	DNA	DNA
A50500GE Textile Technology – General, A.A.S.	A50500GE	DNA	DNA	DNA	DNA
A50500MG Textile Technology – Textile Management, A.A.S.	A50500MG	DNA	DNA	DNA	DNA
A50500TE Textile Technology – Textile Technician, A.A.S.	A50500TE	DNA	DNA	DNA	DNA
C50500D Textile Technology – Fashion and Design Fundamentals, Certificate	C50500D	DNA	DNA	DNA	DNA
C50500 Textile Technology – Certificate, A.A.S.	C50500	DNA	DNA	DNA	DNA

**Limited Data Available; information will be provided during the next program review cycle.*

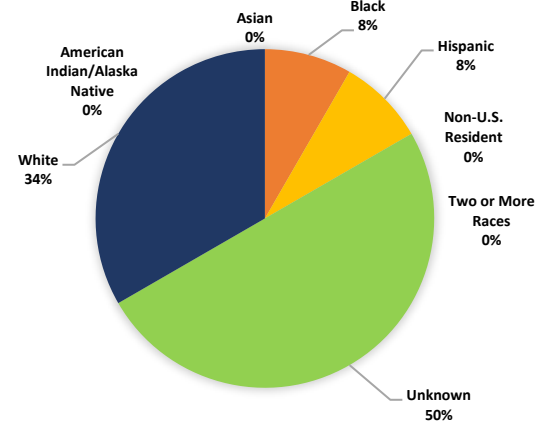
College Wide - Demographics

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race

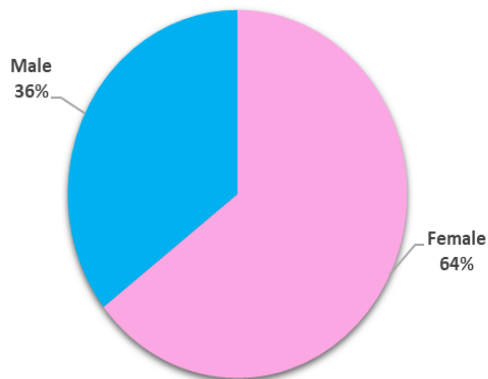


Program - Demographics

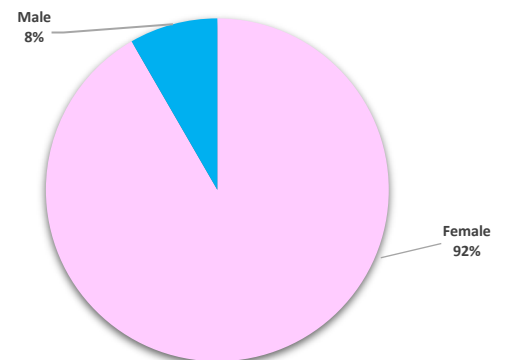
A50500: Textile Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

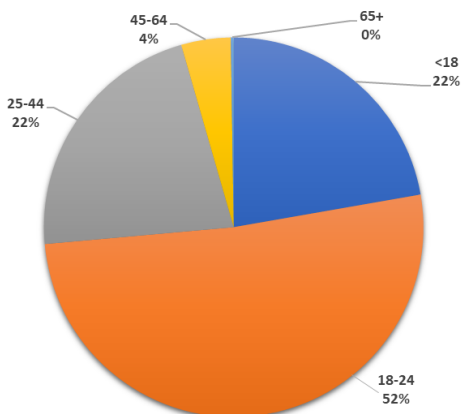


A50500: Textile Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

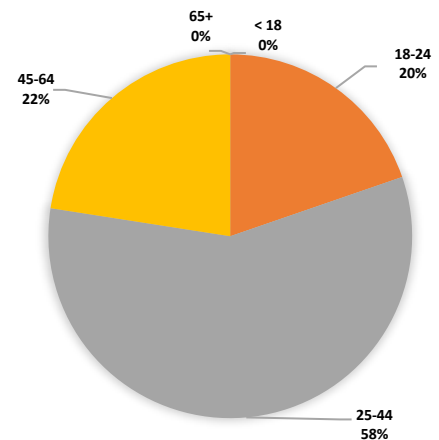


Program Course Information

Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age



A50500: Textile Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Textiles	16	4	4.0	1.7	\$ 6,464.68
TEX-110	7	1	7.0	0.7	\$ 2,468.33
TEX-113	2	1	2.0	0.3	\$ 940.32
TEX-119	2	1	2.0	0.2	\$ 705.24
TEX-121	5	1	5.0	0.6	\$ 2,350.79

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
TEX-110	29%	29%	14%	14%	14%	0%	0%	0%	0%	0%	71%	86%	2.43	71%
Online	29%	29%	14%	14%	14%	0%	0%	0%	0%	0%	71%	86%	2.43	71%
TEX-113	50%	0%	0%	0%	0%	0%	0%	50%	0%	0%	50%	50%	4.00	100%
Hybrid	50%	0%	0%	0%	0%	0%	0%	50%	0%	0%	50%	50%	4.00	100%
TEX-119	0%	33%	0%	0%	0%	0%	0%	50%	0%	50%	50%	50%	3.00	50%
Online	0%	33%	0%	0%	0%	0%	0%	50%	0%	50%	50%	50%	3.00	50%
TEX-121	60%	0%	0%	0%	40%	0%	0%	0%	0%	0%	60%	60%	2.40	60%
Online	60%	0%	0%	0%	40%	0%	0%	0%	0%	0%	60%	60%	2.40	60%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Textile Bleaching and Dyeing Machine Operators and Tenders

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	147	3.8%	35	-1.0%	\$33,100
Lincoln	15	3.50%	4	-0.30+%	\$33,100
*Charlotte	314	3.9%	79	-0.6%	\$33,800

*Charlotte includes data from Charlotte/Concord/Gastonia

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405)	Use the link below to review NC state data for Textile Technology jobs including Textile Bleaching and Dyeing Machine Operators and Tenders. You can compare data from Jobs EQ that is broken down by county and our local region. Click to review North Carolina Employment Data for Textile Technology careers

	Explanation
https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272	
<p>Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?</p>	<ul style="list-style-type: none"> - The textile technology program leads to employment opportunities by connecting students and local employers through work-based learning opportunities, semester projects sponsored by industry partners and career awareness made possible by company site visits. - Local textile association has sponsored a scholarship through the Gaston College Foundation for students pursuing a degree in textile technology
<p>Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<ul style="list-style-type: none"> - Currently, Gaston College is the only NC Community college with the AAS Textile Technology program. The Textile technology Center on the Kimbrell Campus provides students with the facility to complete state-of-the-art laboratory activities to support curriculum learning. - We have areas of improvement for outreach and promotion. Local Gaston and Lincoln County schools should receive additional marketing and information about our program to students. There is current engagement with Lincoln County School CTE apparel classes

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) Have Full-Time and Part-Time pathways have been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<ul style="list-style-type: none"> - There is a sequence change needed for the design concentration of this program. There is a semester gap between Studio and Design I & II - The FT and PT pathways have not been updated at the time. This is a new program and should be reviewed - Currently, Gaston College is the only college in the NCCCS that offers this program of study - To improve enrollment: <ul style="list-style-type: none"> o GC should expand outreach and marketing to local manufacturers to encourage adult learners to return to school for credentialing o Offering courses as CE to encourage students to switch as a curriculum student o Summer camps needed to engage K-12 students prior to Junior and senior year of high school

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	See attached
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress.</p> <p>Consider course success/withdrawal data.</p>	<p>There are several factors influencing retention. High school students enrolled in the course preferred online courses while traditional students were interested in a hybrid format that provided them with hands-on opportunities.</p> <p>Awareness and proper education on what the program involve is necessary prior to student education. Several students pursuing the design certificate or concentration assumed all courses were studio fashion design courses. However, the course is filled with principles of advanced manufacturing and STEM</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.</p> <p>(Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A50500 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Textile Technology program at GC? Identify strategies for enrollment growth.</p> <p>*With this program NOT being offered about these community colleges in the state, the program should try to identify what other questions should be asked to help with program enrollment.</p>	<p>This program is new to Gaston College. As we develop the program and increase enrollment, we will be able to determine the needs for underserved and non-traditional students.</p> <p>Cleveland CC does not offer the TEX program. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC does not offer the TEX program. The program should consider reaching out to CvCC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Central Piedmont CC does not offer the TEX program. The program should consider reaching out to CPCC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>When reviewing this information, determine if the program has effectively marketed the Textile Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>

	Explanation
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p> <p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>- No. There should be a change and we should offer Studio Design II in Spring to avoid drop offs from students pursuing a design certification</p> <p>-N/A currently no data on other colleges. Gaston College is the only college offering this program of study.</p> <ul style="list-style-type: none"> - All courses could have higher enrollment. With this being a new program and a niche field (a field heavy in the Southeast US, West Coast and NYC) many people are not aware of this being a career path outside of fashion design.
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	<p>- No. All Fall 2022 courses were taught in an online format which worked for dual enrolled students but not so well for traditional learners.</p>
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>- Students enjoyed learning about a different view of textile materials. Several students had little to no knowledge of the modern textile industry.</p> <ul style="list-style-type: none"> - Students that are full-time and traditional prefer in-person courses. - Students dual enrolled prefer courses taught online to provide flexibility - More hands-on opportunities requested

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • Adjust assignments to pique the interest of students • Collaborate with industry to offer insight on real world applications and careers <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • Offer additional office hours • Utilize Textile Technology Center laboratories to demonstrate difficult concepts • Encourage students to enroll into necessary electives that will help with completion. For example, 200 level courses may require a strong chemistry or statistics background <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • Provide clarity during introduction week on course content, expectations and correlation to career field • Provide review modules for students with weaker STEM backgrounds

<p>Graduation: Discuss the program’s actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<ul style="list-style-type: none"> - N/A this is the first year of the program. There are currently no graduates.
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TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p> <p>(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)</p>	<ul style="list-style-type: none"> - N/A no job placement data as of yet

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
<p>How financially viable is the program? (Consider FTE data and program financial viability data)</p>	<ul style="list-style-type: none"> - Currently, this program is not viable based on the 2022-2023 data. In 2023-2024, the faculty chair salary has been moved to another area and will positively impact the program financially viability

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
<p>What partnerships and/or community outreach activities are related to the program?</p>	<ul style="list-style-type: none"> - Current partnerships with the Synthetic Yarn and Fiber Association for student scholarships <ul style="list-style-type: none"> - Southern Textile Association provides students with free attendance at each conference meeting - Collaboration with Elevate Textiles and Parkdale Mills to support curriculum development.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A50500DE Textile Technology – Design

Course	PLO1	PLO2	PLO3
	Apply the principles and concepts of basic sciences, fiber science, textile technology and management science to the analysis and solution of real-world problems.	Define career expectations and opportunities in the textile field.	Identify stages of the fashion product development cycle.
TEX-110	I	I	I
TEX-113	I	I	I
TEX-119	D	D	D
TEX-121	D	D	D

Curriculum Map - A50500GE Textile Technology - General

Course	PLO1	PLO2	PLO3
	Apply the principles and concepts of basic sciences, fiber science, textile technology and management science to the analysis and solution of real-world problems.	Define career expectations and opportunities in the textile field.	Explain the critical stages in the various sectors of the textile and apparel supply chain.
TEX-110	I	I	I
TEX-113	D	D	D
TEX-119	I	D	D
TEX-121	I	I	I

Curriculum Map - A50500MG Textile Technology – Textile Management

Course	PLO1	PLO2	PLO3
	Apply the principles and concepts of basic sciences, fiber science, textile technology and management science to the analysis and solution of real-world problems.	Define career expectations and opportunities in the textile field.	Apply fundamental business management skills.
TEX-110	I	I	I
TEX-113	D	D	D
TEX-119	I	D	D
TEX-121	I	I	D

Curriculum Map - A50500TE Textile Technology – Textile Technician

Course	PLO1	PLO2	PLO3
	Apply the principles and concepts of basic sciences, fiber science, textile technology and management science to the analysis and solution of real-world problems.	Define career expectations and opportunities in the textile field.	Demonstrate use of textile manufacturing equipment.
TEX-110	I	I	D
TEX-113	D	D	D
TEX-119	I	I	I
TEX-121	N/A	N/A	N/A

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

Program Learning Outcomes - A50500 Textile 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 DE, GE, MG, TE	Apply principles and concepts of basic sciences, fiber science, textile technology and management science to the analysis and solution of real-world problems.	<p>TEX 110 Module Quiz 5 What assessment method is used to determine whether the learning outcome has been met? At least one direct measure must be utilized.</p> <p>Direct measures look at the learning itself whereas indirect measures look at the perception of learning.</p> <p>Direct Measures include:</p>	On average, students will earn at least 80% or higher on this artifact.	<p>The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023.</p> <p>Fall 2023 Mean: Mean of Completers: Range: n:</p>	This is a new program and, in the future, we will provide data on what is working well and why?	This is a new program and, in the future, we will provide data on what is working well and why?	<p>This is a new program, and in the future, we will provide data on 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?</p>	<p>This is a new program, and in the future, we will provide data on what should be done in response to these results and clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. We will focus on actions that might include:</p> <ul style="list-style-type: none"> • Curriculum changes (changes in pedagogy, courses, assignments, etc.) • Assessment changes (use different

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		
		<ul style="list-style-type: none"> • Exams/Quizzes • Presentations • Papers • Portfolios • Exhibitions <p>Indirect Measures include:</p> <ul style="list-style-type: none"> • Self-reflections • Surveys • Interviews • Focus Groups 						<p>assessments, change the bar for acceptable performance, etc.)</p> <ul style="list-style-type: none"> • PLO changes (the outcome itself needs to be revised) • No change needed (collect data for an additional cycle)
2 DE, GE, MG, TE	Define career expectations and opportunities in the textile field.	<p>TEX 110 Career Exploration Assignment</p> <p>Fall 2023: Instructor utilized career exploration assignments and semester</p>	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean:				

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		
		project final paper		Mean of Completers: Range: n:				
3 DE	Identify stages of the fashion product development cycle.	TEX 121 Quiz 7	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: Mean of Completers: Range: n:				
3 GE	Explain the critical stages in the various sections of the textile and apparel supply chain.	TEX 113 Product Development Product	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with				

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		
				measurement beginning in Fall 2023. Fall 2023 Mean: Mean of Completers: Range: n:				
3 MG	Apply fundamental business management skills	TEX 119 Module 9 Concepts and Terminology Quiz	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: Mean of Completers: Range: n:				
3 TE	Demonstrate use of textile	TEX 113 Test 1 and 2	On average, students will	The program began in Fall				

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		
	manufacturing equipment		earn at least 80% or higher on this artifact.	2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: Mean of Completers: Range: n:				

Program Review - A45780 Veterinary Medical Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lori Metcalf

Program Chair: Melanie Skinner

Program Code(s)/Name(s):

- A45780 Veterinary Medical Technology
- C45780 Veterinary Medical Technology – Foundations of Animal Science
- C45780P Veterinary Medical Technology – Foundations of Animal Science (CCP)

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

Program Philosophy

The Veterinary Medical Technology Program at Gaston College believes that health care services to all animals in the veterinary practice setting should be of the highest quality. We further believe that those who assist the veterinarian should possess not only knowledge which reflects the general educational level of society, but also a mastery of the various technical skills employed in the veterinary practice setting.

Believing that learning occurs from the simple to the complex, the Veterinary Medical Technology curriculum is so designed to allow the student to progressively grow in the development of concepts and clinical competencies.

The graduate of the Gaston College Veterinary Technology Program should be prepared to assist qualified veterinarians in the veterinary practice or other medical settings and to perform administrative and/or clinical duties as delegated relative to his/her training in this program and in accord with state laws governing the actions of registered veterinary technicians.

The Veterinary Technology Curriculum prepares the graduate to assist veterinarians in preparing animals, equipment, and medications for examination and surgery; collecting specimens; performing laboratory, radiographic, anesthetic, dental procedures; assisting in surgery; and providing proper husbandry of animals and their environment. Course work includes instruction in veterinary anatomy, nutrition, parasitology, pathology, physiology, radiology, terminology, zoology, office practices, laboratory techniques, dentistry, and small and large animal clinical practices. Graduates of accredited programs may be eligible to take state and national examinations. Graduates may be employed in veterinary clinics; diagnostic, research, or pharmaceuticals laboratories; zoos; academic institutions; or other areas associated with animal care.

Strengths

One of the veterinary technology program's greatest strengths is its faculty. Faculty invest in student wellbeing by being available for student tutoring and support. A cabinet in the student lounge is stocked with food that is ready to eat for students that cannot afford to bring lunch.

The program's 3-year pass rate for the Veterinary Technician National Exam (VTNE) is the highest in the state (of the programs with the most recent numbers).

The new veterinary technology building allows the program to practice current medicine while utilizing state-of-the-art technology.

Areas for Improvement

The program faculty has identified areas where the program can improve; cost, time constraints of the program, VTNE pass rates, and survey response rates. The cost of the program is a deterrent for some students; it is lab-fee heavy. This is not something that can be altered; however, the program removes textbooks that are not utilized fully and finds reusable alternatives to supplies.

The long days required by students to complete classes, kennel and animal care were a deterrent to students attending and completing the program. The program has converted to a hy-flex, web-assisted modality to better serve the needs of the students.

Though the program’s 3-year VTNE pass rate is better than the currently posted rates of the other programs in the state, the pass rate is not as high as it has been in the past. The program is planning to utilize a VTNE review as part of the spring 2024 semester.

The faculty will also focus on finding ways to improve the response rate of the employer and graduate surveys.

Needs

The program needs a staff person to set up and take down labs; to inventory, organize, and order supplies; and to maintain OSHA, DEA (Drug Enforcement Administration), AVMA (American Veterinary Medical Association), NCDHHS (NC Department of Health and Human Services), and USDA (United States Department of Agriculture) regulations since it is a teaching veterinary hospital. All of this is not something that can be done effectively with a teaching load and the other requirements of being a member of the faculty. It is imperative that the program meet the standards set by these bodies to avoid being fined or shut down.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	A45780	C45780	C45780P
American Indian/Alaska Native	2	0	0
Asian	1	0	0
Black	5	0	0
Hispanic	7	0	0
Non-U.S. Resident	0	0	0
Two or More Races	1	0	0
Unknown	13	0	4
White	60	2	0
Grand Total	89	2	4

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Veterinary Medical Technology (45780)	102.74	95.13	93.56	90.72	86.41

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
A45780 Veterinary Medical Technology	A45780	21	0	0	21
C45780 Veterinary Medical Technology – Foundations of Animal Science	C45780	0	18	2	20
C45780P Veterinary Medical Technology – Foundations of Animal Science (CCP)	C45780P	0	0	4	4
Grand Total		21	18	6	45

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
A45780 Veterinary Medical Technology	A45780	31	23	29	21
C45780 Veterinary Medical Technology – Foundations of Animal Science	C45780	0	0	35	20
C45780P Veterinary Medical Technology – Foundations of Animal Science (CCP)	C45780P	0	0	4	4
Grand Total		31	23	68	45

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Veterinary Medical Technology (A45780)	\$316,857.44	67.9	\$293,612.22	(\$23,245.22)	86.4	\$373,719.74	\$56,862.30

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
A45780 Veterinary Medical Technology	A45780	67%	100%	81%	93%
C45780 Veterinary Medical Technology – Foundations of Animal Science	C45780	DNA	0%	0%	DNA
C45780P Veterinary Medical Technology – Foundations of Animal Science (CCP)	C45780P	DNA	89%	DNA	DNA

Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Veterinary Medical Technology	364	15	24.3	58.4	\$ 252,633.90
VET-110	41	2	20.5	5.1	\$ 22,167.98
VET-120	38	1	38.0	7.1	\$ 30,818.90
VET-121	43	2	21.5	4.0	\$ 17,437.01
VET-122	44	1	44.0	8.3	\$ 35,685.05
VET-123	36	1	36.0	5.6	\$ 24,330.71
VET-126	22	1	22.0	2.8	\$ 11,895.02
VET-137	20	1	20.0	1.9	\$ 8,110.24
VET-211	20	1	20.0	3.1	\$ 13,517.06
VET-212	20	1	20.0	3.1	\$ 13,517.06
VET-213	20	1	20.0	6.3	\$ 27,034.13
VET-214	20	1	20.0	6.3	\$ 27,034.13
VET-215	22	1	22.0	2.1	\$ 8,921.26
VET-217	18	1	18.0	2.8	\$ 12,165.36

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
VET-110	80%	17%	0%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.83	100%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	78%	19%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.81	100%
VET-120	53%	45%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.54	100%
Seated	53%	45%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.54	100%
VET-121	60%	30%	5%	2%	0%	0%	0%	0%	2%	0%	0%	95%	98%	3.52	98%
Online	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	56%	33%	5%	3%	0%	0%	0%	0%	3%	0%	0%	95%	97%	3.47	97%
VET-122	59%	30%	7%	2%	0%	0%	0%	0%	2%	0%	0%	95%	98%	3.49	98%
Seated	59%	30%	7%	2%	0%	0%	0%	0%	2%	0%	0%	95%	98%	3.49	98%
VET-123	50%	42%	3%	3%	0%	0%	0%	0%	3%	0%	0%	94%	97%	3.43	97%
Seated	50%	42%	3%	3%	0%	0%	0%	0%	3%	0%	0%	94%	97%	3.43	97%
VET-126	41%	59%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.41	100%
Seated	41%	59%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.41	100%
VET-137	95%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.95	100%
Seated	95%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.95	100%
VET-211	55%	40%	5%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Seated	55%	40%	5%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
VET-212	35%	55%	5%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.32	100%
Seated	35%	55%	5%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.32	100%
VET-213	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
Seated	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.80	100%
VET-214	60%	35%	0%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.63	100%
Seated	60%	35%	0%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.63	100%
VET-215	45%	45%	9%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.36	100%
Seated	45%	45%	9%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.36	100%
VET-217	78%	22%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.78	100%
Seated	78%	22%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.78	100%

Employment Data: Veterinary Assistants and Laboratory Animal Caretakers

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	54	1.6%	26	2.3%	\$31,000

Lincoln	47	1.30%	23	2.90%	\$31,000
*Charlotte	992	1.7%	486	2.8%	\$33,600

**Charlotte includes data from Charlotte/Concord/Gastonia*

Employment Data: Veterinary Technologists and Technicians

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	59	1.2%	15	2.3%	\$37,500
Lincoln	50	1.00%	14	2.90%	\$37,500
*Charlotte	1,096	1.2%	304	2.9%	\$40,600

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Occupation Profile for Veterinary Technologists and Technicians CareerOneStop</p> <p>The demand for educated licensed technicians is growing. According to data from the Department of Labor, the job market for credential technicians is expected to increase by 24% by the year 2030. This program is valuable to the counties Gaston College serves and neighboring counties.</p>
<p>Community:</p> <p>How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>The program does not have an official way to keep up with these numbers. However, word-of-mouth shows that graduates of the Vet Tech Program have an employment rate of approximately 98% in the field of their major immediately after graduation.</p> <p>The program partners with Gaston County Animal Care and Enforcement to assist in socialization, treatment, diagnostics, and spaying and neutering of dogs and cats brought into the shelter. This partnership helps provide space in the shelter, de-stresses the animals and decreases the number of unwanted pets in Gaston County, while allowing students to get a quality education.</p> <p>Students seek WBL employment in a variety of veterinary facilities across the state. Many of these facilities end up hiring the student and as for more WBL students.</p> <p>The NCAVT rotates hosting continuing education seminars for veterinary technicians among the veterinary technology programs in the state. Technicians and other veterinary professionals from around the state attend lectures at Gaston College when it is the program’s turn to host.</p> <p>Advisory committee members state that the local employers are happy with Gaston College graduates and would like to see more graduates enter the workforce. They had advised for years for the program to find an alternative way to offer classes. An evening program was not an option, so the Hy-flex/Web-Assisted modality was created.</p>
<p>Uniqueness:</p>	<p>The veterinary technology program started a “Hy-flex/Web-assisted” modality.</p>

	Explanation
<p>What do we do that sets us apart from neighboring institutions?</p>	<ul style="list-style-type: none"> • All lectures will be available in 3 different formats. Students may choose which modality works best for that day. <ul style="list-style-type: none"> ○ They can attend the lesson seated ○ They can attend the lesson simultaneously via Zoom ○ They can watch the recording of the lecture and submit notes • All labs will be seated or mostly seated <p>This will allow students who need to work more flexibility to better suit their needs while providing each student with the same class material and lecture.</p>
<p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>Gaston College’s marketing team has been good at marketing the program through social media, but outreach to adjacent counties would be beneficial.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>All courses are sequenced according to NC curriculum standards.</p> <p>All pathways have been updated and reviewed.</p> <p>Program hours for Gaston College are 71, but VET 122 will be removed from the curriculum in fall of 2024, decreasing the hours to 70.</p> <ul style="list-style-type: none"> • AB Tech has 70 hours • Cape Fear CC has 76 • Central Carolina CC has 71 • Nash CC has 71 <p>There are no differences in major courses.</p> <p>The veterinary technology program started a “Hy-flex/Web-assisted” modality.</p> <ul style="list-style-type: none"> • All lectures will be available in 3 different formats. Students may choose which modality works best for that day. <ul style="list-style-type: none"> ○ They can attend the lesson seated ○ They can attend the lesson simultaneously via Zoom

	Explanation
	<ul style="list-style-type: none"> ○ They can watch the recording of the lecture and submit notes • All labs will be seated or mostly seated <p>This will allow students who need to work more flexibility to better suit their needs while providing each student with the same class material and lecture.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Four barriers to retention and student progress have been identified:</p> <ul style="list-style-type: none"> • Mental Health/Personal Issues • Minority students, particularly Hispanic students • Money • Younger students straight out of high school <p>Unfortunately, it is well documented that persons who go into the veterinary field tend to suffer from mental health issues such as anxiety and depression. The program is aware of this, and students are encouraged to seek help through Gaston College's SOS and counseling services. At least one member of the program is certified in mental health first aid. Mental health care and awareness are also incorporated into classes.</p> <p>It has been noted (though unofficially) that most minority students, particularly Hispanic students, are not successful in the veterinary technology program. Since the program is seeing an increase in Hispanic students, this is particularly concerning. The program would like to identify and address the causes of this.</p> <p>Money is always a concern for students. There are many scholarships available, and students are encouraged to apply. It is also the hope of the program that with the new hy-flex/web/assisted modality that more students can work full-time, while still being enrolled in the program.</p> <p>There has been a recent increase in younger students straight out of high school applying to the program. Unfortunately, these students often do not have the maturity, study skills, problem-solving skills, or drive to be successful. Given that the program is intense and medicine-based, these students struggle</p>

	Explanation
	to keep up. The program would like to work on identifying ways to address this concern.
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.)</p> <p>Review program enrollment for A45780 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Veterinary Medical Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Recently, the program has seen an increase in students from underserved populations. Gaston College and the vet tech program show an enrollment of 8% Hispanic students. This is an increase for the vet tech program. The program informs students of resources available through the college but feels that the Hispanic population may need a more targeted approach.</p> <p>The vet tech program has a diverse group of students regarding race, gender identity, and sexual orientation and it is the program’s desire to build a framework that reflects diversity, equity, inclusion, and belonging.</p> <p>Cleveland CC does not offer the VET program. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Catawba Valley CC does not offer the VET program. The program should consider reaching out to Catawba CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>Central Piedmont CC does not offer the VET program. The program should consider reaching out to Central Piedmont CC and get permission to contact students in the county to share program information/marketing campaign to students.</p> <p>When reviewing this information, determine if the program has effectively marketed the Veterinary Medical Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>

	Explanation
	<p>County data of the 66 students that began the Fall 2023 semester:</p> <ol style="list-style-type: none"> 1. Gaston – 16 students 2. Lincoln – 12 students 3. Mecklenburg – 7 students 4. Iredell – 7 students (some from apprenticeship 321 pathway) 5. Union – 4 students 6. Cleveland, Rowan, Catawba – 3 students each 7. Cabarrus, Rutherford – 2 students each 8. Alexander, Forsyth, Burke, Caldwell, Stanly – 1 student each 9. South Carolina – 2 students <p>An area that stands out as being underserved is Mecklenburg County. Considering the number of job openings for this profession in Mecklenburg County, one would expect to see more students from Mecklenburg County enrolled in the program.</p> <p>Iredell county had the same number of students as Mecklenburg County. Perhaps Apprenticeship 321 would be an effective way to get students enrolled in Gaston College’s Vet Tech Program.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	<p>All courses (including general education and elective courses) are selected and sequenced in a way that makes sense.</p> <p>It is impossible to compare this data as there is no data for the college's success rate. Furthermore, the Veterinary Technology Program requires a passing grade of 80% or above for successful completion whereas the general education programs require a passing grade of 70% or above.</p>
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here</p>	<p>Prior to fall 2023, the program only had one delivery method for courses in the A45780 Program code. The C45780 and C45780P did not have statistically significant numbers to compare success in online versus seated.</p> <p>Data will be kept on success rates based on modality chosen by student in hy-flex/web-assisted modality.</p>

	Explanation
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	<p>Positive: Students state faculty are available and knowledgeable.</p> <p>Negative: Evaluations by faculty of students during lab are not uniform. Labs can be chaotic.</p> <p>Faculty are always trying to find ways to make evaluations by lab instructors more equitable. Unfortunately, it is impossible to take the views of individual instructors, coupled with student personalities out of the equation.</p> <p>Faculty are working to identify how to address labs with the new hy-flex/web-assisted modality. One of the ideas is a "Ticket to Lab" where each student in the group must have completed specific work before entering lab. The thought is that this will make the students feel/be more prepared and allow them to have concrete criteria as part of the lab evaluation grade.</p>

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> • CCP courses – Vet Tech will no longer be part of the CCP pathway due to the low enrollment. <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> • Student success rates (80% or above) per course are high. Courses with lower success rates VET 121, 122, 123 are offered at the beginning of the program and are affected by the lack of study skills and maturity. <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> • Courses with high withdrawal rates are offered at the beginning of the program and are affected by the lack of study skills, maturity level
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>This data was not available.</p> <p>The biggest barrier to timely student completion is a student's ability to successfully pass a course with an 80% or above.</p> <p>The hy-flex/web-assisted model was developed to improve completion without sacrificing student readiness.</p>

TRANSITION

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	In 2022 – 2023, the Veterinary Technology Program graduated 21 students. Compared to the job demands and availability for Gaston and Lincoln Counties (14 and 15, respectively), the program is meeting the demand. However, most practices seeking technicians are in the Charlotte area, where the demand far exceeds the program's current graduating class size.

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	<p>The program cost the college \$23, 245.22. This was a one-time cost used to vaccinate students against rabies as is required by the American Veterinary Medical Association, the program's accrediting body. This will not be an ongoing cost of the program.</p> <p>Without this incurred cost and the program's potential to increase enrollment numbers, the program's projected viability seems sound.</p> <p>The program has two summer semesters which are not calculated in the FTE's.</p>

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	<p>The program partners with Gaston County Animal Care and Enforcement to assist in socialization, treatment, diagnostics, and spaying and neutering of dogs and cats brought into the shelter. This partnership helps provide space in the shelter, de-stresses the animals and decreases the number of unwanted pets in Gaston County, while allowing students to get a quality education.</p> <p>The program hosts a job/externship fair every February for prospective hospitals to meet students seeking WBL externship sites. In Spring of 2023, 27 veterinary facilities attended. Students seek WBL employment in a variety of veterinary facilities across the state. Many of these facilities end up hiring the student and as for more WBL students.</p> <p>The NCAVT rotates hosting continuing education seminars for veterinary technicians among the veterinary technology programs in the state. Technicians and other veterinary professionals from around the state attend lectures at Gaston College when it is the program's turn to host.</p> <p>Wake Forest University supplies mice for student learning and one of the RVT's that works in the research lab comes to speak</p>

	Explanation
	with the students about the handling and housing of research mice.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Veterinary Medical Technology Program at Gaston College is accredited by the AVMA and is due for reaccreditation in 2026 – 2027.

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				M

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

Program 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 2022 Mean:85% Mean of Completers: 100% Range 0 -100% N: 20	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. Lack of faculty and number of viable shelter animals have been the biggest hinderances in implementing this.	There were no changes	Pursue the possibility of adding another full-time faculty member whose duties could include remediation hours. Make a plan with GCACE to increase number and variety of animals brought into our program on a weekly basis.
2.	Safely prepare and administer medications in	Students will demonstrate competency in essential skills	At least 90% of students will successfully	Spring 2023 Mean: 90%	Students have multiple attempts to practice skills	Time outside of labs to allow faculty to assist students in	There were no changes	Pursue the possibility of adding another full-time faculty

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		
	a veterinary setting.	relating to administering oral, topical, subcutaneous, intramuscular, and intravenous medications.	complete the essential skills related to oral, topical, subcutaneous, intramuscular, and intravenous medications.	Mean of Completers: 100% Range: 0 - 100% N: 20 **Oral and topical skills were addressed in Summer 2023.	with the guidance of a faculty member.	learning skills would be beneficial. This will help students achieve competency in a timelier manner. Lack of faculty and number of viable shelter animals have been the biggest hinderances in implementing this.	member whose duties could include remediation hours. Make a plan with GCACE to increase number and variety of animals brought into our program on a weekly basis.	
3.	Correctly collect specimens for laboratory analysis.	Students will correctly collect urine and blood for laboratory analysis.	At least 90% of students will successfully complete the essential skills related to urine and blood collection.	Fall 2022 Mean: 85% Mean of Completers: 100% Range: 0 - 100% N: 20	Students have until the end of the final spring semester to complete skills. This allows more practice.	Time outside of labs to allow faculty to assist students in learning skills would be beneficial. This will help students achieve competency in a	There were no changes. Pursue the possibility of adding another full-time faculty member whose duties could include remediation hours.	

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		
						timelier manner.		Make a plan with GCACE to increase number and variety of animals brought into our program on a weekly basis.
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 2023 Mean: 90% Mean of Completers: 100% Range: 0 - 100% N: 20	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	Fall 2022 Mean: 85% Mean of Completers: 100% Range: 100% N: 20	Students have multiple attempts to practice skills with the guidance of a	Time outside of labs to allow faculty to assist students in learning skills would be beneficial. This	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		
			skills related to surgical assisting.		faculty member.	will help students achieve 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 2022 Mean: 92% Mean of Completers: 93% Range: 77 - 100% N: 20	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 2023 Mean: 90% Mean of Completers: 88% Range: 78 - 96% N: 20	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	Students will demonstrate adequate	Students will achieve a minimum	Spring 2023 Mean:96%	Students were able to achieve above the 80%	There are no areas in which	There were no changes.	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		
	regulatory issues and veterinary office procedures.	knowledge of veterinary regulatory issues and veterinary procedures.	of an 80% average in VET 137, (Veterinary Office Practices) lecture.	Mean of Completers: 96% Range: 80 - 100% N: 20	outcome objective because faculty teach topics across courses.	improvement is needed.		this skill successfully.

Program Review - D50420 Welding Technology

Academic Year: 2022-2023 (Summer 2022, Fall 2022, Spring 2023)

College Dean: Dr. Lisa Albright-Jurs

Program Chair: Austin Price

Program Code(s)/Name(s):

- **D50420 Welding Technology**
- **C50420A Welding Technology – Level I**
- **C50420B Welding Technology – Level II**
- **C50420 Welding Technology**

SECTION I: 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? Include Personnel and Equipment Request

Actions: What are our next steps? How will we make use of this program review for future improvement?

- **Strengths:** We have a well-rounded, knowledgeable faculty base to teach our full classes of students. All our classes are full.
- **Areas for Improvement:** We need help to get more up to date technology and equipment faster. We are behind in technology.
- **Needs:** Newer equipment, a faster more streamlined process to get equipment, more space, more help on the administrative side. Taking more time to do admin things than concentrating on teaching and instruction. Getting burned out.
- **Actions:** I have sent in multiple requests, requisitions, and justification for needs. We have to wait for the college now. This is out of our hands. This takes more time than it needs as we fall further behind.

SECTION II: PROGRAM DATA ANALYSIS

Program Enrollments

Academic Year 2022-2023 Unduplicated	D50420	C50420A	C50420B	C50420P
American Indian/Alaska Native	0	0	0	0
Asian	1	0	0	0
Black	2	4	0	3
Hispanic	3	2	0	4
Non-U.S. Resident	1	0	0	0
Two or More Races	3	1	0	2
Unknown	6	6	0	30
White	46	21	5	32
Grand Total	62	34	5	71

Curriculum FTEs by Students' Primary Major

FTE	18-19	19-20	20-21	21-22	22-23
Welding Technology (50420)	67.85	77.09	71.94	74.53	86.13

Credential Earned – Academic Year 2022-2023

Program Titles	Programs Code	2022SU	2022FA	2023SP	Grand Total
D50420 Welding Technology	D50420	12	7	6	25
C50420A Welding Technology – Level I	C50420A	2	19	10	31
C50420B Welding Technology – Level II	C50420B	0	0	1	1
C50420 Welding Technology	C50420	0	0	2	2
Grand Total		14	26	19	59

Trend Data - Credential Earned

Program Titles	Programs Code	2019-2020	2020-2021	2021-2022	2022-2023
D50420 Welding Technology	D50420	15	12	16	25
C50420A Welding Technology – Level I	C50420A	18	59	36	31
C50420B Welding Technology – Level II	C50420B	5	24	2	1
C50420 Welding Technology	C50420	3	6	2	2
Grand Total		41	101	56	59

Program Financial Viability

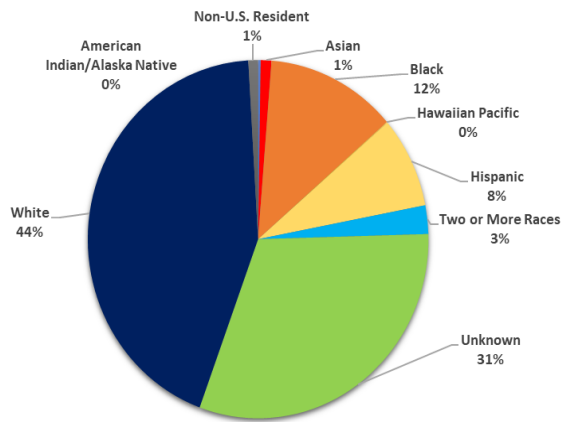
Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Welding Technology	\$315,604.62	82.9	\$405,107.50	\$89,502.88	86.1	\$420,998.87	\$105,394.25

Program Retention Data

Program Titles	Programs Code	Fall 2020 to Fall 2021 retention	Fall 2021 to Spring 2022 retention	Fall 2021 to Fall 2022 retention	Fall 2022 to Spring 2023 retention
D50420 Welding Technology	D50420	0%	62%	31%	72%
C50420A Welding Technology – Level I	C50420A	100%	50%	0%	67%
C50420B Welding Technology – Level II	C50420B	DNA	DNA	0%	DNA
C50420 Welding Technology	C50420	23%	55%	0%	DNA

College Wide - Demographics

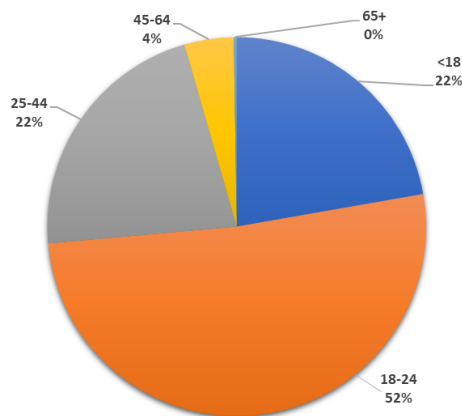
Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Race



Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Gender

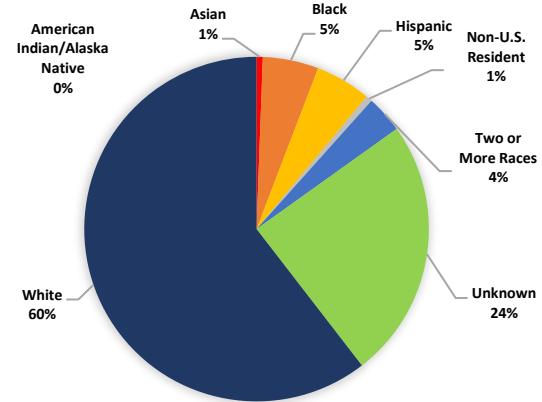


Gaston College Unduplicated Enrollment
Academic Year 2022-2023 - by Age

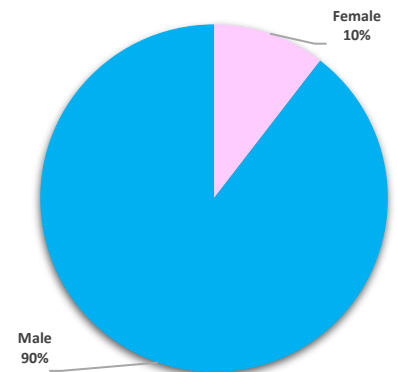


Program - Demographics

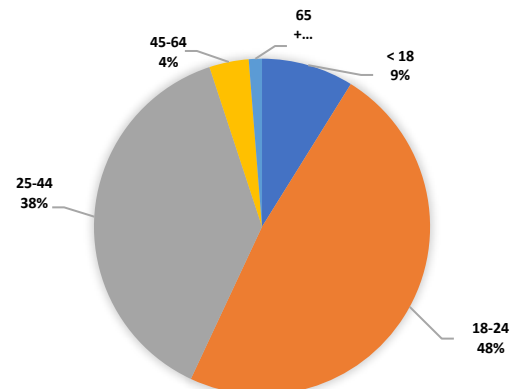
D50420: Welding Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Race



D50420: Welding Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Gender



D50420: Welding Technology Unduplicated Enrollment
Academic Year 2022-2023 - by Age



Program Course Information

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Welding	196	26	7.5	41.4	\$ 202,614.87
WLD-110	36	6	6.0	4.5	\$ 22,003.43
WLD-111	29	4	7.3	3.6	\$ 17,724.98
WLD-115	18	3	6.0	6.2	\$ 30,254.71
WLD-116	28	2	14.0	8.8	\$ 42,784.44
WLD-121	20	3	6.7	5.0	\$ 24,448.25
WLD-131	42	4	10.5	10.5	\$ 51,341.33
WLD-141	23	4	5.8	2.9	\$ 14,057.74

Grade Distribution by Course and Delivery Method

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
WLD-110	56%	28%	3%	3%	2%	0%	0%	8%	0%	0%	87%	90%	3.45	95%
Seated	56%	28%	3%	3%	2%	0%	0%	8%	0%	0%	87%	90%	3.45	95%
WLD-111	43%	27%	7%	7%	7%	0%	0%	9%	0%	2%	77%	84%	3.03	83%
Seated	43%	27%	7%	7%	7%	0%	0%	9%	0%	2%	77%	84%	3.03	83%
WLD-115	61%	15%	12%	5%	2%	0%	0%	5%	0%	0%	88%	93%	3.33	92%
Seated	61%	15%	12%	5%	2%	0%	0%	5%	0%	0%	88%	93%	3.33	92%
WLD-116	43%	39%	4%	4%	7%	0%	0%	4%	0%	0%	86%	89%	3.11	89%
Seated	43%	39%	4%	4%	7%	0%	0%	4%	0%	0%	86%	89%	3.11	89%
WLD-121	38%	26%	19%	9%	4%	0%	0%	4%	0%	0%	83%	91%	2.89	87%
Seated	38%	26%	19%	9%	4%	0%	0%	4%	0%	0%	83%	91%	2.89	87%
WLD-131	46%	35%	12%	4%	0%	0%	0%	4%	0%	0%	92%	96%	3.28	96%
Seated	46%	35%	12%	4%	0%	0%	0%	4%	0%	0%	92%	96%	3.28	96%
WLD-141	21%	45%	20%	2%	6%	0%	0%	6%	0%	0%	86%	88%	2.79	92%
Seated	21%	45%	20%	2%	6%	0%	0%	6%	0%	0%	86%	88%	2.79	92%
College	44%	22%	11%	4%	6%	2%	0%	11%	0%	1%	79%	83%	3.09	88%

Employment Data: Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders

JobsEQ 2023 Q1					
County	Employees	Unemployment Rate	Total Demands Job Availability	Annual Growth Rate	Average Annual Wage
Gaston	56	3.6%	13	0.2%	\$43,800
Lincoln	16	3.20%	4	0.50%	\$43,700
*Charlotte	249	3.8%	57	0.4%	\$46,600

**Charlotte includes data from Charlotte/Concord/Gastonia*

SECTION III: CONNECTION

	Explanation
<p>How valuable is this program to the community?</p> <p>(Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)</p>	<p>Our program is a highly sought after and classes are normally full.</p>
<p>Community: How does this program lead to employment opportunities in the local community or prosperity zone?</p> <p>How have we benefitted from community partnerships and what other opportunities exist for collaboration?</p> <p>What is the advisory committee feedback?</p>	<p>We have continual communication with industry in Gaston and Lincoln counties to help place our students.</p> <p>Our communications with local industries have resulted in donations of material and equipment, and quick job placement of students.</p>
<p>Uniqueness: What do we do that sets us apart from neighboring institutions?</p> <p>How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?</p>	<p>We are currently behind in technology compared to surrounding institutions.</p> <p>We do not have uniqueness.</p>

ENTRY

	Explanation
<p>Enrollment Goals: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)</p> <p>Have Full-Time and Part-Time pathways have been updated/reviewed?</p> <p>In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?</p> <p>What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?</p>	<p>They are sequenced in a productive way for the student to complete.</p> <p>Yes.</p> <p>We are in line with the state's minimum hours for completion.</p> <p>Welding courses are full.</p>

PROGRESS

	Explanation
<p>SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.</p>	
<p>Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.</p>	<p>Student retention is up 10% from the previous year. Barriers to retention are the ability for students to get jobs after the first semester.</p>
<p>Demographics: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for D50420 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Welding Technology program at GC? Identify strategies for enrollment growth.</p>	<p>Gaston and Lincoln are large counties that border Cleveland and Catawba and Mecklenburg counties and it is closer for some students to attend other colleges in counties.</p> <p>Cleveland CC had 44 (new and recurring students for Spring 2023); however, 0 from Lincoln & 2 from Gaston students were <u>from our service area</u> have enrolled in the Welding Technology program at CCC. With the limited number of students enrolled at CCC in Welding Technology, the program may have an opportunity for program growth</p> <p>Catawba Valley CC had 231 (new and recurring students for Spring 2023); however, 6 from Lincoln & 3 from Gaston students were <u>from our service area</u> have enrolled in the Welding Technology program at CVCC. Having 9 students enrolled in Welding Technology at CVCC represents a possible opportunity for program growth.</p> <p>Central Piedmont CC had 87 (new and recurring students Spring 2023); however, 4 from Lincoln & 5 from Gaston totaling 9 students from our service area. Having 9 students enrolled in Welding Technology at CPCC, the program may have an opportunity for program growth.</p> <p>When reviewing this information, determine if the program has effectively marketed the Welding Technology program to students in and around our service area counties.</p> <p>The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.</p>
<p>Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?</p>	<p>Yes</p> <p>We are above the college success rate.</p>

	Explanation
<p>How do Course Success Rates compare to the College success rate?</p> <p>Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.</p>	Yes.
<p>Modality: Are we choosing the best delivery methods? Consider course success rates by modality.</p> <p>Include Quality Matters and online training information here</p>	Yes, you cannot learn welding online. It is strictly hands on learning.
<p>Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.</p> <p>Explain how the student feedback is being used to improve the course(s).</p>	According to student reviews from multiple classes, the feedback is and has been that they feel that they are getting a quality education from our program and to help them get gainful employment.

COMPLETION

	Explanation
<p>Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?</p>	<p>Courses with Low Enrollment</p> <ul style="list-style-type: none"> We do not have low enrollment <p>Courses with Low Success Rates</p> <ul style="list-style-type: none"> We do not have low success rates <p>Courses with High Withdrawal Rates</p> <ul style="list-style-type: none"> We do not have high withdrawal rates
<p>Graduation: Discuss the program's actual awards/headcount percentage data?</p> <p>Identify any known barriers to timely student completion and how they can be addressed.</p> <p>What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?</p>	<p>59 out of 101 students received credentials, not sure what the college goal is.</p> <p>Going to work before they complete the program.</p>

TRANSITION

	Explanation
<p>Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer.</p>	Almost all of our graduates are gainfully employed by or shortly after graduation.

	Explanation
(Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	

SECTION IV: PROGRAM FINANCIAL VIABILITY

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Very, we make the college money.

SECTION V: PARTNERSHIP/COMMUNITY OUTREACH

	Explanation
What partnerships and/or community outreach activities are related to the program?	We have partnerships with local high schools.

SECTION VI: ADDITIONAL INFORMATION

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

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	I	I	I
WLD 111	D	D	I
WLD 115	D	D	D
WLD 116	D	D	D
WLD 121	D	D	D
WLD 131	M	D	D
WLD 141	D	M	M
WLD 151	D	D	D

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

Program 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. Oxyfuel cutting	Direct Measures Identify components Assemble components Light, setup and shutdown Quizzes WLD-111	Direct On average, students will earn at least 90% on this artifact.	Fall 2022 Mean: 93.00-95.00% Mean of Completers:100% Range: 60-100 Spring 2023 Mean: 85.00-91.00% Mean of Completers: 100% Range: 60-100 Summer 2023 Mean 98.00% Mean of Completers: 100% Range: 60-100	Students work with hands-on cutting rigs and various cutting processes from introductory to mastery in order 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 and replacement and expansion.

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	Graduates will be able to demonstrate cutting both ferrous and non-ferrous metals utilizing flame, plasma, and mechanical means.	Direct Measures Oxyfuel cutting torch Manual plasma cutting CNC Plasma cutting Shears Saws Quizzes WLD-110	Direct On average, students will earn at least 70% on this artifact.	Fall 2022 Mean: 100% Mean of Completers:100% Range: 60-100 Spring 2023 Mean: 100% Mean of Completers: 100% Range: 60-100 Summer 2023 Mean: 100% Mean of Completers: 100% Range: 60-100	The students have more available hands-on, new equipment in the labs. Students are receiving the course 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.	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 positive results for student objectives being met. Basic mechanical processes are being mastered, such as hand shears, hack saws, and hand files.	As equipment is updated, continue to update assessment to meet course objectives.
3	Graduates will demonstrate the ability to pass the guided bend test in all	Direct Measures Obtain Test Specimens Perform	Direct Pass/Fail Cumulative total of	Fall 2022 Mean: No trackable data	Students are exposed to the high expectations required by	We need two AWS bend testers to be	Using media (Youtube, Facebook) allows instructor and student to be exposed to other	Work towards becoming AWS certified.

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		
	positions per AWS standards.	Open root groove Weld Prepare specimen by grinding and polish specimen AWS Standards WLD-115	discontinuities shall not exceed 1/8" per AWS standards.		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.	able to perform AWS testing.	techniques, procedures, and methods. Purchased thicker stock to emulate industry tests.	Emphasis proper electrode size and machine settings.