UNIT PLANS RESULTS

2023-2024

Unit
Administrative and People Services

Sub-unit (if applicable)
Campus Policy and Security, Organizational Development & Safety,
Environmental Health & Safety

Strategic Initiative
- Provide professional development to enhance personal and professional growth and success.
- Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.

Reason for Initiative
Enhance emergency preparedness practices with continued emergency response training(s).

Person(s)/Area(s) Responsible
- Chief of Police
- Organizational Development Director
- Environmental Health & Safety Coordinator

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.
- Strategic Priority #6 Operational Infrastructure
  - Strategic Goal #6 Gaston College is committed to investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
- Safety Drills
- Tabletop (TTX) exercise
- Professional development safety session offered

Success Criteria
- Successful safety drills conducted
- Successful tabletop exercises conducted
- Professional development session conducted

Assessment Results
- Professional development safety session, "Safety on Campus: Preventing and Responding to Violence" offered during the 2024 Professional Development Day

- Joined the NC Association of Community College Safety and Security Officials (ACCSSO)
- EHS (Environment, Health, and Safety) Coordinator attended the NC ACCSSO annual
- conference in April 2024
- Evacuation Safety Drill was held in November 2023 in RCB
- As scheduled and requested, staff and faculty completed "Run, Hide, Fight" and "Emergency Preparedness at Gaston College" training sessions.

Use of Results for Continuous Improvement
- Continue to explore professional development opportunities related to campus safety
- Planning is underway for Safety Drills and a Tabletop (TTX) exercise during the 2024-25 academic year
- Continue to provide and update emergency response training and education.

Unit
Administrative and People Services

Sub-unit (if applicable)
Campus Policy and Security, Organizational Development & Safety, Environmental Health & Safety

Strategic Initiative

Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.

Reason for Initiative

Evaluate additional security-related resources for campus police and campus security such as cell phones for consistent emergency app monitoring, GC Alert activation hardware, and enhanced surveillance for select areas to continue to enhance emergency response.

Person(s)/Area(s) Responsible

- Chief of Police
- Organizational Development Director
- Environmental Health & Safety Coordinator

Relation to Strategic Plan

- Strategic Priority #6 Operational Infrastructure
  - Strategic Goal #6 Gaston College is committed to investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative

Research and evaluate security related resources such as

- Cell phone applications
- Surveillance equipment
- Alert systems
- Communication devices

Success Criteria

Complete evaluation of security related resources and propose and/or implement selected resources.

Assessment Results

- Review of current security related resources and vendors (e.g., Alertus, Informacast-Singlewire, Rave, Regroup) for emergency notification enhancements is currently in progress
- Building evacuation maps were updated for the Dallas Campus and other campus maps are in process of being updated.

- QR code was added to the Emergency Preparedness Poster that linked to campus evacuation maps
- Lock/Rekeying Project – 85% complete and on-schedule to be completed in December 2024.

Use of Results for Continuous Improvement

- A vendor has been selected to enhance emergency communications with a plan formulated for implementation - anticipated for fall 2024. The enhancements are expected to inform improvements tentatively scheduled for 2025.

The Lock/Rekeying project has precipitated additional evaluation of security infrastructure and specifically doors, which will inform a future improvement project to enhance security.

Unit
Administrative and People Services

Sub-unit (if applicable)
Organizational Development & Safety

Strategic Initiative
Continue to invest in information technology to enhance systems and services.

Reason for Initiative
To enhance technology based professional development services for faculty and staff.

Person(s)/Area(s) Responsible
Organizational Development Director

Relation to Strategic Plan
- Strategic Priority #6 Operational Infrastructure
  - Strategic Goal #6 Gaston College is committed to investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Compare and contrast various professional development learning management systems (e.g., NeoGov, Vector Solutions, etc.) to enhance the online course library for faculty and staff professional development. Consider micro-credentialing features as part of the evaluation.

Success Criteria
Complete evaluation of professional development learning management systems and propose and/or implement selected resource.

Assessment Results
- Director - ODS explored Vector as a potential LMS (Learning Management System) option and is working to create customized course libraries for employees and customize these courses with GC branding.
- The current subscription for NeoGov Learn expires in April 2025, which will precipitate the evaluation of potential LMS vendors for the future.

Use of Results for Continuous Improvement
With the evaluation of current LMS courses and resources, plus the evaluation of potentially new platforms and systems, specific attention will be given to exploring ways to make online learning more effective to meet training needs analysis objectives.

Unit
Administrative and People Services

Sub-unit (if applicable)
Organizational Development & Safety

Strategic Initiative
Provide professional development to enhance personal and professional growth and success.

Reason for Initiative
Enhance professional development opportunities for faculty and staff.

Person(s)/Area(s) Responsible
Organizational Development Director

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
Evaluate additional professional development and credentialing opportunities for faculty and staff such as digital badging for relevant subjects and implement opportunities based on training needs analysis.

Success Criteria
- The implementation and completion of courses.
- The number and relevance of additional courses/credentialing opportunities

Assessment Results
- Director – ODS explored and continues to explore digital badging options and if the badging could be embedded in the existing or a new LMS system.
- The first digital badge, DEI (Diversity, Equity, and Inclusion) of Disability was completed in the summer 2024 and the digital badge has been approved and is ready for dissemination to completers.
- Topics for the next digital badge have been discussed with a specific consideration given to Leadership Development.

Use of Results for Continuous Improvement
Continue to explore opportunities for a course completion matrix and other systems for digital badging or related credentialing.

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

Strategic Initiative
- Provide professional development to enhance personal and professional growth and success.
- Evaluate opportunities, resources, and programs to support work-life balance.

Reason for Initiative
Enhance professional development opportunities for faculty and staff by providing professional development in online, in-person, and hybrid contexts purposed on faculty and staff personal and professional growth by promoting learning opportunities ideally focused on inclusivity, communication, and work-life balance

Person(s)/Area(s) Responsible
Organizational Development Director

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
Provide faculty and staff professional development opportunities online, in-person, and in a hybrid context to promote professional growth. Professional development opportunities will focus on inclusivity, communication, and work-life balance.

Success Criteria
- The implementation and completion of courses.
- The number and relevance of additional modalities and courses offered

Assessment Results
- Professional Development (PD) Day was held on March 27, 2024, with the theme being Working Better Together.
- For PD Day, a total of thirty-four (34) breakout sessions offered. Ten (10) of the breakout sessions focused on inclusivity, communication, and work-life balance.
- PD sessions available in NeoGov Learn and through the NC Success Center continue to be shared with faculty and staff.

Use of Results for Continuous Improvement

Explore ways to maximize professional development throughout the year, which may include offering high-interest PD Day topics as mini-sessions on an ongoing basis and including topics or activities that enhance work-life balance.

Unit
Administrative and People Services

Sub-unit (if applicable)
Human Resources

Strategic Initiative
Enhance talent acquisition processes with an emphasis on keeping the college competitive and attracting talent from diverse backgrounds that is more reflective of the student population.

Reason for Initiative
Optimize the positive perception of and interest in the College and increase applicant flow to meet staffing needs.

Person(s)/Area(s) Responsible
- Human Resources Director
- Talent Acquisition Coordinator

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
- Continue to review and implement aspects of the Employer of Choice project
- Update the "Jobs" web page to complement enhancements such as the digital recruiting brochure
- Create a marketing/recruiting video
- Expanding social media presence
- Expanding advertising to optimize applicant reach
- Incorporate campus tours.

Success Criteria
- Increase in applicant flow to meet staffing needs

Assessment Results
- Created outline to update "Jobs" web page in collaboration with marketing.
- Created an Indeed account for the college to reach more applicants, which has resulted in an increase in applicant flow.
- The "Jobs" page has been updated on the website, which includes information about the hiring process, Careers at GC, digital marketing brochure, and easier access to Full-Time and Part-Time job openings.
- Implemented digital banner ads that can run continuously to highlight the College on

recruitment sites, which resulted in an increase of applicants.

Use of Results for Continuous Improvement

Use the results of the ongoing changes as part of the "Employer of Choice" project to inform additional activities to improve the talent acquisition process, update the "Jobs" page to enhance visibility to potential applicants, expand social media presence, and expand advertising to optimize applicant reach.

Unit
Administrative and People Services

Sub-unit (if applicable)
Human Resources

Strategic Initiative
Enhance talent acquisition processes with an emphasis on keeping the college competitive and attracting talent from diverse backgrounds that is more reflective of the student population.

Reason for Initiative
Continue to evaluate the talent acquisition process including assessing and streamlining current procedures, enhancing the "hiring manager" concept, and evaluating the interviewing and selection process.

Person(s)/Area(s) Responsible
- Human Resources Director
- Talent Acquisition Coordinator

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
- Develop a talent acquisition process including assessing and streamlining current procedures
- Enhance the "hiring manager" concept
- Evaluate the interviewing and selection process

Success Criteria
A talent acquisition process will be developed with an outline of the new procedures including the interview and selection processes.

Assessment Results
- Offered a course as part of PD Day to help hiring managers to better understand and optimize the talent acquisition process to fill part-time (including adjunct instructor) positions, which has resulted in an improvement in submitting required paperwork to process new hires more efficiently.
- Implemented electronic background check authorization through NeoGov to obtain information from candidates more efficiently, which has resulted in improved response time.

- Implemented electronic reference checks through NeoGov, which has speeded up the process and decrease the time to hire candidates after 2nd Tier Interviews are completed.

Use of Results for Continuous Improvement
- Continue to assess and "fine-tune" the talent acquisition process to enhance and streamline current procedures.
- Continue to enhance the "hiring manager" concept and emphasize the fact that hiring managers play a key role in the speed and efficiency of the entire talent acquisition process.
- Continue to evaluate the interviewing and selection process and consider procedural changes to decrease the time to fill a vacancy.

Unit
Administrative and People Services

Sub-unit (if applicable)
Human Resources

Strategic Initiative

Enhance college-wide communication.

Reason for Initiative

Revamp New Hire Orientation and onboarding to enhance college-wide communication of policies, required employee training and other relevant information regarding the organization.

Person(s)/Area(s) Responsible

Human Resources Director

Relation to Strategic Plan

- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative

- Revamp New Hire Orientation and onboarding through a combination of in-person and online training in order to enhance college-wide communication of policies required employee training and other relevant information regarding the organization.

Success Criteria

The New Hire Orientation will be revamped and ready to implement

Assessment Results

Updated and expanded the new hire orientation and onboarding process and increased/expanded in-person orientations to provide more in-depth written and verbal information at the time of hire, which has decreased the number of follow-up questions during the immediate period following hire date suggesting more effective communications and transfer of information regarding the college and employment.

Use of Results for Continuous Improvement

- Continue to improve and expand New Hire Orientation and onboarding based on results and feedback, which will be a combination of in-person and online training.
- Continue to research other institutions to gather ideas to enhance the current process.

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

Strategic Initiative
Evaluate opportunities, resources, and programs to support work-life balance.

Reason for Initiative
Continue the review of key policies and procedures and revise as needed to ensure compliance.

Person(s)/Area(s) Responsible
Human Resources Director

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4 Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
- Review and revision of key policies and procedures by Policy Review Committee
- Present any changes to policies and procedures for approval to the President's Cabinet, the Executive Council
- Seek final approval for any changes from the Campus Affairs Committee and Board of Trustees, as needed

Success Criteria
Update and implement revised policies and procedures, as approved.

Assessment Results
- Performed a general assessment of all HR (Human Resources) policies and indicated specific potential aspects for further review and potential revision.
- In addition to HR policies either under review or implemented (e.g., Paid Parental Leave), various other policies and procedures (e.g., Academic Affairs) were implemented or revised during the review period.

Use of Results for Continuous Improvement
- Continue to review and revise key policies and procedures by Policy Review Committee.
- Continue to present any changes to policies and procedures for approval to groups such as the President's Cabinet and/or the Executive Council.
- Continue to seek final approval for any changes from the Board of Trustees sub-committee and full Board, as needed.

Unit
Administrative and People Services

Sub-unit (if applicable)
WSGE

Strategic Initiative

Identify and scale best practices to promote student engagement, enrich learning opportunities, and increase credential completions.

Reason for Initiative

Continue collaboration with Broadcast Technology Program by creating opportunities for students each semester to be involved in the programming and/or fundraising operations of the station to enhance the interest, knowledge and skills of future broadcasters

Person(s)/Area(s) Responsible

WSGE Station Manager

Relation to Strategic Plan

- Strategic Priority #2 Student Access and Success
    - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative

- Student productions
- Student internships
- Student work-study
- Student volunteers

Success Criteria

Documented student involvement in station operations

Assessment Results

- WSGE partnered with Broadcast Technology to produce a public affairs program created by journalism students. Two 30-minute episodes were created and aired in November 2023.
- Sports Media Technology students worked with WSGE Staff to produce a weekly sports update that aired throughout April & May 2024.

Use of Results for Continuous Improvement

Expand on projects that were initiated in 2023-2024.

Unit
Administrative and People Services

Sub-unit (if applicable)
WSGE

Strategic Initiative
Continue to invest in information technology to enhance systems and services.

Reason for Initiative
Evaluate key equipment and infrastructure and develop a 1 to 3-year plan for potential upgrade or replacement of key pieces of equipment needed for the operation of the station.

Person(s)/Area(s) Responsible
- WSGE Station Manager
- WSGE Engineer

Relation to Strategic Plan
- Strategic Priority #6 Operational Infrastructure
  - Strategic Goal #6 Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Immediate equipment needs will be identified (e.g., on-air and production consoles) and prioritized for purchase.

Success Criteria
Documented purchases of equipment or a specific time by which needed items are to be acquired.

Assessment Results
- Implemented a new Wide Orbit automation system, which improved various operational aspects of the radio station.
- Enhanced computer operating system platforms.
- Station engineer worked to identify equipment needs and prioritized list for purchase/repair.

Use of Results for Continuous Improvement
Staff will continue to work with Engineer to prioritize equipment needs for the station.

Unit
Administrative and People Services

Sub-unit (if applicable)
WSGE

Strategic Initiative
Explore alternative funding sources and investment strategies.

Reason for Initiative
Identify and implement an off-air fundraiser to supplement annual membership drives to minimize listener fatigue during extended on-air drives.

Person(s)/Area(s) Responsible
- WSGE Station Manager
- WSGE Staff

Relation to Strategic Plan
- Strategic Priority #5 Finance and Operations

  o Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Review/discuss fundraising events with Development staff of other public radio stations to determine a feasible event.
- Implement one off-air event with a goal of $2,500 or more

Success Criteria
Documented funds raised from event

Assessment Results
- Successfully continued traditional fund drives with an emphasis on membership participation and support of the station.
- Continuing to explore underwriting opportunities and new initiatives to grow listenership and support.

Use of Results for Continuous Improvement
Perform membership and listener feedback/listening sessions to enhance programming, membership benefits, audience/listenership, and ratings.

Unit
Administrative and People Services

Sub-unit (if applicable)
Athletics

Strategic Initiative
Identify and scale best practices to promote student engagement, enrich learning opportunities, and increase credential completions.

Reason for Initiative
Finalize and implement the Student-Athlete Handbook to further educate student-athletes on the College and athletics information including specific rules and expectations.

Person(s)/Area(s) Responsible
- Chief of Staff
- Vice-President of Student Affairs
- Athletic Director
- Assistant Athletic Director
- Coaches
- Dean-Learning Resources

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Review of the Student-Athlete Handbook
- Review of student-athlete orientation attendance

Success Criteria
Student-Athlete Handbook will be finalized and implemented

Assessment Results
The handbook was completed in December 2023 and ready for distribution, but due to unforeseen staffing resource challenges during the month of January 2024, the handbook's implementation was delayed to the start of the fall 2024 season.

Use of Results for Continuous Improvement
Once the new handbook is distributed, any subsequent feedback to clarify its contents, or to add additional topics of relevance, will be considered for continuous improvement.

Unit
Administrative and People Services

Sub-unit (if applicable)
Athletics

Strategic Initiative

- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.
- Explore alternative funding sources and investment strategies.

Reason for Initiative

Establish youth athletic camps for all sports as a community partnership and fundraising to enhance community outreach, engagement, and partnership and raise funds for athletics.

Person(s)/Area(s) Responsible

- Athletic Director
- Assistant Athletic Director
- Coaches

Relation to Strategic Plan

- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.
- Strategic Priority #5 Finance and Operations
  - Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative

Establish youth athletic camps for all sports as a community partnership and fundraising opportunity to include the possibility of a dedicated webpage on the athletic website, published schedule, online registration, and payment to enhance community outreach, engagement, and partnership and raise funds for athletics.

Success Criteria

Number of camps that are scheduled and executed plus any supporting administrative aspects that are implemented.

Assessment Results

This objective was not realized during the specific review period; however, athletics camps were established to be held as follows, with additional camps to be scheduled:

Baseball
- Sent fliers to all middle schools
- Focus on little leagues
- Youth camp (June 2024)
- Youth camp (June/July 2024)
- Prospect camp (August 2024)
- Prospect camp (October 2024)

Softball
- Contingent upon securing a suitable facility
- Prospect/youth camp (July 2024)
- Prospect/youth camp (Fall 2024 - TBD)
- Prospect/youth camp (Fall 2024 - TBD)

Basketball
- Youth camp (July 2024)
- Prospect camp (August 2024)

Beach Volleyball
- Currently in a coaching transition

Use of Results for Continuous Improvement

Continuous improvement - TBD

Unit
Administrative and People Services

Sub-unit (if applicable)
Athletics

Strategic Initiative
Identify and scale best practices to promote student engagement, enrich learning opportunities, and increase credential completions.

Reason for Initiative
Hire a second athletic trainer to assist with covering all sports.

Person(s)/Area(s) Responsible
- Chief of Staff
- Athletic Director
- Assistant Athletic Director
- Director – Sports Medicine

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Post position
- Recruit for position
- Hire position

Success Criteria
A second athletic trainer will be hired

Assessment Results
A second, full-time athletic trainer was not hired during the review period – due to availability and available funds; however, athletic training garnered limited assistance from EMS technicians working for the College's EMS department who were supervised by the head athletic trainer.

Use of Results for Continuous Improvement
Due to the potential of having to maintain the current level of resources, an innovative approach to scheduling may be required.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative

Identify and scale best practices to promote student engagement, enrich learning opportunities, and increase credential completions

Reason for Initiative

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

Person(s)/Area(s) Responsible

- Vice President for Academic Affairs
- Academic Deans
- Dean of Special Projects

Relation to Strategic Plan

- Strategic Priority #2 Student Access and Success
  - o Strategic Goal #2: Gaston College is committed to enhancing student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative

- Increase RSI in courses containing an online component
- Improve course design in courses containing an online component

Success Criteria

- RSI standards met for fully online courses
- Quality standards met for online, hybrid, web-blended and HyFlex courses, as applicable
- Increase in course success rates
- Decrease in course withdrawal rates

Assessment Results

In Fall 2023, the Distance Education Committee and the Division of Academic Affairs initiated the planning process to transition from Blackboard Original (learning management system) to Blackboard Ultra (upgraded learning management platform), aiming for completion by the fall of 2025. A self-paced course, "Ultra Teaching Essentials," was created for all faculty to complete before converting their courses to the new platform. This course led to the development of a new GC Blackboard template and a new template for Quality Matters certified courses. In January 2024, a college-wide kickoff event introduced faculty and staff to Blackboard Ultra, providing all faculty (both full-time and adjunct) access to the training course and a sandbox (practice) course to begin creating instructional materials to prepare for the transition. As of June 2024, 54 faculty members had completed the training. In the spring of 2024, nine courses were taught using the Ultra platform. An additional 27 courses were taught in the new platform during the summer of 2024. Approximately 125 courses have been converted to Ultra and are being redesigned by faculty with the assistance of the College's instructional designers. The transition to Ultra will enable instructional designers to help faculty apply the College's online standards, making courses more engaging for students, meeting RSI requirements, and enhancing learning and achievement of course objectives. Additionally, each academic division works with their departmental and divisional leadership to audit courses for online standards set by the College and to ensure that RSI best practices are met.

Gaston College faculty, with the support of our Instructional Design team, continue to work on Quality Matters (QM) certification for their courses. Quality Matters is the global organization leading quality assurance in online and innovative digital teaching and learning environments. Their mission is to promote and improve the quality of online education and student learning nationally and internationally through:

- Development of current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures.
- Recognition of expertise in online education quality assurance and evaluation.
- Fostering a culture of continuous improvement by integrating QM Standards and processes into organizational plans to improve the quality of online education.
- Providing professional development in the use of rubrics, tools and practices to improve the quality of online education.
- Peer review and certification of quality in online education.

As of July 2024, the College has 27 Quality Matters certified courses spread across the College's three academic divisions.

In Fall 2023, three workshops were hosted for faculty the Division of Arts and Sciences entitled, *Creating a Responsive Curriculum: Regular Substantive Interaction in Practice*. These workshops were aimed at assisting faculty in meeting RSI best practices. Additionally, Arts and Sciences Associate Dean Dr. Patricia Williams assisted faculty by creating electronic documents for their review and reference including RSI Overview and Tips; RSI Instructor Self-Assessment for Online Courses; and Credit Hour versus Contact Hour in Online Courses (to help faculty see the amount of hours in a given semester to help plan for their activities and RSI). These electronic

documents, along with PowerPoint documents for the three live presentations, are located in the Arts and Sciences Teams folder which all full-time and part-time faculty can access at any time.

Professional development was provided to faculty from the Association of College and University Educators (ACUE) for the 2023-2024 academic year. Five ACUE short-courses were offered to assist faculty teaching both online and seated classes, including: Inclusive Teaching for Equitable Learning; Creating an Inclusive and Supportive Learning Environment; Promoting Active Learning; Inspiring Inquiry and Preparing Lifelong Learners; and Designing Learner-Centered and Equitable Courses. As of Summer 2024, 63 faculty have completed at least one ACUE training course or more (157 course completions) and 24 faculty have completed the certificate in Effective Teaching Practice (completion of four courses).

In 2012-2013, the College began widespread efforts to increase course success rates and reduce withdrawal rates from courses. At that time, the percentage of students earning a C or higher in their courses was 73% and the College had a withdrawal rate of 13%. Since that time, the course success rate has increased to 80% and the withdrawal rate has dropped to 11%.

Use of Results for Continuous Improvement
The Division of Academic Affairs continues to examine student success rates such as course success (all modalities), withdrawal rates, persistence, and credential completion to ensure continuous improvement and to identify issues. As an example, each summer, the Dean's Council examines students' grades in face-to-face, hybrid, and online courses from the fall and spring semesters to look for areas of improvement. Action plans for each division are created based on the information found in these reviews. The Division will also continue to support faculty through professional development (such as ACUE and Quality Matters training) and the transition to Blackboard Ultra. Instructional designers in the Division will continue to work with faculty on submission of courses for Quality Matters certification.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative
Explore alternative funding sources and investment strategies.

Reason for Initiative
Seek and administer grant funds to support academic programs, academic support services, and student success efforts to ensure that academic programs and associated support services are provided adequate resources; to support success of students in academic programs.

Person(s)/Area(s) Responsible
- Vice President for Academic Affairs
- Academic Deans
- Dean of Special Projects

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
Grant applications and reports

Success Criteria
Submission of grant applications and grant reports to appropriate agencies

Assessment Results
During the 2023-2024 academic year, the Division of Academic Affairs administered numerous grants funds from the National Science Foundation (SPARC4 and SPARC5 grants); NC Community College System (REACH project and High-Cost Program Expansion Grants); Carolina Cyber Network (Cybersecurity program); and NC A&T (Steps4Growth).

The SPARC program has served 191 scholars since 2014 with 44 still currently enrolled at Gaston for the 2023-2024 academic year. Excluding currently enrolled students, the program has shown an overall 87% fall-to-fall retention rate and 85% of the scholars have completed an associate's degree within two years of their program start. The average GPA of our scholars is 3.5 as compared to an average of 2.81 for other Associate in Science and Associate in Engineering students at the College. Our scholars have transferred to four-year colleges at a rate of 70%. As a comparison, data released in 2022 by the National Student Clearinghouse found that the fall-to-fall retention rate at community colleges is 59% (National Student

Clearinghouse Research Center, 2022). Additionally, the National Center for Educational Statistics reports that the 2018 cohort of community college students nationwide showed a 36.4% graduation rate within three years of entering college (National Center for Education Statistics, nd). Before the pandemic, we saw over 80% of our scholars transfer to four-year institutions. Several of our scholars have been recognized with national and regional scholarships. Two SPARC scholars were awarded Jack Kent Cooke transfer scholarships, and one scholar was awarded the highly prestigious Goldwater Award for research. Four scholars were awarded Goodnight Scholarships at N.C. State University. As of June 2023, 47 scholars have completed bachelor's degrees in a STEM field. Seven others have completed bachelor's degrees in non-STEM fields such as accounting, nursing, and business administration. Seven scholars are currently enrolled in graduate school or have completed a graduate degree.

Gaston College was selected to participate in a national initiative known as REACH Deeper in April 2023. Gaston College is one of only two colleges in North Carolina and 12 colleges in the nation to join the REACH Deeper Cohort, which is designed to support community colleges interested in "deeper" institutional and cross-state learning to transform policies, processes, and practices that benefit adult learners of color. Our selection was based on our demonstrated commitment to student success through high-value credential pathways that support adult learners and a strong recommendation from the NCCCS REACH team. Colleges in the REACH Deeper Cohort identify a problem of practice, then develop and begin implementation on a plan to advance racial equity for adult learners of color in short-term credential to degree pathways. Gaston College receiving a $27,500 grant to support our team to develop two major professional development opportunities for faculty and staff: (1) leadership academy and (2) student success academy. Both academies will allow faculty and staff the opportunity to reflect on their current practices and learn best practices to create a sense of belonging on campus that supports students during their time at the College.

In November 2023, the NC Community College System awarded the Division $430,860 in High-Cost Workforce Start-Up Funds to support the start-up of the College's Surgical Technology program. These funds are being used to support faculty salaries, as well as equipment and supplies for the new Surgical Technology laboratory space. In February 2024, the Division was awarded $400,000 in North Carolina Community College System Program Expansion Grant funds to support faculty salaries, additional equipment, and an immersive room for Emergency Medical Sciences.

The Division continues to be involved with the Carolina Cyber Network grant. The goal of the grant is to increase the number of students enrolled in the Networking and Cyber Defense curriculum program, as well as associated continuing education opportunities. The number of curriculum students has increased as follows:

Term	Count
Fall 2017	24
Fall 2018	34
Fall 2019	34
Fall 2020	30
Fall 2021	34
Fall 2022	57
Fall 2023	78

The Division offered cybersecurity courses through Continuing Education in Summer 2023, Fall 2023, and Spring 2024. Twenty-one students registered and 12 earned Cisco badges/credentials. Additionally, Cisco Networking Academy has been integrated into our curriculum and Continuing Education course offerings. (See above for Con Ed information.) Curriculum students will receive course completion credentials in Cisco Networking Academy that allow them to sit for the following exams:

- CCNA Introduction to Networks (NET 125 – Intro to Networks)
- CCNA Switching, Routing, and Wireless Essentials (NET 126 – Switching and Routing)
- CCNA Enterprise Networking, Security, and Automation (NET 225 – Enterprise Networking)

In addition, content in curriculum courses has been aligned to industry-recognized certifications including MOS, A+, Net+, and Security+.

The Division is also partnered with NC A&T University on the Steps4Growth grant. The purpose of this grant is to deliver training in four sectors of the clean energy economy: Energy Efficiency, Electric Vehicles, Renewable Energy, and Green Building Construction. Graduates of the program may enter the workforce in one of many clean energy jobs or continue their schooling at North Carolina A&T, or one of the state's community colleges, including Gaston College. Our Division has been involved through two primary curriculum programs: Automotive Systems Technology and Electrical Systems Technology.

The Division continues to administer over $300,000 in annual funding from the Federal Perkins grant. These funds are used each year to support a variety of initiatives that support the College's career and technical education programs. Examples include funding for equipment and supplies, faculty professional development, and success coaches to work directly with career and technical education students on retention issues.

The Division also applied for a National Science Foundation ITYC grant in Fall 2023. The ITYC proposal would provide an expansion and more inclusive access to a 2+2+2 honors program with a foundation of using undergraduate research to increase student success in STEM. The proposed honors program would be organized around an open-door concept to increase participation in the Division's existing honors program. The proposed honors program would be supported by a summer bridge experience and included a focus on pipelines from local highs schools and include faculty professional development. While the grant was not funded during this grant cycle, the NSF review panel rated the proposal as competitive and the grant team will be using the feedback from the team to strengthen the proposal for the upcoming grant cycle in Fall 2024.

The Division also applied for an IDEAS grant. The funds from an IDEAS grant for Gaston College's Global Education Program would focus on expanding study abroad programming opportunities to serve underrepresented academic disciplines like Career and Technical Education, and include Networking and Cyber Defense, Criminal Justice, and Business Administration. Discipline faculty are eager to begin developing programs but are delayed by funding shortages to support them due to high start-up costs for international experiences. Gaston College enrolls 6,002 credit-bearing students annually, but sends fewer than 25 students abroad each year, which is below the national average of 1% for community colleges. With IDEAS grant funding, Gaston College would develop the programs for Career and Technical Education (CTE). We will integrate study abroad programs into the curriculum and offer options at convenient dates and propose to double the number of Study Abroad participants in the next year by focusing on these programs. This grant proposal was not funded in this cycle; however, the Division looks to reapply during a future grant cycle.

Use of Results for Continuous Improvement
All administered grant funds have shown tangible results that promote student success and program enhancement. The Division will continue to seek and administer grant funds in the 2024-2025 academic year.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative
- Expand course offerings and flexible scheduling options to accommodate diverse student needs, including dual enrollment students, working adults, and non-traditional learners.
- Implement initiatives to close achievement gaps among different student demographics.

Reason for Initiative
Address equity challenges to provide all students with the support they need to participate in educational opportunities and complete a credential.

Person(s)/Area(s) Responsible
- Vice President for Academic Affairs
- Academic Deans
- Dean of Special Projects

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Increase the number of hyflex and hybrid course offerings
- Increase the number of course offerings on the Lincoln campus
- Implement professional development to help faculty recognize and meet the needs of diverse learners
- Implementing best practices in curriculum courses to address challenges within sub-populations of students (ethnicity, age, Pell-status, gender, etc.)

Success Criteria
- Equity gap reduction in student metrics
  - gateway course completion
  - fall-to-fall persistence
  - fall-to-spring persistence
  - credit accumulation
  - credential and/or pathway completion
- At least five professional development sessions offered

Assessment Results

For the 2023-2024 academic year, the number of Hyflex increased to 13 courses as compared to three courses the previous academic year. Hyflex courses were initiated from both the Dallas and Lincoln campuses. The Veterinary Medical Technology program now offers Hyflex instruction for all course lectures.

Hybrid courses in math and physics were added to the course offerings at the Lincoln campus as well including MAT 272, Calculus II; MAT 273, Calculus III; PHY 251, General Physics I; and PHY 252, General Physics II (these courses were not previously offered at the Lincoln Campus). The Emergency Medical Science program began offering hybrid classes due to industry demand and expanded offerings to include preceptor and officer courses. The Esthetics program moved from the Kimbrell Campus to the Lincoln Campus; as a result, the program was able to accept 15 additional students for 2023-2024. The Pharmacy Technology program began offering a new certificate in Fall 2023 at the Lincoln Campus. Additionally, corequisites classes (ENG 011 and MAT 071) were moved to an online format to allow for easier student scheduling.

Each year, the Division examines the percentage of students who earn a C or better in their courses during the academic year. For the 2023-2024 year, the percentage of students earning a C or better increased to 81% as compared to 79% the previous academic year (2022-2023). The withdrawal rate stayed consistent with the previous academic year at 11%. For students beginning their academic career at Gaston College in Fall 2021 (n=1200) who reached the 150% point for time to completion by Spring 2024, the following data shows their success rates during this time.

Measure	Overall Success Rate
Fall 2021 to Fall 2022 Persistence	60.8%
Fall 2021 to Fall 2023 Persistence	53.4%
Gateway Math Completion	41.2%
Gateway English Completion	49.3%

These rates do vary by demographics with Hispanic students (n=134) outperforming Black (n=212) and white (n=597) students in persistence and gateway English completion. Black students trailed Hispanic and white students in all measures, as seen below.

Success Rates by Demographics	White	Black	Hispanic
Fall 2021 to Fall 2022 Persistence	62%	46.2%	64.9%
Fall 2021 to Fall 2023 Persistence	53.4%	42%	56.7%
Gateway Math Completion	47%	15.6%	42.3%
Gateway English Completion	52.6%	30.8%	54%

During this same time period, the following credentials were earned by students (this includes students who may have received more than one credential between 8/1/2021 and 5/15/2024).

Credential	Number of Credential Awarded
Certificate	679
Diploma	57
Degree	335

Of the 1200 students in the Fall 2021 cohort, 540 students earned a credential (45%). Of these 540 students, 49.4% were white, 10.9% Hispanic, 13.7% black, and 19.1% unknown race.

The Division also looks at the NC Community College System Performance Measures to evaluate the success of our efforts. For the 2024 report, Gaston College showed improvements in four measures including:

- Student success rate in college-level English courses
- Curriculum completion
- Performance of transfer students during the first year at a four-year institution after transfer from a community college
- Licensure pass rates

In 2023, Gaston College had only one the seven performance measures scored higher than the average band. For 2024, three measures are above the average band with two in the excellence level (curriculum completion and licensure pass rates).

Each year, faculty can complete professional development through two major College-sponsored events, the SPARC Professional Development Day and the Gaston College Professional Development Day. The SPARC Professional Development Day was held on October 13, 2024, and the following sessions were offered for faculty:

- Implementing Course-based Undergraduate Research into Laboratory Courses
- Authentic Hands-On Labs: Transforming Online Science Education with Carolina Distance Learning
- Internships as a Flexible Tool
- From Data to Dialogue: The Importance of Risk Communication in Health Sciences
- Exposing Students to Real World Science with Two Rivers Utilities
- Enhancing Students' Data Collection and Data Interpretation Skills through Tree Inventories
- How to Deliver High Quality Science Labs Online
- STEM Pathways with Podcasting
- How to THRIVE Assigning and Grading Student Writing
- Transitioning from Publisher to OER Lab Manuals: How to Create an Open Educational Resource (OER) Lab Manual for Science Courses
- STARTing and Staying in STEM using Undergraduate Research Experiences
- Teaching Climate Change from a Global and Interdisciplinary Perspective

- Catalyst and GIST: Building a Diverse, Inclusive and Innovative STEM Workforce Using Authentic and Innovative STEM Experiences!
- Building Partnerships in Construction Technology

The Gaston College Professional Development Day and the following sessions were offered for faculty:

- Working Better Together: Empowering Working Relationships
- Blackboard Ultra Roadmap and the College Transition
- Communication Between Generations: Bridging the Gap
- Customer Service Essentials
- RHINOPalooza: Exploring the RHINOvation Station
- NC Community College Resource Finder
- Helping Online Students Succeed: Concepts, Ideas, and Notions for Both Experienced and Novice Faculty
- Make It Matter
- Fostering a Learning Community: Nurturing Safe Environments for Conversations and Differing Perspectives

Additionally, a number of professional development sessions have been offered to assist faculty in improving student success rates though the NC Student Success Center's Teaching and Learning Hubs. These sessions are open and free to all NC community college faculty and staff. Examples of these sessions include:

- Artificial Intelligence and Large Language Models
- Inclusive Online Course Design with Re-Usable Assignments for Faculty and Student Success
- Growth Potential - Empowering College Educators through Growth-Oriented Practices
- Equity Minded Teaching Practices - Authentic Assessments
- Finding and Curating Open Course Content
- Virtual Roundtable Discussion: Artificial Intelligence on Community College Campuses
- Cultivating Belonging to Enhance Student Motivation and Success
- Mindfulness & Contemplative Pedagogy for Adult Learners
- Active Teaching Strategies 10 Ways to Help Alternative Learners Succeed in Your Class
- From Rookie to Rockstar: Best Teaching Practices
- Cultivating Inclusive Classrooms & Supporting Students of Color
- When Feedback Attacks
- Demystifying the Course Build Process - Backward Design
- Course Improvement Using Student Data
- CentralArtificial Intelligence and Large Language Models
- Exploring Corequisite Models
- Equitizing the Syllabus
- Minimizing Course Design - How a Half Really is a Whole
- Unlocking Educational Excellence: Exploring Innovations in Teaching

- When the Talking Gets Tough, the Tough Must Talk - Understanding and Preparing for Challenging Conversations
- Alternative Grading Practices
- Success in the Synchronous Classroom
- Adapting Assignment to Account for the Availability of Generative AI
- TILT Framework
- Teaching Autistic Students
- Flipping the Classroom: Theory, Strategy, and Application
- Dismantling Deficit Thinking
- Embedding Study Skills in College Course
- Responding to Generational Differences in the Classroom
- Introduction to Generative AI - An Instructor's Perspective
- Making Connections with Students
- Rethinking Discussion Boards
- Chat GPT: When AI Enters Your Classroom
- HyFlex - Overview and How-to
- Bubble Wrap and Digital Duct Tape: Rethinking Online Communication with Students
- Empowering Educators with AI - Improving Teaching Effectiveness and Efficiency

Use of Results for Continuous Improvement

The Division will continue to participate in faculty and staff professional development focused on improving student success including reducing equity gaps in success for learners of color. Data analysis of NCCCS performance measures and internal data, and action plans resulting from this data analysis, is on-going and aimed at continuous improvement of outcomes for GC students. The Division has also recently formed performance measures teams to help reduce equity gaps in student success rates and to improve overall success rates.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative

Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)

Reason for Initiative

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

Person(s)/Area(s) Responsible

- Vice President for Academic Affairs
- Academic Deans
- Dean of Special Projects

Relation to Strategic Plan

- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative

Programmatic changes and/or implementation of new programs

Success Criteria

At least one programmatic change will be completed.

Assessment Results

A new certificate in agricultural technology was created IN 2023-2024 with an implementation date of Fall 2024. The four-course certificate will be offered on the Lincoln Campus.

New Associate in Applied Science programs in Surgical Technology and Respiratory Therapy were implemented for Fall 2023. Respiratory Therapy is delivered via an Instructional Service Agreement with Catawba Valley Community College. Additionally, medical assisting instruction expanded by offering new summer and evening cohorts and the Emergency Medical Science

program began offering the Emergency Medical Responder course due to industry request (Freightliner).

Curriculum changes were submitted in Fall 2023 for the following programs: Associate in Arts (A10100), Associate in Arts in Teacher Preparation (A1010T), Associate in Engineering (A10500), Associate in Fine Arts in Visual Arts (A10600), Associate in General Education – Nursing (A1030N), Associate in Science (A10400), Associate in Science in Teacher Preparation (A1040T), Biotechnology (A20100), Audio and Video Production Technology – Audio/Video Production Certificate (C30120C), Associate Degree Nursing (A45110), Health and Fitness Science (A45630), Human Services Technology (A45380), Medical Assisting (A45400 and D45400), Nurse Aide – Therapeutic and Diagnostic Services (D45970), Pharmacy Technology (A45580), and Fire Protection Technology. These changes were approved and will be implemented for Fall 2024.

Use of Results for Continuous Improvement

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

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative
Promote research and scholarly activities among students to showcase student skills and achievements.

Reason for Initiative
Faculty, staff, and students in academic programs will perform services for the community to allow students to practice skills in real-world setting.

Person(s)/Area(s) Responsible
- Vice President for Academic Affairs
- Academic Deans
- Faculty

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
Services and activities provided for the community.

Success Criteria
At least three services and/or activities will be available for community members annually.

Assessment Results
The Division has a new partnership with Gaston County Schools to teach Automotive courses at Bessemer City High and the Cosmetology program at Hunter Huss High School starting in Fall 2024. Additionally, the Division has a new partnership with Lincoln County Schools to offer a practical nursing pathway for high school students on the Lincoln Campus of the College. Nursing students and faculty completed vision screenings for the Gaston County Schools at Gardner Park Elementary. Three new Instructional Service Agreements were developed:

- 911 Telecommunicator with Richmond Community College
- Health Information Technology with Davidson-Davie Community College
- Respiratory Therapy with Catawba Valley Community College

Several new articulation agreements were developed in 2023-2024, including:

- Associate in Applied Science in Civil Engineering Technology now articulates to NC A&T Bachelor of Science (B.S.) in Geomatics
- Associate in Applied Science in IT/Networking and Cyber Defense now articulates to B.S. in Cybersecurity at Montreat College
- Associate in Applied Science in Criminal Justice Technology now articulates to B.S. in Criminal Justice at Montreat College.
- Associate in Applied Science in Veterinary Medical Technology now articulates to Veterinary Medical Technology program at Appalachian State University.

The following memorandum of agreements for transfer admission guarantee programs were updated during the 2023-2024 academic year, including:

- Aspire Appalachian- Appalachian State University
- Bear Bound – Lenoir Rhyne University
- Bulldog Bound – Gardner Webb University
- JCSU 2+2 Connect – Johnson C. Smith University
- Pathways – UNC-Wilmington
- 49er Next – UNC-Charlotte

Several discussions were held with Gardner Webb University (GWU) in Spring 2024 to strengthen the connection between Gaston College and GWU. In particularly, the following programs were discussed: cybersecurity, teacher education, nursing, psychology, and human services. Additionally, GWU outlined their Foothills Nursing Promise with a 50% tuition reduction for GC nursing graduates who complete their online RN-to-BSN program.

The Division continues to work with local healthcare employers to sponsor apprenticeships. These include CaroMont Health, Atrium Lincoln, Gaston County and Lincoln County Emergency Medical Sciences, Lincoln Rehab Center, Bayada, Home Instead, Peak Resources, and Stress Free Living. The Division is continuing to work on a new apprenticeship opportunity at Abernethy Laurels, Road to Hire, which will begin in Fall 2025. The Division hosted the first Medical Assisting Career Day on February 22, 2024, with eight local employers in attendance to speak with students nearing graduation about hiring opportunities.

Use of Results for Continuous Improvement

The Division will continue to work with business and industry, local school districts, and NC community colleges and universities to main existing partnerships and build new partnerships to support workforce needs in the service area

Unit
Academic Affairs

Sub-unit
Not Applicable

Strategic Initiative

Promote research and scholarly activities among students to showcase student skills and achievements.

Reason for Initiative

Faculty, staff, and students in academic programs will perform services for the community.

to allow students to practice skills in real-world setting.

Person(s)/Area(s) Responsible

- Vice President for Academic Affairs
- Academic Deans
- Faculty

Relation to Strategic Plan

- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative

Services and activities provided for the community.

Success Criteria

At least three services and/or activities will be available for community members annually.

Assessment Results

Math Club students in the Academic Affairs Division competed in the NCMATYC Student Math Competition on November 4, 2023. The Math Club had three students compete in this event. In April 2024, eight Math Club students competed in the southeast regional math competition hosted at the University of North Georgia.

Each fall, the Division encourages students who have completed undergraduate research at the College to participate in the State of North Carolina Undergraduate Research and Creativity Symposium (SNCURCS) which highlights the scholarship of students from both private and state-supported colleges, universities, and community colleges across NC. In November 2023, five Gaston College students presented their research at the 2023-2024 SNCURSC event. Additionally, in December 2023 and May 2024, the Division hosted the Gaston College Research and Creativity Symposium. Over 55 students shared their research at these two events. Ten

students traveled to the Florida Keys with four science faculty members in April 2024 for a week-long hands-on research trip.

The Division had six Gaston College students compete in four different competitions at the national SkillsUSA in Atlanta, Georgia in June 2024. SkillsUSA provides our students a great opportunity to showcase talent, knowledge, and skills while competing against thousands of students nationwide. SkillsUSA is recognized as a leader in workforce development while empowering students to be career-ready leaders and responsible community members. At nationals this year, our students earned:

- Silver medal in Audio/Radio Production
- Silver medal in Television/Video Production
- 4th in Medical Terminology
- 5th in Medical Assisting

At the North Carolina state SkillsUSA competition in April 2024, the Division took 13 students to participate in Audio/Radio Production, Television/Video Production, Medical Assisting, Medical Terminology, and Emergency Medical Sciences. Results at the state competition were:

- 1st in Audio/Radio Production
- 1st in Television/Video Production
- 1st and 3rd in Medical Assisting
- 1st, 2nd, and 3rd in Medical Terminology

Use of Results for Continuous Improvement
The College will continue to support students' research and scholarly activities that promote student learning and application of skills and showcase student work.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative

Develop a comprehensive marketing and outreach strategy to effectively promote the College's programs and services to potential students, employers, and community partners in Gaston and Lincoln Counties.

Reason for Initiative

Promote, showcase, and increase awareness of the programs in the Academic Affairs Division, internally and externally to remain the college of choice for the service area and to foster positive public relations.

Person(s)/Area(s) Responsible

- Vice President for Academic Affairs
- Academic Deans
- Dean of Special Projects
- Faculty

Relation to Strategic Plan

- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative

Academic Affairs faculty and staff will participate in the following activities

- Open House
- Career Fairs
- sciVisit
- Division specific marketing events

Success Criteria

At least three activities will be completed annually.

Assessment Results

Faculty and program administration in the Division participated in over 60 events during the 2023-2024 academic year to promote programs, including:

- Manufacturing Week presentation at Lincoln High School

- Presentations and college fairs at Grier Middle School, West Lincoln High School, Avery High School, Lincoln Charter, Gaston County Commissioner's School of Excellence, Lincoln School of Technology, Hunter Huss High School, East Gaston High School, East Gaston Health Academy, East Lincoln High School, and Lincolnton High School
- Fall 2023 and Spring 2024 GC Open House Events and Senior Night
- Lincoln County Schools 10th Grader visit (over 900 students and teachers)
- Gaston College Health Fair
- Commissioners School
- 13 information sessions for selective admissions healthcare programs and 31 tours of wellness programs (cosmetology, esthetics, and manicuring)
- Leadership Gaston
- Veterinary Medical Technology Hospital Day (22 participating organizations)
- Apple Festival, Lincoln County
- Crowder's Mountain community hikes

Two GC signature events were also sponsored by the Division including:

- Rhino Roadmap to CTE Careers - February 27, 2024 - Over 150 participants and 30 local industry representatives attended this event.
- sciVisit -April 12, 2024 – Over 500 high school students from seven area high schools attended this science, technology, engineering, and mathematics-focused event and participated in activities such as brain and eye dissections, blood typing, and engineering activities. This event is a part of the annual North Carolina Science Festival.

Gaston College was also honored to welcome Janet L. Yellen, U.S. Secretary of the Treasury, to its Dallas campus on Thursday, November 30. Secretary Yellen came to North Carolina to deliver remarks on how President Biden's Inflation Reduction Act, and the administration's Investing in America agenda, is spreading economic opportunity and strengthening America's energy security. During her visit, she toured our Welding shop and spoke with Austin Price, Chair of the Welding Technology program, and several of our welding students. She also visited the Electrical Systems Technology classroom where she spoke with Bill Leagon, Chair of the Electrical Systems Technology and AC, Heating and Refrigeration Technology programs, about our renewable energy and photovoltaic certificate programs in electrical systems technology.

Following her tour, she participated in a roundtable discussion with six Gaston College students and alumni, as well as Dr. John Hauser, President, Dr. Lisa Albright-Jurs, Dean of Career and Technical Education, and Greg Smith, Vice-President for Economic and Workforce Development. Prior to coming to Gaston College, Secretary Yellen and N.C. Governor Roy Cooper toured the Livent facility in Bessemer City.

Use of Results for Continuous Improvement

The Division will continue to participate in marketing events to highlight programs of study and attract perspective students to high-demand jobs in our service area. This allows us to help meet the workforce needs of area employers.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative
- Expand opportunities for international and cross-cultural experiences for students and faculty to promote global perspectives and intercultural competence.
- Promote research and scholarly activities among students to showcase student skills and achievements.

Reason for Initiative
Provide opportunities for engagement of students and faculty both inside and outside the classroom to promote student success and the professional growth of faculty and students.

Person(s)/Area(s) Responsible
- Vice President for Academic Affairs
- Academic Deans
- Dean of Special Projects
- Faculty

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Participate in Skills USA events
- Participate in math competitions
- Participate in undergraduate research events
- Participate in Global Education Week
- Offer study abroad opportunities

Success Criteria
At least five activities will be completed annually.

Assessment Results
As previously noted in the unit plan results, Divisional students completed in math competitions in Fall 2023 and spring 2024, shared their research both at Gaston College (Fall 2023 and Spring 2024) and at the State of North Carolina Undergraduate Research Conference (Fall 2023), and competed in state and national SkillsUSA competitions. In addition to these events, students participated in 16 events during Global Education Week and throughout the academic year.

Two study abroad trips were offered to students, staff, faculty, and community members including:

- Ireland, October 6-14, 2023 - Nine students, three faculty, and eight community members
- Germany, May 12-21, 2024 - Nine students, five faculty, and two community members (student scholarships of $2000 each were awarded to two students for this trip by the GC Student Government Association).

Three faculty in the Division applied for funds from World View at the University of North Carolina at Chapel Hill including Dr. Patricia Williams, BIO 275, Microbiology; Dr. Julie Wyatt, BIO 110, Concepts of Biology; and Jodi Zieverink, BIO 168, Anatomy and Physiology I. All three were awarded funds and have worked to globalize their courses this year.

Use of Results for Continuous Improvement
The Division will continue to offer international and cross-cultural experiences for students and faculty to promote global perspectives and intercultural competence, and events to promote research and scholarly activities among students to showcase student skills and achievements. These events promote student learning, achievement, application of skills, and critical thinking.

Unit
Academic and Student Affairs

Sub-unit
Academic Affairs

Strategic Initiative

Implement strategies for continuous improvement on each of the North Carolina Community College System Performance Measures for Student Success.

Reason for Initiative

Meet North Carolina Community College System Performance Measures related to curriculum instruction (Gateway Math and English Completion, First Year Progression, Transfer Performance, Licensure and Certifications, Credential Completion)

Person(s)/Area(s) Responsible

- Vice President for Academic Affairs
- Academic Deans
- Faculty

Relation to Strategic Plan

- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative

- Create teams to address each performance measure
- Implement strategies for improvement generated by performance measure teams

Success Criteria

All North Carolina Community College System Performance Measures related to curriculum instruction will be in the average band or higher.

Assessment Results

The Division tracks the NC Community College System Performance Measures to evaluate the success of our efforts. For the 2024 report, Gaston College showed improvements in four measures including:

- Student success rate in college-level English courses
- Curriculum completion
- Performance of transfer students during the first year at a four-year institution after transfer from a community college
- Licensure pass rates

In 2023, Gaston College scored higher than the average band in one the seven performance measures. For 2024, three measures are above the average band with two in the excellence level (curriculum completion and licensure pass rates). All measures that relate to Academic Affairs except credit level math completion are in the average band or higher.

Below is the trend data for the measures that relate to Academic Affairs:

Credit English Success		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
System Excellence Level	66.6%	70.4%	1.147	1.144	1.174
System Baseline	40.1%	47.1%	0.747	0.723	0.727
System Totals (All Students)	61.7%	62.0%	61.6%	57.8%	55.2%
Gaston College - Percentage	62.3%	60.4%	61.2%	54.5%	58.9%
Gaston College – Index Score	0.988	0..946	0.977	0.920	1.039
	Below Excellence > Average	< College Average >Baseline	Within Average Band	< College Average >Baseline	Within Average Band

Credit Math Success	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
System Excellence Level	46.2%	54.5%	1.192	1.194	1.204
System Baseline	19.5%	29.9%	0.662	0.626	0.665
System Totals (All Students)	43.1%	45.2%	46.3%	43.6%	44.2%
Gaston College - Percentage	38.8%	39.9%	40.3%	40.7%	40.6%
Gaston College – Index Score	0.880	0.875	0.862	0.892	0.862
	< College Average >Baseline	< College Average >Baseline	< College Average >Baseline	< College Average >Baseline	< College Average >Baseline

First Year Progression	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort
System Excellence Level	71.9%	71.8%	1.069	1.067	1.063
System Baseline	69.3%	66.2%	0.872	0.874	0.899
System Totals (All Students)	69.4%	66.5%	67.2%	68.8%	70.0%
Gaston College - Percentage	70.2%	69.7%	72.9%	77.6%	72.6%

Gaston College – Index Score	0.995	1.015	1.050	1.087	1.007
	< College Average >Baseline	Below Excellence > Average	Met or Exceeded Excellence Level	Met or Exceeded Excellence Level	Within Average Band

Curriculum Completion Rate	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
System Excellence Level	52.7%	61.3%	1.094	1.086	1.094
System Baseline	34.1%	43.1%	0.853	0.850	0.817
System Totals (All Students)	52.4%	54.3%	56%	57.1%	56.5%
Gaston College - Percentage	50.3%	55.8%	58.1%	60.1%	66.4%
Gaston College – Index Score	0.947	0.993	0.987	1.024	1.120
	< College Average >Baseline	Below Excellence > Average	Within Average Band	Within Average Band	Met or Exceeded Excellence Level

Licensure Pass Rate	2019	2020	2021	2022	2023
System Excellence Level	1.07	1.09	1.073	1.069	1.073
System Baseline	0.79	0.75	0.800	0.806	0.811
System Totals (All Students)	78%	81%	77%	77%	78%
Gaston College - Percentage	83%	83%	85%	82%	86%
Gaston College – Index Score	1.015	0.979	1.017	0.979	1.079
	Below Excellence > Average	Below Excellence > Average	Within Average Band	Within Average Band	Met or Exceeded Excellence Level

Transfer Performance	17-18	18-19	19-20	20-21	21-22
System Excellence Level	89.4%	91.1%	1.024	1.036	1.031
System Baseline	74.4%	79.4%	0.922	0.871	0.917
System Totals (All Students)	86.4%	87.8%	87.5%	87.4%	89.5%
Gaston College - Percentage	85.6%	82.7%	84.6%	86.8%	90.6%
Gaston College – Index Score	0.991	0.942	0.966	0.994	1.012
	Below Excellence > Average	< College Average >Baseline	< College Average >Baseline	Within Average Band	Below Excellence > Average

Use of Results for Continuous Improvement

The Division will continue to examine results of annual NCCCS performance measures and work to engage faculty and program administration in efforts to improve these performance measures such as teams dedicated to improving each measure. The Division also will continue to collaborate with the Division of Student Affairs on services to students that impact these measures (specifically, learning resources, student retention efforts/success coaches, and advising).

Unit
Educational Partnerships

Sub-unit (if applicable)
Admissions, College Now and Marketing

Strategic Initiative

Increase College-Now program enrollment and the number of graduating seniors in Gaston and Lincoln counties that enroll at Gaston College after high school graduation.

Reason for Initiative

Increase headcount and FTE

Person(s)/Area(s) Responsible

- Dean of College Now
- Early College Liaisons
- Vice President of Educational Partnerships
- Director of Marketing
- Student Recruiters
- Director of Admissions

Relation to Strategic Plan

- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative

- Improve efficiencies within College Now department
- Professional development opportunities for College Now staff to improve wrap-around supports for College Now students.
- Regular check in sessions with high school counselors and support staff.
- Explore growth opportunities in program offerings at high school locations.
- Senior focused activities in the high schools and on the college campus.

Success Criteria

- College-Now enrollment will increase from approximately 2,500 students (2022-2023) to 2,800 students, an increase of approximately 12%, by the end of the 2025-2026 academic year.
- Decrease the number of withdrawal and no shows.
- The percentage of graduating seniors in Gaston and Lincoln counties who enroll at Gaston College after high school graduation will increase from 11% (Fall 2022 – 339 out

of 3129 graduates) to 20%, an increase of 9 percentage points, by the end of the 2025-2026 academic year.

Assessment Results

Unduplicated Enrollment Headcount Per Academic Year for College-Now

	21-22	22-23	23-24		24-25		25-26	
			Goal	Actual	Goal	Actual	Goal	Actual
College Now	2215	2500	2600	2828	2700		2800	

Number of Withdrawals and No Shows for College Now

	21-22AY		23-24AY		24-25AY		25-26AY	
Semester	**FA22**	**SP23**	**FA23**	**SP24**	**FA24**	**SP25**	**FA25**	**SP26**
Withdrawals	243	318	270	373				
No Shows	21	31	18	24				
Total	264	349	288	397				

Gaston and Lincoln County High School Graduates Attending Gaston College Fall Term After High School Graduation

Gaston and Lincoln Counties	21-22	22-23	23-24		24-25		25-26	
			Goal	Actual	Goal	Actual	Goal	Actual
Number of Graduates	3240	3129	3140	3140				
Number Enrolled at Gaston College Fall Term After High School Graduation	418	339	434	530				
Percent Enrolled at Gaston College Fall Term After High School Graduation	12.90%	10.80%	13.8%	16.9%	16.8%		19.8%	

Use of Results for Continuous Improvement

Success Criteria: College-Now enrollment will increase from 2,500 students (2022-2023) to 2,800 students, an increase of approximately 12%, by the end of the 2025-2026 academic year.

The College Now department met the 2025-2026AY goal of 2,800 students earlier than anticipated. College NOW's 2023-2024 unduplicated enrollment headcount was 2,828. We met this goal by meeting our initiatives to improve efficiency within the department. The College Now team streamlined departmental processes to enhance the overall experience of our College Now students. We reviewed our departmental workflows and identified what we were doing well and areas to improve. The division hired a Compliance Specialist. This position aided our department by working together to create clear protocols to process student packets, standardize procedures, and reduce errors. In addition, our participation in various professional development opportunities has equipped our team with essential skills in effective communication and wrap-around services. We have also gained valuable insights from online seminars featuring educational experts specializing in dual enrollment populations. We continue to explore growth opportunities in program offerings at high school locations, including a new BUS class at one of our charter schools. Notably, on-campus events such as SciVisit, CTE Roadmap, and Ed Breakfast have played a pivotal role in boosting College Now enrollment. As a testament to our achievements, we not only met but exceeded our enrollment goal for the 2023-2024 academic year. Consequently, we are planning to raise the bar even higher by increasing the enrollment goal for the upcoming year by one percent.

Success Criteria: Decrease the number of withdrawals and no shows.

In the academic year 2023-2024, the College Now department implemented several measures aimed at reducing the number of course withdrawals and student no-shows. These efforts focused on enhancing operational efficiencies and providing intrusive advising using tools such as WaterMark. The data revealed that during the Fall 2023 semester, there were 270 withdrawals and 18 no-shows, accounting for approximately 6% of the total Fall enrollment. In the subsequent semester, Spring 2024, this number increased to 373 withdrawals and 24 no-shows, representing approximately 9% of the Spring enrollment. Moving forward, we will continue to analyze withdrawals and no-shows for College Now students. We will continue to actively engage our high school partners by conducting events such as check-in sessions to support our high school partners, Ed Breakfast, Online Coffee Chat, and On-Demand CCP Counselor training to provide them with updates and refresher information. The number of no-shows has decreased slightly, but the number of withdrawals has increased. The College Now team will host information sessions and gather data from our withdrawal reports to determine the reasons behind the increase in student withdrawal rates. We will investigate whether intrusive advising contributed to the increase in withdrawals. Additionally, we will consider changes to our approach for informing students about their class status and available campus resources.

Success Criteria: The percentage of graduating seniors in Gaston and Lincoln counties who enroll at Gaston College after high school graduation will increase from 11% (Fall 2022 – 339 out of 3129 graduates) to 20%, an increase of 9 percentage points, by the end of the 2025-2026 academic year.

The Educational Partnerships division has made significant strides toward achieving our target of increasing the enrollment of graduating seniors from Gaston and Lincoln counties at Gaston College post high school graduation to 20% by the conclusion of the 2025-2026 academic year. We not only met but surpassed this goal, witnessing a 16.9% increase in the number of seniors enrolling at Gaston College after high school graduation by the end of the 2023-2024 academic year. This achievement was attributed to the success of events tailored for high school seniors, such as the GC High School Senior Night, Gaston and Lincoln County Rhino Rush events, and various other high school engagement initiatives. Our plan is to raise this target by adding an additional one percent for the upcoming year.

Unit
Educational Partnerships

Sub-unit (if applicable)
Upward Bound

Strategic Initiative
Implement proactive and targeted outreach activities to engage prospective special populations who have shown interest in attending Gaston but have not yet enrolled.

Reason for Initiative
Increase Gaston College exposure to under-represented youth at Bessemer City High School and Hunter Huss High School.

Person(s)/Area(s) Responsible
- Director of Upward Bound
- Vice President of Educational Partnerships

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Academic Preparation for College
- Educational and Career Planning
- Personal and Cultural Enrichment Activities
- College and Financial Aid Assistance
- Summer Academy Program

Success Criteria
- Objective 1: Academic Performance – Grade Point Average
  - Goal: 65% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
- Objective 2: Secondary School Retention and Graduation
  - Goal: 90% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Assessment Results

- ***Objective 1 Academic Performance – Grade Point Average***
  - *Goal: __65%__* of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
  - *Outcome: __97%__* of participants served during the project year had a cumulative GAP of 2.5 or better on a four-point scale at the end for the 2023-2024 school year.
    - 58 out of 60 students had a 2.5 or better GPA
    - 2 students had a GPA below 2.5
- ***Objective 2: Secondary School Retention and Graduation***
  - *Goal: __90%__* of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
  - *Outcome: __98%__* of project participants served during the project year did continue in school for the next academic year, at the next grade level, or graduated from high school with a regular school diploma.
    - 1 out of 60 students did not graduate from high school
    - 16 out of 17 students who were classified as a Senior graduated in 2024

Use of Results for Continuous Improvement

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

   To determine the degree of success in the achievement of this objective, the project used student's grades during each grading period to determine such. Additionally, student's GPA's were monitored throughout the academic year to draw conclusions on needs for extra support students may have required such as tutoring, workshops, test preparation etc. to assist in the achievement of this objective.

   The program provided various services and utilized diverse tools and strategies, throughout the academic and summer programs, to ensure that the project achieved expected outcomes. Services and strategies included consistent review and monitoring of student grades, attendance, completion of assignments, transcripts, standardized test scores and more via Power School; meetings with School Administrators/Teachers/Counselors/College Now Coaches; development and monitoring of SMART Goals & Individual Academic Plans; communication with parents/guardians; and referrals to community services. The project used such strategies to determine needed interventions and/or services and the degree of student achievement of this objective.

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

   Student progression to the next grade level, and graduation from high school, was closely monitored and tracked throughout the program year to ensure achievement of

this objective. As such, the program constantly reviewed student outcomes during the academic year to guarantee that students were on track to ultimately graduate and to do so in the expected timeframe. To assist students in achieving these goals, academic advising was the primary vehicle used to monitor outcomes. By constantly tracking student's academic performance and work during the school year, project staff were on top of areas of concern and able to offer help to overcome deficiencies that may have arisen.

The usage of *Intrusive Advising* was most critical in the achievement of this objective because it effectively allowed staff to assist students with persisting to the next grade level and ultimately graduating from high school. Subsequently, additional program services such as a six-week Summer Academy, Cultural Trips, College Tours, Stipends, and other incentives were used for motivation and retention strategies to keep students engaged. Consistent monitoring and reviewing of delivered services enabled the project to also make necessary adaptations for the current and upcoming program years.

Unit
Educational Partnerships

Sub-unit (if applicable)
TRiO – Educational Opportunity Center

Strategic Initiative
Implement proactive and targeted outreach activities to engage prospective special populations who have shown interest in attending Gaston but have not yet enrolled.

Reason for Initiative
Increase access to educational advancement for Gaston and Lincoln County residents.

Person(s)/Area(s) Responsible
- Director of TRiO EOC
- Vice President of Educational Partnerships

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Guidance on secondary school re-entry or entry to an Adult High School program or High School Equivalency program.
- Help completing applications for college admissions, testing, and financial aid
- Career counseling and workshops.
- Education and counseling services designed to improve the financial and economic literacy of students
- Tutoring

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

are high school graduates; or 3) have obtained a high school equivalency certificate, will apply for college admission during the project year.

- Objective 4: 65% of participants who graduate from secondary school and are not already enrolled in a postsecondary education program will enroll in a postsecondary education program immediately following participation in an EOC program or will have received notification, by the fall semester, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

Assessment Results

TRIO Educational Opportunity Center (EOC) is funded to serve 850 participants. Currently TRIO EOC has 726 participants. This represents 85.41% of our goal. Two hundred eighty students (32.94%) are both low-income and first-generation. This is below the objective of 66.67% or two-thirds of the funded number. There are four additional objectives elucidated in the Success Criteria section above. The assessment results of these objectives are outlined below:

- Objective 1 – Target 45%; Current – 49.73%
- Objective 2 – Target 75%; Current – 25.65%
- Objective 3 – Target 65%; Current – 30.82%
- Objective 4 – Target 65%; Current – 1.08%

The above results are expected to change as more subgroups from the total number of participants are evaluated more closely. For example, the project recently reviewed the end-of-year status of 185 students who self-identified as a 12th grade student on their application. The project used Watermark and information on the initial application to assess whether these students completed a financial aid application, completed a post-secondary application, or received a secondary school diploma. The limitation to this type of assessment is that Watermark is a tool utilized by Gaston College, thereby excluding students who did not complete these tasks for Gaston College but rather for another higher education institution.

In the coming months, the project will confer with high school counselors to ascertain whether the reported results for these students need to be adjusted. Simultaneously, the project will complete similar end-of-year status reports for other subgroups (i.e., participants who reported to have completed a secondary school diploma, GED, or AHS upon entry into the project; HS dropout; HS/GED grad., etc.).

Use of Results for Continuous Improvement

Each of these results will assist the TRIO EOC project with continuous improvement. For example, the fact that approximately 33% of applicants classify as both low-income and first-generation informs the project of its need to be more strategic in reaching out to potential participants who classify as such to reach the 66.67% objective. Several other factors must be considered here as well. First, it is difficult to be certain which applicants will meet both eligibility criteria. Simply because an individual belongs to a population which is predominantly

low-income and first-generation, does not mean that that individual applicant will meet this criterion. Secondly, many of our applicants are high school students, and do not know their family's financial status and thus this information is not accurately reported. For expediency and to gain completed applications, the project does not allow students to report this information later. Finally, some applicants may not fully understand the first-generation status question. Thus, it might be beneficial for the project to follow up on these specific eligibility criteria.

Educational Partnerships Student Learning Outcomes

SO#	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority	Strategic Goal			Results	Strengths	Areas for Improvement		
1	Early College students will meet with the College Liaison to create a two-year plan.	2	2	Analysis of Early College students with two-year plans in Self-Service	88% of students will have developed a two-year plan	82.35% of GECHS students met with a liaison to create a plan. 13.7% have a plan for a completed program in Self-Service. 100% of GECMS students met with a liaison and created a two-year plan in Self-Service.	Students are more informed about graduation requirements and progress towards graduation.	More students in the GECHS need to work to plan out their entire degree and not just one semester.	Over 88% of all early college students have a plan started and are aware of planning platform in self-service.	Develop plan check in sessions for students to attend that help keep them focused on plan development and staying on plan towards graduation.
2	CCP students will be successful with grades of C or higher in college courses.	2	2	Analysis of course success rates for CCP students.	85% of completed CCP course work with produce grades of C or better.	Fall 2023 94% of College Now students completed their course work with grades of C or better. FA 23 Total Grades: A - 2298 B- 1086 C- 394 D- 127 F – 111 Spring 2024 93% of College Now students completed their course work with grades of C or better. SP 24 Total Grades: A – 2340 B – 1216 C – 483 D –145 F – 158 *Calculation excludes W's*	College Now students are successful in their college classes.	Monitor and decrease the number of non-transferable grades each semester.	Success Rate is higher than goal and last year's success rate of 92.9%	Monitor grades, Watermark Alerts, and remind students of campus resources to decrease the number of non-transferable grades each semester

| 3 | Career and College Promise students will feel better prepared for their future goals. | 2 | 2 | Analysis of the results from a College Now Student Survey | 83% of students who complete at least 1 CCP class will feel that Gaston College is helping them achieve their goals. | 88.72% (Strongly Agreed/Somewhat Agreed - 1541) of College Now students who completed at least 1 CCP class reported that Gaston College helped them achieve their educational goals.
• 1041 students reported that they Strongly Agreed
• 490 Somewhat Agreed
• 166 students neither agreed nor disagreed
• 22 students somewhat disagreed
• 8 students strongly disagreed | 1737 College Now students completed the survey. | Increase the number of College Now students completing the survey. | Increased the number of College Now students completing the survey; however, the number of students satisfied decreased by less than 2%. | College Now team more intentional in their interactions/conversations with students about the connection with Gaston College classes and their future goals. |

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Learning Resources

Strategic Initiative
Increase the availability and usage of student support services; such as, mental health services, learning resources (Writing Center, tutoring, etc.), Mo's Pantry, and the student emergency fund.

Reason for Initiative
Increase student awareness of the services offered by the Writing Center and encourage more students to use the Writing Center through workshops put on in the Center, in classrooms, and in a variety of other settings

Person(s)/Area(s) Responsible
Gaston College Writing Center Coordinator

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College is committed to enhancing student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
Schedule workshops with instructors and other on-campus groups.

Success Criteria
Conduct 5 workshops through academic year.

Assessment Results
33 workshops were conducted throughout the academic year.

Use of Results for Continuous Improvement
There was a high demand for workshops planned through the Writing Center that will lead to the beginning of a similar creation of sessions for the Learning Center. Additionally, the Writing Center will continue to take feedback on which workshops were most valued and work towards adding additional workshops on diverse topics in the future.

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Learning Resources

Strategic Initiative
Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.

Reason for Initiative
Safe usage of equipment is paramount when working with the new Emerging Technologies Lab. Increased knowledge of safety protocols and proper training will minimize the risk of injuries and accidents to decrease any liability.

Person(s)/Area(s) Responsible
Digital Services Librarian

Relation to Strategic Plan
- Strategic Priority #6: Operational Infrastructure
  - Strategic Goal #6: Gaston College is committed to investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Develop and Conduct "how-to" training sessions for individuals using the Emerging Technology Lab.

Success Criteria
Conduct 5 training sessions for safe usage of the equipment housed in the Emerging Technologies Lab.

Assessment Results
17 safety training courses were completed in the Emerging Technology Lab.

Use of Results for Continuous Improvement
The ETL will continue to offer training sessions and will evaluate the most useful knowledge to create the most streamlined workshops necessary. Safety remains of high importance and the ETL will continue to modify workshops to fit additional technologies purchased for the area in the future.

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Institutional Effectiveness

Strategic Initiative
Enhance college-wide communication.

Reason for Initiative
To provide internal college stakeholders with real-time data communication to aid in data-informed decision making.

Person(s)/Area(s) Responsible
- Associate Vice-President for Institutional Effectiveness
- Institutional Effectiveness Coordinator

Relation to Strategic Plan
- Strategic Priority #4: Organizational Development
  - Strategic Goal #4: Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
- Complete training for creation of dashboards and reports using PowerBI and Watermark
- Create dashboards for access to real-time data.

Success Criteria:
- Data dashboards are created and accessible to internal college stakeholders.

Assessment Results
- The Associate Vice President for Institutional Effectiveness and the Institutional Effectiveness Coordinator attended training for creating dashboards in Watermark on the following dates: November 14, 2023, November 20, 2023, and November 29, 2023.
- The Associate Vice President for Institutional Effectiveness completed a training in Pragmatic Works – Dashboard in a Day. Using PowerBi to create dashboards.
- Research and demonstrations into companies to create dashboards was completed with two companies: Zogotech and Heliocampus. Zogotech was sent forward to President's Cabinet as a request for purchase. This purchase is still pending approval.
- A Fall 2023 data snapshot was shared with the campus community.
- Over 100 data requests were submitted and fulfilled during the Fall 2023, Spring 2024, and Summer 2024 semesters.
- The Office of Institutional Effectiveness provided an abundance of data for the renewal of the TRiO grant submitted in July 2024.

- The Office of Institutional Effectiveness published the Gaston College Fact Book for the 2023-2024 academic year July 2024 and shared a Quick Facts document with the campus community. Both documents were also included on the college website.
- Grade and faculty load distribution data for Summer 2023, Fall 2023, and Spring 2024 was shared with the campus community.

Use of Results for Continuous Improvement

The Office of Institutional Effectiveness will continue to pursue the purchase of Zogotech to make data more accessible to college stakeholders. Current personnel in the Institutional Effectiveness office do not have the bandwidth to learn and create dashboards in house. If Zogotech is not funded, then the Office of Institutional Effectiveness will seek outside expertise to create internal dashboards for the college.

The Office of Institutional Effectiveness will continue to meet the needs of the campus community by providing overview and summary data on a regular basis and by fulfilling specific data requests.

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Marketing and Communications

Strategic Initiative
Implement the College's Marketing and Communication Plan - Increase website traffic

Reason for Initiative
Enhance the College's brand and reputation with a more visually appealing website that is accessible and easy to navigate.

Person(s)/Area(s) Responsible
- Executive Director–Marketing and Communications
- Website Marketing Specialist

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Update the Gaston College website.
- Develop and post an RFP to update the College's website design and content management system. Work with vendor(s) selected to launch a more functional and appealing website that attracts and converts more visitors.
- Create a designated and easy-to-find space for campus blogs/news.
- Minimize the number of clicks to less than 2 for potential students to learn about program offerings and less than 1 for them to apply
- Post at least three well-written and targeted blogs per month, highlighting faculty, students, athletics, curriculum, campus news, and more.
- Utilize at least one paid media opportunity each month focused on driving traffic to the Gaston College website.
- Publish boosted social media content that encourages viewers to click through to the Gaston College website (campus news updates, program offerings, etc.).
- Run radio advertisements geared towards hiring and/or featuring top Gaston College programs that have the capacity for additional students.

Success Criteria

Increase website traffic by 25% in the 12 months after new website is launched.

Assessment Results

The main objective related to this initiative, redesigning the College website, was delayed due to a shortage of resources both in our department and with the loss of the purchasing director to support the RFP process. We are still working through purchasing processes and hope to get a design RFP posted in the next couple of months. We have begun doing research and working to gather feedback that will assist in the redesign process. Action items related to pushing traffic to the website were held for this year since the existing website is not ideal for this. The marketing department did consistently post an average of three stories a month until Linda retired in May 2024.

Use of Results for Continuous Improvement

Evaluate additional resources and options to keep this project moving forward.

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Marketing and Communications

Strategic Initiative
Implement the College's Marketing and Communication Plan - Increase social media followers

Reason for Initiative
Continue to heighten the College's reputation and brand when interacting with our audience in these channels.

Person(s)/Area(s) Responsible
- Executive Director–Marketing and Communications
- Marketing and Communications Coordinator
- Social Media Specialist/Content Creator

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Boost 2-4 social media posts per month focused on increasing engagement while utilizing an audience-informed approach to social media advertising:
- Boost content on Facebook targeted towards parents and community members.
- Boost content on LinkedIn targeted towards alumni, business leaders, and community partners.
- Boost content on Instagram targeted towards existing and potential new students.
- Share at least 1 new video to YouTube each month.
- Deploy an informed YouTube strategy that encourages target audience members to visit and stay on the YouTube page by treating YouTube as its own social media platform.
- Work with student ambassadors/influencers to boost social media engagement.
- Utilize 6-10 students during the Fall and Winter semesters to develop or post social content on their own social channels.

Success Criteria

Increase social media followers by 30% across all platforms in 12 months

Assessment Results

With the loss of our social media specialist in November 2023 (this position remains vacant and is not currently posted) we had to refocus our limited resources to where they could make the biggest impact. We mainly worked on growing Instagram, where our main audience is most active and engaged.

- Instagram followers increased 11% on the main account, while our reach on this platform was up 21%. The athletics account saw 18% growth and over 60% growth in reach.
- Followers increased on both Facebook and Twitter at smaller percentages, but reach and engagement on both platforms continue to decline as it has in the past several years.
- Twitter for the main college account has dwindled significantly and we mainly only see engagement on the athletics account.

Use of Results for Continuous Improvement

Social media platforms continue to push more heavily on advertising dollars being spent for accounts to see much growth. A combination of additional resources and budget would be needed to significantly move the needle on this in the future

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Marketing and Communications

Strategic Initiative

Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative

Increase brand awareness by increasing community involvement and engagement.

Person(s)/Area(s) Responsible

- Executive Director–Marketing and Communications
- Student Recruiters

Relation to Strategic Plan

- Strategic Priority #3: Partnerships and Community Engagement
  - Strategic Goal #3: Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative

- Increase visibility at events by 25% over 12 months.
- Develop a community calendar that includes events in the greater Charlotte area.
- Attend at least one community event every month.
- Host at least 2 community-focused events at Gaston College each year that encourage local businesses, elected officials and community leaders to visit campus.
- Increase visit opportunities with local businesses and organizations
- Utilize the website to allow businesses and organizations to invite us to events.

Success Criteria

Increase tours and event participation by 25% in 12 months.

Assessment Results

Since tours and events didn't fall in our department previously, we have limited historical tracking on tours, however, new processes for group tour requests and an online system that allows individuals to schedule their own tours from the website were implemented in October 2023. These changes immediately allowed us to begin better tracking, and based on feedback seemed to be a significant jump in tour/event traffic for the College. Recruiters also developed a community event calendar and proactively sought opportunities to host tables throughout

Lincoln and Gaston County, which resulted in more community visibility and business partnerships. This goal was on track to be completed successfully when recruiting transitioned to the enrollment management/admissions department in February 2024.

Use of Results for Continuous Improvement

Admissions and Enrollment Management will be able to utilize the new processes and systems to continue to engage with the community and track success rates going forward.

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Marketing and Communications

Strategic Initiative
Implement the College's Marketing and Communication Plan - Increase application numbers

Reason for Initiative
Utilize the student recruiters to engage new groups and audiences to help meet college growth initiatives.

Person(s)/Area(s) Responsible
- Executive Director–Marketing and Communications
- Marketing and Communications Coordinator
- Student Recruiters

Relation to Strategic Plan:
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Increase involvement in student-focused events
- Attend at least three off-campus student-focused events each month, including career fairs, college fairs, school speaking opportunities, etc.
- Utilize the website to allow schools and organizations to invite us to their events.
- Host at least two potential new student-focused on-campus events each year.
- Increase visits to Gaston College Campuses
- Launch a new web app that would allow prospective students to select from available dates/times to schedule a visit to a Gaston College campus.
- Utilize the website to allow schools to request group tours to one of our campuses.
- Utilize paid media marketing opportunities & continue to promote image awareness.
- Use existing owned media content (blogs, videos, social media highlights) to develop paid media opportunities.
- Continue to promote image awareness with banners.
- Place student/college banners in strategic spots on campus to highlight students/programs. If possible, expand this into local towns.
- Focus on highlighting students with diverse backgrounds and stories.

Success Criteria
Increase application numbers for Fall 2024 by 10% year-over-year

Assessment Results
We are still getting applications for Fall 2024, but comparing total applications from 22-23 to 23-24 academic years shows an increase in applications of 9.9%. The new recruitment efforts didn't start until October 2023 so those efforts would have shown an impact in Spring/Summer 2024 (not Fall 2023). Looking at those two semesters, applications increased from Spring 2023 to Spring 2024 by 14.5% and Summer 2023 to Summer 2024 increased by 30%.

Recruitment efforts transitioned to enrollment management/admissions in February and they will be working to manage recruitment events, visits, tours, etc. going forward. Action items related to recruitment initiatives (attend events, increase visits, web app for scheduling tours, etc.) were on track and completed through January.

A website landing page was set up for tours and visit requests and has been in use since October 2023.

Use of Results for Continuous Improvement
Admissions will be handling all recruiter-focused activities going forward. Marketing and Communications will continue to focus on creating high-quality materials and content to promote image awareness. Additional budget and resources will be necessary to make headway on these goals in the coming year.

Unit
Academic and Student Affairs

Sub-unit (if applicable)
Marketing and Communications

Strategic Initiative
Implement the College's Marketing and Communication Plan - Increase positive media coverage

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

Person(s)/Area(s) Responsible
Executive Director–Marketing and Communications

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Work with PR partner to develop and share at least two earned media pitches per month.
- Utilize the owned media content calendar to plan for and pitch those stories before the owned media published on the Gaston College website.
- Invite local reporters to campus at least once a semester.
- Create on-campus reporting opportunities by hosting community or programming events that highlight a unique story angle that would be relevant to local reporters.
- Offer a behind-the-scenes look at new facilities to a targeted list of media.

Success Criteria
Increase positive media coverage by 30% over 12 months

Assessment Results
Tracking from our PR partner NPS, shows positive media mentions increased by over 55% when compared to the previous year. This coverage includes mentions from online news, TV, Radio, Podcasts and YouTube. Coverage was from various events including the Treasury Secretary's visit and other news, such as the $60M state funding for the new health simulation center.

Use of Results for Continuous Improvement

This is a significant jump in media mentions for the College. We will look to at least continue similar levels for next year as we continue to work with our PR partners to position Gaston College as a leading source for various news outlets.

Unit
Student Affairs

Sub-unit
Admissions, Advising and Testing Services, and Registration and Records

Strategic Initiative
Implement the College's Strategic Enrollment Plan designed to increase student enrollment and FTE.

Reason for Initiative
To increase applicant-to-enrollment yield.

Person(s)/Area(s) Responsible
Directors of the named Sub-units

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College is committed to enhancing its marketing efforts, improving recruitment strategies, and supporting students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Outreach to applicants contacted with incomplete CFNC applications and students who have not attended in the last two years.
- Admissions and Records staff will continue targeted outreach to notify and remind students of the next step in the enrollment process and send reminders of registration dates and payment deadlines.
- Implementation of Watermark CRM Lite enrollment campaigns
- Academic Advisors will conduct outreach to plan a student's first semester and review the registration process.

Success Criteria
- Increase of 1% in enrollment yield (applicant to enrolled)
- The number of applicants contacted with incomplete CFNC applications and students who have not attended in the last two years.
- Number of Advising appointments
- Implementation of Watermark CRM Lite enrollment campaigns and ROI data

Assessment Results

- The Admissions Office committed more time and effort to learning and improving processes by utilizing Watermark CRM Lite to enhance communication and enrollment flow through the various stages in the Watermark pipelines for students that completed the application.
- Missing items emails and phone calls were sent weekly to remind students of items needed to complete the enrollment process.
- 555 students with an incomplete application in CFNC received a prospect email detailing the enrollment process with contact information if assistance was needed.
- The Admissions/Recruiting Office participated in the following events during the academic year:
    - CACRAO Gaston & Lincoln Counties (Fall 2023)
    - College Application Week (Fall 2023)
    - Caminemos Juntos/Gaston Walk Together (Fall 2023)
    - Educators' Breakfast (Fall 2023)
    - Hope for Gaston (Fall 2023)
    - High school admissions presentations (Fall 2023)
    - High school college application days (Fall 2023)
    - Open House (Fall 2023)
    - College Fairs local high schools (Spring 2024)
    - Gaston County Public Library Job Fairs (Spring 2024)
    - Lincoln Charter High School Tour (S pring 2024)
    - East Lincoln High School Community Involvement (Spring 2024)
    - Senior Night (Spring 2024)
    - Rhino Roadmap to CTE Careers (Spring 2024)
    - Cinco De Mayo Festival (Spring 2024)
    - HeadStart Community Event (Spring 2024)
    - Commissioner's School Group Tour (Summer 2024)
    - Virtual/In-Person Presentations - CTE Programs (Spring/Summer 2024)
    - Rhino Rush Gaston & Lincoln Campus (Summer 2024)
    - 85 Individual Campus Tours (Fall 2023, Spring 2024, Summer 2024)
    - 7 "tabling" events at various local businesses/organizations. Local businesses/organizations allow the recruiting department to set up tables during their peak business hours to share information with their patrons.
- The enrollment yield for fall 2023 was 61.3% which is a .2% increase over fall 2022 and the enrollment yield for spring 2024 was 56.5% which is a 2.8% increase over spring 2023.
- Academic Advisors documented 6940 appointments in Watermark from August 1, 2023 through July 31, 2024.
- With the implementation of the Watermark CRM, teams focused on using the pipelines to complete the appropriate outreach for new and continuing students. Through the pipelines, we sent email, text, and conducted phone outreach based on the stage of the student. For the Summer 2024 and Fall 2024 semester, a campaign was implemented to

encourage enrollment. As of July 31, 2024, an email went to 2890 students with 2099 (72.63%) registering for one or both semesters.

Use of Results for Continuous Improvement

- Continued learning and improving the use of Watermark CRM Lite to maximize the software's potential for improving student engagement and enrollment completion.
- Implement various "touchpoints" for students stuck in the stages with the Watermark pipeline.
- Continued participation in community events and festivals to share information about the college.
- Seek other venues to share information about Gaston College and how we can serve their patrons/clients.

Unit
Student Affairs

Sub-unit (if applicable)
Financial Aid

Strategic Initiative
Increase the number of Foundation scholarships and the number of students receiving Foundation scholarships.

Reason for Initiative
To increase the number of students receiving financial assistance through scholarship assistance.

Person(s)/Area(s) Responsible
Director of Financial Aid and Veterans Affairs

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College is committed to enhancing its marketing efforts, improving recruitment strategies, and supporting students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.

Action Items to Meet Initiative
- Outreach to students with incomplete FAFSA and scholarship applications
- Financial aid outreach activities within the service area
- Offer FAFSA and scholarship workshops to high schools
- Marketing initiatives to increase awareness of scholarship opportunities

Success Criteria
- List of outreach opportunities
- List of workshops held
- Comparison of the number of students applying for scholarships to the last cycle
- Comparison of the number of FAFSA completers in our service area to the last cycle

Assessment Results
- Paying for College Workshops presented in the ACA classes
- Participated in the Student Success Expo
- Participated in the Roadmap to Careers event
- FAFSA Completion/Presentation hosted at several high schools in the service area: North Gaston, Lincoln Charter, Bessemer City, West Lincoln, East Lincoln, Hunter Huss,

Mountain Island Charter, Gaston Day, Forestview, Lincolnton, Piedmont Charter, Gaston College Life Skills, North Lincoln
- Participated in the First Generation/Special Needs Event
- TRIO FAFSA event
- Open House
- Participated with Senior Night
- Participated in both Rhino Rush events

The number of federal/state aid recipients in 2022-2023 was 2,520. The number of federal/state recipients in 2023-2024 is 2,269. The number of aid recipients was slightly lower than in the previous cycle due to some grants ending in 2022-23. Some grants had funds that were carried forward during the COVID-19 pandemic ended during this cycle causing a slight decline in recipients. However, there was a 2.25% increase in the amount of aid dollars that were disbursed due to several new state grants.

This past assessment cycle, the Financial Aid Office continued their collaboration with the Continuing Education Department (CE) to award scholarships/grants to CE students. Through our collaboration, the Financial Aid Office was able to award scholarships/grants to 25 CE students.

The number of high school seniors who were FAFSA completers in our service area (Gaston and Lincoln Counties) who applied during the first three months of the FAFSA application cycle in 2022-2023 was 2,130 and in 2023-2024 it was 2,104. This was a slight decrease from the prior year. High school counselors continue to encourage students to complete the application early, complementing our outreach to the high schools in our service area. There are more scholarships/grants that require FAFSA completion to determine eligibility.

Use of Results for Continuous Improvement
The Financial Office will continue increasing our outreach events with the high schools in the service area and continue to support the Continuing Education Department with scholarships and grants.

Unit
Student Affairs

Sub-unit
Student Development and Support Services

Strategic Initiative

Increase the availability and usage of student support services; such as, mental health services, learning resources (Writing Center, tutoring, etc.), Mo's Pantry, and the student emergency fund.

Reason for Initiative

To increase student awareness and usage of mental health services, MO's Pantry, and emergency fund resources.

Person(s)/Area(s) Responsible

 Dean of Student Development and Support Services

Relation to Strategic Plan

- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College is committed to enhancing student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative

- QPR Suicide Prevention training sessions offered to faculty, staff, and students
- Wellness workshops and activities offered by counseling staff
- Outreach and communication efforts to faculty, staff, and enrolled students
- Marketing initiatives for wellness services, Mo's Pantry, and emergency funds

Success Criteria

- A 1% increase in Student Satisfaction Survey questions related to student awareness of Counseling Services and resources.
- Number of QPR sessions offered and completed by faculty, staff, and students
- Number of wellness workshops and activities offered
- List of outreach and communication efforts
- Usage increase of 1.5% for mental health services, Mo's Pantry, and emergency fund assistance

Assessment Results

- Although the overall satisfaction and utilization of the Counseling services increased for the Spring 2024 Student Satisfaction Survey results, there was a 0.6% decrease in awareness.

- Six (6) QPR Gatekeeper trainings were held for faculty during Fall 2024 with 35 faculty participants. Six (6) staff members participated in the QPR train-the-trainer certification.
- Counseling Services implemented 109 wellness workshops, 18 mini crash courses, 3 wellness Wednesday activities in collaboration with Student Life, and 3 mental health workshops with TRiO SSS.
- Information about student resources and support services were distributed during Week of Welcome activities, SGA activities/events, resource fairs, divisional meetings, and social media.

	2022-2023	2023-2024	% Change
Student Outreach Services (SOS) Usage	66	54	-18.18%
Counseling Services Outreach/Usage	147	163	10.88%
Mo's Pantry Usage	292	454	55.48%
Emergency Assistance Funding	185		

Use of Results for Continuous Improvement
To address the decrease in awareness, Counseling Services can reevaluate and enhance communication and outreach strategies, while focusing on more targeted and engaging methods. Counseling Services will continue to offer and expand QPR training to include faculty, staff, and students, as well as explore additional strategies to integrate QPR knowledge into the campus culture. Counseling Services implemented a high number of workshops and activities. To ensure the ongoing effectiveness, it is important to collect student feedback and assess their needs.

Unit
Student Affairs

Sub-unit
Student Development and Support Services

Strategic Initiative
Implement initiatives to close achievement gaps among different student demographics.

Reason for Initiative
To help ensure that the TRiO Student Support Services (SSS) federal grant program and the Longleaf Underserved Student Outreach & Advising Project meet goals and objectives.

Person(s)/Area(s) Responsible
- Dean of Student Development and Support Services
- Project Director, TRiO SSS
- Special Populations Success Coach

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College is committed to enhancing student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- TRiO Student Support Services
- Outreach to TRiO students to assist with course selection and registration process.
- Assist TRiO students with completing the Free Application for Federal Student Aid (FAFSA).
- Provide each TRiO student with at least two advising appointments.
- Monthly workshops on topics including academics, personal wellness, financial literacy, mental health, and cultural development.
- Encourage TRiO students to utilize the Learning Center and Writing Center.
- Assist TRiO students in developing an academic plan toward degree completion or transferring to a four-year university/college while remaining in good academic standing.
- Longleaf Underserved Student Outreach & Advising Project
- Outreach to at-risk students conducted by the Special Populations Success Coach.
- Outreach to special population students conducted by the Special Populations Success Coach.
- Implement campus outreach events for students where the Special Population Coach presents or shares information.

- The number of community student recruitment events where the Special Populations Coach provides information.
- Career development sessions with special population students to discuss career goals.

Success Criteria

TRiO Student Support Services

- Objective: Persistence from 2023 Fall to 2024 Fall or graduates
    - Goal: 71%
- Objective: Student in good Academic Standing
    - Goal: 75%
- Objective: Students who graduated with Associate's Degree or Certificate from the 2020-21 cohort
    - Goal: 35%
- Objective: Percent of the 2020-21 cohort who graduated and transferred to 4-year university
    - Goal: 20%

Longleaf Underserved Student Outreach & Advising Project

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

Assessment Results

TRiO Student Support Services

Objective	Goal	Actual
Persistence from 2023 Fall to 2024 Fall or graduates	71%	88%
Student in good Academic Standing	84%	94%
Students who graduated with Associate's Degree or Certificate from the 2020-21 cohort	29%	70%
Percent of the 2020-21 cohort who graduated and transferred to 4-year university	20%	29%

Longleaf Underserved Student Outreach & Advising Project
- 107 at-risk students were contacted by the Special Populations Success Coach via individual meetings and Watermark.
- The number of special population students contacted by the Special Populations Success Coach:
  - Fall 2023 – 405 students
  - Spring 2024 – 541 students
  - Summer 2024 – 479 students
- The Special Population Coach presented or shared information during 35 events including the following: Special Population Student Orientation, MOE meetings, SGA Events, Rhino 101 Crash Course, TRiO SSS presentations, Rhino Rush Events, and Adult Basic Skills Orientations.
- The Special Populations Coach provided information during 19 community student recruitment events to include the following: Dream Center Academy Presentations, Back to School Giveaway, Healthy Kids Day, Gaston Together 2040 Vision, 101 Black Men for Highland Marches, Black History Month Resource Fair, Turkey Giveaway, MLK Arts Showcase, Career Fairs, and Leadership Gaston.
- Eighty-three special population students noted via meetings, surveys, and Watermark that they use on-campus and off-campus resources that aid student success.
- Eight special population students who determined career goals during meetings and surveys.

Use of Results for Continuous Improvement
The TRiO Student Support Services (TRiO SSS) Program continues to exceed the Department of Education's approved benchmarks. Through on-going programming initiatives, TRiO SSS delivers exceptional services to students who are first-generation, low-income, and/or have a documented disability. TRiO SSS will continue to maintain and enhance academic support services, outreach, and advising to ensure ongoing persistence and student success.

The Special Populations Coach continues to do a great job in implementing creative strategies to connect with underserved students. We have noticed the importance of utilizing various modes of communication and consistent follow-up to engage with students. Many students continue to show a need to learn more about campus resources and support services. The inaugural in-person and virtual special population student orientations were a success; we received great feedback. This initiative will continue for Fall 2024 with hopes of increasing student participation. We also plan to regularly collect feedback from students to continuously improve services and outreach strategies.

Unit
Student Affairs

Sub-unit
Student Development and Support Services

Strategic Initiative
Increase awareness of and participation in virtual and in-person student life activities and programming initiatives.

Reason for Goal
To engage students in student life events, clubs and organizations, educational programming, and athletic events to build community and a sense of belonging.

Person(s)/Area(s) Responsible
- Dean of Student Development and Support Services
- Coordinator of Student Life and Special Projects

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
- Strategic Goal #2: Gaston College is committed to enhancing student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Publish and Distribute SGA/Student Life Calendar of Events each semester
- Enhance outreach and communication efforts to students, faculty, and staff
- Continue collaborative programming and student engagement with campus departments, organizations, and services.
- Establish a feedback system for students to provide input on the types of activities they prefer and how they want to hear about them
- Utilize various marketing channels, including social media, cable screen/email campaigns, and posters/flyers to advertise and promote events.
- Implement incentive programs and recognition for active participation from students and student clubs and organizations
- Enhance virtual engagement platforms for online activities and events and ensure they are user-friendly and accessible to all students.
- Provide leadership development training and workshops to student leaders and student club officers/advisors.
- Increase Rhino Crew membership and athletic event engagement

Success Criteria

- The number of followers on SGA Facebook and Instagram.
- The number of students participating in SGA/Student Life campus events.
- The number of students participating in SGA/Student Life virtual events
- The number of registered student clubs and organizations.
- The number of students participating in student clubs and organizations.
- The number of outreach events by student clubs and organizations.
- The number of students who provide feedback regarding SGA/Student Life activities.
- The number of SGA/Student Life collaborative programming initiatives.
- The number of Rhino Crew members and games/matches attended.
- Increase of overall participation in SGA/Student Life events by 3.5%.

Assessment Results

The Student Life/SGA Calendar of events was shared with students, faculty, and staff via email at the beginning of each semester. Additionally, it was displayed on campus TV for further advertisement. The Coordinator of Student Life / SGA Advisor connected with the faculty of all three academic divisions (HHS, A&S, and CTE) during their August 2023 divisional meetings before the fall semester began and asked for their assistance sharing and encouraging students to attend SGA events. Weekly emails detailing upcoming events and event flyers were sent to all students, faculty, and staff. Event flyers were also posted on the SGA's Facebook, Instagram, and Linktree accounts encouraging students to participate in the upcoming events.

During the 2023-2024 academic year, SGA and Student Life collaborated with nineteen (19) different departments, resources, and services at Gaston College: Work-Based Learning & Placement; The Writing Center; Library Resources/Services; The Health & Human Services, Career & Technical Education and Arts & Sciences Academic Divisions; Gaston College Counseling Services; Gaston College Success Coaches; Global Education/Scholars of Distinction; TRiO SSS; Veterans Affairs Services; Gaston College Clubs & Organizations; Gaston College Accessibility Services; Gaston College Cosmetology Department; Gaston College Athletics; Gaston College Foundation; Gaston College Emerging Technologies Lab - "The Rhinovation Station"; Multicultural Affairs Committee; and The Rhino Shop.

The SGA created a Student Events Survey via Microsoft Forms emailed to all students during the Spring 2024 semester to provide a platform for students to comment on student events.

The SGA used the following platforms to market student events: Instagram, Facebook, Campus fliers, Campus TV monitors, Email, Canva and Linktree.

For the Gaston College online student community, the SGA hosted a virtual trivia event for students in the fall 2023 semester. Each of the six (6) collaborative workshops the SGA hosted

with The Writing Center were advertised as both an in person and virtual event to increase student attendance availability. All nine (9) of the 2023-2024 SGA meetings were hosted both in person and virtually to provide open access for students to attend. Every virtual event or meeting sponsored by the SGA during the 2023-2024 academic year was hosted through Microsoft Teams for additional access of students.

The SGA created and distributed a 2023-2024 Rhino Crew Interest Form through Microsoft Forms that was provided in each student events email sent to students to help increase student attendance at Gaston College Athletic events. Two (2) Gaston students filled out the form; however, their form completion was at the end of the spring 2024 semester as the athletic events were ending.

The SGA social media sites have 754 followers for Instagram and 370 for Facebook.

Student Life had twelve (12) registered active clubs for the 2020-2024 academic year. The number of outreach events by clubs was not tracked.

The Student Events Survey created by the SGA and advertised through the Student Life email account generated two (2) responses of student feedback.

Thirty-six (36) collaborative events were sponsored between SGA and other campus departments, resources or services for the 2023-2024 academic year.

Use of Results for Continuous Improvement

Student Life/SGA will continue to market events using the various modalities throughout the academic year to increase student engagement. We have learned that, in addition to the various virtual methods in use, printed materials are still a valuable marketing tool to engage with students. We will increase the number of event fliers posted on each campus to help market student events and opportunities. We will strive to schedule a content calendar and consistently post social media materials for students' knowledge. We will also strive to track social media activity at a monthly rate. Student Life/SGA plans to host more student leadership training opportunities for student clubs and organizations members and club/organization advisor training to help enhance leadership understanding and engagement. We aim to seek more student feedback on events and event advertisements to improve our outreach to students about ways to engage with their campus. We also aim to introduce new virtual events throughout the year to attempt to engage our virtual campus.

Unit
Student Affairs

Sub-unit
Advising and Testing Services

Strategic Initiative
Continue implementation of the College Quality Enhancement Plan (QEP), Path to Potential (P2P)– A Case Management Advising Model.

Reason for Initiative
Meet the requirements of the QEP and accreditation standards.

Person(s)/Area(s) Responsible
Director of Advising and Testing

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College is committed to enhancing student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Continue Advisory Board meetings
- Plan and implement the appropriate training for the advisors
- Meet the QEP year three student success outcomes, student learning outcomes, and student satisfaction outcomes
- Launch Graduation Workshop

Success Criteria
- The Advisory Board will meet twice with participation from all the invited members; this will be documented through the meeting minutes.
- Divisional training and the advisor retreat will be planned. Attendance for these training courses will be documented in NeoGov for reporting purposes.
- The QEP outcomes will be measured and assessed based on the guidelines listed in the QEP.
- Graduation Workshop will be launched and sent to those graduating in Spring 2024.

Assessment Results
- The Advisory Board met on October 18, 2023 to review data for the QEP. The same information was then presented to the President's Cabinet on November 6, 2023. In the

spring semester, no board meeting was held due to the dissemination of information in our joint meetings and dean's meetings.

- Academic advisors held their annual retreat on April 5, 2025. The agenda included NCCCS Performance Measures, Academic Program Updates, and Pipelines.

Outcome	Metric/Outcome Measure	Y3 Target	Y3 Outcome
Increased student persistence: Students will successfully persist from year one to year two	Persistence Rate: Percentage of first-time fall credential-seeking students who graduate prior to or enroll at Gaston College during the subsequent fall term.	51.6%	TBD Fall 2024
Academic plan completion: Students will develop a clear academic plan aligned with their program of study.	Percentage of new students who develop a 1-year (abbreviated) academic plan in the first semester.	36.8%	91.18%
Responsibility for academic success: students will demonstrate responsibility for their academic success.	Percentage of new students who complete the Welcome Survey and New student Advising; Percentage of students who engage with an advisor.	81%	24.65% Completed Welcome Survey 100% Met with Academic Advisor
Student satisfaction with advising services: students will express satisfaction with advising services.	Percentage of students satisfied or very satisfied with advising services.	84%	88.6%

- The graduation survey was reviewed, and a video was created by one of our broadcasting students. After review, it was decided to focus on communication and nudges to help students understand graduation requirements as they progress. A new process is being developed.

Use of Results for Continuous Improvement
- In the 2024-2025 advisory board meetings we will review our goals and adjust the target goals as needed.
- We will also need to solidify the graduation process to ensure students understand their progress towards completion and how to apply for graduation.

Unit
Student Affairs

Sub-unit
Advising and Testing Services

Strategic Initiative
Strengthen partnerships with four-year colleges and universities and K-12 schools to support student success and career readiness.

Reason for Initiative
Increase student awareness and participation in TAG programs in partnership with Academic Affairs.

Person(s)/Area(s) Responsible
Director of Advising and Testing

Relation to Strategic Plan
- Strategic Priority #3: Partnerships and Community Engagement
  - Strategic Goal #3: Gaston College is committed to establishing strong partnerships, actively engaging with the community, and creating meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative
- Collaborate with Academic Affairs to maintain TAG partnerships and educate students on the application process/criteria.
- Promote TAG programs to students and decision influencers (parents, school counselors, friends, family).
- Develop an application to help students easily identify which TAG programs they qualify for.

Success Criteria
- Increase TAG program participants to at least 60 students.
- Participate in at least four events promoting TAG programs.
- Participate in at least two meetings with TAG partners.

Assessment Results
- During the 2023-2024 academic year we had 66 students participating in TAG programs.
- TAG was promoted at both transfer fairs, Welcome Week activities, Senior Night, and Spring Fest.
- Alyson Jordan participated in UNC Charlotte's 49er next meeting and NCSU C3 meeting.

Use of Results for Continuous Improvement

- With the involvement and awareness created this academic year a marketing and communication plan will be created.
- Alyson Jordan will still serve as the TAG Advisor and attend the appropriate TAG meetings with our four-year partners.

SO #	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
1	Students will be able to demonstrate knowledge of the online graduation application in Self-Service	2, 2	5	Analysis of online graduation applications submitted in Self-Service	85% of students will use the online graduation application.	85% of students will use the online graduation application.	96% of 2023-2024 graduates applied via Self-Service	The majority of students are applying ofr graduation by the deadlines via Self-Service	Improved outreach to students to remain on track to completing requirements and complete the graduation application once registration for graduation term is complete	Increased percentage of students applying for graduation in Self-Service
2	Students will demonstrate knowledge of how to apply for financial assistance by completing the FAFSA application.	1, 1	3	Analysis of ISIRs received each year and analysis of scholarship applications.	70% of enrolled students complete a FAFSA application.	70% of enrolled students complete a FAFSA application.	71.9% of enrolled students completed the FAFSA application 61.79% of the students that completed a FAFSA application were awarded federal, state or institutional aid.	Students and parents continue to realize that the FAFSA application is the first step in seeking financial assistance for college.	Expand our outreach to more adults and promote aid opportunities to students, staff, faculty, and parents. Increase FAFSA completion events across our service area.	We met our goal by increasing contact with high school students and other events across campus.

SO #	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
							The Financial Aid Office received 638 scholarship applications, and 361 students were awarded foundation scholarships.			
3	Students will demonstrate a high level of satisfaction with academic advising provided by Advising staff.	2, 2	8	Analysis of the results from the Spring 2024 Student Satisfaction Survey.	85.5% of students will be satisfied with academic advising provided by Advising staff.	85.5% of students will be satisfied with academic advising provided by Advising staff.	AS: 88.52% CTE: 87.66% HHS 92.14% SPARC: 91.66 TRiO: 98.89% Athletics: 72.73%	Programs with high touch or selective admission processes had higher satisfaction rates.	Meeting the needs of our athletes.	Continued outreach and pipeline improvements.
4	Students served by the Admissions Office will demonstrate a high level of satisfaction with the Admissions Office.	1, 1	1	Analysis of the results of the Spring 2024 Student Satisfaction Survey	80% of students will be satisfied with their experience with the Admissions Office.	• 1361 students responded • Strongly Agree - 881 • Somewhat Agree – 246 88.88% of the respondents were	With the use of Watermark CRM Lite, the Admissions staff was able to manage applicants with automated and manual correspondence with next steps needed moving applicants	The Admissions staff will continue to make improvements in communicating with applicants with upgraded automations in Watermark CRM Lite. This will allow for more time to communicate with students via phone calls to better assess their	88.88% of students surveyed were satisfied with the services provided by the Admissions Office. This is a .20% increase from 2022-2023.	The Admissions staff will continue outreach by using Watermark CRM Lite, CFNC, phone calls, emails, recruiting events, and streamlining processes for enrollment to improve the overall customer service experience of each student we contact. In

SO #	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
						satisfied with the services provided by the Admissions Office.	through the pipelines to the advising stage which indicated the students had completed all enrollment steps. In addition, the staff managed over 2,000 students in-person along with phone calls and emails.	needs with completing the enrollment process.		addition, we will continue to make improvements to the automation of Watermark CRM Lite to better manage and efficiently navigate students through the enrollment process.
5	Curriculum (CU) applicants will demonstrate an understanding of the Admissions process by completing all enrollment steps.	1, 1	1	Data from Cross Connect, Colleague, CFNC, Watermark Lite	58% of applicants listed in the Watermark CRM Lite applicant pipelines (fall, spring, summer) will complete the CU student admissions process and enroll.	57.9% of applicants in the Watermark CRM Lite pipelines (fall, spring, summer) completed the admissions process and enrolled in classes.	With the use of Watermark CRM Lite, the Admissions staff was able to manage applicants with automated and manual correspondence with next steps needed moving applicants through the pipelines to the advising stage which	The Admissions staff will continue to make improvements in communicating with applicants with upgraded automations in Watermark CRM Lite.	This is the first academic year that Watermark CRM Lite was fully used to assist students through the admissions process. The learning curve and process improvement will continue to	More training to learn the features and how to set up automation for Watermark.

Schedule staff times to focus on working on their assigned students. |

| SO # | Expected Student Outcome Description | Relation to Strategic Plan | | Assessment Means | Success Criteria | Assessment Analysis | | | Impact of Changes from Previous Cycle | Actions to be Implemented |
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
						indicated the students had completed all enrollment steps			develop as the staff becomes familiar with managing the stages to move a student through to the ready to advise phase.	
6	The student body will have a level of awareness of the Counseling Services and available resources.	2, 2	9	Analysis of the results from the Spring 2024 Student Satisfaction Survey	88% of students will be aware of available counseling services (personal counseling, career counseling, Accessibility Services, Student Outreach Services)	While 86.7% of students are aware of Counseling Services and 79.7% students are aware of Accessibility/Disability Services, the average level of awareness was 83.2%.	Counseling Services (including Accessibility Services) increased programming initiatives and partnerships this year. The Counseling Staff also set up weekly information tables in various academic buildings.	Helping students identify and recognize the services and events being offered by Counseling Services.	The awareness item was not included in the Student Satisfaction Survey for Spring 2022.	Counseling Services will implement a consistent schedule for Weekly Wellness Sessions and psychoeducational small group sessions.

SO #	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
7	The student body will have a level of awareness of available campus and community resources.	2, 2	9	Analysis of the results from the Spring 2024 Student Satisfaction Survey	88% of students will be aware of available campus and community resources.	86.18% of students are aware of the following campus resources resource areas: Accessibility Services, Business Office, Counseling Services, Computer Labs, Financial Aid, Learning Center, Libraries, Records and Registration, Rhino Shop/Bookstore, Student Life, Technology Services, Veterans Affairs, Work-Based Learning/Placement Services, Writing Center, and Advising Centers.	There was at least an 84% awareness of the following campus resources: Counseling Services, Computer Labs, Financial Aid, Learning Center, Libraries, Records and Registration, Rhino Shop/Bookstore, Student Life, Technology Services, Writing Center, and Advising Centers.	The following campus resources received below an 80% awareness: Accessibility Services, Business Office, Veterans Affairs, and Work-Based Learning/Placement.	No Change – Was not accessed last year.	The Success Coaches and Retention Coordinator will explore various ways to share more information about the campus resource area that students are least aware of to include Accessibility Services, Business Office, Veterans Affairs, and Work-Based Learning/Placement.
8	Students who receive services through TRiO Student Support Services or Emergency Assistance funding will be more	2, 2	9	Analysis of student retention or graduation for students involved with those programs.	90% of students who receive these services will re-enroll or graduate.	TRiO's and Emergency Assistance persistence data will not be available until October 2024.				

SO #	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
	likely to re-enroll or graduate as of the next fall.									
9	Students assisted in the Financial Aid Office will demonstrate a high level of satisfaction with the overall service provided by the Financial Aid Office staff.	1, 1	1	Analysis of the results from the Student Satisfaction Survey.	80% of students assisted in the Financial Aid Office will be satisfied with the service.	770 out of 867 students surveyed (88.81%) expressed satisfaction with the Financial Aid Office.	The students had more opportunities for financial aid with additional state grants and more scholarship opportunities.	Increase the number of enrolled students applying for scholarships and grants.	Increased the number of visits to high schools and presentations given in ACA classes.	Host FAFSA and scholarship completion events.
10	Student leaders will demonstrate an understanding of the skills necessary to lead teams, including but not limited to meeting management, motivation, diversity/ inclusivity, budgeting,	2, 2	5	Analysis of the SGA Officer and Senator Self-Assessment Form.	80% of SGA students will understand the skills necessary to be effective leaders.	89.2% of SGA understood the skills necessary in being effective leaders.	Student leaders had the the opportunity to participate in various on campus and off campus workshops, programming, and leadership training.	N/A	The level of understanding increased by 3.5% from the previous academic year.	Continue to provide on-going leadership development training and monthly check-in meetings. Encourage student leaders to chair committees and lead more programming initiatives.

SO #	Expected Student Outcome Description	Relation to Strategic Plan		Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
		Strategic Priority/Goal	Strategic Initiative			Results	Strengths	Areas for Improvement		
	program planning, and effective communication skills.									
11	Students will demonstrate a high level of satisfaction with Student Life.	2, 2	5	Analysis of the results from the Spring 2024 Student Satisfaction Survey	87% of students will be satisfied with the activities and programs offered by Student Life.	90.1% of students surveyed were satisfied with the activities and programs offered by Student Life.	The calendar of events was emailed to students during the beginning of each semester. Upcoming events were emailed using a colorful publication "Students in the Rhi-Know" Student participation increased from the previous year by 27.37%	Continue engaging students to receive needs, interests, and availability.	The level of satisfaction increased by 2.9% from the previous academic year.	Continue to be creative with programming initiatives and finding new ways to engage students. Visually branding all events will help to increase awareness and satisfaction.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
- Explore alternative funding sources and investment strategies.
- Identify requested College equipment and program initiatives to be funded through direct contributions or in-kind gifts to the Gaston College Foundation.
- Continue to invest in information technology to enhance systems and services

Reason for Initiative
Expand and enhance programs and services.

Person(s)/Area(s) Responsible
- Chief Development Officer/Executive Director-Gaston College Foundation
- Director-Major Gifts

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.
- Strategic Priority #6: Operational Infrastructure
  - Strategic Goal #6: Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
- Identify at least $50,000 in requested College equipment to be funded through direct contributions or in-kind gifts.
- Identify potential donors including individuals, foundations, corporations, and local businesses.
- Develop a Case Statement for Support including personalized outreach

Success Criteria
At least $50,000 in requested College equipment will be funded through direct contributions or in-kind gifts.

Assessment Results

For the 2023-2024 fiscal year, the Foundation received over $2 million in direct contributions for equipment through donations, in-kind gifts, and grants.

Use of Results for Continuous Improvement

The Development Office will continue to seek various funding streams to supplement equipment needs for the College.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
- Explore alternative funding sources and investment strategies.
- Increase the availability of resources for Mo's Pantry and the student emergency fund by securing more support from individuals and organizations.

Reason for Initiative
Expand and enhance programs and services.

Person(s)/Area(s) Responsible
Coordinator-Sponsorships and Special Projects

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Increase the availability of resources for Mo's Pantry and the student emergency fund by securing more than $60,000 in support from individuals and organizations.
- Identify potential donors including individuals, foundations, corporations, and local businesses.

Success Criteria
A total of $60,000 will be secured to support Mo's Pantry and the student emergency fund.

Assessment Results
- Mo's Pantry- $10,000
- Student Emergency Fund- $66,824

Use of Results for Continuous Improvement
The Development Office will continue to seek additional funding for student emergency resources.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
Increase the number of internal and external participants in fundraising events.

Reason for Initiative
Enhance public image and engagement with the College

Person(s)/Area(s) Responsible
Coordinator-Alumni, Events and Programming

Relation to Strategic Plan:
- Strategic Priority #3: Partnerships and Community Engagement
  - Strategic Goal #3: Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Increase the number of participants in fundraising events.
- Increase the percentage of full-time faculty/staff who participate in fundraising events and/or annual giving to the Foundation.
- Create compelling print and online promotional materials
- Use social media and email marketing to drive traffic to the event website.
- Create registration initiatives to increase registrants including early-bird specials, team/group registrations
- Provide unique incentives and rewards

Success Criteria
- The total number of participants in community events will increase by 20%.
- At least 50% of full-time faculty/staff will participate in fundraising events and/or annual giving to the Foundation.

Assessment Results

The total number of participants in community events will increase by 20%.

Participants in Fundraising Events

	22-23	23-24		24-25		25-26	
		Goal	Actual	Goal	Actual	Goal	Actual
Total	453	483	513	515		544	

2023-2024 Event participation:

- Race: 210
- Golf: 82
- Bowling: 40
- First Pitch: 147

Use of Results for Continuous Improvement

Event schedule and strategy will be created by the new Chief Development Officer.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
Increase the number of Foundation scholarships and the number of students receiving Foundation scholarships.

Reason for Initiative
Increase enrollment and student success through financial aid opportunities

Person(s)/Area(s) Responsible
Scholarships and Donor Relations Specialist

Relation to Strategic Plan
- Strategic Priority #1: Student Recruitment and Enrollment
  - Strategic Goal #1: Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #2: Student Access and Success
  - Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Identify potential donors
- Develop case statements for scholarships
- Personalize donor outreach
- Engage alumni
- Improve stewardship and impact reporting including scholarship dinners and other opportunities to meet scholarship recipients.

Success Criteria
- The number of new annual scholarship funds will increase by 5 or $25,000.
- The number of students receiving foundation scholarships will increase to 400.

Assessment Result

The number of new annual scholarship funds will increase by 5 or $25,000.

New Annual Scholarships Supported by the Foundation

	22-23	23-24		24-25		25-26	
		Goal	Actual	Goal	Actual	Goal	Actual
Total	10	12	4	13		15	

The number of students receiving foundation scholarships will increase to 400.

Number of Students Receiving Foundation Supported Scholarships

	22-23	23-24		24-25		25-26	
		Goal	Actual	Goal	Actual	Goal	Actual
Total	416	438	361	461		483	

Use of Results for Continuous Improvement

Strategy to be created by the new Chief Development Officer.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
- Explore alternative funding sources and investment strategies.
- Steward new businesses to support the Gaston College Foundation through sponsorships and/or program donations.

Reason for Initiative
Increase engagement and financial support

Person(s)/Area(s) Responsible
- Director-Major Gift
- Coordinator-Sponsorships and Special Projects

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Increase the number of new businesses to support the Foundation through sponsorships and program donations.
- Identify and research potential sponsors
- Craft sponsorship proposals
- Schedule meetings and calls to emphasize engagement and participation including logo placement and other recognition

Success Criteria
At least 25 new businesses will support the Foundation through sponsorships and/or program donations.

Assessment Results
Forty-six businesses made their first gift to the foundation in 2023-2024.

Use of Results for Continuous Improvement
Strategy to be created by the new Chief Development Officer

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
- Explore alternative funding sources and investment strategies.
- Increase the number of new endowed funds to support scholarships and other College initiatives.

Reason for Initiative
Ensure long-term support for scholarships and college programs

Person(s)/Area(s) Responsible
- Director-Major Gift
- Chief Development Officer/Executive Director-Gaston College Foundation

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies **t**o ensure long-term success and stability.

Action Items to Meet Initiative:
- Increase the number of new endowed funds.
- Identify and Segment Potential Donors
- Develop Case Statements for endowed giving including customized proposals and naming opportunities
- Personalize outreach including lunches, dinners, and other meetings
- Promote planned giving and bequests
- Host major donor events to promote the College and encourage support of its programs

Success Criteria:
At least 2 new endowed funds with at least $50,000 will be established to support scholarships and other College initiatives.

Assessment Results:
The Foundation established two new funds and received $104,000 in endowed donations in 2023-2024.

Use of Results for Continuous Improvement:
Strategy to be created by the new Chief Development Officer.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
- Develop a capital campaign to supplement the health sciences building expansion.
- Launch the development of the health sciences building

Reason for Initiative
Supplement funding for building expansion

Person(s)/Area(s) Responsible
- Chief Development Officer/Executive Director-Gaston College Foundation
- Director-Major Gift

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.
- Strategic Priority #6: Operational Infrastructure
  - Strategic Goal #6: Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
- Develop a capital campaign to supplement the health sciences building expansion.
- Define campaign goals and establish a leadership team of external and internal leaders;
- Conduct a feasibility study and develop a case statement to support
- Identify and research prospective donors
- Develop cultivation strategies including meetings, tours, and invitations to project-related events
- Create a gift range chart including levels and recognitions
- Secure leadership gifts to set the tone for the campaign
- Develop marketing materials and messaging
- Establish a system to track progress and report to key stakeholders regularly

Success Criteria
A capital campaign to supplement the health sciences building expansion will be developed, implemented, and garner at least $5 million.

Assessment Result

The health science building project has been delayed due to funding timing from the state.

Use of Results for Continuous Improvement:

Strategy to be created by the new Chief Development Officer.

Unit
Development Office

Sub-unit (if applicable)

Strategic Initiative
Create an annual giving program to generate unrestricted support to Gaston College

Reason for Initiative
Provide unrestricted supplemental funding for College programs and service

Person(s)/Area(s) Responsible
Development Office

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
    - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Identify and research prospective donors
- Develop cultivation strategies including meetings, tours, email, and mailing schedules
- Develop marketing materials with a focused message and case for support
- Create giving levels and donor acknowledgments

Success Criteria
An annual giving program will be implemented raising at least $75,000.

Assessment Results
The annual giving campaign has been delayed due to staff changes and delays in developing marketing materials and strategy.

Use of Results for Continuous Improvement:
Strategy to be created by the new Chief Development Officer.

Unit
Economic & Workforce Development

Sub-unit
Apprenticeship 321

Strategic Initiative
- Increase the number of Foundation scholarships and the number of students receiving Foundation scholarships.
- Steward new businesses to support the Gaston College Foundation through sponsorships and/or program donations.

Reason for Initiative
Work closely with Gaston College Foundation and other grant resources to seek additional funding sources for tuition, books and fees for apprentices to help offset the cost educational fees for Apprenticeship employers by offering additional funding sources for our apprentices.

Person(s) /Area(s) Responsible
Director-Apprenticeships and Work-Based Learning

Relation to Strategic Plan
- Strategic Priority #1 Student Recruitment and Enrollment
    - Strategic Goal #1 Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #5 Finance and Operations
    - Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
On-going, effective interactions and communications with Gaston College Foundation and other grant resources. Educate employers about funds available through local and state grants that can assist with tuition, books, and fees for apprentices.

Success Criteria
Increase the number of Apprenticeship employers and apprentices.

Assessment Results
Apprenticeship 321 added seven new registered apprenticeship pathways, a Medical Pre-apprenticeship pathway for juniors and seniors in high school and added four new registered apprenticeship company partners. We increased the number of participating apprentices by 65 compared to last year.

Use of Results for Contentious Improvement

Apprenticeship 321 will continue to work with LEDA, GBA, GCEDC, local employers in the Lincoln and Gaston County areas to create new employer partners and registered apprenticeship pathways. Apprenticeship 321 will also continue to work with local schools, local community agencies, company partners, NC Works Center, Work-Based Learning and Placement office to increase the number of apprentices.

Unit
Economic & Workforce Development

Sub-unit
Apprenticeship 321

Strategic Initiative
- Implement the College's Strategic Enrollment Plan designed to increase student enrollment and FTE.
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.
- Strengthen partnerships with four-year colleges and universities and K-12 schools to support student success and career readiness.

Reason for Initiative
Increase Apprenticeship and Pre-Apprenticeship completion rate to increase FTE (Full Time Equivalent) which will impact all aspects of Apprenticeship 321.

Person(s) /Area(s) Responsible
- Director-Apprenticeships and Work-Based Learning
- Success Coach

Relation to Strategic Plan
- Strategic Priority #1 Student Recruitment and Enrollment
  - Strategic Goal #1 Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

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

Success Criteria
- Completion rate of Apprentices increase by 10%.
- Completion rate of Pre-Apprentices increase by 5%.

Assessment Results

The completed registered apprentices decreased by 16% from 2022-2023 and completed Pre-apprentices increased by 450% from 2022-2023. The length of the registered apprenticeship pathways varies from 1 year to 4 years according to registered pathways.

Use of Results for Contentious Improvement

The Apprenticeship 321 Success Coach will continue to work with current apprentices and mentors to assist with any barriers that keep apprentices from completing the program. The Apprenticeship 321 Director will continue to support company sponsors to provide resources to assist in identifying potential apprentices.

Unit
Economic & Workforce Development

Sub-unit
Basic Law Enforcement Training (BLET)

Strategic Initiative
- Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)
- Continue to invest in information technology to enhance systems and services.

Reason for Initiative
- To ensure the BLET program is performing at a high level and properly preparing the students for careers in law enforcement. Cadets should be familiar with using computers as most law enforcement agencies use computers for training.
- Gaston College is Pilot school for the new BLET 2025 program. Much of this program in being revised and some of the required textbooks are now on a USB and computers will be needed for testing.

Person(s)/Area(s) Responsible
Director of Criminal Justice and Law Enforcement Programs

Relation to Strategic Plan
- Strategic Priority #2: Student Access and Success
  - o Strategic Goal #2: Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #6: Operational Infrastructure
  - o Strategic Goal #6: Gaston College is committed to investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
- Work with Internet and Technology Department in making sure that computers can run on a continuous and reliable basis, with no break in service.
- Work with Purchasing on securing enough computers for the BLET classes.
- Develop a policy for the use of computers by the students.
- Implement computers into the BLET program.

Success Criteria
Computers are in operation within this evaluation period.

Assessment Results

Eighteen Laptop computers were re-purposed from the Criminal Justice curriculum program to the Basic Law Enforcement program. The computers were looked at by IT and though they work they are older computers that need to be replaced.

In January 2024, Gaston College conducted a PILOT BLET program. This program was different in that the students are required to take the End of Block (EOB) testing on a computer through the NC Justice Academy Acadis Readiness LMS. The BLET program initially requested to have computer desks and computers installed in the Albright Public Safety building (APS), but this was not approved due to cost. To comply with the requirements of the PILOT BLET program, we approached Dr. Melanie Skinner at the Vet Tech building as they have a computer lab. We were able to work our schedule of testing to accommodate the open times available in the computer lab. IT assisted us in getting the approved lock down browser installed on the computers.

Use of Results for Continuous Improvement

The BLET program still needs to be able to purchase newer laptop computers. We will need 40-50 newer computers to be able to keep up with the requirements of the new BLET program that will be the standard of instruction in January 2025.

Unit
Economic & Workforce Development

Sub-unit
College and Career Readiness (CCR), Basic Skills

Strategic Initiative
Implement strategies for continuous improvement on each of the North Carolina Community College System Performance Measures for Student Success.

Reason for Initiative
Increase student success in obtaining a credential leading to a postsecondary enrollment, obtaining a better job or employment in the local workforce.

Person(s)/Area(s) Responsible
College and Career Readiness (CCR)

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Increase attendance hours from 10 to 15 in HSE/ESL program and maintain 15-hour requirement for AHS.
- Enforce attendance requirements by instructors and program staff to ensure student compliance.

Success Criteria
- Increased FTE by 10% leading to more funding to improve, enhance and increase CCR offerings to diverse populations.
- Improved program and student performance as a consequence of increased educational engagement, participation and ultimately student access and success.

Assessment Results
- CCR Program FTE increased 30% from 177.54 in FY 22-23 to 231.54 in FY 23-24
- Improved program and student performance is reflected by the increase in Measurable Skills Gains (MSG) rate from 36% in FY 22-23 to 51.4% by the end of FT 23-24.

Use of Results for Continuous Improvement
The CCR program will continue to add programs and services that increase FTE and incorporate strategies that improve program and student performance.

Unit
Economic & Workforce Development

Sub-unit
College and Career Readiness (CCR), Basic Skills

Strategic Initiative
Implement strategies for continuous improvement on each of the North Carolina Community College System Performance Measures for Student Success.

Reason for Initiative
Increase student success in obtaining a credential leading to a postsecondary enrollment, obtaining a better job or new employment in the workforce.

Person(s)/Area(s) Responsible
College and Career Readiness (CCR)

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
- Increase post testing rate.
- Enforce posttest rules to ensure student compliance.
- Identify problem areas using Table 4 and Excel program performance spreadsheet.

Success Criteria
- Improved state performance rate measure from current substandard rate to at minimum match the state performance measure at the end of the program year. Increase Measurable Skill Gain (MSG) rate to meet or exceed state performance measures of 43.6%.
- Approval of new grant application in next cycle awarded in beginning program year 24-25.

Assessment Results
- The CCR program exceeded the state performance rate of 43.6%. MSG rate increased from 35% in FY 22-23 to 51.4% by the end of FY 23-24.
- The RFP for the next Title II Grant has not been issued yet. It is not expected to be released until January 2025.

Use of Results for Continuous Improvement

CCR program will continue to add programs, courses, and services that contribute to student and program success. CCE will continue to participate in the College's Performance Measures Committee and evaluate program improvement.

Unit
Economic & Workforce Development

Sub-unit
Criminal Justice Academy (CJA)

Strategic Initiative
- Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)
- Expand course offerings and flexible scheduling options to accommodate diverse student needs, including dual enrollment students, working adults, and non-traditional learners (Example: Basic Skills).
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative
To continue to grow the CJA (In-service) training programs that are offered at Gaston College. This will also be in response to the needs of the law enforcement agencies in our two-county service area.

Person(s)/Area(s) Responsible
Assistant Director of Criminal Justice Academy

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative
- Continue to meet with the local law enforcement agencies within our two-county service area, to obtain input on the training needs.
- Increase the number of CJA classes conducted by 5% that were completed in the 2022-2023 evaluation period.

Success Criteria

The number of classes offered in the CJA program is 5% or more than the 2022-2023 evaluation period.

Assessment Results

From July 2022 to July 2023 the Criminal Justice Academy conducted training which resulted in 3,456 hours of training. From July 2023 to July 2024, the CJ Academy conducted training which resulted in 4,276. This was a 23% increase in course hours. The success criteria have been met.

Use of Results for Continuous Improvement

The CJ and BLET Academy staff will still strive to produce effective training for our area stakeholders. The staff will continue to build partnerships with stakeholders to conduct training through Gaston College.

Unit
Economic & Workforce Development

Sub-unit
Criminal Justice Academy (CJA)

Strategic Initiative
- Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)
- Expand course offerings and flexible scheduling options to accommodate diverse student needs, including dual enrollment students, working adults, and non-traditional learners (Example: Basic Skills).

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

Person(s)/Area(s) Responsible
Assistant Director of CJA

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.

Action Items to Meet Initiative
Coordinate with the local communications centers for police, fire and emergency medical services in conducting the Basic Telecommunicator course.

Success Criteria
If a Basic Telecommunicator course is taught during the evaluation process.

Assessment Results
The assessment was not met. The BLET program does not have enough staff to conduct the Basic Telecommunicator course here at Gaston College. It has been hoped that the program would be able to hire another full-time position for the Telecommunicator program, but that has not happened.

Use of Results for Continuous Improvement

This course needs to be re-visited in the future to see if it would be feasible to hire additional staff/faculty to offer it.

Unit
Economic & Workforce Development

Sub-unit
Customized Training

Strategic Initiative

- Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)
- Expand course offerings and flexible scheduling options to accommodate diverse student needs, including dual enrollment students, working adults, and non-traditional learners (Example: Basic Skills).
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative

Enhance access, availability, and delivery of high-quality short-term educational programs that are reflective of participants, workplace, and community-based needs in small and large businesses. Due to the increase in unemployment rates, along with the skills gap within the workforce and new industries moving to Gaston and Lincoln County, community and business partners have expressed a need for short-term training to upskill current and future employees.

Person(s)/Area(s) Responsible

Customized Training Team

Relation to Strategic Plan

- Strategic Priority #2 Student Access and Success
  - o Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #3 Partnerships and Community Engagement
  - o Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative

The Customized Training Department will continue to expand current offerings to support Gaston and Lincoln County Partners.

Success Criteria

Data tracking and reporting measures show a 10% increase in course/training offerings over 2023-2024

Assessment Results

Customized Training area offered 25 additional training sessions. In fiscal year 2024, there were a total of 476 offerings to 5,875 participants. In the fiscal year, 2023, there were 451 offerings to 4,779 participants. This is a 5.5% increase in course offerings.

Use of Results for Continuous Improvement

The Customized Training program will continue to access industry training needs in both Gaston and Lincoln Counties to determine if additional offerings are needed in the next program year.

Unit
Economic & Workforce Development

Sub-unit
Fire and Rescue Training

Strategic Initiative
- Implement the College's Strategic Enrollment Plan designed to increase student enrollment and FTE.
- Develop more high tier course offerings that lead to industry recognized credentials that meet NC's MyFutureNC goals and local industry demand.

Reason for Initiative
Increased services to students in fire and rescue to produce and increase in FTE's.

Person(s)/Area(s) Responsible
Director, RESTC

Relation to Strategic Plan
- Strategic Priority #1 Student Recruitment and Enrollment
  - Strategic Goal #1 Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #5 Finance and Operations
  - Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
Increase offering in tier 2 and 3 fire and rescue certification and in-services classes.

Success Criteria
Fire and Rescue FTE's increase by 2.5 percent yearly for the next three years.

Assessment Results
This goal was not met. We continue to work with local responders to meet their training needs. Certifications classes run on a five-year cycle before they are rewritten and updated. We are currently at the end of this five-year cycle. All requests were granted, and we met all industry needs for this cycle.

Use of Results for Continuous Improvement
We continue to work with local responders to meet their training needs and will continue to identify opportunities for FTE growth.

Unit
Economic & Workforce Development

Sub-unit
Fire/Rescue Training

Strategic Initiative

- Implement the College's Strategic Enrollment Plan designed to increase student enrollment and FTE.
- Expand course offerings and flexible scheduling options to accommodate diverse student needs, including dual enrollment students, working adults, and non-traditional learners (Example: Basic Skills).
- Strengthen partnerships with four-year colleges and universities and K-12 schools to support student success and career readiness.

Reason for Initiative

Start high school fire certification programs at Lincoln School of Technology and Hunter Huss High School to develop high school students interested in fire protection as a career and give them skills to be employable as an entry level firefighter.

Person(s)/Area(s) Responsible

Director of Fire and Rescue Training/RESTC

Relation to Strategic Plan

- Strategic Priority #1 Student Recruitment and Enrollment
  - Strategic Goal #1 Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative

Secure approvals from both school systems and employee a full-time instructor.

Success Criteria

Programs started and students enrolled.

Assessment Results

We were able to hire a full-time instructor to meet these needs. Lincoln County Schools have joined with Gaston College to meet their high school students' needs for firefighter certification classes. Classes begin September 2024. Gaston County Schools had previously agreed to join Gaston College, signatures had been obtained, and they were also scheduled to start in September 2024. Due to a change from Gaston County Schools, their program has been put on hold for the 2024/2025 school year.

Use of Results for Continuous Improvement

Discussion on the program will continue with Gaston County Schools to identify opportunities to partner.

Unit
Economic & Workforce Development

Sub-unit
RESTC

Strategic Initiative
- Identify requested College equipment to be funded through direct contributions or in-kind gifts through the Gaston College Foundation.
- Continue to invest in information technology to enhance systems and services.

Reason for Initiative
Purchase new Breathing Air Compressor. Machine is critical for RESTC operations. Current compressors are experiencing increased maintenance cost and the manufacturer has ceased manufacturing compressors and support and parts will decrease.

Person(s)/Area(s) Responsible
Director, Fire Rescue Training- RESTC

Relation to Strategic Plan
- Strategic Priority #5 Finance and Operations
  - Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.
- Strategic Priority #6 Operational Infrastructure
  - Strategic Goal #6 Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Secure funding for Compressor

Success Criteria
Compressor purchased and placed in service.

Assessment Results
Information was submitted on costs, but funds were not secured during the 23–24 program year.

Use of Results for Continuous Improvement
Updated price costs for replacing the stationary compressor and refurbishing the mobile compressor has been provided to try to secure funding on the 24–25 program year.

Unit
Economic & Workforce Development

Sub-unit
RESTC

Strategic Initiative
Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.

Reason for Initiative
Continue maintenance and evaluation of RESTC Burn Structures and Props to ensure functionality and safety of the RESTC Facilities.

Person(s)/Area(s) Responsible
Director, Fire Rescue Training- RESTC

Relation to Strategic Plan
- Strategic Priority #6 Operational Infrastructure
  - Strategic Goal #6 Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Complete inspections and planning in conjunction with Facilities Director and College administration.

Success Criteria
Inspections and recommended repairs completed.

Assessment Results
The Director of facilities, in conjunction with the engineering firm completed the inspection of the building, took concrete core samples, and sent the samples off for evaluation. The core samples have been returned and we are waiting for the final report.

Use of Results for Continuous Improvement
Once any recommendations from the inspection are received a plan of action will be developed.

Unit
Economic & Workforce Development

Sub-unit
RESTC

Strategic Initiative
- Identify requested College equipment to be funded through direct contributions or in-kind gifts through the Gaston College Foundation.
- Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.

Reason for Initiative
Replace at least 8 set of instructor's personal protective gear. Gear needs to be replaced on a regular basis to ensure it is properly protecting our instructors. Our instructors are in this protective equipment most days they work.

Person(s)/Area(s) Responsible
Director, Fire Rescue Training- RESTC

Relation to Strategic Plan
- Strategic Priority #5 Finance and Operations
    - Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.
- Strategic Priority #6 Operational Infrastructure
    - Strategic Goal #6 Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Secure funding to replace gear.

Success Criteria
Gear was purchased and placed into service.

Assessment Results
Eight sets of gear were purchased and placed in service.

Use of Results for Continuous Improvement
We will continue to inspect and replace gear as needed. This will be an ongoing annual request.

Unit
Economic & Workforce Development

Sub-unit
Small Business Center

Strategic Initiative

Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative

Identify and establish strategic partnerships with local businesses, industries, and community organizations in Lincoln County to create mutually beneficial relationships

Person(s)/Area(s) Responsible

Small Business Center Director

Relation to Strategic Plan

- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative

Create partnerships with the most requested areas of specialized counseling (marketing, accounting, legal, and banking).

Success Criteria

Connect each area with at least two clients.

Assessment Results

The Small Business Center has created one successful partnership with a marketing, accounting and legal professional and four banking professionals.

Use of Results for Continuous Improvement

The Small Business Center will continue to seek partnerships for specialized counseling in each area mentioned above.

Unit
Economic & Workforce Development

Sub-unit
Small Business Center

Strategic Initiative

Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative

Develop an outreach strategy to effectively promote the Small Business Center's services to potential clients to increase awareness of the services available to potential and existing small business owners.

Person(s)/Area(s) Responsible

Small Business Center Director

Relation to Strategic Plan

- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative

Host a Small Business Summit in Gaston and Lincoln County.

Success Criteria

Small Business Summit will have a total of 100 or more attendees.

Assessment Results

A Small Business Summit was held in Gaston and Lincoln County. There were 88 attendees.

Use of Results for Continuous Improvement

Overall, the feedback received from the summit was outstanding. The Small Business Center plans to host two summits in the Spring of 2025 with consideration of any suggestions offered on the survey from the attendees.

Unit
Economic & Workforce Development

Sub-unit
Work-Based Learning and Placement

Strategic Initiative
- Develop a comprehensive marketing and outreach strategy to effectively promote the College's programs and services to potential students, employers, and community partners in Gaston and Lincoln Counties.
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative
Increase the number of Work-Based Learning students by providing more opportunities through employer partnerships.

Person(s) /Area(s) Responsible
- Coordinator of Work-Based Learning and Placement
- Specialist Work-Based Learning and Placement

Relation to Strategic Plan
- Strategic Priority #1 Student Recruitment and Enrollment
  - Strategic Goal #1 Gaston College will enhance its marketing efforts, improve recruitment strategies, and support students through the enrollment process, ultimately attracting and enrolling a diverse and engaged student body.
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative
On-going, effective interactions and communications by Work-Based Learning and Placement staff to educate students, faculty, staff and local employers on Work-Based Learning benefits.

Success Criteria
- Increase the number of Work-Based Learning students enrolled by 5%.
- Increase the number of Partner Employers by 5%.

Assessment Results

The enrollment rate for Work-Based Learning and Placement decreased by 6% from 2022-2023. The amount of student enrollment varies from semester to semester depending on program offerings and eligibility of prospective students. Our hosting business partners decreased by 14% due to our partners hosting multiple students each semester.

Use of Results for Continuous Improvement

The WBLP specialist will continue to work with instructors to offer information sessions throughout each semester to promote WBL and continue to meet with prospective students to determine eligibility and encourage enrollment into WBL.

The WBLP Coordinator will build new partnerships with local area businesses while maintaining relationships with current business partners. As well as work with deans to discuss the possibility of adding WBL to their course offerings. WBL is an eligible course by state standards in most programs our college offers. However, our local area does not include WBL in many programs that could potentially increase enrollment.

Unit
Economic & Workforce Development

Sub-unit
Workforce Development

Strategic Initiative
- Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.
- Develop more high tier course offerings that lead to industry recognized credentials that meet NC's MyFutureNC goals and local industry demand.
- Evaluate space allocation to optimize operational effectiveness.

Reason for Initiative
In collaboration with college administration, regional employers and partners, explore potential to acquire dedicated space allowing the addition of new regional, national or industry recognized certifications and professional development courses/programs to increase FTE. Continue working towards establishment of new and existing short- and long-term health care programs and apprenticeships that contribute to overall FTE. To respond to the continuing workforce needs of regional employers and students in our service area while providing an opportunity to increase enrollment.

Person(s)/Area(s) Responsible
Workforce Development Staff

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - o Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #3 Partnerships and Community Engagement
  - o Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.
- Strategic Priority #5 Finance and Operations
  - o Strategic Goal #5 Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.
- Strategic Priority #6 Operational Infrastructure

o   Strategic Goal #6 Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative

The Economic & Workforce Development division will develop and offer Tier 1 and Tier 2 course offerings to meet industry demand.

Success Criteria

Contribute to 10% annual growth in Economic & Workforce Development division

Assessment Results

FTE increased from 75.29 in FY 22-23 to 98.99 in FY 23-24.

Use of Results for Continuous Improvement

The Workforce Development division will continue to research and offer short-term workforce courses to meet local workforce needs.

Unit
Economic & Workforce Development

Sub-unit

Workforce Development - Human Resources Development (HRD)

Strategic Initiative
- Develop and regularly update academic and workforce development programs to respond to the needs of the local job market and other State initiatives (Example: MyFutureNC, pre-apprenticeships)
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative
Increase enrollments in Human Resource Development programs through expanded outreach to regional community partners, business leaders and correctional facilities to remain engaged with Workforce Development partnerships in responding to the workforce preparation needs of the region's unemployed, under-employed and captive population.

Person(s)/Area(s) Responsible
Workforce Development Staff

Relation to Strategic Plan
- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative
The Human Resources Development department will maintain and expand current offerings in Employability Skills, Labs, Career Planning/Assessment, Career Readiness/Pathways, Technology Awareness, Motivation and Retention, Financial Literacy and Correctional Career Exploration.

Success Criteria
The FTE earned in Workforce CE & Basic Skills programs will increase by 10%

Assessment Results

The HRD program in the Workforce Development area produces an FTE increase from 24.35 in FY 22-23 to 38.50 in FY 23-24.

Use of Results for Continuous Improvement

There are more opportunities for growth and expansion of the HRD program that will be pursued in FY 24-25.

Unit
Economic & Workforce Development

Sub-unit (if applicable)
Life Skills (NextGen)

Strategic Initiative

- Implement strategies for continuous improvement on each of the North Carolina Community College System Performance Measures for Student Success.
- Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.
- Strengthen partnerships with four-year colleges and universities and K-12 schools to support student success and career readiness.

Reason for Initiative

Meet or exceed the Performance Measures of NextGen participants in credential attainment, skills gains, and employment to meet the expectations of the NextGen program as defined in the Gaston Workforce Development Board WIOA NextGen contract.

Person(s)/Area(s) Responsible

NextGen Coordinator

Relation to Strategic Plan

- Strategic Priority #2 Student Access and Success
  - Strategic Goal #2 Gaston College will enhance student access, success, and inclusivity in high-quality educational programs, ultimately empowering students to achieve their educational goals.
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative

- NextGen will continue and increase marketing efforts to recruit youth for enrollment in the program which in turn will assist the college with an increase in enrollments. Marketing efforts will include presence at community events, high schools, job fairs and other events.
- NextGen will strengthen current partnerships and develop new partnership within the community to assist the college in the continuous development of meaningful opportunities in support of the colleges mission, vision, and success.

Success Criteria

- Credential Attainment (within in 4 Quarters) 47%
- Measurable Skills Gain (within in 4 Quarters) 47%
- Employment Rate 2nd Qtr. 61%
- Employment Rate 4th Qtr. 63%

Assessment Results

- Credential Attainment (within in 4 Quarters) 70%
- Measurable Skills Gain (within in 4 Quarters) 32%
- Employment Rate 2nd Qtr. 100%
- Employment Rate 4th Qtr. 63%

Use of Results for Continuous Improvement

The NextGen program will be operated by another provider in 2024–2025 and will no longer be housed at Gaston College.

Unit
Economic & Workforce Development

Sub-unit (if applicable)
College & Career Readiness (CCR) / Life Skills – Senior Community Service Employment Program (SCSEP)

Strategic Initiative
Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative
Build a larger foundation of host sites in both Lincoln and Gaston Counties to place Senior Citizen Employees to meet the program goals of the SCSEP Program

Person(s)/Area(s) Responsible
Gaston College SCSEP Project Director

Relation to Strategic Plan
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3 Gaston College will establish strong partnerships, actively engage with the community, and create meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative
Establishing new contacts within companies in both Gaston & Lincoln Counties and encouraging them to agree to serve as Host Agencies.

Success Criteria
Having Host Agency Agreements with, and Senior Employees placed in, 2 new Hosting Agencies in both Gaston & Lincoln Counties by June 30, 2024

Assessment Results
For FY 2023–2024 the SCSEP program added 14 new Host Agencies in Gaston County and 4 new host agencies in Lincoln County for a total of 18.

Use of Results for Continuous Improvement
There are more opportunities for Host Agency expansion that will be pursued in FY 2024 – 2025.

Unit
Finance, Operations, and Facilities

Sub-unit (if applicable)
Finance

Strategic Initiative
Strengthen our financial performance, controlling costs, and exploring new and innovative ways to invest in our strategic priorities, while maintaining a commitment to the highest ethical standards.

Reason for Initiative
Provide an ongoing awareness and proactive management of financial resources.

Person(s)/Area(s) Responsible
- Vice-President of Finance
- Chief Operating Officer

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Budget monitoring by departments.
- Enhance awareness of expenditures to allocated funds

Success Criteria
- Appropriate utilization of funds.
- Departments operating within allocated budgets without requiring additional allocations.

Assessment Results
- Added a Budget Accountant position dedicated to developing, maintaining, and monitoring budgets. This position works directly with budget managers to develop budgets within budget constraints and monitor spending.
- Budget was successfully closed by Community System deadlines.
- Budgets established for reoccurring expenditures

Use of Results for Continuous Improvement
Begin to improve departmental budgeting process.

Unit
Finance, Operations, and Facilities

Sub-unit (if applicable)
Facilities

Strategic Initiative
- Develop a capital campaign to supplement the health sciences building expansion.
- Evaluate space allocation to optimize operational effectiveness.
- Evaluate landscape master plan and establish implementation priorities.
- Launch the development of the health sciences building.

Reason for Initiative
To provide quality learning and administrative environments through operational infrastructure and effective project management.

Person(s)/Area(s) Responsible
Director of Facilities and Plant Operations

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.
- Strategic Priority #6: Operational Infrastructure
  - Strategic Goal #6: Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
1. Manage and facilitate 40,000 sq. ft Fiber Innovation Center on the Kimbrell Campus in Belmont with anticipated completion in March 2024.
2. Manage and facilitate the De-Escalation Training Center that is to be constructed adjacent to the Firearms Training Facility on Bob and Pat Boyd Drive. This will include repaving Bob and Pat Boyd Drive. Completion date January 2025.
3. Assist in managing and facilitating the construction of a 40'x50' Burn Prop structure at the RESTC on the Dallas Campus. Completion date TBD.
4. Manage and facilitate Cybersecurity Lab Renovations at the Dallas, Lincoln, and Kimbrell Campuses to be completed in Fall 2023.
5. Assist in the development for the proposed Health Sciences Building for the Dallas Campus. It is the concept phase now.
6. Assist in the development of a new building proposed on the Lincoln Campus.

7. Begin implementing the Landscape Improvement Plan for the Dallas, Kimbrell, and Lincoln Campuses.
8. Begin implementing improvements to our signage and wayfinding guides on the Dallas Campus.

Success Criteria

Maintain projects within budget, delivering within project schedule, and quality.

Assessment Results

- Fiber Innovation Center shell building was completed January 2025.
- De-Escalation Training facility has been delayed.
- Burn Prop facility was completed.
- Cybersecurity Labs completed.
- Health Science Building is awaiting NC Budget allocation of funds.
- Conceptual plans for Lincoln Campus developed and submitted for funding.
- Landscape plans delayed due to lack of funding.
- Signage and wayfinding conceptual designs have been rejected and are in re-design.

Use of Results for Continuous Improvement

Gain greater access to consistent funding streams.

Unit
Finance, Operations, and Facilities

Sub-unit (if applicable)
Purchasing

Strategic Initiative
Strengthen our financial performance, controlling costs, and exploring new and innovative ways to invest in our strategic priorities, while maintaining a commitment to the highest ethical standards.

Reason for Initiative
Optimize fiduciary and operational strategies to provide a secure and financially sound process for employee purchases.

Person(s)/Area(s) Responsible
- Vice-President of Finance
- Purchasing Manager

Relation to Strategic Plan
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
- Implement online Purchasing card process reporting with major financial institution
- Enhance method to monitor purchase for policy compliance
- Enhance reconciliation process to ensure monthly balancing of individual accounts

Success Criteria
- Implementation of the third-party provider of online service
- Improved monthly reconciliation of receipt and purchased items
- Compliant purchases

Assessment Results
This area has been hindered by the purchasing manager position being vacant since September 2023.

Use of Results for Continuous Improvement
Seeking outside facilitation in securing purchasing manager.

Unit
Finance, Operations, and Facilities

Sub-unit (if applicable)
Purchasing

Strategic Initiative
- Enhance talent acquisition processes with an emphasis on keeping the college competitive and attracting talent from diverse backgrounds that is more reflective of the student population.
- Strengthen our financial performance, controlling costs, and exploring new and innovative ways to invest in our strategic priorities, while maintaining a commitment to the highest ethical standards.

Reason for Initiative
Fill vacancy in Purchasing Manager Position

Person(s)/Area(s) Responsible
- Vice-President of Finance
- Chief Operating Officer

Relation to Strategic Plan:
- Strategic Priority #4: Organizational Development
  - Strategic Goal #4: Gaston College is committed to continuous improvement through organizational and employee development.
- Strategic Priority #5: Finance and Operations
  - Strategic Goal #5: Gaston College is committed to optimizing fiduciary and operational strategies to ensure long-term success and stability.

Action Items to Meet Initiative
Recruit and hire Purchasing Manager

Success Criteria
Purchase Manager employed by January 2024

Assessment Results
The purchasing manager position remains vacant.

Use of Results for Continuous Improvement
Seeking outside facilitation in securing purchasing manager.

Unit
Finance, Operations, and Facilities

Sub-unit (if applicable)
Technology Services

Strategic Initiative

- Provide professional development to enhance personal and professional growth and success.
- Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.
- Continue to invest in information technology to enhance systems and services.

Reason for Initiative

Strengthen cybersecurity awareness to provide a secure and conducive environment for learning.

Person(s)/Area(s) Responsible

Chief Information Officer

Relation to Strategic Plan

- Strategic Priority #4: Organizational Development
  - o Strategic Goal #4: Gaston College is committed to continuous improvement through organizational and employee development.
- Strategic Priority #6: Operational Infrastructure
  - o Strategic Goal #6: Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative

Provide informational posts, emails, and education on the uses of network and tools such as email, teams, etc. Continue to help users and employees understand the role they play in helping to combat information security breaches such as phishing scams, website spoofing, ransomware, malware, and other forms of hacking.

Success Criteria

Engaged students and faculty aware of potential pitfalls of technology.

Assessment Results

Numerous trainings and email campaigns about technology safety.

Use of Results for Continuous Improvement
Incidents with compromised systems have declined.
Security filter was enhanced in spring of 2024.

Unit
Finance, Operations, and Facilities

Sub-unit (if applicable)
Technology Services

Strategic Initiative
- Provide professional development to enhance personal and professional growth and success.
- Evaluate safety and security infrastructure and continue to support initiatives to provide a safe and secure working and learning environment.
- Continue to invest in information technology to enhance systems and services.

Reason for Initiative
Provide a secure and conducive environment for learning through strengthen cybersecurity protection.

Person(s)/Area(s) Responsible
Chief Information Officer

Relation to Strategic Plan
- Strategic Priority #4: Organizational Development
    - o Strategic Goal #4: Gaston College is committed to continuous improvement through organizational and employee development.
- Strategic Priority #6: Operational Infrastructure
    - o Strategic Goal #6: Gaston College is committed to investing in a secure and conducive environment for learning, ensuring the safety and well-being of its students, faculty, and staff while investing in its operational infrastructure to enhance the working and learning environment.

Action Items to Meet Initiative
Implement the Arctic Wolf Platform that provides 24×7 monitoring, detection, and response, ongoing risk management, as well as security awareness training to proactively protect your environment while continually strengthening your security posture.

Success Criteria
College technology infrastructure is protected.

Assessment Results
Implemented successfully by January 1, 2024.

Use of Results for Continuous Improvement

Maintain monitoring of Arctic wolf as well as upgrading systems to support its efficient operation.

Unit
President's Office

Sub-unit (if applicable)
Textile Technology Center

Strategic Initiative
Strengthen existing and develop new strategic partnerships with local businesses, industries, public safety agencies, and community organizations to foster mutually beneficial relationships that support workforce training, internships, and job placement opportunities for students.

Reason for Initiative
The new identity of the Kimbrell Campus is rooted in the textile industry which includes research, testing services and education at all levels. With the new Fiber Innovation Center, new textile technology degree program and expanded workforce classes this goal aligns perfectly with the future direction of this center and campus. Key partnerships with Gaston and Lincoln county businesses, textile industry, organizations and K-12 engagement can help develop a pipeline of support and students for the Kimbrell Campus.

Person(s)/Area(s) Responsible
- Executive Director-Textile Technology and Fiber Innovation Centers
- Director-Textile Technology Center
- Vice President of Fiber Innovation and Facilities Development

Relation to Strategic Plan
- Strategic Priority #3 Partnerships and Community Engagement
  - Strategic Goal #3: Gaston College is committed to establishing strong partnerships, actively engaging with the community, and creating meaningful opportunities for students, alumni, and the public to contribute to the college's mission and success.

Action Items to Meet Initiative
- Expand outreach to host more industry association events on the Kimbrell Campus.
- Work with universities and community organizations to host summer camps and recruitment events
- Add at least 10-12 new clients to the TTC business annually

Success Criteria
- Partner with industry organizations or develop a new industry seminar/training to engage local industry, community and bring in business.
- Successful collaboration with EWD and NC State to host textile bootcamps and summer camp

- TTC leadership to utilize client tours, plant visits and trade events to bring in new clients. The leadership team will also work with GC marketing for social media posts and press releases.

Assessment Results

The TTC team increased efforts to engage with industry through participation in new tradeshows, conferences and professional organizations. Examples include:

- Techtextil Frankfurt, Germany
- FedTex Summit
- Southern Textile Association (STA)
- ATA Expo 2024

- Techtextil North America
- SYFA Spring Conference
- Functional Fabric Fair

The TTC team made increased efforts to engage with industry through participation in several Grants including the North Carolina Sustainable Textiles Innovation Engine and USAID-Hilandos Oportunidades.

The TTC team made increased efforts to engage with industry through hosting tours with new client's professional organizations and local organizations. Examples include:

- NASA
- Procter & Gamble
- Invista
- Lake Norman Rotary Club

- Orgin Materials
- Darling Fibers
- Ascend
- Belmont Gad-Abouts Club

- Centralina EDA
- Lenzing Fibers
- Staple Cotton
- Gaston County Museum

The TTC Team has also established a marketing team and on-site marketing coordinator to increase marketing efforts. This include numerous posting regarding TTC events, training and testing services on the GC Website, Facebook, Linked-In and E-Textile Communication Publications.

For Education and Training, the TTC has been made the following achievements:

- In-person and online training platform developed by GC instructional designers under the USAID Grant. Over 290 students trained to date.
- Establishing customized on-line work base training.
- 1st degree student graduate in 2024
- Participated with work-based training, include samples and lab workshops
- Assisted 2 Client Summer Intern Projects with P&G and Nike
- Offering Textile Academy for Industry Clients

Use of Results for Continuous Improvement

The results are used by several TTC Teams to focus our efforts for new clients and service opportunities outside the Traditional Textile Industry. Several Leadership Teams have been established to monitor, focus, communicate and manage efforts to improve our services, profits and value to both the Textile Industry and Gaston College. Examples include a

Leadership Team, Marketing Team, Administration Team. Staff meetings are held regularly to report on performance, projects, sales and operational procedures, which includes forum for all to introduce ways to improve. The TTC is implementing Salesforce Applications into our operations, which is a cloud-based CRM (Customer Relations Manager) software program.

Unit
President's Office
Sub-unit (if applicable)
Textile Technology Center

Strategic Initiative
Provide professional development to enhance personal and professional growth and success.

Reason for Initiative
The Kimbrell Campus including the Textile Technology Center and new Fiber Innovation Center will add several new positions. With retirements, resignations and the development of new programs the profile of the TTC employee group has changed drastically. As leaders, we must ensure that existing and new employees receive appropriate technical training, leadership development and a positive work environment. Happy employees are the key to a successful organization.

Person(s)/Area(s) Responsible
- Executive Director-Textile Technology and Fiber Innovation Centers
- Director-Textile Technology Center
- Vice President of Fiber Innovation and Facilities Development

Relation to Strategic Plan
- Strategic Priority #4 Organizational Development
  - Strategic Goal #4: Gaston College is committed to continuous improvement through organizational and employee development.

Action Items to Meet Initiative
- Develop a set protocol of onboarding info as it relates to TTC in collaboration with TTC leadership and Kimbrell Campus administrative
- Collaborate with TTC social committee to schedule out social dates and staff meeting dates for the 2024 calendar year.
- Continue to share professional development opportunities available through Neogov and main campus. Work with various main campus departments to bring Professional Development to TTC

Success Criteria
- Create a living one drive document for TTC onboarding. This will include basic steps to get started as a GC employee, Kimbrell Campus contact list, org chart, procedure for project and sample intake.
- At least 6 scheduled campus wide staff meetings in 2024
- Schedule at least 2 planning meetings with TTC admin and leadership
- Hold each employee accountable for at least 1 technical and 1softskill professional development

Assessment Results

Several Leadership Teams have been established to monitor, focus, communicate and manage efforts to improve our services, profits and value to both the Textile Industry and Gaston College. Examples include a Leadership Team, Marketing Team, Administration Team. Staff meetings are held regularly to report on performance, projects, sales and operational procedures, which includes forum for all to introduce ways to improve. To date, the TTC has conducted the following:

- 12 Group Safety Meetings   - 3 Group Project Review Meetings
- 4 Campus Staff Meetings   - Weekly Lab Meeting
- Bi-Monthly Social Meetings   - Campus Christmas Party
- Year Ending Celebration, Bowling Outing

TTC Staff have also participate with Main Campus Events such as Rhino Rush, Rhino Land Christmas Party, Safety Committee, Fitness Challenge, Presidents Cabinet, Teams Board of Trustees

Operations and On-Boarding efforts have been consolidated to GC One Drive for central access and utilization. Examples in include the following:

- Shipping Guide & Manual   - Request For Services Forms
- AR & Purchase Guide & Manual   - Client Estimate Forms
- Project Tracking System   - Invoices
- Service Catalog   - Centralized Price List
- Cross Training for Key Associates

Use of Results for Continuous Improvement

The results are used by several TTC Teams to focus our efforts for new clients and service opportunities outside the Traditional Textile Industry. Several Leadership Teams have been established to monitor, focus, communicate and manage efforts to improve our services, profits and value to both the Textile Industry and Gaston College. Examples include a Leadership Team, Marketing Team, Administration Team. Staff meetings are held regularly to report on performance, projects, sales and operational procedures, which includes forum for all to introduce ways to improve. The TTC is implementing Salesforce Applications into our operations, which is a cloud-based CRM (Customer Relations Manager) software program.